

# ICLEL 2016

## CONFERENCE PROCEEDING BOOK

*2<sup>nd</sup> INTERNATIONAL CONFERENCE ON LIFELONG  
EDUCATION AND LEADERSHIP FOR ALL*

*Liepāja University, Liepāja-LATVIA*

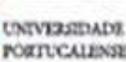


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### Abstract

The regulation included in Article 125 of the Constitution holds the administration responsible in general. According to this regulation; "The administration is obliged to pay for damages resulting from its actions and acts." In addition, apart from Article 40 of the Constitution, it was decided in Article 129 that "claims for damages arising from the faults committed by civil servants and other public officers while exercising their powers can be brought against the administration provided that they are resorted to them and comply with the manners and conditions specified by the related law". The basis of the responsibility stated in this provision is the continuation of the general basis of responsibility regulated in Article 125. Through these regulations, it is desired to allow that the civil servants who have faults in their services carry out their services carefully and to avoid their being held irresponsible; and at the same time, the legal remedies to bring a lawsuit by those who are harmed due to the performance of the services against the administration which has the ability to pay.

**Keywords:** Service Defects, Liability of the Administration, Strict Liability.

### 1. Introduction and Service Flaw

The flaw arising from the establishment and operation of the service is accepted as the financial liability requirement of the administration. As the administrative liability reason, a flaw means a quality deficiency, flaw or failure arising from the establishment or delivery of public services (Armağan, 1997, p.17 ;Gözübüyük-Tan, 2006, p.820 ;Özgüldür, 2002, p.731 ;Atay-Odabaşı-Gökcan, 2003, p.5 ;Atay, 2006, p.559 ;Çağlayan, 2007, p.133 ;Günday, 2011, p.369 ;Yıldırım, 2010, p.320). In other words, the administration is deemed defective as it does not think and regulate well as an organization or function or cannot perform the service duly or at all or cannot carry out the audit activities it should properly (Özgüldür, 2002, p.709).

As the administration is comprised of legal persons as a whole, the flaw of the administration is the consequence of the bodies and personnel consisting of real persons; however, it is not possible to mention the public officers who make these mistakes in each case. In the cases where it is possible to identify them, it is not always right and possible to be able to personalize the defects of the public officers (Düren, 1979, p.287). The objective and anonymous flaw of the administration in not fulfilling its supervision and audit task on the establishment, delivery of the public services and on the related public official is called a *service flaw* (Atay, 2006, p.571). A service flaw is the one that cannot be depend on the attitudes and behaviors of one or a few certain public officers and that cannot be directed to them. Therefore defining the service flaw as *anonymous*, which means a flaw that cannot be attributed to a certain person (Özyörük, 1972-1973, p.241 ;Atay, 2006, p.577) is possible and it is also possible to explain it as a deficiency that is the responsibility of one or more than one officers of the administration during the normal delivery of the service, yet that cannot be directed to them personally; (Özyörük, 1972-1973, p.241) however, as mentioned above, it is not possible to personalize this flaw.

A service flaw is also regarded as the legal structure of the public services and the liability of the administration arising from this. The administration has to provide the public services to those who use them in a consistent manner that complies with the requirements of these services or to cause these services to be provided and to ensure that those who use these service benefit from them duly. Provision of public services or ensuring their provision as stated above is the most fundamental duty and reason for being of the administration. The failure to perform this task constitutes a *service flaw* (Onar, 1966, p.1695).

The general characteristics of the service flaw can be listed as follows based on its legal character: (Onar, 1966, p.1695) Service flaw includes an independent feature. The liability based on this flaw is a primary and first degree liability. Service flaw is anonymous. Service flaw has a different structure for each event. Service flaw has general characteristics (Duez, 1950, p.15).

The flaw that results in the personal liability of a public official due to an activity which is not related to the duty is called *an absolute personal flaw* and it requires the liability of the public official in judicial courts in accordance with the rules of private law (Günday, 2011, p.374 ;Gözübüyük-Tan, 2006, p.809).

## **2. Cases Considered as Service Defects**

In the administrative law doctrine and court case-laws, the cases considered to be a service flaw include poor delivery, unsatisfactory, late or non-delivery of a service in general (Gözübüyük-Tan, 2006, p.821 ;Atay, 2006, p.579 ;Çağlayan, 2007, p.133).

### **Poor or Unsatisfactory Delivery of a Service**

The places of administrative jurisdiction, mainly the Council of State, assumes the poor or unsatisfactory delivery of a service as a service flaw and decides on the liability of the administration and the compensation of the damage (Yayla, 2009, p.362 ;Gözübüyük-Tan, 2006, p.821 ;Atay, 2006, p.580 ;Özgüldür, 2002, p.735-736). Poor or unsatisfactory delivery of a service can be in the form of an administrative action or may arise in the form of an administrative procedure. To mention briefly, what is meant by poor or unsatisfactory delivery of a service is the activities and actions of the administration that can constitute a flaw.

There are countless decisions taken by the 10th Law Chamber of the Council of State that can be shown as an example to the service flaw that has resulted from the poor or unsatisfactory delivery of a service: "...The damage that has arisen from the delivery of a health care service carried out by the defendant administration should be compensated by the administration that performs the service defectively in the case of losing the healthy left eye of the patient due to the anesthesia infection that was acquired during the eye surgery done in the .....hospital..."(10th law chamber of the council of state, decision date:22.11.1999 docket:1998/190 decision:1999/6198), "The damage incurred by the plaintiffs due to the poor delivery of the service during the transport of the blood sample received from the relatives of the plaintiff after the birth to the related health care unit and during the testing stages should be compensated by the administration..."(10th law chamber of the council of state, decision date:20.10.2006 docket: 2003/3146 decision:2006/5850), "The administration has a service flaw and the liability to damage in the case of amputating the patient's arm who was hospitalized in a state hospital for receiving a fractured foot treatment and whose arm became gangrenous due to a defective injection..."(10th law chamber of the council of state, decision date:16.01.1985 docket: 1982/2908 decision:1985/26), "The damage incurred by the concerned person due to his/her amputated leg as a result of the poor treatment and care after the surgery should be compensated by the administration that performed a defective service..."(10th law chamber of the council of state, decision date:09.12.1992 docket: 1992/184 decision:1992/4321), "The administration has a gross negligence and the liability for damage in the death case that happened as a result of not taking the effective measures against the infection-associated shock..."(10th law chamber of the council of state, decision date:01.06.1994 docket: 1993/363 decision:1994/2502), "The administration has a gross negligence and the liability for damage in the death case that happened as a result of giving carbon dioxide instead of oxygen during the surgery in a university hospital..."(10th law chamber of the council of state, decision date:03.05.1995 docket: 1994/3258 decision:1995/2379), "The damage arisen from the death case resulting from giving the wrong serum during the tonsillectomy performed in the university hospital of the administration should be compensated by the administration..."(10th law chamber of the council of state, decision date:13.11.1996 docket: 1996/1091 decision:1996/7530), "The damage arisen from the death that occurred due to the insufficient medical intervention during the time when the plaintiffs' relative stayed in the hospital to which he/she was brought injured patient should be compensated by the administration..."(10th law chamber of the council of state, decision date:09.11.1999 docket: 1997/4839 decision:1999/5475), "The moral damage incurred by the plaintiff who was attempted to be raped by somebody who was wearing a doctor costume while she was under treatment should be compensated by the administration that has a service flaw..."(10th law chamber of the council of state, decision date:09.02.2000 docket:1998/4977 decision:2000/380), "The defendant administration has a service flaw in the plaintiff's becoming permanently disabled after falling down into the well by stepping on a banana peel, who is also doing his/her specialty in the

cardiology department of the faculty of medicine...”(10th law chamber of the council of state, decision date:20.10.2006 docket:2003/4153 decision:2006/5848).

### **Late or Slow Delivery of a Service**

Late or slow service delivery is a service flaw that requires a liability as it is not enough to perform a service regularly and lawfully, the administration must perform its activities and services on a timely basis and in the necessary speed so that the administration can be considered to have fulfilled its duty (Armağan, 1997, p.30). Either in taking decisions and precautions or in their implementation, actions must be taken within the period of time required by the legislation and terms and conditions. Otherwise, the administration is obliged to compensate the damages arisen from the delay is due to the service flaw (Duran, 1974, p.12).

It is not possible to set a certain rule on the late or slow service delivery. Whether such a situation exists or not can be considered based on the aspects of the case. Indeed, the Council of State determines in the decisions it takes whether the administration has any defects considering the nature of the case. It should be also noted that although the time within which the service should be performed is regulated by the legislation, it can be concluded that the *service is delayed* in case the time foreseen by the legislation is exceeded by the administration without excuse. It is stated that in case the time within which the services are performed is not determined by a rule, a *reasonable and normal* time should pass to allow the administration to take action based on the nature and requirements of the service (12th law chamber of the council of state, decision date:18.11.1970 docket:1969/957 decision:1970/2040). For example, in the cases such as performing the surgical intervention in a patient with appendicitis later than the reasonable period of time (12th law chamber of the council of state, decision date:25.12.1968 docket:1967/788 decision:1968/2448 in Esin, 1973, p.46), the administration is held responsible for the material and moral damages arising from the late delivery of the service.

In a decision taken by the 1st Law Chamber of the Council of State on the *late delivery of the service* and including important determinations, it is stated that: “In the last paragraph of Article 125 of the Constitution; it is concluded that the administration is obliged to compensate the damage arising from its actions and transactions. One of the theories that require holding the administration liable for the damages arising from the execution of the public services is the service flaw. Overall, a service flaw is the failure and disorder in the establishment and operation of a public service. In case the administration performs an inappropriate, a poor activity, a defective behavior, or the administration does not deliver a service properly, have adequate facilities, causes damages by not exercising the authority it has to exercise and not taking any actions, causes a delay not deemed ordinary in the delivery of public services and does not act rapidly as required by the task, it should be accepted that the administration has delivered a defective service. It is clear that the administration has to provide the tools and facilities required to provide *services and to take the sufficient measures on a timely basis*. ...It is understood that the damages in dispute have arisen due to the *late or poor delivery of the service*...”(1st law chamber of the council of state, decision date:12.7.1995 docket:1994/7359 decision:1995/3559).

### **Non-delivery of a Service**

Non-delivery of a service appears to be a situation that leads to a service flaw made by the administration. This notion can be used in a sense that the administration is obliged to compensate the damages arising from the non-performance of any actions and/or acts the administration should perform in relation to the provision of the service (Armağan, 1997, p.39 ;Atay, 2006, p.583).

In order to mention non-delivery of a service or in other words non-performance of an administrative activity, the administration should be assigned with the execution of this service at first. It is not possible to hold the administration liable due to non-performance of a public service that does not fall under the liability of the administration in accordance with the legislation or administrative function.

In accordance with the Civil Procedure Law (Art. 2/2), the administrative jurisdiction authority is limited to the audit of compliance of the administrative actions and transactions with law. The administrative jurisdictions cannot perform a legality audit or cannot take judicial decisions in the nature of an administrative action and transaction or in a manner that would eliminate the discretionary power of the administration. However, the

discretionary power of the administration is not unlimited. The discretionary power vested in the administration cannot be interpreted as that the administration can act arbitrarily. The discretionary power vested in the administration is not a privilege either. On the other hand, the discretionary power is a power vested in the administration to allow for the operation of services. Indeed, the Council of State states that the discretionary power of the administration should be exercised in accordance with public interest and service requirements and audits the discretionary power as to whether this is exercised in line with the conditions or not (Atay, 2006, p.583 ;Yayla, 1964, p.201-202 ;Alan, 1982, p.33 ;Sağlam, 1999, p.32).

The administrative jurisdictions cannot place an order and instruction to the administration directly to enable the administration to take action; however, they can hold the administration liable for the consequences of not taking any action in case that the administration has to take action due to public interest and service requirements even within the scope of the non-discretionary or discretionary power. In case a condition is stipulated for the administration to take action in the delivery of the service and the court assumes that this condition has been fulfilled, the administration may be held liable to compensate the damages that occur.

It should be noted that the administration cannot refrain from performing the activities and services assigned by law due to the lack of financial and technical capabilities or lack or insufficiency of organization and it cannot get rid of liability for these reasons (Duran, 1974, p.33).

The 8th and 10th Law Chambers of the Council of State have taken decisions that can be set as an example for the *non-delivery of a service*. Public administrations are liable for performing the public services properly and constantly check the functioning of these services and take the necessary measures during the execution. The fact that the administration has provided late or unsatisfactory or poor services by not fulfilling this liability and therefore caused damages encumbers the administration with the obligation to compensate the damages that have occurred. It is one of the established principles of law that the damages arising from service defects need to be compensated by the administration...”(8st law chamber of the council of state, decision date:26.01.1983 docket:1982/2490 decision:1983/120), “In the case where a person who was taken to a state hospital due to an injury he got in a knife attack and died of internal bleeding in a day after he was sent home by the doctor examining him instead of hospitalizing him claiming that he did not have any death risk, the administration which was understood not to perform the necessary examination and treatment in the state hospital has a service flaw...”(10th law chamber of the council of state, decision date:11.05.1983 docket:1982/2483 decision:1983/1106).

### **3. Cases Considered to be Personal Defects**

In general, a *personal flaw* means that a public official must be held liable directly instead of the administration legal personality, for any defective action which happens while the administration performs its functions and due to the fact that it delivers public services or which has no relations with the administration function or the service it is assigned to perform and the defective action should be attributed to the public official himself/herself (Gözler, 2003, p.1045 ;Çağlayan, 2007, p.130 ;Atay, 2006, p.584-585 ;Akyılmaz, 2004, p.90-91).

If the defective action arises anonymously and non-personally rather than being attributed to one or a few public officers, the flaw is considered to be in the service, in other words the defective action has arisen from the suspension of the service and the failure in its functioning and the administration is assumed to be liable (Başgil, 1940, p.29).

With regard to the cases considered to arise from personal defects, the following very important determinations can be made: *Non-service flaw*: If a damage has arisen from a behavior of a public official which is out of the scope of service and does not have any ties with the service, this defective approach and behavior of the public official constitute the *absolute personal flaw* (Gözübüyük-Tan, 2006, p.809). The claims to be filed accordingly are settled in the judicial jurisdiction and provisions of private law apply. There is no hesitation in this regard (Güran, 1979, p.55-62). *In-service or service-related flaw*: The fact that the approach and behavior of the public

official within or regarding the service constitute a crime, the public official does not apply the clear legislative provision deliberately or applies it wrong or commits a serious flaw while delivering the service or hurts people with malicious intentions such as enmity, political grudge, etc. are considered to be *in-service personal defects*. An in-service personal flaw of the public official does not constitute a personal flaw that eliminates the responsibility of the administration. This is because the public official is employed by the administration and the fact that the administration does not perform the supervision and audit task on the public official it has employed constitutes a service flaw (Günday, 2011, p.376). In addition, the liability of the administration does not disappear to prevent the person who has incurred damages due to the in-service personal flaw of the public official from losing his/her right in case the public official does not have financial capacity (Giritli-Bilgen-Akgüner, 2006, p.656 ;Özgüldür, 2002, p.753). Indeed, the Constitution regulated that the administration is liable in case of in-service personal defects.

The distinction between a service flaw and an in-service personal flaw of public officers has lost its importance in terms of the damage given to individuals. The regulations brought by the Constitution and the Civil Servants Law and the approaches of the Council of State and the Court of Jurisdictional Disputes became effective in losing the importance of the distinction between a service flaw and an in-service personal flaw of public officers (Armağan, 1997, p.84). In accordance with 10th Law Chamber of the Council of State, the availability of in-service personal defects of public officers does not eliminate the liability of the administration (10th law chamber of the council of state. decision date:20.10.1999. docket:1997/721 decision:1999/5266). The Court of Jurisdictional Disputes also stated in its decisions that the administrative jurisdictions are assigned in the claims that include a service flaw or an in-service personal flaws of public officers (Court of jurisdictional disputes decision date:04.04.1997 docket:1997/16 decision:1997/15 official gazette, date and number:18.05.1997/22993 ;Court of jurisdictional disputes decision date:15.11.1993 docket:1993/42 decision:1993/41 official gazette, date and number:15.12.1993/21789).

#### **Intertwinement of Service Flaw and Personal Flaw**

As mentioned before, the availability of the situations accepted as in-service personal flaws cannot eliminate the service flaw and the liability of the administration (Günday, 2011, p.376 ;Özgüldür, 2002, p.758). This is because the administration has selected the public official causing a personal flaw. In addition, the administration has a supervision and audit task on the public official. After all, the administration has to train its own officer. Therefore, the personal defective behaviors of the public service while delivering service show that the administration cannot fulfill its duties sufficiently. Hence, the administration is also liable despite the personal flaw of the public official in delivering a service.

A service flaw actually arises from the actions of the public officials carrying out the service as in the personal flaw committed by public officials in the service. This distinction can be important in terms of whether the cost of the damage that the administration has to pay due to the defective activity is recoured to the public official who has caused the flaw. In addition, Article 129 of the 1982 Constitution states that “claims for damages arising from the flaws committed by civil servants and other public officers while exercising their powers can be brought against the administration provided that they are recoured to them and comply with the manners and conditions specified by the related law”. In this provision of the Constitution, as the flaws committed by civil servants and other public officers *while exercising their powers* are mentioned, it is concluded that claims can be filed only against the administration for the damages caused by the flaws committed by public officers while they exercise their powers and no claims can be filed against public officers. To mention briefly, claims for damages can be filed only against the administration as in the case of service flaws in terms of the *personal flaws that do not fall under the absolute personal flaws* of public officers (Yayla, 2009, p.357). In this case, if the administration is sentenced to pay compensation as a result of such a case, it is entitled to recourse it to the concerned public official (Günday, 2011, p.377 ;Giritli-Bilgen-Akgüner, 2006, p.656). It should be noted that the administration should recourse the compensation of the damage it has paid to the public official who has caused the damage with his/her action *in case of the cases that can be regarded as personal flaws in the service such as intention or severe negligence*.

#### 4. Strict Liability

While the basis of holding the administration financially liable is the principle of service flaw, this basis has become inadequate with the increase in the services undertaken by the administration and with their becoming complex. In particular, when the administration started to undertake new services upon the development of the social state principle, the probability of damaging people by the administration has increased as well. Accordingly, in case of only a causal link between an administrative action and damage, it is accepted that the administration is liable without seeking a requirement for flaw (Akyılmaz, 2004, p.91 ;Atay, 2006, p.586 ;Çağlayan, 2007, p.175). The 10th Law Chamber of the Council of State has taken the following decision on the strict liability of the administration: “In determining the liability for damage of the administration, the principle of service flaw should be investigated and in case no flaw is identified, it should be determined whether the principle of strict liability can be applied in the case or not..” (10th law chamber of the council of state, decision date:15.10.1996 docket:1995/482 decision:1996/5981). As can be seen in this decision, the first basis of the financial liability of the administration is service flaw again. Holding the administration liable without seeking a requirement for flaw only depends on the nature of the concrete case and the realization of the principle of strict liability.

The strict liability cases of the administration seem to be based on two main principles although they are exposed to various classifications by the doctrine: The principle of hazard (risk), the principle of balancing of sacrifices (principle of equality before public burdens) (Akyılmaz, 2004, p.91 ;Yıldırım, 2010, p.330 ;Gözler, 2003, p.1071 ;Özgüldür, 2002, p.720).

#### 5. Principle of Hazard (Risk)

If an administrative activity or equipment of the administration that has a high risk of creating hazard and is technically complex, and therefore, always may lead to damages the reason of which cannot be always identified causes any damage, the damage should be compensated by the administration without stipulating a requirement for flaw. Even if the administration has taken all kinds of due diligence to prevent the hazard, it cannot be excluded liability. The principle of hazard in administrative law is applied in the following cases: (Günday, 2011, p.379-380 ;Çağlayan, 2007, p.255) *Hazardous activities or equipment of the administration*: Some of the activities performed or equipment used by the administration include a certain level of hazard due to their nature or structure. If such activities or equipment cause damage, the administration has to pay for this damage even if it does not have any flaws in it. *Occupational risk*: It is the form of application of the principle of hazard in the field of occupational accidents. According to this principle, if a person working in a public service incurs damage due to his/her occupation, this damage is accepted as the inevitable hazard of the service or in other terms, of the occupation and the damage arising for this reason is compensated by the administration even if it does not have any flaws in this case (Gözler, 2003, p.1102 ;Çağlayan, 2007, p.286).

#### Principle of Balancing of Sacrifices (Principle of Equality before Public Burdens)

In accordance with the principle of balancing of sacrifices, some people are damaged as a result of any activity that the administration is involved in with the idea of *public interest*; this damage needs to be compensated by the administration even if it does not have any flaws in this case. This principle aims to balance the decreases in the private interests of private interest holders due to an activity performed for public interests, in other words, in the sacrifices they have to make due to the stated activity by compensation. The most obvious area of application of the principle of balancing of sacrifices is expropriation. However, a very extensive area of application has arisen with the judicial case-laws (Gözler, 2003, p.1141 ;Çağlayan, 2007, p.340 ;Atay, 2006, p.594-595 ;Özgüldür, 2002, p.745).

#### Conditions of Liability and Elimination or Limitation of Liability

##### Conditions of Liability

As a rule, in order for the administration to have either defect liability or strict liability, there must be a causal relation between the administrative action and the damage (Günday, 2011, p.381 ;Çağlayan, 2007, p.304).

First of all, an administrative action must be available in order to hold the administration liable. This can be in the form of an administrative procedure or an administrative action initiated to implement an administrative procedure or not based on any administrative procedure. In addition, the administrative behavior that causes damage can be executory or negligent. The second condition of being able to hold the administration liable is that the administrative action has caused any damage. This damage can be material and moral. The damage that will lead to the liability of the administration must be definitive and real. After all, there must be a causal link between the damage and the administrative conduct, namely a cause-and-effect relationship in order to hold the administration liable. If the damage is not a consequence of an administrative action and is an unexpected result within the normal course of events, the causal link may not be mentioned (Gözübüyük-Tan, 2006, p.849 ;Gözler, 2003, p.1172 ;Yıldırım, 2010, p.341).

### **Elimination or Reduction of Liability**

In some cases, the causal relationship between the administrative behavior and the damage may weaken or vanish due to an intervening cause. In such cases may lead to the elimination or reduction of the liability of the administration. The situations that may lead to the elimination or reduction of the liability of the administration are in general; compelling reasons (force majeure), unexpected circumstances, the flaw of the injured person and the third person (Gözler, 2003, p.1221 ;Yayla, 1979, p.47). The availability of these situations may not necessarily lead to the elimination or reduction of the liability of the administration. Based on the nature of each concrete case in which compelling reasons (force majeure), unexpected circumstances, the flaw of the injured person and the third person exist, it should be decided as to whether the liability of the administration carries on, eliminates or reduces. The emergence of the cases that eliminate or reduce the administration's liability may not affect the strict liability of the administration if the conditions have occurred.

Compelling reasons are the events that occur outside the control of the administration, cannot be possible foreseen and avoided even with great attention and care and that make the execution of a public service impossible. Such as an earthquake, flood, heavy rainfall or lightning and landslides (Yıldırım, 2010, p.341). Unexpected circumstances are the events that occur in beyond the control of the administration and that cannot be foreseen and avoided just like compelling reasons. However, compelling reasons occur out of an administrative action, while unexpected circumstances occur within the administrative action. If the damage has occurred due to the flaw of the injured, the liability of the administration may be eliminated (Günday, 2011, p.384-385 ;Yıldırım, 2010, p.345). This is because the flaw of the injured might cut off the causal link between the administrative behavior and the damage. On the other hand, if the damage has increased due to the defective behavior of the injured, the administration may not be responsible for the increasing part. The decrease in the liability of the administration will be in proportion to the flaw of the injured. If the damage has occurred due to the flaw of a third person, the liability of the administration may be eliminated. If the flaw of a third person has led to the increase in the damage, the liability of the administration may be reduced in proportion to the reducing part (Bayındır, 2007, p.564). In a case on this issue, the 10th Law of Chamber decided that: "The flaw of the injured and the third person cuts off the *causality link* between the defective action of the administration and the damage; therefore, the administration does not have any liability for damage (10th law chamber of the council of state, decision date:18.09.2007 docket:2005/4493 decision:2007/4199).

## **6. Results and Recommendations**

The regulation included in Article 125 of the Constitution holds the administration responsible in general. According to this regulation; "The administration is obliged to pay for damages resulting from its actions and acts." In addition, apart from Article 40 of the Constitution, it was decided in Article 129 that "claims for damages arising from the faults committed by civil servants and other public officers while exercising their powers can be brought against the administration provided that they are recoured to them and comply with the manners and conditions specified by the related law". The basis of the responsibility stated in this provision is the continuation of the general basis of responsibility regulated in Article 125. Through these regulations, it is desired to allow that the civil servants who have faults in their services carry out their services carefully and to

avoid their being held irresponsible; and at the same time, the legal remedies to bring a lawsuit by those who are harmed due to the performance of the services against the administration which has the ability to pay.

According to the Supreme Court; "... It is not possible to say that the law-maker has an absolute discretion regarding the appointment of the administrative jurisdiction in the solution of a dispute falling within the jurisdiction of administrative courts. The resolution of a dispute that should be depending on the control of the administrative jurisdiction may be left to the judicial jurisdiction by the law-maker in case of a reasonable justification and the public interest. However, there is no public interest in leaving one part of an administrative procedure to the control of the administrative jurisdiction, while leaving the other part to the control of the judicial jurisdiction. This is because these procedures are the continuation and the application of .....an administrative procedure related to the exercise of public power, there is no doubt that administrative jurisdiction shall be authorized in the resolution of possible disputes... Hearing one part of the decision taken by the Administration in the administrative jurisdiction and hearing the other part in the judicial jurisdiction impair the integrity of the proceeding. As the procedure cannot be paused if it is an administrative one and there is no justifiable reason and public interest required by the service in this regard, it would not be right to divide the administrative procedure and leave one part of it to the control of the administrative jurisdiction and the other part to the control of the judicial jurisdiction" (The Supreme Court, decision date:15.05.1997 docket:1996/72 decision:1997/51 official gazette, date and number: 01.02.2001/24305). According to this decision of the Supreme Court, the disputes arising from administrative acts and actions must be settled in the administrative jurisdiction. However, provided that there is a reasonable justification and public interest, administrative procedures and administrative actions might be audited in the judicial jurisdiction.

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# The Place and Importance of Mother's Songs, Lullabies in Afyonkarahisar Culture

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## Abstract

Lullabies are the products that are transferred from generation to the next in various periods of time, affecting children owing to their tunes and reflecting the culture of the community via many historical and social features such as its local elements, customs and traditions. Having existed from past to the present in almost every society in their folk culture, lullabies are one of the genres of anonymous folk literature and have been sung to children with a tune in order to put them to sleep, to them silence when they cry and to relieve them by the performing mothers. In this study, the place and the importance of the lullabies that are the women-creation in the Turkish socio-cultural life and are the remarkable treasure chest of our culture in Afyonkarahisar culture will be studied under the light of the information gathered through interviews with Afyonkarahisar local people and the literature review. This study has great importance because it is a compilation of lullabies that are sung firstly to the babies and then to the children of Afyonkarahisar city, constituting a source for future studies and shedding light to the literature. In this regard, the fundamental aim of this is to put forward the place and the importance of lullaby kinds in the cultural tradition of Afyonkarahisar, which are considered as a common cultural heritage to all people of the city.

**Keywords:** Afyonkarahisar, Culture, Lullaby.

## 1. Introduction

### I. Afyonkarahisar:

Formerly known as Afyon, Afyonkarahisar whose large part of the land remains in the Aegean Region extends into the Inner Anatolia and Mediterranean Region. Afyonkarahisar has an area of 14,295 meter square and is surrounded by Eskisehir province in the north, Konya province in the east, Isparta province in the southern, Burdur and Denizli provinces in the southwest and Uşak ve Kütahya provinces in the west (AnaBritannica,1993,Vol:I,158). Located in the Aegean Region, Afyonkarahisar was home to many important battles in the Turkish War of Independence. Afyonkarahisar is a city that has made a name in marble, thermal tourism and food sectors both in Turkey and abroad. Up till 2005, the city was called as Afyon but the old name of the city was changed into the Afyonkarahisar. Afyonkarahisar is situated at the transit point from the Aegean Region to the Inner Anatolia Region. Therefore, the region possesses diversity. This diversity is also reflected in the area's culture and has created a remarkably rich culture (wikipedia.org.com). With the archaeological remains reflecting thousands years old culture and art of civilizations, century-old buildings, caves formed through millions of years, thermal richness and natural beauty, ruins, centuries old ongoing handicrafts, fairy chimneys, open-air temples and cuisine, Afyonkarahisar is a place with great potential for tourism. Afyonkarahisar has various cultural and tourism values such as spas, rich nature, historical artifacts, alternative tourism diversity, culture and health tourism, festivals and similar events. Afyonkarahisar is resided at a crossroad in the west side of Anatolia serving as a natural door connecting the north to the south and east to the west by road and rail. Afyonkarahisar has claimed that Afyonkarahisar is the "Capital of thermal Tourism in Turkey" since thermal tourism has gained importance in recent years as an alternative to the sea and sun tourism and also constitutes a part of health tourism ([www.afyonkulturturizm.gov.tr](http://www.afyonkulturturizm.gov.tr)). The written record history of the city began in the year 3000 BC and the city has hosted a big number of civilizations.

### II. Culture:

Culture is a term that may take on different meanings. As a concept related to the humans, culture is a meaning and significance system created through history. This is a beliefs and customs system used by a group of people in understanding, regulating and structuring their individual and collective life (wikipedia.org.com).

According to the Turkish Language Institution dictionary, the definition of culture (crop, “hars” in ancient Turkish language) concept is as follows: “All the spiritual and material values created in the process of historical and social development and all the means used in creation of the values and transmission of them to the next generations, which indicates the extent of a man's sovereignty to his natural and social environment. Sociologically, the culture is what surrounds us and is the social heritage we have learned from the people.

Culture is the sum of material and spiritual heritages the people have inherited from the history of societies. The structures that are formed by sense, thought and action of community create the culture (Güçlü, 2003:148). Culture is a trend that can be transferred to the next generation and is originated since an individual's adolescence period. Culture gains continuity with what the individuals have achieved with the process of learning throughout their life (Sığırı et al., 2009:3).

Culture which is the source of the greatest impact on society and the common characteristics of individuals in the group is a learned lifestyle that is transmitted from person to person (Aytaç, 2006: 153). Culture, in other words, is the shaped common material and spiritual values of a society that provide tradition, customs, art, thought, historical background and unity of thinking. Culture means the "basic yeast" of a community which comes from a certain root. The total unity of language, writing, history, religion, customs, traditions, customs, literature and art determine that society's main yeast that is the culture itself ([www.kulturelbellek.com](http://www.kulturelbellek.com)).

The key factor to the existence of the culture concept is the presence of a human community and families and individuals composing them. All cultural factors and cultural elements have been created by people. That is to say that, the main source of culture is the human. Whether it is an understanding or a phenomenon, no can speak of the culture unless there is a society. Moreover, an individual should first be able to feel himself as a member of a society so that there could be a cultural phenomenon (Erinç,1995,19). If relations in culture system become severe, the society will collapse and disappear (Rıza,200, 352). For that reason, we have to get to know our national culture, to live, to survive, develop and transfer to future generations. Because culture is not a concept inherited or acquired with instinctive ways but rather the concept is acquired by learning and education (Güvenç,2002).

Cultural heritage is the tangible resource, whose formation is based on human labor and natural factors, holding universal values in terms of historical, artistic, scientific, aesthetic, anthropological and ethnological perspectives. Moreover, they are the structures that cannot be moved and on which the impact of human creativity still remains. In addition, cultural heritages are man-made portable works holding importance in regards to the aesthetic and artistic aspects. On the other hand, they are also the arts that have been attributed to all people including crafts and cooking techniques. They are all the intangible sources consisting of traditions, customs, folkways that have the ability to affect the daily life and belief of the people (Miller, 2005: 48).

### **III. Culture in Afyonkarahisar:**

Because of the location of Afyonkarahisar province, which is located at the intersection of the roads, it has created a rich culture in the city. Afyonkarahisar culture bears the traces of all civilizations lived on its land during the past five thousand years of its history. Afyonkarahisar owns a rich culture with its original language, music and folklore, clothes, handicrafts, cuisine, ceremonies on special occasions after the birth and death (Ertürk and Yetim, 2015:521).

**Rug Weaving:** As we look at Afyonkarahisar and its districts in terms of historical background, it can be said that a number of tribes have settled in these lands. This situation has led to huge diversity in rugs woven by these tribes. As a result, Afyonkarahisar is a very rich region especially in terms of rug weaving. Besides, it is possible to find examples of light rugs and runners with geometric shapes (Bayraktar:51).

**Marble Business:** The marbles extracted from the rich marble quarries of Afyonkarahisar, especially from İscehisar since 313 B.C., have earned a reputation in Anatolia and other countries. It is understood from the

archaeological findings that the Dokimeon (İşcehisar) marbles were taken to Rome and Africa. It was stated in the notes of French archaeologist and traveler Charles Texier that the very first time that he had seen the violet veined white Synnada marble was in Afyonkarahisar. It is known that marbles have been used for various purposes since ancient times. Marble is used in architectural constructions, the decoration works, sculpture and souvenirs making (afyontanitim.net).

**Felt Making:** Felt is formed by compressing the wool with pressure and hot water, and is a nonwoven cloth that has no weft and warp. The hair of sheep, camel, goat and rabbit wools are suitable fibers for making felts. In Afyonkarahisar, mothers would sing the lullaby as “May my baby become a felt maker.” (Yalçınkaya, 2011: 1863).

**Harness Making:** Harness Making is one of the handicrafts in Afyonkarahisar which dates back to old times. It is a handicraft kind that deals with making leather products such as handstand, crupper star, harness, bridle and thong that are used in horse-drawn carriages. After collecting buffalo leathers, harness maker turns the leather into a kind of strap and then produces the harness equipment.

**Horse-drawn Carriages:** This handicraft was developed parallel to harness making. Horse-drawn carriages were manufactured in various formats like Tatar spring horse-drawn carriage and carriages.

**Kerchief Making:** Colored cotton kerchiefs were very common in 1900's. The most important feature of Afyonkarahisar kerchiefs is that it is sawn as long and short faced and after it is sawn, it can be turned inside out.

**Wicker and Boyra (straw mat) Knitting:** Some elderly persons carry on wicker and boyra (straw mat) knitting in Yakasinek and Taşköprü towns of Afyonkarahisar. The raw material of Boyra is a special type of straw cultivated from Lake Eber. Compared to straw, Boyra is a harder material and is also used in building roof insulation against heat and water. The straw in softer structure is made use of for preventing the moisture caused by the ground of the houses. In addition, it is used by being laid under the carpets and rugs to provide heat insulation (afyontanitim.net).

#### **IV. Afyonkarahisar Lullabies:**

It can be said that lullabies are a kind of musical genres that are usually in the kind of mani (folk poetry) made of a stanza. Lullaby was called as “balubalu” in Diwan Lügati't Türk (Turkish Language Glossary). (www.turkceciler.com). "Lullabies are the words in verse or prose that are sung with tunes by the mothers while breast feeding their children so as to put them to sleep." (Elçin, 1986:271). Lullabies are sung to the babies who are between at least two-three months old and three to four years old, especially when mothers are keeping them on their lap, feet or shaking a cradle to put them to sleep quicker and easier and to silence the cry of the babies. Lullabies are a kind of Turkish folk song formed of a stanza and reflect mother's state of mind moment (Çelebioğlu , 1995: 9). Lullabies are the tunes which are sung in mother's lap, knee or in the cradle to hush the crying baby up and to put the children to sleep when sleeping time comes (Alptekin, 1990: 63).

Lullaby, makes important contributions to the baby's language, mental, emotional and physical development.

The lullabies sung before bed prepare children to sleep and give them confidence. Lullabies help create mental development at an early age and long-term confidence in children. Moreover, they help development and structuring the personality in children. At the same time, it stimulates the imagination and takes the children from reality to dreams. In short, lullabies make important contributions to the children's language, cognitive, emotional, social and physical development (Güneş, 2010, p.30).

Lullabies allow the transmission of the values of a society from one generation to the next generation. In order to learn a language well or to teach it, it is a must to benefit from the works that reflect the culture of the society in which the language is spoken. Many things are transferred to children through lullabies such as Turkish family

structure, traditions, customs and traditions, religious beliefs, living conditions, relations within the family, the love shown to the baby. Everything affects the child's listening and speaking skills such as the melody of a lullaby and the tone of the conversation in the family. As a result of that, children will comprehend the environment they are in. Also, in some lullabies indigenous words are used (Toker,2011, p.26). Lullabies are an important source by which the language is firstly animated in individuals. In a setting in which the child has recently begun to perceive the environment, he feels the magical air of the music in the ear by which he sinks into sleep, which is as important as nutrition, in a state where the words of the lullaby are turned into music.

This situation is of great importance for the child's mental and physical health (Ungan, 2009, p.3).

Lullabies that play an important role in Turkish culture shape our culture and are important tools that allow the transfer of our culture to future generations. Lullabies are one of the important cultural heritages transferring the time of life, community rules, traditions and customs and habits to the future. The elements today forming the culture have reached us as heritages. Lullabies that are one of the most important forwarder elements of our culture are the first instances where children meet their own national culture.

The lullabies that are the most ancient oral culture products and known to be a common genre for all people still continue their existence within Turkish communities. Revealing the place and importance of the lullaby type, which is accepted as a common heritage for all people, in cultural traditions in Afyonkarahisar constitutes the main goal of the study. This is why it is also important to do research on lullabies.

#### **V. Lullaby Examples:**

The following lullaby examples were taken from 10 women who were interviewed for the study:

Ninnilerin hoş geliyor  
Koyun ile Koç geliyor

Sen ağlama gülüm

Baban seni çok seviyor ninni.

The lullaby example above is from Afyon Region. As the attention is drawn to the lyrics (such as; Ram and Sheep) of the lullaby, it is clearly seen that they show the effect of their culture. Since livestock is the most important source of means of living in this region, it has also become the subject of lullabies. When viewed from another aspect, the lyrics of this lullaby reveal the living conditions of parents.

Ninni deyip belediğim

Al bağında doladığım

Seni Hak'tan dilediğim

Uyusun da büyüsün ninni.

The lullaby example above illustrates the mother's current intimacy, state of mind and wishes and hopes. The lullabies create a friendly atmosphere filled with symbolic motifs allowing the integration of mother and baby.

Allı kiraz ballı kiraz  
Bana gel biraz

Kiraz vakti geçti

Uyusun da büyüsün nenni.

The lullaby example above reflects the mother's current sincere and friendly feelings and wishes. Additionally, as lyrics (such as; white cherry) of the lullaby are carefully surveyed, it is clearly understood that the lullaby demonstrates the effect of its culture. Cherry cultivation and production is an important source of livelihood in Afyon Region (Sultandağı and Çay Districts) and this culture in Afyonkarahisar has been the subject of lullabies.

Koyun gelir guzusuyan

Ayağının tozusuyan

Ben koyunu güderim  
Ardı körpe guzusuyan

Eeee e guzuma ee.

The lullaby example above is one of the lullabies from Afyon Region. If the lyrics of the lullaby are carefully read, it can be obviously seen that the lullaby proves the effect of its culture. Due to the fact that livestock is the most important source of income in this region, it has also been the subject of lullabies as well.

Ninnilerle belediğim

Bir Mevlâ'dan dilediğim  
Al bağırdağ doladığim

Uyuyasın kuzum ninni

Büyüyesin kuzum ninni  
Yaşayasın kuzum ninni!

The lullaby example above reflects the mother's current sincere and friendly feelings, wishes and wishes.

Ninni diyem uyutayım

Kuzularla yürüteyim

Ninni diyem uykun gelsin  
Allah uzun ömür versin.

The lullaby example above shows the mother's current sincere feelings and she wishes her baby or child to live a long life

Bahçeye kurdum salıncak,

Yavrumun eline verdim oyuncak,  
Yavrumun babası gelecek,

Lokum kaymak getirecek.

Ninni bebeğim ninni

The example lullaby above belongs to Afyon Region. If the stated words like “delight and cream” in the lullaby are studied attentively, it may be easy to notice the effects of their local culture in Afyon Region.

## VI. Research Objectives

The objectives that lie beneath in examining these issues are:

- a-To contribute to the local culture of the Afyonkarahisar province, which is selected as the research field,
- b-To satisfy the curiosity of the researchers about the lullaby culture,
- c-To draw attention to the lullabies sung in culture of Afyonkarahisar, d-
- To reach the lullabies and determine how the lullabies are remembered,
- e-To determine the current status of the lullabies that have been sung from the past up to the present.

It is aimed with this study that the lullabies, which are located in the rich culture of Afyonkarahisar and are the cultural heritage, are ensured that they be transferred to future generations and not be forgotten. In addition, it is believed that the study will be a source for the studies to be carried out later.

## 2. Method

In this study, field search related with folk culture products, written resources and interview methods were made use of. A qualitative approach was adopted in the collection of data. Through the descriptive research technique, it was intended to define and collect detailed information about a subject of interest issues. The research has tried to describe and explain "what" the events, objects, assets, organizations, groups, and various areas are (Punch 1998). Qualitative data was collected by interview method that includes 10 women aged between 50 and 70 living in Afyonkarahisar.

The gained data was analyzed by content analysis and was then coded. Thus, the lullabies that are important elements of cultural transmission and important cultural heritage have been determined, and the reasons why they are transferred from one generation to the next generation were also studied; and whether the lullabies are still being sung today or not has been questioned. As a result, some suggestions were made. The data required for this research was gained by collecting the resources on this topic, analysis of the responses to the interview questions applied to 10 women and the own experience of the researchers.

Prior to the meeting with the source persons, the questions to be asked were prepared in advance and these question were directed to them in conversations without making them feel bored. Periodicals, books, articles, theses in Higher Education Documentation Centre on the subject have been reviewed in terms of benefiting from the written sources and then they were used in this study.

## 3. Findings and Interpretation

In this part, there are findings gained from the responses that were provided by 10 female interviewees. The findings obtained through interviews were given by sorted questions.

1. First of all, 10 women were asked: "Which elements do the Afyonkarahisar lullabies contain in their cultural fabric?" The answers to this question are as follows: They contain culture of Afyonkarahisar ( $n=3$ ), They contain mothers' *expectations* ( $n=2$ ), They contain feelings of mothers ( $n=2$ ), They contain rhymes and folk poetry ( $n=2$ ), They contain *ballads and laments*( $n=1$ ).
2. Secondly, 10 women were directed this question: "Do you think the lullabies are important cultural heritage in Afyonkarahisar culture?" The answers to this question are; Yes, they are important cultural heritage ( $n=8$ ), Yes, they are inherited from the mothers ( $n=2$ ).

3. 10 women were thirdly asked: “Do you think the lullabies are mother’s song?” The response to this question is that they all believe that the lullabies are mother’s song ( $n=10$ ).
4. As the fourth question, 10 interviewees were asked: “In today's conditions if you had a newborn child, would you prefer to sing a lullaby yourself or would you prefer to make your baby just listens a lullaby? The response to this question is; I would prefer to sing a lullaby using my own voice ( $n=10$ ).
5. As for the next question, 10 interviewees were invited to answer this question: “Do you think the lullabies are sung today?” The responses to this question are: No, they are not sung ( $n=6$ ), Yes, they are rarely sung ( $n=3$ ), Yes, they are sung in rural areas ( $n=1$ ).
6. 10 female participants were then asked: “Do you think there are sufficient resources and materials related to the lullabies? The response to this question is: No, there are no sufficient resources ( $n=10$ ).
7. As for the seventh question, 10 female participants were directed: “In what ways the lullabies are influential in baby’s development? The responses to this question are: The lullabies are influential in baby’s whole development processes ( $n=6$ ), The lullabies are influential in baby’s *social and emotional development* ( $n=3$ ), The lullabies are influential in baby’s language development ( $n=1$ ).
8. As for the next question, 10 female participants were then asked: What do you think are the causes that manis (known as Turkish poem/folk poetry) have lasted until present day? The responses to this question are: Because mothers sing them ( $n=9$ ), Because they are transferred from one generation to the next ( $n=1$ ).
9. As for the final question, 10 female interviewees were asked: “What would you suggest so as to protect our lullabies, which are important cultural heritage of our country, and to hand them from generation to the next?” The responses to this question vary as follows: We could write ( $n=4$ ), *I may teach them to my children so that they could hand them to theirs* ( $n=3$ ), *We need to teach the new generations and enable the lullabies to be transferred* ( $n=1$ ), *We need to encourage the new generations by singing lullabies* ( $n=1$ ), *The ones know lullabies should share them with those who do not know* ( $n=1$ ).

#### 4. Conclusion and Suggestions

Lullabies are the products of society that are transferred from generation to generation in some certain time units, have the ability to affect the children in terms of their tunes and reflecting the culture of the society in terms of local elements, customs and traditions, history and social features along holding qualification of cultural heritage.

It was highlighted as a result of the study that lullabies are precious in Afyonkarahisar culture and there is a need to protect them. In order to achieve this aim, it was mentioned that lullabies should be repeated by the people before they are forgotten and should be transferred from generation to generation.

The elements that make up our culture have been left us as a heritage today. One of the most important forwarder elements of our culture, lullabies are the first instances where children meet with their national culture. In the past, lullabies were considered to be the songs murmured by the baby's mother to put him to sleep or anonymous mother songs reflecting the mother-baby-cradle figure. However, today they are viewed as scientific and cultural data which is actively studied and is great importance to child development.

As you pay attention to the lyrics of the lullabies from Afyon Region, the effect of their culture can be clearly seen on lullabies. When viewed from another aspect, the lyrics of the lullabies reveal the living conditions of the parents. Lullabies, in this context, create a friendly environment filled with symbolic motifs and also help the integration of mother and baby come out.

Being important mother songs, lullabies that play an important role in Turkish culture are important tools that allow the transfer of our culture to future generations along with shaping our own culture. According to research results, lullabies are very important and valuable parts of the culture and it was concluded that the absence of lullabies is a great deficiency in terms of cultural heritage. It was also stated that lullabies are significant cultural heritages and a valuable legacy of the mother.

As a result of the interviews, it was detected that mothers have transformed some certain rhymes, songs and laments into lullabies format and then they have sung them to their babies.

Depending on these results, it was suggested that lullabies and the tradition of lullaby singing should be preserved and be sustained by which lullabies could be passed on to future generations.

On the official websites of the city, districts and municipalities, there should be some information concerning the lullabies and a web site should be created about lullabies. Studies concerning the lullabies, which are sung in Afyonkarahisar and the surrounding districts, should be carried out and the results of these studies need to be announced to the people.

More resources should be written stressing the importance of the lullabies in child's development. The place and the importance of the lullabies in the child's development should be transferred to mother by the experts in the field and an awareness of the lullabies needs to be created in mothers.

The previous generations should be reached out in terms of this issue and they should be asked what lullabies they sang to their children in the past. These lullabies should be filmed or voice recording needs to be performed. After compiling the lullabies, they should be put into notes. Besides, a lullaby archive should be created which will also serve as a cultural heritage related to the lullabies.

Within university-city cooperation, seminars and workshops about lullabies can be arranged at university by the faculty of education and conservatory. Thus, it may be ensured that mothers may not forget the tradition of lullaby singing and also the provision of cultural transmission of the mother's songs, lullabies, could be achieved.

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# Male Teachers' Well-Being in the Context of Professional Identity

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## Abstract

The outgoing point of the study is the findings of previously carried out research on future teachers' reflection to understand their professional identity. One of master students evaluating his professional identity described uneasiness in finding identity in feminine teachers' community and mentioned it as one of the causes the men were looking for another professional affiliation. The phenomenological research was carried out to explore the male teachers' well-being in the context of teacher's professional identity. The data were collected by in-depth interviews and narratives. Stratified random sampling – homogenous group: males and teachers – had been used. The probability sample according to convenience included eight male teachers. All of them had obtained a master's degree in education and teacher's qualification, they all were teaching at school, two of them were studying in doctoral programmes of pedagogy. The data of 38 pages of narrative essays and 55 pages of in-depth interview transcripts had been categorized according to 6 positive psychological well-being factors: self-acceptance, positive relations, environmental mastery, personal growth, autonomy, purpose in life (Ryff and Keyes, 1995). It had been concluded that male teachers' positive psychological well-being correlated with positive attitude towards themselves and their past, the sense that life was purposeful and meaningful and the sense of personal growth and self-realization, but they struggled with organizing their everyday life. The data revealed a weak ability to follow their inner voice and form quality relationships with others. The following characteristic features of male teachers-respondents' well-being were outlined: directness, subjective challenges, discipline and order, authority, sense of belonging and sensitiveness towards the expectations of the society. The research helped to get a deeper understanding of the concept of well-being, collect unique data that would possibly encourage other individuals to realize their well-being potential, as well as future studies in this field.

**Key words:** male teachers' well-being, professional identity.

## 1. Introduction

Identity is personal and it answers the question „what am I?” It is the story of the relationships between the individual and the other person, in particular – the relationships between the individual and other people. Since identity is changing according to the situation, it refers to human vision and a point of view on it, it depends on the spectacles people look through at a changing world and themselves in it. Thus, identity can unite and separate. Being aware and looking at oneself from the point of view of the professional and personal growth, it is possible to speak of professional identity and its development, which, in its turn, provides an answer to the question “how have I become what I am” (Mikelsone, Odina 2014). The research on teacher's professional identity proves its close connection with the career development in the wider sense (Mikelsone, Odina 2014) and *well-being*. The correlation of professional identity and well-being is best reflected in the way people react to changes in their lives: what strategies are used to overcome crises and conflicts. Besides these strategies are not specially acquired, they develop and change with the accumulated experience and become evident as a human's unconscious response to the requirements of reality. Beijaard, Meijer and Verloop (2004: 126) argue “that more attention should be paid to the role of context in professional identity formation and to what counts as professional in teachers' professional identity”.

In the findings of previously carried out research on future teachers' reflection to understand their professional identity, one of master students evaluating his professional identity confessed „... *I still cannot find my identity in this feminine teachers' community*” (Mikelsone, Odina 2016: 242). He also revealed his feelings entering the women community: „*I do not say that men's identity is so different, but there is some very important shift in the following aspects (justice, public attitude towards the profession, sense, initiative, responsibility, competitive salary, idealism, independence, courage, place for excellence, risk). By not finding these „own signs”, without being able to navigate the feminine emotionality, intuition, non-verbal relationships and other „esoteric signs”, men fail to belong to this feminine group. Not spending time on talks and thinking, they're looking for another*

*professional identity*” (Mikelsone, Odina 2016: 242). Surprisingly that the uneasiness in feminine teachers’ community, is also present in female teacher’s reflection: “*I’ve learned that direct language is not really appreciated at school. I think this is due to the fact that the team of teachers is large and mostly consists of the representatives of the fair sex, who likes to “talk through the flowers”. I must confess ... now I choose to keep quiet and not say what I think*” (Gerçe 2016: 121).

The male identity issues have been discussed by Krupnick (1985) as how the gender of the teacher affects the students’ participation in classroom discussions, Tucker (2015: 3) outlining the complexity of identity and suggesting that “preservice male teachers’ identities are more complex than gender alone, that being in multiple minority groups may compound challenges for preservice male teachers, and that teacher training alone may not sufficiently address issues of identity”. Based on the anthropic cultural paradigm, Iovine (2015: 1967) looks at the aspects of the ideological construction of gender identity and tries to explain the situation why “male students seem to be the minority in education-related professions”.

Rath, Harter and Harter (2010) outline five elements of well-being: career well-being; social well-being; financial well-being, physical well-being and community well-being. Social well-being includes a good and loving relationships, financial – the effective management of financial resources, physical – good health and enough energy, community – compatibility with others and the environment, career – meaningful daily occupation (Rath, Harter, Harter, 2010). “If we are struggling in any one of these domains, as most of us are, it damages our well-being and wears on our daily life” (Rath, Harter, Harter 2010: 6). Lack of well-being in any of aspects is also reflected in the human’s professional identity. In the case of professional instability, people feel insecure and are unable to complete also everyday duties that are not related to work (Svence, 2009). The work that man does reluctantly and under pressure can lead to the situation that man is neither able to perform at work nor manage other daily duties.

When defining the concept of *well-being* Holmes (2005) points out that when a person has a sense of well-being, it means the person has a sense of control over a work, life and even destiny; he/she does not feel stress and is not bored or under pressure. Thus, in order to define the scope of well-being both in the classroom and the wider context, Holmes (2005) offers four sub-categories: (1) physical well-being; (2) emotional well-being; (3) mental and intellectual well-being; (4) spiritual well-being. Furthermore, she explains that “while the intrinsic elements of well-being can be extracted from the concept, it is important to take a holistic approach to it” (Holmes 2005:

7).

Well-being can be described as positive emotions enhancing psychological feeling well in all human life. Well-being develops individually and depends on the attitude individuals evaluate their lives. It involves two theoretical concepts: hedonic well-being and eudaimonic well-being.

1. Hedonic well-being reveals the well-being of individual’s **life** (Kahneman, Diener, Schwarz, 2003) and it is connected with enjoyment. According to hedonic well-being, the main pre-condition of good life is that people must like themselves. Hedonic aspect includes pleasant experience of emotions, low rating of negative emotions and high life satisfaction. In other words, people are happy with their lives, positive sentiment dominates and they have got a tendency to avoid negative emotions. Hedonic well-being is also known as **subjective well-being** (Svence, 2009; Kahneman, Diener, Schwarz, 2003). The structure of subjective or life well-being consists of four groups of concepts that reflect the overall assessment of person’s life and well-being.

**Table 1.** The structure of subjective (life) well-being (based on Diener, Scollon, & Lucas, 2003)

Subjective well-being			
Positive emotions	Negative emotions	Satisfaction with life	Domain satisfaction
<ul style="list-style-type: none"> <li>• Glad</li> <li>• Strong</li> <li>• Proud</li> <li>• Determined</li> </ul>	<ul style="list-style-type: none"> <li>• Worried</li> <li>• Sad</li> <li>• Guilty</li> <li>• Insecure</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction</li> <li>• Fulfillment</li> <li>• Sense</li> <li>• Achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Career</li> <li>• Health</li> <li>• Financial situation</li> </ul>

2. Eudaimonic well-being reveals **personal** well-being (Ryff, 1995) and it is linked to happiness. According to eudaimonic well-being people have high satisfaction with their autonomy, self-efficacy, high level of mastery and high degree of reaching life goals. Eudaimonic well-being is also known as **psychological well-being** (Svence, 2009; Ryff 1995) which can be described as a multidimensional model consisting of six indicators of well-being (Ryff, Keyes, 1995; Ryff 1995):
  - positive evaluation of oneself and one's past (**Self-acceptance**);
  - a sense of continuous growth and development as a person (**Personal growth**);
  - the belief that one's life is purposeful and meaningful (**Purpose in life**);
  - the ability to build quality relationships with others (**Positive relations with others**);
  - the ability to affect the world around – a sense of mastery and expertise to build one's own environment (**Environmental mastery**);
  - a sense of self-determination (**Autonomy**).

Therefore, it is essential for male teachers' well-being to find the meaning and fulfillment in everything they do. It becomes necessary for men to realize their inner meaning, as well as to reach the purpose or goal of their personal growth – they can get something important done in this world and receive appreciation, gratitude from others on their performance. The sense of internal and external autonomy when a person feels – *I can be myself, I manage, I myself take decisions* and they bring results accepted by a significant part of society is important for people who have realized their goal in life.

## 2. Research Design And Data Collection Methods

The phenomenological research method has been used to carry out research, the data have been collected by in-depth interviews and narratives from eight male teachers. The main focus is on deliberate experience or “lived experience” research. The phenomenological research contains four stages: bracketing, intuiting, analyzing the data and describing the data.

During **bracketing** stage, the existing phenomenon “male teachers' well-being” has been underlined. Manen (1990: 47) defines bracketing “as obliterating the assumptions that are associated with a certain experience and investigating it thoroughly so as to obtain a more transcendental and generalized aspect”. Consequently, this stage focuses on negating all the past experiences and reestablishing the phenomenon based on the examination of the same phenomenon as has been narrated by various respondents who have undergone the identical phase. The authors have attempted to bracket out personal experiences that are connected to this phenomenon and have speculated and reintegrated the data as interpreted through received responses. In **intuiting** stage, the researchers have learnt about the phenomenon as described by the participants. During this stage the target sample has been identified and the data have been collected. Stratified random sampling (homogenous group: males and teachers) has been used. The probability sample according to convenience (whoever happens to be available/ the easiest to reach) includes eight male teachers. All of them have obtained a master's degree in education and teacher's qualification, they all are teaching at school, two of them are studying in doctoral programme of pedagogy.

The qualifications obtained are: history and social science teacher, biology teacher, math teacher, physics teacher, 2 religion and ethics teachers, informatics and programming teacher and English and history teacher. The qualitative data of narrative essays and in-depth interviews have enabled the authors to obtain an opinion about the phenomenon. By narratives “My story of professional identity” has been explored the respondents' point of view, feelings and perspectives. Mostly the narratives have been told chronologically, written with sensory details and vivid descriptions. Considering the fact that every individual's personal experience is co-related to the context in which one interacts, in-depth interviews have been carried out in order to get detailed and reasoned respondents' opinion on specific issues, to review the personal interpretation of an existing phenomenon. The interviews have been semi-structured, the participants have been asked to answer the below listed questions with possible additional questions, if necessary. The data have been collected in the respondents' mother tongue: Latvian, English or Russian.

1. Please tell me how you have become what you are (a teacher).
  2. What are your moments of happiness and satisfaction in teaching profession?
  3. Can you recall any moments or situations of regret in teaching profession? What is the context in which they appear?
  4. Is there a moment in your professional career which you could define as a moment of changes/transformation? When and what changes took place? What caused them?
  5. What have been the challenges in your professional activities, career? What traces have they left in you, have they changed you in any way?
  6. Would you say you have the professional experience that is successful and the experience that is not successful? Tell me about them.
  7. What moments in your professional experience and action, would you specify as the moments of wisdom? And why?
  8. Do you think male teachers have any advantages at school? Have you experienced them in any way yourself?
- Concerning the third stage – **analyzing** Langdridge (2007: 21) recognizes it as “an important step in giving certain characteristic meaning to the experience in order to deduce few conclusions”. During the analyzing stage the data have been categorized according to 6 positive psychological well-being factors: self-acceptance, positive relations, environmental mastery, personal growth, autonomy, purpose in life. In total 55 pages of interview transcripts and 38 pages of narratives have been approached „with an open mind, seeking what meaning and structures emerge” (Rossman and Rallis 1998:184). All eight respondents have been assigned the code from R 1 to R 8 to refer to them in the findings.

During the analysis several things have been taken into account:

1. Horizontalization – the equality of each response and every data are essential for the conceptualization of the underlying phenomenon. During a specific period of time, immediate experience holds true and should not be biased. As Spinelli (2005: 21) has clearly stated “no hierarchical assumptions should be contrived and the researcher must acknowledge each participant equally”.
2. Delineating to review the collected data thoroughly – the data have been first transcribed meticulously and explored comprehensively.
3. Clustering of the isolated data to extract the essence of the lived experiences within the holistic context. In the beginning, each respondent is analyzed separately on the basis of textual and structural responses, then translated for the purpose of the article. However, due to translation there might have been possible cases of misinterpretation. **Describing** stage of the research design has involved the interpretation of the consolidated data. Initially, at this stage, all the structural descriptions that are associated with every individual are synthesized in order to determine the psychological meaning and furthermore to describe invariable characteristics across the description. “Each structural description is then combined and is analyzed to produce a gross structural description. In innumerable cases, it is largely feasible to arrive at one generalized structural description” (Langdridge 2007: 90).

Nevertheless, the main focus of the study has been on seeing these aspects holistically – in the centre there is a male teacher with his unique experience that is based on hedonic and eudaimonic aspects, thus the lived experiences of well-being are seen through the view of both hedonic and eudaimonic theories. Therefore, well-being is examined to reveal a deeper understanding of this concept, collect unique data, and the result of the phenomenological research will possibly encourage other individuals to realize their well-being potential, as well as future studies in this field.

### 3. Findings And Discussion

As it already has been stated above, the data have been analysed based on **multidimensional model of psychological well-being** (Ryff, 1995). Analyzing the well-being factor „**self-acceptance**” which means perceiving oneself and one’s personality aspects, as well as one’s good and bad virtues, in a positive way, it can be concluded that respondents show positive attitude towards themselves and their past; a sense of personal growth and the need for self-realization is evident. They are satisfied with their own character and do not want to be different. „*The characteristic feature in the situation of changes is optimism, which allowed me to become the person I am, making others feel that everything in my life is coming so easily and harmoniously, as if by itself*” (R 5). „*Everything that has happened so far, it contributes to some internal affordability to go beyond the frames*”

(R 2).

Positively assessed well-being factor „self-acceptance” indicates optimal maturity of personality and sense of self-acceptance. It can be said that respondents are proud of their life, and despite the various external circumstances they have been able to arrange their life so as to be satisfied with it. *„I had to work a lot and hard during my childhood, therefore I know that the success doesn't fall into your lap from the heaven – I have to work. It all constitutes my identity, attitude with which I go to work every day”* (R 5).

Whereas well-being factor „**personal growth**” is characterized by the continuous sense of development, openness to new experience, the realization of one's potential and behavioral improvement in a lifetime. This factor particularly dominates in respondents' answers and reveals their challenges, growth, ability to respond to and accept changes. *„Challenge – it is a test for yourself, either you can do it or you cannot”* (R 4).  
*„The challenges arise from the fact that a man is self-sufficient in some area and he wants to test himself somewhere else”* (R 4).

Respondents have got a sense for continuous development, a willingness to take more and more challenges, expanding their horizon and the need to discover their ability limits. *„To try something new, check myself ... I look at some people and it seems to me: well, if he can, why cannot I?”* (R 4).

The analysis of personal growth factor shows a dominant feature of all respondents – necessity/ need to test oneself in a number of areas (not only in pedagogy). They are open to new experience and need to try one's potential in the broader perspective. Challenges become important evidence of the growth and one's abilities. *„Having decided to be a teacher or be an entrepreneur, a scientist, a national guard, you have accepted the challenge and it certainly changes your character”* (R 4).

Male teachers are willing to accept competition and test themselves in a competitive environment. It means that they do not exclude competition as mode of action, where they may develop themselves and improve their performance. *„Who wins”? I can be one of winners, and not worse.... the urge to check oneself whether you are suitable for the labor market or not”* (R 4).

Male teachers accept situations where they can improvise, for example, to do spontaneous things during lessons. By the time and experience this improvisation gets stronger and more successful. *„I have noticed that I act outside that lesson plan and I can freely invent task in a particular lesson”* (R 2). It can be said that personal growth is a significant factor present in the male teachers' well-being.

The factor of „**purpose in life**” confirms determination, a clear understanding of one's goal in life, a sense of direction and confidence in life. Respondents reveal their purpose of growth or goal – that they can still do something important in this world. Their position clearly reveals they do not want to be only teachers all their lives and work at school only. They have a desire to participate in some parallel activities. *„I stand by the idea that I would love to work at school, but not the whole week, I would say for 2 days. The rest of the week I would devote to the occupation where I could earn more, where I could do even more [to provide for one's living]”* (R 2).

*„Therefore we have a business, I am in business. I have got my own enterprise, I work. I am in science. I would not want to spend all my life in one workplace. It is a question of competitiveness. I have always asked this question to myself: what would happen if a teacher lost job now? What happens to him? Well, he is a good mathematician, physicist, historian. What will happen to him? Will he be able to survive in the labor market or not? He will not be able to survive ...”* (R 4).

*„I have this feeling all the time for something new to do. I want to work in pedagogy, but I also feel that I need something else and more to do, something to look for, something connected with engineering [the respondent is a teacher of physics], it is all interesting ...”* (R 2).

The respondents possess faith, hope and confidence in life that everything will be fine. They demonstrate the sense of their life guidance. It becomes evident in question „what keeps you at school?”. *„I am still at school and probably also will be at school at least for a minimum load. I am held at school by two things: one is the professional activity because it is foolish to have invested so much money and time in it and to give it up. And the second that holds me*

*... I feel that children need me. I really feel that I am necessary ... you look at them and realize that you can offer children what they need” (R 4).*

*„I am not saying that it is good or bad, but it is clear that the teacher at all times has look to for the opportunities how not to be only a teacher, one has to look for some sort of options, professions to contribute to oneself in order to have a greater added value” (R 2).*

But at the same time, respondents also show the presence of routine what they consider as a disturbing factor. Teacher’s work also brings boredom and inability to create a new behavior. *„I can withstand Mondays and Tuesdays, but on Wednesdays, Thursdays and Fridays I already feel burnout. To tell the truth, I do not want anything. For about 3 months in a row, then it is ok, then you have something new to learn, and then you get in the routine, and you start getting bored by all the work that you have done” (R 2).* The respondents see external causes and reasons in the routine and boredom, not the consequences of their actions and the lack of the use of one’s creative potential. To reduce routine respondents are more expecting assistance from outside, they do not see themselves as a routine reduction source.

Well-being factor **„positive relations”** is seen as an empathy, attracting relationship and giving support. It is an interest in and concern for the welfare of others. The analysis of this factor in respondents’ answers is detected as low and little expressed. Only two respondents (doctoral students) reveal a more tolerant vision on relations with other colleagues. They feel these relationships as self-enriching. *„Others could have described me as a contributing member of a team who will be happy to spend time with them” (R 5).*

*„I have found that I have got a constant need to communicate with someone. After longer weekend I already lack school’s continual hustle with dozens of people around, all of whom have something new to tell or ask” (R 5).*

It is admitted that due to interpersonal relationships, the respondent has learnt a new behavior that ensures the increase of his well-being. *„The moment of wisdom – when you have learnt not to speak out what is on the tip of the tongue ... I’m not doing it anymore because I understand that I am to some extent, directly or indirectly representing my working place” (R 4).*

*„Often it is that I say everything is fine, but others get to suffer. This is the wisdom that has come to me ...” (R 4).* The evidence of some personal and professional maturity is also the fact that people can maintain positive relationships with others, even if opinions remain different, or they have to give up their positions. *„...you realize that other people are even true. Although they are not comfortable and pleasant” (R 4).*

However, on the whole respondents describe relationships in the workplace (at school) as competitive where each one is more concerned about own welfare, not others. *„In reality, there is no cooperation, not only among men, but simply among teachers” (R 4).*

*„Cooperation, which we understand in a modern context, as some kind of think tanks, ... – there is no. There is no, absolutely not” (R 2).*

At the same time all 8 respondents show close cooperation and positive mutual relationships with students. It is admitted that students are easier to come to an agreement with and they easier take on new challenges, new activities that are outside the standard and programmes. This proves male teachers’ need to experience the challenge, the desire to change the borders and rules. Unable to realize these needs in cooperation with teachers they are looking for allies among students which are more open than colleagues. *„There is no feeling that approaching them (the administration) with your problem, they will help you. Well, it is twice [at the end of April]*

*I have spoken to head mistress during the year” (R 2).*

*„I have worked there for a year, but most of the teachers I do not know. Maybe I would recognize them passing by, but as to what their names are... mostly no” (R 3).*

*„And if you do not bother the administration yourself, no cooperation will happen” (R 4).*

*„Do your job, if there are any problems, you receive remark, then you make some amendments. It is all the cooperation” (R 2).*

Probably due to the lack of formal negotiation and communication among teachers, male teachers show pronounced need for a clearly defined and certain regulations, external rules. In case of no daily cooperation and communication, there is a need for clear rules of the game.

Well-being factor „**autonomy**” is revealed in human judgments and independence, in the ability to resist public pressure and the ability to regulate their own behavior, as well as the ability to think and act in the selected direction. „*My experience and my point of view have toughened me so far that - yes, I have got my own opinion. I have got it, but it has not formed just because I like or dislike someone. This is my opinion ... if anyone thinks differently, please provide your arguments. But so far I have not heard any arguments against it*” (R 4).

„*Teacher’s profession fully reflects me because I can express myself there, I am free...*” (R 4).

„*To tell the truth teacher is already independent in his performance, he has got ... guidelines, he observes them, but a way of performing ..., it’s interesting ...*” (R 4).

Male teachers show greater rigor in their conviction, individual autonomy, not expecting and without requiring support for friendly collegial relationships. For people who are aware of the meaning of life, autonomy is an important issue, in particular being aware that *I can do myself, I can manage it, I am good at it, I myself take decisions that give results.*

„... *and it is not always for better. Not always. I cannot say that everything that has happened to me, happened to better .... but the best thing about this all is that our wealth is our experience*” (R 4).

It is also recognized that directness characteristic to respondents has not always given positive results.

„*I am used to criticize tougher than maybe in the given situation it is required. Usually I immediately realize it, regret and apologize, but I have not yet developed the mechanism to hold tongue first*” (R 5).

„*Of course, maybe I am not enjoyable, I am not comfortable, and then at the end I hurt myself, as being consistent in one’s conviction you do not have buddy relationships. You just do what you are doing and you might have got more enemies than friends. I guess this is hard to avoid*” (R 4).

Well-being factor „**environmental mastery**” reveals how a man and his activities may affect the processes happening around, it is mastery and competence to effectively manage and use the environment, to control the complex flow of information. It particularly applies to those activities a person can manage and master. The respondents demonstrate it through relationships with others and the need for clear rules of the game. „*The discipline is at the highest level during my lessons. I keep my order and I have a strict order, especially in basic school ... then you see and feel that the students need order*” (R 4).

Male teachers have a chance to speak from their positions. „*I can easily talk about things, trying at the moment in particular to explain the male perspective .... and it is my advantage*” (R 4).

„*I feel some kind of order and rules at school, it is a real system. People in this system need to be able to read these rules, understand them*” (R 2).

Respondents demonstrate low sense of belonging to a team of teachers and school. „... *finally there was an argument. They (the school) have their own policy ... Thus, it came that I had to go every week and explain why I assess students like that*” (R 3).

„*You are the small landlord of the class and that is it. And you do not feel you belong to the team, the whole school team*” (R 3). It is recognized that there are situations which teacher is unable to change, and that causes some regret, sorrow and the sense of powerlessness. „*Sad, if you have to take the role of the missing family member for the child. Especially when a child grows up without a father and seeks to see the model of male’s behavior in male teachers*” (R 6).

#### 4. Conclusions

When analyzing the data on male teachers’ well-being, it can be said that it is essential for them to realize their potential and abilities, accept challenges and propose changes. Viewing this issue from the aspect of professional identity, they prefer career challenges, not routine and predictable work. As a result, the school may not become the only job to feel belonging to. The need for challenges, being in movement encourages male teachers to act more in other areas, not related to pedagogy. They prefer functioning in a number of areas that provide satisfaction for both spiritual growth and versatility and financial security. There is an urge to test oneself and provide for one’s living, but it also does not mean that it would be a chaotic functioning. Respondents admit they know themselves, therefore they choose to realize themselves in the areas that they are good at and interested in. The financial aspect is not always decisive. Male teachers link it with their “personal growth” and the meaning of life. One more aspect that characterizes male teachers is directness and concreteness. “*A man is more pragmatic. Males will not cuddle children. They are not*

*familiar with cuddling*” (R 4). However, as male respondents say being direct and straightforward, they sometimes get into trouble and that does not necessarily lead to a positive result.

“*Not knowing the situation and being direct, you can hurt another person ...*” (R 5). Concreteness is characteristic to clear school rules for them as teachers, and male teachers implement the same in their lessons: set the rules and require students to obey these rules. As acknowledged by the respondents, it creates the feeling of dignity and authority towards teachers. The importance of authority is acknowledged by respondents stating that it contributes

“*to transferring their own identity and learning about the unknown and invisible for themselves and recording new or forgotten knowledge to their experience*” (R 5).

Little expressed is male teachers’ need for positive relationships with others (school colleagues). In positive peer relations, the information exchange contributes to the sense of belonging to a group, but without such relationships, there is no chance to get to know each other, no loyalty to the workplace develops. That could be the reason male teachers point to the need for clear external regulations, standards, allowing them to operate in an environment where they do not need to read the informal signals: “*speaking in a roundabout way*”, “*through the flowers*”, “*speaking indirectly, without calling a spade a spade*”.

However, there can be seen a contradiction – there is the need for clearly set and external rules, at the same time the need for challenges and changes, as routine makes them bored. Thus, the question arises what strategies male teachers use to get out of this situation or find challenge at school. Referring to the nature of professional identity, which expects to explore and know oneself, it can be said the better the man knows himself, the easier it is to find solutions to his challenges. The more one knows oneself and listens to one’s inner voice, the better he is able to change his attitude to the surrounding world. This ability to accept and deal with challenges, to implement the changes, evolves and changes with the accumulated life experience. It is the unconscious “I” answer to the demands of reality.

What is more, irrelevant to the factors influencing male teachers’ well-being, to the question whether and how they have experienced the privilege of being a teacher at school, all respondents clearly state they have felt this advantage. „*Yes, of course, of course. It's easy to be a man ... at school. You are treated a little bit differently ... well, in any case, the attitude differs: ... “we do not touch you”, he is in our “red book”*” (R 4).

“*I assume that, yes ... I'm a man and I am employed at school without questioning. I understand that it is a kind of advantage ...*” (R 2).

“*When I called for an interview, the first question – oh, since you are a man, then you have a preference...*” (R 3). “*In education a man has got a preference, the majority of the heads of educational institutions, are still sticking to the idea that male teacher raises the attractiveness of educational institution and indicates its competitiveness. I have personally experienced the advantage, male teachers are brought out and shown as an achievement of the educational institution*” (R 7).

Thus, the well-being of male teachers in the professional identity context can be characterized by the following key words: directness, subjective challenges, discipline and order, authority, sense of belonging and sensitiveness towards the expectations of the society.

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## Giving Voice to the Outcomes of Our Research

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### Abstract

The authors of the article share the belief that research is an important, valuable and virtuous activity, needed both for researchers themselves and for larger communities, since the outcomes of the research can contribute to extending the theoretical and practical knowledge for improving the process of teaching and learning and the development of teacher education programmes, as well as perfect researchers' own professional competence. In this article, the authors will communicate their understanding about the research process itself and its outcomes, in order to evaluate their significance at both personal and professional levels, as well as gather the reflections and perspectives of early career researchers - Master's level students - about how to reach the outcomes of research and implement them into educational practice. The goal of the study is to explore the aspects of new researchers' professional competence and its significance in the existing practice of educational research, thus promoting a research culture that values good research principles and discovers new perspectives for the implementation of research outcomes. The following research question has been put forward: what kind of support is needed to the new researchers to face the challenges of research processes and implement the outcomes in educational practice. A qualitative case research methodology, based on a social constructivist paradigm and hermeneutic interpretive phenomenology approach, is used to address the topic. The research sample represents 45 new researchers from Liepaja University - selected by using purposeful random sampling strategy, and a survey data collection technique with open-ended questions is used. An interpretive and critical approach to the data analysis has been applied and good practice examples derived from the analysis of the survey, thus encouraging researchers to reflect on the features of their professional competence and existing experience and consider how it can be relevant to others. The findings have helped the authors of this study to identify the possible profile of new researchers pointing to the main challenges that teacher educators face, and enhance appropriate support to new researchers, in order to help them to be successful on a personal and institutional level, as well as to move towards the national and global level. These issues reflect on existing situation in the field of education and present the authors' vision of potential meaningful strategies in this context.

**Keywords:** Educational research, New researchers' profile, Research competence, Research outcomes

### 1. Introduction

The theoretical and practical context of the study and beliefs are based on the educational theories and reveal current trends in educational research that highlight the challenges in research processes and reflect the contradiction between the subjective and social significance of the research. The topicality of these issues has resulted from the findings of the previous study undertaken by the authors (Pavitola, Latsone and Bethere, 2016), revealing the need for a change in attitude and the necessity to introduce and support a systemic strategy for research activities. The authors hold a strong commitment to the idea of ensuring the implementation of full research life cycle in educational research practice, which contains not only conceptualising, documenting, describing, analysing, and publishing data, but also translating and engaging or, in other words, re-using the data by involving the potential users of the research outcomes in its actual applications (Corti et al., 2014; RIN/NESTA, 2010).

The theoretical background of our research reveals the current trends in education characterized by postmodernism and constructivism with a democratic and humanistic approach to pedagogy, where increasing importance is assigned to the employment of creative approaches, awareness of diversity aspects and positive pedagogical relationships between experienced and new researchers that develop in these contexts. In order to understand the essence of the research process, its outcomes and impact, the entire ecological system in which it occurs has to be considered (Bronfenbrenner, 1994). The ecological systems theory emphasizes the interactions with others and the environment as a conceptual system and a key to development and ranges from the microsystem - personal level, to the mesosystem, exosystem, and macrosystem that represent institutional, national and global levels.

Researchers should act in all of these levels according to their goals, professional performance, and professional competence. For example, new researchers might tend to implement their original ideas in practice at a personal, institutional and national level, whereas experienced researchers have to expand the implementation to a global level, at the same time, being active members of the scientific community also at a national level. Transforming the beliefs of the ecological systems theory into research contexts, it has to be emphasized that the process of interactivity between different levels occurs during a long period of time and contains immediate environment, patterns of culture and bodies of knowledge.

Since there exists a problematic of understanding the subjective and social significance of research outcomes, especially among new researchers, it is important to reflect on the aspects of the personal level to raise awareness of interactive processes that occur inside the microsystem and ensure interactivity with other elements of the whole system. New researchers develop their professional competence by exploring their nearest environment and systems they encounter that cause changes in the structure of the mesosystem, thus ensuring the subjective significance of their research. In order to progress and have the impact at national and global levels, researchers have to put forward socially significant research objectives that would help to create interactive links between the exosystem and macrosystem, as well as to influence cultural, political and economic contexts. The authors of the article share the belief that acquired professional research competence is of utmost significance in the whole process of research permeating microsystemic dimensions and developing interactional and transactional relations within mesosystemic and macrosystemic dimensions (Bethere and Mackevica, 2011), thus ensuring opportunities for completing research and giving voice to the outcomes.

Thus, it is important to consider the way in which the notion of competence is defined and its meaning is understood. The authors of the article agree with Biesta (2012; 2015), who communicates competence as a concept that represents an integrative approach to professional action and encompasses knowledge, skills, understandings, values, and purposes, rather than the application of knowledge or the enactment of skills. This includes emotional, theoretical and methodological knowledge, particularly emphasizing emotional aspects that are closely connected with relationship building and interactive behaviours (Biesta, 2012, 2015; Pugh and Tyson, 2014). Competence development strategies, in turn, result in professional dispositions, the concept similar to professional beliefs or values systems, but more complex, as it is manifested in one's behaviour, thus becoming an indicator of the way of being and acting of a person (Jung and Rhodes, 2008; Welch et al., 2014). It is important to be aware of professional dispositions and develop the ability to apply them into research practice by employing a virtue-based approach, aimed at the formation of research virtuous professionals with "embodied educational wisdom and embodied ability to make wise educational judgements about what is to be done" (Biesta, 2015, p.10).

Consequently, these aspects might have the potential to promote the professional agency of researchers and place their knowledge, skills and ways of doing within the wider context of the question, as well as create a research network and share the outcomes with the target audience that would appreciate them the most. In this respect sometimes an unfortunate tendency is evident when the audience has difficulties to understand the complicated models and figures and their meaning. This can lead to the situation that outcomes are not shared but rather exist in a virtual environment or libraries. Therefore, considering the issues of publishing research results and their impact, there is a need to make them understandable and available for the target audiences. However, when interpreting research outcomes and making them comprehensible to others, the replacing traditional concepts with new ones must be avoided, as it can result in losing the essence of the research that can lead to the endless regress (Quine, 1980).

These ideas have a special relevance for the new researchers, who were selected as a sample of respondents in the study in order to find out what kind of support they need to develop their research competence – not only in terms of organizing, documenting, preserving and sharing the research data but also of promoting scientific discourse, widening opportunities for innovations and making their voices heard.

Consequently, the goal of the study is to explore the aspects of new researchers' professional competence and its significance in the existing practice of educational research, thus promoting a research culture that values good research principles and discovers new perspectives when implementing the research outcomes. The following research question has been put forward: what kind of support is needed to new researchers to face the challenges of research processes and develop awareness of the subjective and social significance of their research.

## **2.Method**

A qualitative case study research design is used to address the topic, based on a social constructivist paradigm and hermeneutic interpretive phenomenology approach. The research sample represents 45 new researchers, master level students from teacher education study programmes at Liepaja University, who were selected by using purposeful random sampling strategy. A data collection technique of the survey with open-ended questions was used to avoid placing any limits on the response, in order to learn the context and enrich the data. An interpretive and critical approach to the qualitative content analysis has been employed, thus deriving the good practice examples from the survey analysis and encouraging the new researchers to reflect on the features of their professional competence and existing experience and consider how it can be relevant to others. The research design contains three successive phases: 1) elaboration of the survey and gathering data from respondents, 2) analysis of the data using qualitative content analysis, and 3) description of a new researcher's profile in terms of personal qualities necessary for facing the challenges of research processes, thus discovering the areas where support is needed and raising awareness of the social significance of research findings in educational practice.

During the survey elaboration process, the authors of this article adapted and employed the model of self-reflection on researcher's personal qualities (adapted from Dieterich and Dieterich, 2007), since professional self-reflection is one of the main aspects of competence development. The respondents were encouraged to reflect on the features of their professional competence, thus revealing the aspects, where an experienced support is needed. The following open-ended questions, which require non-restricted answers and give an added value to the data analysis and interpretation, were used to complement the data:

- What motivates you to conduct research?
- What are the outcomes of your research?
- How do you evaluate the opportunities to implement your research results into practice?
- How the involvement in research processes develops your research competence?

The qualitative content analysis was used to interpret meaning of the responses, and the following coding categories from the data were derived by the authors:

- 1) personal qualities of the new researchers, relying on self-evaluation of their research competence and motivation for getting involved in research processes,
- 2) aspects of the research process itself, emphasizing research outcomes and opportunities of their implementation.

Regarding the goal of the study, the aspects of new researchers' professional competence were explored and the data were analysed and interpreted based according to the Model for promoting openness and criticality in educational research (Pavitola, Latsone and Bethere, 2016, p.107), which suggests possible actions of how to ensure the meaningful research process providing the outcomes oriented towards social and economic impact: a) awareness of the goal and the audience, b) collaboration and networking locally, nationally and internationally, c) listening in and sharing experiences, d) analysis of theoretical literature that challenges different points of view, e) dissemination and feedback, and f) personal self – reflection. The model coincides with researcher's

qualities needed for raising research competence and awareness of the social significance of research outcomes, thus resulting in professional dispositions` development.

All the data, including the mentioned coding categories, were interpreted by using a critical approach to the data analysis, in accordance with two criterions: a) subjective and b) social significance of the research. Possible interrelations among personal, institutional, national, and global levels of the ecosystem were discerned and good practice examples were derived from the analysis of the survey that gave proof to the opportunities of implementation of research outcomes into educational practice.

The study relies on the professional experience of the authors accumulated at Liepaja University. Although there could be a concern of external validity and generalizability, since the authors have selected a single case study typical for Liepaja University master level students, the implementation of the research design has been influenced by regionalization and specialization of higher education institutions in the context of the education system of Latvia, which, in turn, allows to speculate about similar tendencies that occur at national level. Moreover, the validity of the outcomes of the study is confirmed by suggested possible ways for support needed for the new researchers and the reflection on the possible framework for further research in wider contexts.

### 3.Findings and Results

#### 3.1.Personal qualities of new researchers

Regarding the first coding category, the description of a new researcher profile was made by selecting the self-evaluated personal qualities that were represented in more than 60% of cases and consequently considered as typical for the research sample. These survey data were grouped in accordance with the aspects characterizing the socially recognised research process, identified in the model developed by Pavitola, Latsone and Bethere (2016, p.107), in order to find out relations between the new researchers` profile and the aspects of the meaningful research process (see Table 1).

**Table 1. Relations between the meaningful research process and the new researchers` profile**

Aspects of the meaningful research process	New researchers` profile
Awareness of the goal and the audience	Use pragmatic approach to analyse events and human characteristics
Analysis of theoretical literature that challenges different points of view	Sensitive approach towards problems
Listening in and sharing experiences	Orientation towards social contacts
Collaboration and networking locally, nationally and internationally	Think over before making decisions
	Highly value stability in relationships and material environment
Dissemination and feedback	Flexible approach and self-reliance to conducting activities
	Adapt to social environment and its demands
Personal self – reflection	Trust in other people
	Anxiety in relation to own strength and competence
	Conform to the influence of other people and environment

The Table 1 illustrates that the respondents prefer stability, ability to adapt to the social environment and its demands, as well as conformity to other ideas and environment. The new researchers` profile does not include such vital qualities as openness to new ideas, sense of responsibility, and emotional resistance to external influences, as these answers were represented in less than 40 % of cases. Possibly it is caused by doubts about one`s own competence that hinder the ability to reflect on critically and perceive practices in new and meaningful ways.

Regarding the question about the motivation to join the research process and conduct a research, the responses point to the higher significance of subjective factors rather than social ones. Typical answers were such as *“interest in the topic”*, *“desire to test assumptions”*, *“participation aspects”*, *“obtain Master’s degree”*, and *“availability of resources and encouraging research environment”*, whereas aspects of social significance were present in the responses like *“finding solution for the problems”* and *“other people will benefit from the outcomes”*. Only in individual cases, the respondents mentioned that their motivation is driven by the desire to be part of educational processes to benefit one’s own children or to bring change in schools, as well as by the ambition for personal and professional growth.

Subjective factors are dominant also in the self-evaluation of the dynamics of the respondents` research competence development during the research practice. Resulting from the data, the majority of new researchers point to the enrichment of knowledge and competence, and present their opinion about the research skills they improved, for example, *“I reached understanding about how to go about implementing my research ideas”*, *“I learnt to combine different research methods”*, *“I improved communication skills, analytical abilities”*, and *“I learned to ask questions and talk to people”*.

Some responses reveal different opinions and perspectives, which reveal a trend toward the awareness of the impact of research outcomes. These answers reflect on creating relationships and sharing research outcomes not only at the personal level, but also in wider contexts that point to the social significance. The data illustrate that the respondents have experienced a research as a process of learning by doing and they have gained a deeper understanding of how to use the obtained knowledge in praxis, as well as they feel more confident and open to new ideas and experiments. Among this type of experiences, there were mentioned such answers as *“I was able to get involved in class work and help the students”*, *“It influenced my stereotypes allowing to look at research questions more qualitatively”*, and *“It gave me opportunity to look critically at my work and change my attitude”*. However, one of the new researchers was very convinced of her/his research skills – *“I already have researcher’s competence”*.

### **3.2.Aspects of the research process itself**

Regarding the findings of the second coding category, the emphasis is put on the outcomes of research and opportunities for their implementation, thus revealing whether the outcomes are valued as subjectively and/or socially relevant and turning a particular attention towards the presence of social significance. Reflecting on one`s own research experience, the respondents rarely mentioned or analysed the findings of their own research – the answers were very general and in the majority of cases they gave a description of what was the study about, but no outcomes were mentioned. The most typical general phrases used by the respondents to answer the question of what are the outcomes of own research, are the following - *„the hypothesis was approved”*, *„experimental group had more creative works”*, *„results were positive”*, *„there is a need to pay greater attention to course books”* and others. Relatively rarely did the respondents describe real results – only 7 out of 45. These responses confirmed the significance of the outcomes in a wider social context – among them were recommendations for methodology improvement, elaborated experimental programme, and a model of promoting participation. However, there also was present an individual opinion that there is a need to conform to rules and conditions, in order to get a positive evaluation of a master paper.

Regarding to the last question of the survey, which asks to evaluate the opportunities of implementation of the research results into educational practice, the answers of the respondents show an optimistic tendency – almost all responses were positive, for example, *“Everything is possible, especially if people are oriented towards positive change”*, *“I believe that the results should be implemented gradually: step by step”*, or *“I would really like to implement my research results in praxis”*. However, some respondents were cautious and critical, considering that it is possible but complicated and it is difficult to make the prognosis, as *“it is not a job for one person”*. Some of the answers pointed to external factors that could hinder the implementation of the outcomes, for example, *“It depends on the institution – its leadership, readiness and attitude”*, as well as on internal factors connected with self-evaluation of research competence – *“I will implement it when I become more skillful”*.

Resulting from the findings of the study, the research outcomes of the respondents are related to the microsystem of higher education. However, taking into consideration the unity of national macrosystem's demands regarding the research process itself and its coordination, common tendencies are present in the process of giving the voice to the research outcomes in the field of educational research that illustrate a possible profile of new researchers and present the authors' vision of potential and meaningful support strategies for individual research goals that arise in this context.

#### **4. Discussion and Conclusion**

In order to explore possible perspectives regarding to the research problematic by seeking for answers of what kind of support is needed to the new researchers to face the challenges of research processes and develop awareness of the subjective and social significance of their research, the authors of the study analysed and interpreted the findings according to the criteria, which reveal the aspects of research competence of the respondents, their attitude and dynamics of making progress towards the comprehension of social significance of research outcomes, that, in turn, could give input into raised awareness of professional dispositions.

The empirical study confirms the theoretical beliefs that in a modern society the categories of the personal and social significance of the research are practically inseparable. Developmental trends leading towards the social environment of pluralism, cause spontaneous changes of the traditional environment, its subcultures and a type of the lifestyle. As a result, a greater role in social processes is assigned to the individual perception and evaluation (Flick, 2002).

It is evident the research process is affected by global processes and political decisions, consequently initiating significant scientific projects. However, in the context of social changes, the research topicality to a great extent is determined by social needs of a personality and its creative activity. At the same time, at least in the context of Latvia higher education system, there is a requirement for research novelty at least at the theoretical level. Regarding the above-mentioned social changes, such a task might be quite complex or impossible for the new researcher. Therefore, a need arises for the informed support, in order to study the facts, events, ideas and develop original explanations, and, at the same time, covering a wider scope of an individual's life than just one microsystem.

Expanding on earlier work by the authors, which communicates good research principles and contains suggestions for their implementation into the process of educational research, as well as relying on the Model for promoting openness and criticality in educational research described in the Method section (Pavitola, Latsone and Bethere, 2016), this study was intended to highlight the aspects of new researchers' personal qualities that support professional competence and enhance meaningful research process. Consequently, a possible profile of new researchers was identified, pointing to the main challenges and appropriate support strategies that could promote awareness of research process and its outcomes on a personal and institutional level, as well as enhance the progress of research towards the national and global levels. These issues are closely connected with the aspects of research culture inside the research community and employment of a virtue-based approach, thus allowing the new researchers to develop their research competence and raise awareness of professional dispositions (Biesta, 2012, 2015; Welch et al., 2014).

The analysis of the findings underpinning the developed new researchers' profile, points to the tendency towards the preference of the traditional research process, where the respondents position themselves as observers rather than active participants. Although the study confirms that they highly value social contacts, other aspects of the self-evaluation reflect on a common and usual practice of choosing to explore some problem without being aware of its possible implementation into existing educational practices. Therefore, it is necessary to orient possible support towards promoting such personal qualities as independence, self-reliance, willingness and ability to apply nonconventional approaches and abstract ideas. In order to raise awareness of the socially significant research outcomes, there is a need for reflection throughout the whole research process, in order to be able to engage with possible challenges and topical problematic.

The authors hold a strong commitment to the idea that it is essential to be aware of the research process and its phases, starting with putting forward socially significant goals and elaborating possible research design, and moving up to the publishing, sharing and re-using the finding, thus giving voice to the outcomes of the research. This also raises a question about the position of a researcher in the whole process, being aware of the both subjective and social significance of the outcomes. Regarding future prospects, the analysis of the findings implied that, although new researchers highly value social contacts, trust in other people, self-reliance, and flexible approaches, they still lack a comprehension about how to define the outcomes of their research and willingness to implement and test the results into educational practice. It has to be emphasized that merely a publication of the research findings does not mean that the research is accomplished and its results available for the wider audience.

Possibly the dynamics of the new researchers` competence development is rooted in the aspects of their motivation to undertake a research, as well as in their ability or inability to define the goals and research questions for their studies. If the motivation is external and connected with the desire to obtain a master`s degree or the selection of the topic is based on such criteria as available materials or outer demands, it does not enable the development of original ideas and their implementation into educational practice. Consequently, it is important to identify and avoid such type of situations, as they raise concerns about the issues due to the research competence development and presence of professional dispositions.

Resulting from the findings of the theoretical and empirical study, the authors can draw the following conclusions in relation to the defined research goal and the research question:

1. In the academic context of the explored single case, there is a contradiction between the social and subjective significance of the research, as well as an insufficient orientation towards the research goals and the audience, who would benefit from these results.
2. Self-evaluation of the new researcher`s personal qualities proves the scientific potential of new researchers by demonstrating the willingness to implement the research outcomes in practice, however, reflecting on the research motivation aspects, the predominance of subjective factors over social ones is present.
3. The developed new researchers` profile reveals the preference of being involved in a traditional research process, where the respondents can position themselves as observers rather than active participants. Although the study confirms the significance of social contacts, there is a need to strengthen such new researchers` qualities as flexibility, openness to new ideas, use of unconventional approaches and trust in one`s own competence.
4. There is a lack of a meaningful and informed support oriented towards the development of the respondents` research competence, which would allow to reflect, critically evaluate, carry out comparative analysis, and raise the awareness of the research outcomes, thus enabling the new researchers to progress from personal level towards national and global ones, by moving from the subjective to social significance and creating meaningful relationships within the ecosystem to foster awareness of professional dispositions.

## **5.Recommendations**

Due to the limits of the case study, it is not possible to generalize the findings as typical for all scientific community in Latvia, however, the findings suggest the framework for improving research practice and articulate possible recommendations as well as highlight strategies for informed and experienced support needed for the new researchers:

1. The study process of master level students has to support and improve the strengths oriented to collaboration and networking, and research skills development with a particular emphasis on raising the aspects of self-reliance.
2. There is a need to ensure a positive context and resources regarding the process of conducting and accomplishing the research to be able to develop interactive relationships among all levels of the ecosystem.

3. The support for individual research goals based on society interests and demands is of great importance in raising motivation to get involved in research processes and raising awareness of research outcomes and their significance for educational practice. This implies to the necessity to provide tools for developing skills to reflect on the new researchers` existing experience.
4. The use of action research is considered as the starting point for improving the practice, which changes one`s thinking and attitude through self-reflection (McNiff, 2010). This could provide immediate results in terms of research competence development and balance the influence of internal and external factors in the research process.

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# Investigating The Attitudes And Opinions Of Pupils About Effective Leadership Characteristics And School Climate

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## Abstract

The purpose of this study is to examine the attitudes and opinions of pupils about effective leadership characteristics and school climate. The sample of the study is determined by convenience sampling method and quantitative part of the research was conducted with 363 pupils and qualitative part of the research was conducted with 34 pupils. Research design is determined as mixed method. Semi-structured interviews and “Scale Of Effective Leadership Characteristics and School Climate Scale” were used to collect data. According to the findings: attitudes of pupils about effective leadership and school climate differ according to gender and class but they don't differ according to education level of mother and father. There is not a significant relationship between attitudes of pupils about effective leadership and school climate. 13 categories were found for opinions of pupils about effective leadership behaviors of their teachers in content analysis. Most repetitive category is being tolerant. The least repetitive categories were being excited, being friendly, being calm and being sincere. 8 categories were found for opinions of pupils about elements that effective leadership characteristics of their teachers affect in content analysis. Most repetitive category is success. The least repetitive categories were gaining control in the classroom, process of course and participation in course. 9 categories were found for opinions of pupils about school climate in content analysis. Most repetitive category is school atmosphere. The least repetitive category was success. 8 categories were found for opinions of pupils about elements that affect school climate in content analysis. Most repetitive category is behaviors. The least repetitive categories were parents, family atmosphere and expressions of teachers. Pupils opinions differ according to gender, class, education level of mother and father.

**Keywords:** pupil, leadership, climate

## 1. Introduction

In twentieth century, leadership was an important issue that theorists and practitioners endeavor to understand (İnanđı & Özkan, 2006). Leadership, is still not fully understood concept, despite this interest and researches (Cemalođlu, 2007). Leadership includes forethought, creating a vision and objectives for the future of the organization and motivating people to perform them (Şişman & Turan, 2002). Leadership means all behaviors that guiding the behavior of the group towards a common goal (Zel, 2006).

To increase success in school, leading teachers can be trained. Leadership is helping, making coaching and supporting. Because of these redefined leadership responsibilities, leading teachers are the protagonists to start and maintain conversion process to create quality schools (Balay, 2003).

Characteristics of teachers in the effective schools are as follows:

They constantly improve themselves. They constantly find new methods and techniques and apply them. They believe that all students can learn and be successful. They are good role models for students. They have a sense of responsibility in the highest level. They explain the program and learning objectives to students. They are aware of the expectations and needs of students. They enable students to reach the objectives. They did the leadership and guidance of students' learning (Can, 2004). In this study, effective leadership characteristics like; being reliable, democratic, excited, tolerant, positive and model, have good communication skills and a vision.

School climate is an organizational feature that teachers, students, school administrators and parents influence and also they are influenced. School climate is a whole interior features that distinguish it from other schools. School climate also affects the climate of classroom. (Çelik, 2002).

Tableman (2004) defines school climate as emotions that students, teachers and others have in school each day and it is an environment affects their lives. Hoy (2003) says climate, is associated with other factors that influence the behavior of people at school. These factors are listed as follows: The physical properties of the school, demographic and cultural background of the people at school, the nature of human relations and shared norms, values or beliefs.

The organizational climate of the school is categorized as open and close climate (Hoy & Miskel, 1987; Hoy & et al, 1991). There are low level of avoid and high level of confidence and working in an open organizational climate. There are high level of avoid and low level of confidence nad working in an close organizational climate. In such a school, teachers' morale is low, and organizational commitmentand desire to work are weak (Hoy & et al, 2002; Hoy & et al, 1991).

Oyetunji (2006) examined relation between school climate and leadership styles and found leadership styles affects school climate. Jung & et al. (2003) found a relation between transformational leadership and innovation supportive school climate. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to gender, age, class, type of school, family income and school climate affects teacher performance. Bektaş ve Nalçacı (2013) found there is a relationship between school climate and success of students. Ayık ve Şayir (2014) found there is a positive arelation between organizational climate and instructional leadership. Doğan (2006), investigated the perceptions of students about transformational leadership and teacher effectiveness. According to findings; there is a relationship between the perceptions of students about transformational leadership and teacher effectiveness. Conducting research about on school climate and effective leadership characteristics with pupils and using results is seen important. Pupils' opinions and attitudes will ensure to develop behaviors in schools. During the literature review, no study couldn't be found a research about school climate and leadership counducted with pupils. Therefore, conducting a research will fill this blank in literature and ensure benefits to researchers and practitioners. The problems depending on this purpose were determined as below:

What are the attitudes of pupils about effective leadership characteristics and school climate?

Do the attitudes of pupils about effective leadership characteristics and school climate differ according to their gender, class, education level of mother and education level of father?

What are the opinions of pupils about effective leadership characteristics and school climate?

Do the opinions of pupils about effective leadership characteristics and school climate differ according to their gender, class, education level of mother and education level of father?

Is there a significant relationship between attitudes of pupils about effective leadership characteristics and school climate?

## **2.Methodology**

### **Research Model**

Research design is determined as mixed method. Mixed method is defined as collecting quantitative and qualitative data mixed method and analysing them mixed method (Creswell, 2006). Survey model which is one of the quantitative research approaches was preferred so as to examine the differences between attitudes of pupils about effective leadership characteristics and school climate according to independent variables. Survey model is used to identify people's attitudes, beliefs, values, habits, thoughts (Mcmillan ve Schumacher, 2001). Besides, correlational design which is one of the quantitative research approaches was used since examining relationship between attitudes of pupils about effective leadership characteristics and school climate. Correlational studies aim to reveal correlational relationships between variables using correlational statistics (Balcı, 2011). Phenomenological design which is one of the qualitative research approach was used while examining the opinions of pupils about effective leadership characteristics and school climate. These type of designs aims to investigate phenomenologies that we don't realized well in our mind (Yıldırım ve Şimşek, 2011).

### **Population and Sample**

The accessible population of the study consists of 11-14 years old pupils in Buca, İzmir. The sample of the study is determined by convenience sampling method and quantitative part of the research was conducted with 363

pupils and qualitative part of the research was conducted with 34 pupils. Convenience sampling method can be applied when sample units are selected from easily accessible due to the existing limitations of the money, time and workforce (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2011).

**Table 1.** Demographic informations of students participated in quantitative part

Variable	Groups	n	%
Gender	Female	168	46,3
	Male	195	53,7
	Total	363	100,0
Class	5th class	120	33,1
	6th class	130	35,8
	7th class	5	1,4
	8th class	108	29,8
	Total	363	100,0
Education level of mother	Primary school graduate	128	35,3
	Secondary school graduate	143	39,4
	High school graduate	70	19,3
	Under graduate	15	4,1
	Post graduate	7	1,9
	Total	363	100,0
Education level of mother	Primary school graduate	69	19,0
	Secondary school graduate	159	43,8
	High school graduate	97	26,7
	Under graduate	32	8,8
	Post graduate	6	1,7
	Total	363	100,0

The frequencies and percentages are given according to participants' gender, class, education level of mother and education level of father in quantitative part of study.

**Table 2.** Demographic informations of students participated in qualitative part

Variable	Groups	n	%
Gender	Female	22	65
	Male	12	35
	Total	34	100
Class	5th grade	12	35
	6th grade	9	27
	7th grade	9	27
	8th grade	4	11
	Total	34	100
Education level of mother	Primary school graduate	13	38
	Secondary school graduate	12	35
	High school graduate	8	24
	Under graduate	1	3
	Total	34	100
Education level of mother	Primary school graduate	8	24
	Secondary school graduate	14	41
	High school graduate	10	30
	Under graduate	2	5
	Total	34	100

The frequencies and percentages are given according to participants' gender, class, education level of mother and education level of father in qualitative part of study.

**Table 3.** List of Pupils participated in qualitative part

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Participant	Gender	Class	Education level of mother	Education level of father
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P1	Female	7th grade	Primary school graduate	Secondary school graduate
P2	Female	7th grade	High school graduate	Under graduate
P3	Female	8th grade	Primary school graduate	Under graduate
P4	Male	5th grade	Secondary school graduate	Primary school graduate
P5	Female	6th grade	Secondary school graduate	Primary school graduate
P6	Male	6th grade	Secondary school graduate	Primary school graduate
P7	Female	8th grade	High school graduate	Primary school graduate
P8	Female	7th grade	Primary school graduate	Under graduate
P9	Female	7th grade	Primary school graduate	Primary school graduate
P10	Male	7th grade	Primary school graduate	Primary school graduate
P11	Female	6th grade	Primary school graduate	Primary school graduate
P12	Female	7th grade	Secondary school graduate	Primary school graduate
P13	Male	6th grade	Secondary school graduate	High school graduate
P14	Female	8th grade	High school graduate	High school graduate
P15	Female	5th grade	High school graduate	High school graduate
P16	Male	5th grade	High school graduate	High school graduate
P17	Female	7th grade	High school graduate	High school graduate
P18	Female	6th grade	High school graduate	High school graduate
P19	Female	5th grade	Primary school graduate	High school graduate
P20	Male	7th grade	Primary school graduate	High school graduate
P21	Male	6th grade	Under graduate	High school graduate
P22	Female	8th grade	Secondary school graduate	Secondary school graduate
P23	Female	5th grade	Secondary school graduate	Secondary school graduate
P24	Female	5th grade	Secondary school graduate	Secondary school graduate
P25	Male	5th grade	Secondary school graduate	Secondary school graduate
P26	Female	7th grade	Secondary school graduate	Secondary school graduate
P27	Female	6th grade	Secondary school graduate	Secondary school graduate
P28	Female	6th grade	Secondary school graduate	Secondary school graduate
P29	Male	6th grade	High school graduate	Secondary school graduate
P30	Female	5th grade	Primary school graduate	Secondary school graduate
P31	Female	5th grade	Primary school graduate	Secondary school graduate
P32	Male	5th grade	Primary school graduate	Secondary school graduate
P33	Male	5th grade	Primary school graduate	Secondary school graduate
P34	Male	5th grade	Primary school graduate	Secondary school graduate

The list of students are given according to participants' gender, class, education level of mother and education level of father in qualitative part of study.

### Instruments

In order to measure the attitudes and opinions of pupils about effective leadership characteristics and school climate, semi-structured interview forms and "Scale Of Effective Leadership Characteristics and School Climate Scale" was used.

#### Scale Of Effective Leadership Characteristics

Scale Of Effective Leadership Characteristics was developed by Şen (2011). Scale had the structure of 7 dimensions consisting of 40 items. The first factor of the scale named "being excited" included 3 items. The second factor of the scale named "communicating" included 7 items. The third factor of the scale named "having a vision" included 7 items. The fourth factor of the scale named "trust and being trustful" included 7 items. The fifth factor of the scale named "being a model" included 4 items. The sixth factor of the scale named "being democratic and tolerant" included 7 items. The seventh factor of the scale named "being positive" included 5 items. In the analysis, Cronbach alpha reliability coefficients calculated to determine reliability of the tool and it was ,98. The scale is answered as follows: 1-never, 2- rarely, 3- sometimes, 4- often, 5-always.

#### School Climate Scale

School Climate Scale was developed by Çalık ve Kurt (2010). Scale had the structure of 7 dimensions consisting of

40 items. The first factor of the scale named “teachers' supporting behaviors” included 8 items. The second factor of the scale named “achievement-oriented” included 4 items. The third factor of the scale named “safe learning environment and positive peer interaction” included 10 items. In the analysis, Cronbach alpha reliability coefficients calculated to determine reliability of the tool and the internal consistency coefficients ranged from .77 to .85 for dimensions. The scale is answered as follows:1-never, 2- rarely, 3- sometimes, 4- often, 5-always.

#### Effective Leadership and School Climate Interview Form

In this study, semi-structured interview form prepared by the researchers were used in order to investigate opinions of pupils about effective leadership characteristics and school climate. Demographic characteristics of the participants were asked in the first part and the following questions were asked to the participants in the second part of the form:

1. Does your teacher show effective leadership behaviors? What are these behaviors?
2. What does effective leadership characteristics of your teacher affect? Why?
3. What does school climate mean to you?
4. What influences your school climate? Why?

#### Analyses

SPSS 17.00 program was preferred to analyse the data of the study. Independent Samples T Test was used to examine the difference between attitudes of pupils about effective leadership characteristics and school climate according to gender. Because Groups of independent variable are normally distributed and groups of independent variable' variances are homogeneous. Kruskal Wallis Test was used to examine the difference between attitudes of pupils about effective leadership characteristics and school climate according to class, education level of mother and education level of father. Because assumptions of this test such as normal distribution, homogeneity of variance, the sample size couldn't be met. Pearson Product Moment Correlation Coefficient was used to examine the relationship between attitudes of pupils about effective leadership characteristics and school climate. Both variables are continuous and there is a linear relationship between them so this coefficient was preferred and 0.05 level of significance was taken for the interpretation of the results. Data obtained from semi-structured interview form is analyzed by content analysis. Content analysis reveals codes and categories from raw data (Patton, 2002). For validity and reliability, data analysis process is explained in detail; interpretation of the data involved the participants' own direct statements. Another factor important for validity is consistency between related studies (Ratcliff, 1995).

### 3.Findings

Data obtained from measuring the attitudes of students about effective leadership and school climate have been analyzed and the following results were found:

**Table 4.** Independent samples t test results of pupils' attitudes about effective leadership and school climate according to gender

	Gender	N	M	S.d	t	p
School climate	Female	168	80,7143	12,78947	3,39	,00
	Male	195	76,4821	10,71291		
Effective Leadership	Female	168	170,6250	23,38117	3,07	,00
	Male	195	162,7333	25,22682		

Attitudes of pupils about effective leadership and school climate differ according to gender ( $p \leq .05$ ). Female pupils

have higher effective leadership and school climate points than male pupils.

**Table 5.** Kruskal Wallis test results of pupils' attitudes about effective leadership and school climate according to class

	Class	N	Mean ranks	$\chi^2$	p
School climate	5th grade	120	203,67	27,82	,00
	6th grade	130	143,14		
	7th grade	5	197,70		
	8th grade	108	203,97		
Effective leadership	5th grade	120	208,85	14,52	,00
	6th grade	130	162,56		
	7th grade	5	237,40		
	8th grade	108	173,00		

Attitudes of pupils about effective leadership and school climate differ according to class ( $p \leq .05$ ). 8th grade pupils have the highest school climate points and 7th grade pupils have the highest effective leadership points.

**Table 6.** Kruskal Wallis test results of pupils' attitudes about effective leadership and school climate according to education level of mother

	Education level of mother	N	Mean ranks	$\chi^2$	p
School climate	Primary school graduate	128	179,06	6,53	,16
	Secondary school graduate	143	188,69		
	High school graduate	70	181,50		
	Under graduate	15	124,37		
	Post graduate	7	227,64		
Effective leadership	Primary school graduate	128	188,26	6,52	,19
	Secondary school graduate	143	173,11		
	High school graduate	70	179,21		
	Under graduate	15	186,87		
	Post graduate	7	266,64		

Attitudes of pupils about effective leadership and school climate don't differ according to education level of mother ( $p > .05$ ).

**Table 7.** Kruskal Wallis test results of pupils' attitudes about effective leadership and school climate according to education level of father

	Education level of father	N	Mean ranks	$\chi^2$	p
School climate	Primary school graduate	69	186,88	4,42	,35
	Secondary school graduate	159	189,03		
	High school graduate	97	178,17		
	Under graduate	32	147,67		
	Post graduate	6	184,58		
Effective leadership	Primary school graduate	69	193,38	4,12	,38
	Secondary school graduate	159	183,06		
	High school graduate	97	175,50		
	Under graduate	32	161,45		

Attitudes of pupils about effective leadership and school climate don't differ according to education level of father ( $p > .05$ ).

**Table 8.** Pearson product moment correlation coefficient results about attitudes of pupils about effective leadership and school climate

		School climate
Effective leadership	Pearson Correlation	,55

There is not a significant relationship between attitudes of pupils about effective leadership and school climate ( $p > .05$ ).

Data obtained from semi-structured interview form was analyzed and findings are as follows:

**Table 9.** Opinions of pupils about effective leadership behaviors of their teachers

No	Categories	f
1.	Being Respectful (P34, P4)	2
2.	Being Excited (P32)	1
3.	Being Positive (P30,P27, P25, P19, P17, P7,P2,P1)	8
4.	Being Friendly (P30)	1
5.	Being Tolerant (P30,P27,P25, P20, P18, P17, P11, P10, P9, P8,P4,P3,P2,P1)	14
6.	Being Calm (P30)	1
7.	Being Sincere (P30)	1
8.	Having Good communication skills(P30,P27, P26, P25, P20, P9,P2)	7
9.	Being Fair (P30,P26, P18, P12, P8,P3,P1)	7
10.	Being Democratic (P22, P17, P14, P9,P3,P1)	6
11.	Being Helpful (P21, P11)	2
12.	Being Kind ( P17, P10)	2
13.	Being Forgiving (P10)	1

All pupils thought that their teachers show effective leadership behaviors. 13 categories were found in content analysis. Most repetitive category is "being tolerant". It was repeated 14 times by participants. The second most frequently repeated category was "being positive" and it was repeated 8 times. The least repetitive categories were "being excited", "being friendly", "being calm" and "being sincere" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 7th grade, whose mother and father graduates from primary school. The statements of participants about metaphors were as follows:

*P26: "Yes, my teacher shows effective leadership behaviors. He talks to us politely and treats everyone equally."*

*P21: " When I have a problem, she ask me about problem and then she tries to solve it."*

*P30: " My teacher is very positive, friendly, tolerant and calm. His communication skills are good and he behaves democratic and fair."*

**Table 10.** Opinions of pupils about elements that effective leadership characteristics of their teachers affect

No	Categories	f
1.	Problem solving in the classroom (P1, P8, P12)	3
2.	Gaining control in the classroom ( P2)	1
3.	Behaviors of pupils (P3, P11, P15, P18, P26, P30, P33)	7
4.	Success (P5, P10, P16, P20, P23, P27, P28, P31)	8
5.	Understanding course (P6,P9, P10, P19, P25, P32)	6
6.	Classroom environment (ses) (P7,P9, P13, P14, P18, P20, P22)	7
7.	Process of course (P20)	1
8.	Participation in course (P24)	1

8 categories were found in content analysis. Most repetitive category is "success". It was repeated 8 times. The

second most frequently repeated category was "behaviors of pupils" and "classroom environment" and they were repeated 7 times. The least repetitive categories were "gaining control in the classroom", "process of course" and "participation in course" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 6th grade, whose mother graduates from primary school and whose father graduates from secondary school. The statements of participants about metaphors were as follows:

*P2: "If our teacher has effective leadership characteristics, it provides him to take control of the class.*

*" P8: " Without effective leadership characteristics of our teacher, more complaints and problems occur."*

*P23: " If our teacher has effective leadership characteristics, it allows us to be more successful."*

**Table 11.** Opinions of pupils about school climate

No	Categories	f
1.	School atmosphere (P30, P29, P27,P14, P12, P10, P6, P5,P4,P1)	10
2.	School cleaning (P28, P27, P26, P24, P20, P5)	6
3.	School environment ( P22, P14, P1)	3
4.	Student behaviors (P21, P19, P17, P12, P8, P3)	6
5.	Love of friend (P18, P11)	2
6.	Love of teacher (P18, P11)	2
7.	Teacher behaviors (P17, P1)	2
8.	Relations in school (P10, P1)	2
9.	Success (P2)	1

8 categories were found in content analysis. Most repetitive category is "school atmosphere". It was repeated 10 times by participants. The second most frequently repeated category was "school cleaning" and "student behaviors" and they were repeated 8 times. The least repetitive category was "success" and it was repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 6th grade, whose mother graduates from secondary school and whose father graduates from primary school. The statements of participants about metaphors were as follows:

*P18:" School climate means love of teacher and friend.*

*P20: "I think school climate is school cleaning"*

*P6: " School climate is like the effectiveness of the school environment."*

**Table 12.** Opinions of pupils about elements that affect school climate

No	Categories	f
1.	Behaviors (P2, P4, P7,P3, P9, P11, P15,P17,P18, P19, P21, P29, P30, P33, P31)	15
2.	Environment of school (P5, P27)	2
3.	Bad habits (P9, P14, P22)	3
4.	Parents (P10)	1
5.	Fiends (P1, P8, P12)	3
6.	Family atmosphere (P20)	1
7.	School cleaning (P26, P28)	2
8.	Expressions of teachers (P32)	1

8 categories were found in content analysis. Most repetitive category is "behaviors". It was repeated 15 times

by participants. The second most frequently repeated category was "bad habits" and "friends" and they were repeated 3 times. The least repetitive categories were "parents", "family atmosphere" and "expressions of teachers" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 5th grade. The statements of participants about metaphors were as follows:

*P8: " Some bully students who are affected by their friends and and so this case will affect the school climate."*

*P9: "School climate is affected by behaviors and bad habits."*

*P15: " School climate is affected by behaviors."*

#### **4.Results, Conclusions and Recommendations**

According to findings; attitudes of pupils about effective leadership and school climate differ according to gender. Female pupils have higher effective leadership and school climate points than male pupils. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to gender. Özdemir & et al (2010) found there are differences between students' perceptions about school climate according to gender. Aydın (2010), Doğan (2011) and Akman (2010) found perceptions of pupils about school climate differ according to gender.

Attitudes of pupils about effective leadership and school climate differ according to class. 8th grade pupils have the highest school climate points and 7th grade pupils have the highest effective leadership points. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to class. Akman (2010), Aydın (2010) and Arıman (2007) found perceptions of pupils about school climate differ according to class.

Attitudes of pupils about effective leadership and school climate don' t differ according to education level of mother. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to, family income. Doğan (2011) found perceptions of pupils about school climate differ according to education level of mother.

Attitudes of pupils about effective leadership and school climate don' t differ according to education level of father. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to family income. Akman (2010), Taşkıran (2008), Dindar (2008) and Arıman (2007) found perceptions of pupils about school climate don't differ according to education level of father.

The qualitative findings of this study is similar. All pupils thought that their teachers show effective leadership behaviors. 13 categories were found for opinions of pupils about effective leadership behaviors of their teachers in content analysis. Most repetitive category is "being tolerant". It was repeated 14 times by participants. The second most frequently repeated category was "being positive" and it was repeated 8 times. The least repetitive categories were "being excited", "being friendly", "being calm" and "being sincere" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father.

Most repetitive category is generally said by pupils who are female and study in 7th grade, whose mother and father graduates from primary school. 9 categories were found for opinions of pupils about school climate in content analysis. Most repetitive category is "school atmosphere". It was repeated 10 times by participants. The second most frequently repeated category was "school cleaning" and "student behaviors" and they were repeated 8 times. The least repetitive category was "success" and it was repeated once. Most repetitive category

is generally said by pupils who are female and study in 6th grade, whose mother graduates from secondary school and whose father graduates from primary school.

There is not a significant relationship between attitudes of pupils about effective leadership and school climate. Öztürk (2008), found that there is a significant relationship between visionary leadership and charismatic leadership with the school climate. Balyer (2013) investigated the effect of leadership of school principals on school climate and found it affects school climate positively. The qualitative findings of this study is similar. 8 categories were found for opinions of pupils about elements that effective leadership characteristics of their teachers affect in content analysis. Most repetitive category is "success". It was repeated 8 times. The second most frequently repeated category was "behaviors of pupils" and "classroom environment" and they were repeated 7 times. The least repetitive categories were "gaining control in the classroom", "process of course" and "participation in course" and they were repeated once. Most repetitive category is generally said by pupils who are female and study in 6th grade, whose mother graduates from primary school and whose father graduates from secondary school. Also 8 categories were found for opinions of pupils about elements that affect school climate in content analysis. Most repetitive category is "behaviors". It was repeated 15 times by participants. The second most frequently repeated category was "bad habits" and "friends" and they were repeated 3 times. The least repetitive categories were "parents", "family atmosphere" and "expressions of teachers" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 5th grade.

This research can be conducted with different population, sample and methods. The findings of this study and their causes can be investigated again.

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## Investigating Individual Innovativeness Levels And Lifelong Learning Tendencies Of Students In TMSC

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### Abstract

The aim of this research is to investigate the attitudes and opinions of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies. Research was conducted with 110 students in Turkish Music State Conservatory. Research design is mixed method. According to the findings; attitudes of students about individual innovativeness levels and lifelong learning tendencies differ according to gender, but they don't differ according to class and age. There is not a significant relationship between attitudes of students about individual innovativeness levels and lifelong learning tendencies. 18 categories were found for opinions of students about characteristics of individual innovative people. Most repetitive category was "open to develop, open to change and innovation". Other categories were repeated once or twice. Students' opinions differ according to gender, class and age. 9 categories were found for opinions of students about characteristics that affect individual innovativeness. Most repetitive category was "curiosity". Other categories were repeated once or twice. 16 categories were found for opinions of students about lifelong learning tendencies. All categories were repeated once. 17 categories were found in content analysis for opinions of students about characteristics that affect lifelong learning tendencies. Most repetitive category was "being curious". Second most repetitive category was "willingness to learn". Other categories were repeated once. 2 categories were found for opinions of students about the relationship between individual innovativeness levels and lifelong learning tendencies. They were positive and negative relationship. Students' opinions differ according to gender, class and age.

**Keywords:** conservatory, individual innovativeness, lifelong learning

### 1.Introduction

Today, information is changing fast and this situation forces people to be open for innovation. Innovation is defined as any new ideas, objects and applications are produced by individuals and communities (Rogers, 1983). People who have high individual innovativeness level are open to experience innovation and they think innovation is helpful and significant. These individuals are looking for ways to improve themselves or they always use new informations with previous informations (Leavitt & Walton, 1975). Many theories have been put forward to explain the widespread and adoption by individuals. Tarde has been the pioneer of these researchers in early 1900's (Kinnunen, 1996). Ryan & Gross (1943) has discussed the spread of innovation. "Spread Of Innotions" developed by Rogers (1983) has wide acceptance in this area. This theory classifies individuals five categories. These categories are innovators, pioneers, interrogators, skeptics and traditionalists.

Life-long learning provides socio-cultural and professional development to people. Erdamar (2011) defines lifelong learning as individual's self-recognition and to learn and create new things, to be aware of beauty in the world. Lifelong learning has three basic elements. These are; continuity; creativity; learning (Uzunboylu & Hürsen, 2011). Scientific and technological developments, communication facilities, increasing diversification of the educational environment are essential for lifelong learning. Today, with globalization, conditions change and people need to learn more. Therefore, people finished formal training in their education (Erdamar, 2011). Individuals meet various physical, psychological and sociological factors during development. In the social context, lifelong learning aims to provide a group of individuals to share information for a specific purpose. In the professional context, lifelong learning aims to develop individuals' functional knowledge to help them perform better in their profession (Gunuc, Odabasi & Kuzu, 2014).

Demiralay, Bayır & Gelibolu (2016) found that there is a positive correlation between readiness for online learning and individual innovativeness. Özgür (2013)'s results showed individual innovativeness levels of teacher candidates don't differ according to the gender and also parents' educational level variables but it differ according to the class. Kılıç & Tuncel (2014)'s findings are; gender has a significant effect in the tendency of teachers towards lifelong learning but branch and seniority have no significant effect on individual

innovativeness levels. There is no significant relationship between the tendency of the lifelong learning and individual innovativeness level. Izci & Koç (2012) examined the opinions of teacher candidates about lifelong learning and they differ according to the field of study. Karakuş (2013) investigated competences for lifelong learning of vocational school students and found they differ according to the field of study and class. With literature review, no study couldn't be seen about individual innovativeness levels and lifelong learning tendencies conducted with conservatory students. So it was thought that conducting this study may fill this blank. The problems are determined below:

Do the attitudes of students about their individual innovativeness levels and lifelong learning tendencies differ according to gender, age, class?

Do the opinions of students about their individual innovativeness levels and lifelong learning tendencies differ according to gender, age, class?

Is there a significant relationship between attitudes of students about individual innovativeness levels and lifelong learning tendencies?

## 2. Methodology

### *Research Model*

Research design is mixed method. Mixed method is known as collecting quantitative data with qualitative data and analysing them together (Creswell, 2006). Survey model was preferred to investigate the differences between attitudes of students about their individual innovativeness levels and lifelong learning tendencies according to independent variables. Survey model is used to identify attitudes, beliefs, values, habits, thoughts (McMillan & Schumacher, 2001). Correlational design was used to investigate relationship between attitudes of students about their individual innovativeness levels and lifelong learning tendencies. Correlational studies aim to understand correlational relationships between variables (Balci, 2011). Phenomenological design was used while investigating opinions of students about their individual innovativeness levels and lifelong learning tendencies. These type of designs aims to investigate phenomenologies that we don't realized well in our mind (Yıldırım & Şimşek, 2011).

### *Population and Sample*

The accessible population of the study consists of conservatory students in Ankara. Convenience sampling method was preferred and quantitative part of research was conducted with 93 students and qualitative part of the research was conducted with 9 students. Convenience sampling method can be used when sample units are selected from easily accessible due to the existing limitations of the money, time and workforce (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2011).

**Table 1.** Demographic informations of students participated in quantitative part of study

Variable	Groups	n	%
Gender	Female	27	29,0
	Male	66	71,0
	Total	93	100,0
Class	First grade	22	23,7
	Second grade	39	41,9
	Third grade	17	18,3
	Fourth grade	15	16,1
	Total	93	100,0
Age	19 age and below	4	4,3
	20-24 ages	58	62,4
	25 age and over	31	33,3
	Total	93	100,0

The frequencies and percentages were given according to participants' gender, class, age.

**Table 2.** Demographic informations of students participated in qualitative part of study

Participants	Gender	Class	Age
P1	Male	1st grade	31
P2	Male	2nd grade	22
P3	Female	1st grade	30
P4	Female	2nd grade	47
P5	Female	2nd grade	52
P6	Male	1st grade	33
P7	Female	1st grade	27
P8	Female	1st grade	28
P9	Female	2nd grade	30

Gender, class, age of students participated in qualitative part were given.

#### *Instruments*

In order to measure the attitudes and opinions of students about their individual innovativeness levels and lifelong learning tendencies, "*Individual Innovativeness and Lifelong Learning Tendency Interview Form*", "*Lifelong Learning Tendency Scale*" and "*Individual Innovativeness Scale*" were used.

#### *Individual Innovativeness Scale*

Individual Innovativeness Scale was adapted by Kılıçer & Odabaşı (2010). Scale had four dimensions consisting of 20 items. The first factor of the scale named "resistance to change" includes 8 items. The second factor of the scale named "opinion leadership" includes 5 items. The third factor of the scale named "openness to experience" includes 5 items. The fourth factor of the scale named "risk taking" includes 2 items. Cronbach alpha reliability coefficient of the scale is .88. The items are answered as follows:1-I strongly disagree, 2- I don't agree, 3- undecided, 4- I agree, 5-I strongly agree.

#### *Lifelong Learning Tendency Scale*

Lifelong Learning Tendency Scale developed by Diker Coşkun (2009). The tool has four dimensions. It consisting of 27 items. The first factor of the scale named "motivation" includes 6 items. The second factor of the scale named "perseverance" includes 6 items. The third factor of the scale named "lack of learning regulation" includes 6 items. The last factor of the scale named "lack of curiosity" includes 9 items. Responses given items are as "very much fits", "partially fits", "very little fits", "does not fit very little", " does not fit partially", "does not fit at all, ". Cronbach alpha reliability coefficient of scale was calculated and the coefficient was found 0.89.

#### *Individual Innovativeness and Lifelong Learning Tendency Interview Form*

Semi-structured interview form prepared by researchers was used in order to investigate opinions of pupils about individual innovativeness and lifelong learning tendency. Following questions were asked to the participants:

1. What are the characteristics of individual innovative people?
- 2.Which characteristics affect individual innovativeness?
3. What does lifelong learning tendency mean to you?
4. Which characteristics affect lifelong learning tendency?
5. What is the relationship between individual innovativeness and lifelong learning tendency?

#### *Analyses*

SPSS 17.00 program was preferred to analyse the data of the study. Independent Samples T Test was used to examine the difference between the attitudes of students about their individual innovativeness levels and lifelong learning tendencies according to gender. Because, groups of gender are normally distributed and variances of gender's groups are homogeneous. Kruskal Wallis Test was used to examine the difference between the attitudes of students about their individual innovativeness levels and lifelong learning tendencies according to class and age. Because assumptions such as normal distribution, homogeneity of variance, the sample size couldn't be met. Pearson Product Moment Correlation Coefficient was used to examine the relationship between the attitudes of

students about their individual innovativeness levels and lifelong learning tendencies. Both variables are continuous and there is a linear relationship between them and 0.05 level of significance was used for the interpretation of the results. Data obtained from semi-structured interview form were analyzed by content analysis. Content analysis reveals codes and categories from raw data (Patton, 2002). For validity and reliability, data analysis process was explained in detail; interpretation of the data involved the participants' own direct statements. Another important factor for validity is consistency between related studies (Ratcliff, 1995).

### 3.Findings

Data obtained with measuring the attitudes of students about individual innovativeness levels and lifelong learning tendencies were analyzed and the following results were found:

**Table 3.** Independent Samples T Test Results For Gender

	Gender	N	M	S.d	t	p
Individual innovativeness	Female	27	76,56	7,72	2,80	,01
	Male	66	71,76	7,42		
Lifelong learning tendency	Female	27	137,93	9,84	3,67	,00
	Male	66	127,67	16,71		

Attitudes of students about individual innovativeness levels and lifelong learning tendencies differ according to gender ( $p \leq .05$ ). Female students have higher individual innovativeness and lifelong learning tendency points than male students have.

**Table 4.** Kruskal Wallis Test Results For Class

	Class	N	Mean ranks	$X^2$	p
Individual innovativeness	First grade	22	39,82	3,68	,30
	Second grade	39	45,53		
	Third grade	17	53,65		
	Fourth grade	15	53,83		
Lifelong learning tendency	First grade	22	48,16	,30	,96
	Second grade	39	46,67		
	Third grade	17	48,85		
	Fourth grade	15	44,07		

Attitudes of students about individual innovativeness levels and lifelong learning tendencies don't differ according to class ( $p > .05$ ).

**Table 5.** Kruskal Wallis Test Results For Age

	Age	N	Mean ranks	$X^2$	p
Individual innovativeness	19 age and below	4	45,63	1,63	,44
	20-24 ages	58	44,41		
	25 age and over	31	52,03		
Lifelong learning tendency	19 age and below	4	17,38	5,20	,07
	20-24 ages	58	47,51		
	25 age and over	31	49,87		

Attitudes of students about individual innovativeness levels and lifelong learning tendencies don't differ according to age ( $p > .05$ ).

**Table 6.** Correlation Results About Individual Innovativeness and Lifelong Learning Tendency

Individual Innovativeness	Pearson Correlation	Lifelong Learning Tendency
		,41

There is not a significant relationship between attitudes of students about individual innovativeness levels and lifelong learning tendencies ( $p > .05$ ).

Data obtained with semi-structured interview form was analyzed and findings are as follows:

**Table 7.** Opinions Of Students About Characteristics of Individual Innovative People

	Participants								
	P1	P2	P3	P4	P5	P6	P7	P8	P9
Interrogative	✓								
Open to change and innovation	✓						✓	✓	
Leader	✓				✓				
Researcher		✓		✓					
Daredevil		✓							
Unprejudiced		✓							
Loving to make observations and discoveries		✓		✓					
Smart		✓							
Strong		✓		✓					
Keeping face with age			✓						
Open to develop								✓	✓
Resolute				✓					
Following innovations				✓					
Solution oriented					✓				
Compatible						✓			
Creative							✓	✓	
Open to risks								✓	✓
Brave								✓	

18 categories were found in content analysis. Most repetitive category was "open to develop, open to change and innovation". They were repeated 3 times. Other categories were repeated once or twice. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

P1: ...Individual innovative people are interrogative, researcher, open to change and innovation...

P9: ...Individual innovative people are always open to develop and risks...

P2: ...I think individual innovative people must be researcher, daredevil, unprejudiced and must love to make observations and discoveries...

**Table 8.** Opinions Of Students About Characteristics That Affect Individual Innovativeness

	Participants								
	P1	P2	P3	P4	P5	P6	P7	P8	P9
Self esteem	✓								
Curiosity	✓	✓		✓			✓		
Feelings of inadequacy		✓							✓
Generating new ideas			✓						
Being researcher				✓					✓
Taking risk				✓					
Leadership				✓	✓				
Characteristics						✓		✓	
Self-awareness							✓		
Being Open to change								✓	

9 categories were found in content analysis. Most repetitive category was "curiosity". It was repeated 4 times. Other categories were repeated once or twice. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

*P4: ... They are affected by being researcher, taking risk, leadership and curiosity...*

*P7: ...Individual innovativeness characteristics are affected by curiosity and self awareness...*

**Table 9.** Opinions Of Students About Lifelong Learning Tendency

	Participants								
	P1	P2	P3	P4	P5	P6	P7	P8	P9
Life style	✓								
Curiosity	✓								
Effort for learning	✓								
Being pleased to learn	✓								
Observation		✓							
Research		✓							
Explore		✓							
Interrogative person			✓						
Being open to new informations					✓				
Interpretation of informations					✓				
Learning motivation					✓				
Dedicating life to learn							✓		
Improving the people's quality of life								✓	
Providing personal development								✓	
Being open to new things								✓	
Important factor in the renewal of society									✓

16 categories were found in content analysis. All categories were repeated once. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

*P5: ...Lifelong learning means being open to new informations, interpretation of informations and learning motivation...*

*P7: ...People who tend to lifelong learning dedicate their lives to learn...*

*P8: ...It is concept about improving the people's quality of life, providing personal development and providing personal development...*

**Table 10.** Opinions Of Students About Characteristics That Affect Lifelong Learning Tendency

	Participants								
	P1	P2	P3	P4	P5	P6	P7	P8	P9
Being affectionate	✓								
Being curious	✓	✓	✓	✓				✓	✓
Being logical		✓							
Having needs			✓						
Individual innovativeness characteristics				✓					
Working hard				✓					
Willingness to learn				✓	✓		✓	✓	
Researcher characteristics				✓					
Asking questions						✓			
Being open to criticism						✓			
Determining the purpose of life						✓			
Understanding the value of time						✓			
Self awareness							✓		
Independent Thinking								✓	
Being afraid to do wrong								✓	
Self confidence								✓	
Enjoy learning								✓	

17 categories were found in content analysis. Most repetitive category was "being curious". It was repeated 6 times. Second most repetitive category was "willingness to learn". It was repeated 4 times Other categories were repeated once. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

*P1: ...People have chosen the path of lifelong learning should be affectionate and curious...*

*P2: ...Lifelong learning is about curiosity and logic. Because when people have these, they can learn something in their lives...*

*P4: ...It is similar with individual innovativeness and researcher characteristics, being curious, willingness to learn and working hard...*

**Table 11.** Opinions Of Students About The Relationship Between Individual Innovativeness And Lifelong Learning Tendency

		Participants								
		P1	P2	P3	P4	P5	P6	P7	P8	P9
Categories	Positive	✓	✓	✓	✓	✓		✓	✓	✓
	Negative						✓			

2 categories were found in content analysis. They were positive and negative relationship. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

*P1: ...Individual innovation, is a prerequisite for lifelong learning. Change and innovation can be acquired by information. Therefore, people that tend to lifelong learning are individual innovative people in their social and educational life...*

*P2: ... Individual innovative person is like a person who tends to learn. This person should learn new and more things he can develop and change. Therefore, I can not think innovation and learning are separate...*

*P6: ... Openness to innovation does not mean lifelong learning, unfortunately. We can learn many things but they can not be new and innovative ...*

#### 4.Results, Conclusions and Recommendations

Attitudes of students about individual innovativeness levels and lifelong learning tendencies differ according to gender. Female students have higher individual innovativeness and lifelong learning tendency points than male students have. Gencil (2013) found that perceptions of teacher candidates about lifelong learning competences differ according to gender. Diker, Coşkun & Demirel (2012) found university students' lifelong learning tendencies differ according to their gender. Kılıç & Tuncel (2014) found gender has a significant effect on lifelong learning, on the other hand, gender has no significant effect on individual innovativeness.

Another result of this study is that attitudes of students about individual innovativeness levels and lifelong learning tendencies don't differ according to class and age. Karakuş (2013) found competences for lifelong learning of vocational school students differ according to class. Diker Coşkun & Demirel (2012) found university students about lifelong learning tendencies differed class. Özgür (2013) found individual innovativeness levels of teacher candidates differ according to the class.

In this study qualitative findings are also similar. 18 categories were found for opinions of students about characteristics of individual innovative people. Most repetitive category was "open to develop, open to change and innovation". Other categories were repeated once or twice. 9 categories were found for opinions of students about characteristics that affect individual innovativeness. Most repetitive category was "curiosity". Other categories were repeated once or twice. 16 categories were found for opinions of students about lifelong learning tendency. All categories were repeated once. 17 categories were found for opinions of students about

characteristics that affect lifelong learning tendency. Most repetitive category was "being curious". Second most repetitive category was "willingness to learn". Other categories were repeated once. Students' opinions differ according to gender, class and age.

There is not a significant relationship between attitudes of students about individual innovativeness levels and lifelong learning tendencies. But 2 categories were found in content analysis for opinions of students about the relationship between individual innovativeness and lifelong learning tendencies. They were positive and negative relationship. Demiralay, Bayır & Gelibolu (2016) found that there is a medium positive correlation between readiness for online learning and individual innovativeness. Özgür (2013) found that there is a positive correlation between tendencies of critical thinking and individual innovativeness. Çuhadar, Bülbül & Ilgaz, (2013) found that there is a positive correlation between technopedagogical education competences and individual innovativeness. Kılıç & Tuncel (2014) found that there was a significant relationship between the tendency of the lifelong learning and individual innovativeness level. This study can be conducted with different sample and methods. The findings of this study and their causes can be investigated.

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## Investigating individual innovativeness levels and lifelong learning tendencies of students in TMSC

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### Abstract

The aim of this study is to investigate the attitudes and opinions of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies. Research was conducted with 110 students in Turkish Music State Conservatory. Research design is mixed. Semi-structured interview forms and “Lifelong Learning Tendency Scale and Individual Innovativeness Scale” were used to collect data. According to the findings: Attitudes of students about individual innovativeness and lifelong learning tendency differ according to gender. Female students have higher individual innovativeness and lifelong learning tendency points than male students. Attitudes of students about individual innovativeness and lifelong learning tendency differ according to class. Attitudes of students about individual innovativeness and lifelong learning tendency differ according to age. There is not a significant relationship between attitudes of students about individual innovativeness and lifelong learning tendency. 18 categories were found in content analysis for opinions of students about characteristics of individual innovative people. Most repetitive category was "open to develop, open to change and innovation". They were repeated 3 times. Other categories were repeated once or twice. Students' opinions differ according to gender, class and age. 9 categories were found in content analysis for opinions of students about characteristics that affect individual innovativeness. Most repetitive category was "curiosity". It was repeated 4 times. Other categories were repeated once or twice. Students' opinions differ according to gender, class and age. 16 categories were found in content analysis for opinions of students about lifelong learning tendency. All categories were repeated once. Students' opinions differ according to gender, class and age. 17 categories were found in content analysis for Opinions of students about characteristics that affect lifelong learning tendency. Most repetitive category was "being curious". It was repeated 6 times. Second most repetitive category was “willingness to learn”. It was repeated 4 times. Other categories were repeated once. Students' opinions differ according to gender, class and age. 2 categories were found in content analysis for opinions of students about the relationship between individual innovativeness and lifelong learning tendency. They were positive and negative relationship.

**Keywords:** conservatory, individual innovativeness, lifelong learning

### 1.Introduction

Today, information is rapidly changing and this situation forces people to be open for innovation. Innovation is defined as any new ideas, objects and applications are said by individuals and communities (Rogers, 1983). People who have high individual innovativeness are open to experience innovation and they found innovation is helpful and significant. These individuals are looking for ways to improve themselves or they always use new informations with previous informations (Leavitt & Walton, 1975). Many theories have been put forward to explain the widespread and adoption by individuals and society of the emerging innovations. Tarde has been pioneer of these researchers in early 1900s (Kinnunen, 1996). Ryan ve Gross (1943), has discussed the spread of innovation as a communication process and classified adopters. The theory has wide acceptance in this area is “Spread Of Innotions” developed by Rogers (1983) This theory classifies individuals five categories. These categories are innovators, pioneers, interrogators, skeptics and traditionalists.

Life-long learning provides socio-cultural and professional development to people. Erdamar (2011) defines lifelong learning as individual's self-recognition and to learn and create new things, to be aware of beauty in the world. Lifelong learning has three basic elements. These are; continuity; creativity; learning (Uzunboylu ve Hürsen, 2011).

Scientific and technological developments, communication facilities, increasing diversification of the educational environment is essential for lifelong learning. Today, with globalization, business conditions change and people need to learn more. Therefore, people finished formal training continue their education (Erdamar, 2011). Individuals meet various physical, psychological and sociological factors during development. In the social context, lifelong learning aims to provide a group of individuals to share information for a specific

purpose. In the professional context, lifelong learning aims to develop individuals' functional knowledge to help them perform better in their profession (Gunuc, Odabasi & Kuzu, 2014).

Demiralay, Bayır & Gelibolu (2016) found that there is a positive correlation between readiness for online learning and individual innovativeness. Özgür (2013)'s results showed that individual innovativeness of the preservice teachers fell under the "early-majority" category; while no significant difference was found between individual innovativeness and the gender and also parents' educational level variables. A significant difference was found between individual innovativeness and the grade level of the pre-service teachers. Kılıç & Tuncel (2014)'s findings are like that gender has a significant effect in the tendency of teachers towards lifelong learning, on the other hand, gender, branch and length of service has no significant effect on individual innovativeness. When the total points of the scales compared, there is no significant relationship between the tendency of the lifelong learning and individual innovativeness level. İzci and Koç (2012) examined the opinions of teacher candidates about lifelong learning and it differed according to the field of study. Karakuş (2013) investigated competences for lifelong learning of vocational school students and found competences for lifelong learning of vocational school students differed according to the field of study and classroom level.

After literature review, no study couldn't be found a study about individual innovativeness levels and lifelong learning tendencies conducted with conservatory students. Therefore, conducting this research will help to fill the blank in literature. The problems are determined below:

Do the attitudes of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies differ according to gender, age, class?

Do the opinions of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies differ according to gender, age, class?

Is there a significant relationship between attitudes of students about individual innovativeness levels and lifelong learning tendencies?

## **2.Methodology**

### **Research Model**

Research design is mixed. Mixed method is known as collecting quantitative data with qualitative data and analysing them together (Creswell, 2006). Survey model which is one of the quantitative research approaches was preferred to investigate the differences between attitudes of students about their individual innovativeness levels and lifelong learning tendencies according to independent variables. Survey model is used to identify attitudes, beliefs, values, habits, thoughts (Mcmillan ve Schumacher, 2001). At the same time correlational design, also one of the quantitative research approaches was used to investigate relationship between attitudes of students about their individual innovativeness levels and lifelong learning tendencies. Correlational studies aim to understand correlational relationships between variables (Balci, 2011). Phenomenological design which is one of the qualitative research approach was used while investigating opinions of students about their individual innovativeness levels and lifelong learning tendencies. These type of designs aims to investigate phenomenologies that we don't realized well in our mind (Yıldırım ve Şimşek, 2011).

### **Population and sample**

The accessible population of the study consists of conservatory students in Ankara. Convenience sampling method is preferred and quantitative part of research was conducted with 93 students and qualitative part of the research was conducted with 9 students. Convenience sampling method can be used when sample units are selected from easily accessible due to the existing limitations of the money, time and workforce (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2011).

**Table 1.** Demographic informations of students participated in quantitative part

Variable	Groups	n	%
Gender	Female	27	29,0
	Male	66	71,0
	Total	93	100,0
Class	First grade	22	23,7
	Second grade	39	41,9
	Third grade	17	18,3
	Fourth grade	15	16,1
	Total	93	100,0
Age	19 age and below	4	4,3
	20-24 ages	58	62,4
	25 age and over	31	33,3
	Total	93	100,0

The frequencies and percentages are given according to participants' gender, class, age.

**Table 2.** Demographic informations of students participated in qualitative part

Participants	Gender	Class	Age
P1	Male	1st grade	31
P2	Male	2nd grade	22
P3	Female	1st grade	30
P4	Female	2nd grade	47
P5	Female	2nd grade	52
P6	Male	1st grade	33
P7	Female	1st grade	27
P8	Female	1st grade	28
P9	Female	2nd grade	30

Gender, class, age of students participated in qualitative part are given.

### Instruments

In order to measure the attitudes and opinions of about their individual innovativeness levels and lifelong learning tendencies, semi-structured interview form and "Lifelong Learning Tendency Scale and Individual Innovativeness Scale" were used.

#### Individual Innovativeness Scale

Individual Innovativeness Scale originally was developed by Hurt, Joseph ve Cook (1977) and adapted to Turkish culture by Kılıçer ve Odabaşı (2010). Scale had the structure of four dimensions consisting of 20 items. The first factor of the scale named "resistance to change" included 8 items. The second factor of the scale named "opinion leadership" included 5 items. The third factor of the scale named "openness to experience" included 5 items. The fourth factor of the scale named "risk taking" included 2 items. In the analysis, Cronbach alpha reliability coefficient of the tool is .88. The scale is answered as follows: 1- I strongly disagree, 2- I don't agree, 3- undecided, 4- I agree, 5- I strongly agree.

#### Lifelong Learning Tendency Scale

Lifelong Learning Tendency Scale developed by Diker Coşkun (2009). The tool has a structure of four dimensions. It consisted of 27 items. The first factor of the scale named motivation includes 6 items. The second factor of the scale named perseverance includes 6 items. The third factor of the scale named lack of

learning regulation includes 6 items. The last factor of the scale named lack of curiosity includes 9 items. Responses given items are rated as "very much fits", "partially fits", "very little fits", "does not fit very little", "does not fit partially", "does not fit at all,". Cronbach alpha reliability coefficient of Lifelong Learning Tendency Scale was calculated and the coefficient was found 0.89.

#### Individual Innovativeness and Lifelong Learning Tendency Interview Form

Semi-structured interview form prepared by researchers was used in order to investigate opinions of pupils about individual innovativeness and lifelong learning tendency. Following questions were asked to the participants:

1. What are the characteristics of individual innovative people?
2. Which characteristics is individual innovativeness affected by? Why?
3. What does lifelong learning tendency mean to you?
4. Which characteristics is lifelong learning tendency affected by? Why?
5. How is the relationship between individual innovativeness and lifelong learning tendency? Why?

#### Analyses

SPSS 17.00 program was preferred to analyse the data of the study. Independent Samples T Test was used to examine the difference between the attitudes of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies according to gender. Because Groups of independent variable are normally distributed and groups of independent variable' variances are homogeneous. Kruskal Wallis Test was used to examine the difference between the attitudes of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies according to class and age. Because assumptions such as normal distribution, homogeneity of variance, the sample size couldn't be met. Pearson Product Moment Correlation Coefficient was used to examine the relationship between the attitudes of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies. Both variables are continuous and there is a linear relationship between them so this coefficient was preferred and 0.05 level of significance was taken for the interpretation of the results. Data obtained from semi- structured interview form is analyzed by content analysis. Content analysis reveals codes and categories from raw data (Patton, 2002). For validity and reliability, data analysis process is explained in detail; interpretation of the data involved the participants' own direct statements. Another factor important for validity is consistency between related studies (Ratcliff, 1995).

### 3.Findings

Data obtained from measuring the attitudes of students about individual innovativeness and lifelong learning tendency have been analyzed and the following results were found:

**Table 3.** Independent samples t test results of students' attitudes about individual innovativeness and lifelong learning tendency according to gender

	Gender	N	M	S.d	t	p
Individual innovativeness	Female	27	76,5556	7,71778	2,80	,01
	Male	66	71,7576	7,42151		
Lifelong learning tendency	Female	27	137,9259	9,83685	3,67	,00
	Male	66	127,6667	16,71235		

Attitudes of students about individual innovativeness and lifelong learning tendency differ according to gender ( $p \leq .05$ ). Female students have higher individual innovativeness and lifelong learning tendency points than male students.

**Table 4.** Kruskal Wallis test results of students' attitudes about individual innovativeness and lifelong learning tendency according to class

	Class	N	Mean ranks	$\chi^2$	p
Individual innovativeness	First grade	22	39,82	3,68	,30
	Second grade	39	45,53		
	Third grade	17	53,65		
	Fourth grade	15	53,83		
Lifelong learning tendency	First grade	22	48,16	,30	,96
	Second grade	39	46,67		
	Third grade	17	48,85		
	Fourth grade	15	44,07		

Attitudes of students about individual innovativeness and lifelong learning tendency differ according to class ( $p>.05$ ).

**Table 5.** Kruskal Wallis Test Results Of Students' Attitudes About Individual Innovativeness and Lifelong Learning Tendency According To Age

	Age	N	Mean ranks	$\chi^2$	p
Individual innovativeness	19 age and below	4	45,63	1,63	,44
	20-24 ages	58	44,41		
	25 age and over	31	52,03		
Lifelong learning tendency	19 age and below	4	17,38	5,20	,07
	20-24 ages	58	47,51		
	25 age and over	31	49,87		

Attitudes of students about individual innovativeness and lifelong learning tendency differ according to age ( $p>.05$ ).

**Table 6.** Pearson product moment correlation coefficient results about attitudes of students' about individual innovativeness and lifelong learning tendency

		Lifelong Learning Tendency
Individual Innovativeness	Pearson Correlation	,409

There is not a significant relationship between attitudes of students about individual innovativeness and lifelong learning tendency ( $p>.05$ ).

Data obtained from semi-structured interview form was analyzed and findings are as follows:

**Table 7.** Opinions of students about characteristics of individual innovative people

		Participants								
		P1	P2	P3	P4	P5	P6	P7	P8	P9
Interrogative		✓								
Open to change and innovation		✓						✓	✓	
Leader		✓				✓				
Researcher			✓		✓					

Categories	Daredevil	✓							
	Unprejudiced	✓							
	Love to make observations and discoveries	✓		✓					
	Smart	✓							
	Strong	✓			✓				
	Keep face with age		✓						
	Open to develop				✓			✓	✓
	Resolute				✓				
	Follow innovations				✓				
	Solution oriented					✓			
	Compatible						✓		
	Creative							✓	✓
	Open to risks							✓	✓
	Brave							✓	

18 categories were found in content analysis. Most repetitive category was "open to develop, open to change and innovation". They were repeated 3 times. Other categories were repeated once or twice. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

P1: ...Individual innovative people are interrogative, researcher, open to change and innovation...

P9: ...Individual innovative people are always open to develop and risks...

P2: ...I think individual innovative people must be researcher, daredevil, unprejudiced and love to make observations and discoveries...

**Table 8.** Opinions Of Students About Characteristics That Affect Individual Innovativeness

Categories	Participants								
	P1	P2	P3	P4	P5	P6	P7	P8	P9
Self esteem	✓								
Curiosity	✓	✓		✓			✓		
Feelings of inadequacy		✓							✓
Generating new ideas			✓						
Being researcher				✓					✓
Taking risk				✓					
Leadership				✓	✓				
Characteristics						✓		✓	
Self -awareness							✓		
Being Open to change								✓	

9 categories were found in content analysis. Most repetitive category was "curiosity". It was repeated 4 times. Other categories were repeated once or twice. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

P5: ...Individual innovation is fed up with leadership and always have to be there... P4: ... They are affected by being researcher, taking risk, leadership and curiosity...

P7: ...Individual innovativeness characteristics are affected by curiosity and self awareness...

**Table 9.** Opinions of students about lifelong learning tendency

Categories	Participants								
	P1	P2	P3	P4	P5	P6	P7	P8	P9
Life style	✓								
Curiosity	✓								
Effort for learning	✓								
Being pleased to learn	✓								

Categories	Observation	✓							
	Research	✓							
	Explore	✓							
	Interrogative person			✓					
	Being open to new informations					✓			
	Interpretation of informations					✓			
	Learning motivation					✓			
	Dedicating life to learn						✓		
	Improving the people's quality of life							✓	
	Providing personal development							✓	
	Being open to new things							✓	
	Important factor in the Renewal of society								✓

16 categories were found in content analysis. All categories were repeated once. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

*P5: ...Lifelong learning means being open to new informations, interpretation of informations and learning motivation...*

*P7: ...People who tend to lifelong learning dedicate their lives to learn...*

*P8: ...It is concept about improving the people's quality of life, providing personal development and providing personal development...*

**Table 10.** Opinions of students about characteristics that affect lifelong learning tendency

	Participants								
	P1	P2	P3	P4	P5	P6	P7	P8	P9
Being affectionate	✓								
Being curious	✓	✓	✓	✓				✓	✓
Being logical		✓							
Having needs			✓						
Individual innovativeness characteristics				✓					
Working hard				✓					
Willingness to learn				✓	✓		✓	✓	
Researcher characteristics				✓					
Asking questions						✓			
Being open to criticism						✓			
Determining the purpose of life						✓			
Understanding the value of time						✓			
Self awareness							✓		
Independent Thinking								✓	
Being afraid to do wrong								✓	
Self confidence								✓	
Enjoy learning								✓	

16 categories were found in content analysis. Most repetitive category was "being curious". It was repeated 6 times. Second most repetitive category was "willingness to learn". It was repeated 4 times Other categories were repeated once. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

*P1: ...People have chosen the path of lifelong learning should be affectionate and curious...*

P2: ...Lifelong learning is about curiosity and logic. Because when people have these, they can learn something in their lives...

P4: ...It is similar with Individual innovativeness, researcher characteristics, being curious, willingness to learn and working hard...

**Table 11.** Opinions Of Students About The Relationship Between Individual Innovativeness And Lifelong Learning Tendency

		Participants								
		P1	P2	P3	P4	P5	P6	P7	P8	P9
Categories	Positive	✓	✓	✓	✓	✓		✓	✓	✓
	Negative						✓			

2 categories were found in content analysis. They were positive and negative relationship. Students' opinions differ according to gender, class and age. The statements of participants were as follows:

P1: ...Individual innovation, is a prerequisite for lifelong learning. Change and innovation can be acquired by information. Therefore, people that tend to lifelong learning are individual innovative people in their social and educational life...

P2: ... Individual innovative person is like a person who tends to learn. This person should learn new and more things he can develop and change. Therefore, I can not think innovation and learning are separate...

P6: ... Openness to innovation does not mean lifelong learning, unfortunately. We can learn many things but they can not be new and innovative ...

#### 4.Results, Conclusions and Recommendations

Attitudes of students about individual innovativeness and lifelong learning tendency differ according to gender. Female students have higher individual innovativeness and lifelong learning tendency points than male students. Gencil (2013) found that perceptions of teacher candidates about lifelong learning competences differ according to gender. Diker, Coşkun ve Demirel (2012) found university students' lifelong learning tendencies differ according to their gender. Kılıç & Tuncel (2014) found gender has a significant effect on lifelong learning, on the other hand, gender has no significant effect on individual innovativeness. Özgür (2013) found there was no significant difference between individual innovativeness and the gender and also parents' educational level variables.

Attitudes of students about individual innovativeness and lifelong learning tendency differ according to class. Karakuş (2013) found competences for lifelong learning of vocational school students differed according to classroom level. Diker Coşkun and Demirel (2012) found university students about lifelong learning tendencies differed classroom level. Özgür (2013) found there was a significant difference between individual innovativeness and the grade level of the pre-service teachers. Attitudes of students about individual innovativeness and lifelong learning tendency differ according to age.

Qualitative findings are also similar. 18 categories were found in content analysis for opinions of students about characteristics of individual innovative people. Most repetitive category was "open to develop, open to change and innovation". They were repeated 3 times. Other categories were repeated once or twice. Students' opinions differ according to gender, class and age. 9 categories were found in content analysis for

opinions of students about characteristics that affect individual innovativeness. Most repetitive category was "curiosity". It was repeated 4 times. Other categories were repeated once or twice. Students' opinions differ according to gender, class and age. 16 categories were found in content analysis for opinions of students about lifelong learning tendency. All categories were repeated once. Students' opinions differ according to gender, class and age. 17 categories were found in content analysis for opinions of students about characteristics that affect lifelong learning tendency. Most repetitive category was "being curious". It was repeated 6 times. Second most repetitive category was "willingness to learn". It was repeated 4 times Other categories were repeated once. Students' opinions differ according to gender, class and age.

There is not a significant relationship between attitudes of students about individual innovativeness and lifelong learning tendency. Qualitative finding is also similar. 2 categories were found in content analysis for opinions of students about the relationship between individual innovativeness and lifelong learning tendency. They were positive and negative relationship. Demiralay, Bayır & Gelibolu (2016) found that there is a medium positive correlation between readiness for online learning and individual innovativeness. Örün & et al., (2015) found that there is a positive correlation between attitudes about technology and individual innovativeness. Özgür (2013) found that there is a positive correlation between tendencies of critical thinking and individual innovativeness. Çuhadar, Bülbül & Ilgaz, (2013) found that there is a positive correlation between technopedagogical education competences and individual innovativeness. Kılıç & Tuncel (2014) found that there was a significant relationship between the tendency of the lifelong learning and individual innovativeness level. Lifelong learning tendency and individual innovativeness level can be effected by other variables and they may be researched.

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## Comparison of Teacher Candidates' Metaphorical Perceptions towards Lifelong Learning

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### Abstract

The aim of this study is to examine and compare metaphorical perceptions of teacher candidates. The sample of the study consists of teacher candidates studying at science and Turkish language teaching departments in the Faculty of Education, Celal Bayar University in 2014-2015 academic year. While 206 teacher candidates study at Turkish Language Teaching Department, there are 323 teacher candidates in Science Teaching Department. The study has been based on qualitative research approach. Research design has been determined as phenomenological research. In order to investigate teacher candidates' metaphorical perceptions towards lifelong learning, semi-structured interviews have been used. They have been asked to complete the statement that “*The Lifelong Learning is like..... . Because..... .*”

Data obtained from perceptions of teacher candidates in the analysis has been used for content analysis. The data gathered by interview forms has been listed and the related categories have been determined. The answers of the teacher candidates have been interpreted firstly in their own groups. Then, the data of Turkish Language Teacher candidates and the data of Science Teacher candidates have been compared. The similarities and difference between their perceptions have been revealed. Results about each problem have been supported with the interpretations and literature. Conclusions and recommendations have been stated according to the findings.

**Keywords:** Lifelong education, metaphorical perception, pre-service teachers, skills

### 1.Introduction

Educational experiences show significant differences from country to urban, from the old to the young and from industrial to agricultural economy in today's society which requires from birth to death learning concept. (Ballantine, 2012). The information reaching different users in different areas has brought about new methods. Accordingly; terms as continuing education, lifelong education or lifelong learning have started to be shaped in universities. Afterwards, they have become institutional structures consisting local administrations (Vural, 2003). Additionally, continuity and speed of innovation have caused inadequacy of the information and skills which are acquired in educational institutions in time. In other words, these conditions have necessitated lifelong learning (Ayhan, 2005). It has been determined that the concept of lifelong learning was first raised by Basil Yeaxlee in 1929(Peter, 2008). Especially after 1950's, lifelong learning became a topic of world-wide interest because of the rapid changes in business environment, interpersonal relations, rapid production of information, science and technology. (Gülbahar, 2009).

Knapper and Copley (2000) who have declared that the importance of lifelong education is placed in “lifelong” phrase have also stated that lifelong learning includes the regulation of educational activities according to a group of certain principles in order to enhance individual's learning during the whole life. It is important within the aspect of the study that both universities are significant educational environments where lifelong learning takes place and the teacher candidates who are going to give the educational service themselves have critical roles in provision of lifelong learning. Göksan, Uzundurukan and Keskin (2009) have also declared universities' roles in raising people who think critically, solve problem, decide independently and have lifelong learning skills in the age of information. It has been aimed to describe the concept of lifelong learning with the help of metaphors. It has been considered that the metaphors expressed will help embody the abstract concept of lifelong learning. When the metaphor based studies are investigated, it has been easily noticed that there is deficiency of metaphorical studies involving teacher candidates towards lifelong learning in the literature. From this point of view, with this study it has been intended to determine and compare science and Turkish teacher candidates' views on lifelong learning by using metaphors.

## **2.Method**

### **Research Model**

This study has been configured by qualitative research method befittingly with the aim the study. Phenomenological design has been preferred as the research design. The aim of the phenomenological design is to reveal common applications and, describe and explain the meanings created by participants (Annells, 2006). The questions intended to be answered in this studies are as: What are the experiences/perceptions towards this topic? What are the environments and conditions in which these experiences appear? (Cresswell, 2013). In phenomenological studies the data resource is comprised of individuals or groups who have experienced and are able to express the phenomenon which the research focuses on (Yıldırım and Şimşek, 2006).

### **Study Group**

The study group of the research has been comprised of teacher candidates who study science teaching and Turkish language teaching at Celal Bayar University Faculty of Education. 99 (18,71 %) of total 206 (38,94 %) teacher candidates from Turkish language teaching department are female and 107 (20,23 %) are male while 208 (39,32 %) of total 323 (61,06 %) teacher candidates from science teaching department are female and 115 (21,74 %) are male. It has been determined that 112 (21,17 %) participants are at the 1<sup>st</sup> grade, 64 (12,10 %) are at the 2<sup>nd</sup> grade, 186 (35,16 %) are at the 3<sup>rd</sup> grade and 167 (31,57 %) are at the 4<sup>th</sup> grade. It has been observed that 100 (18,90%) of the participants graduated from Anatolian high school, 16 (3,03%) from Anatolian teacher training high school, 7 (1,32%) from science high school, 371 (70,13 %) from common high school and 35 (6,62 %) from vocational high school; 49 (9,27 %) of them are under age of 19, 215 (40,64 %) are at 20-21, 207 (39,13 %) are at 22-23 age range and 58 (10,96 %) are over 24; 130 (24,57 %) have an academic average between 2,01-2,50, 220 (41,59 %) between 2,51-3,00, 150 (28,36 %) between 3,01-3,50 and 29 (5,48 %) between 3,51-4,00. Additionally, 207 (39,13 %) teacher candidates dwell in metropolis, 84 (15,88 %) in province, 152 (28,74 %) in district, 39 (7,37 %) in town and 39 (%8,88) in village.

### **Data Collection Tool**

In the study, semi-structured interview forms created by the researchers are used as the data collection tool. Teacher candidates have been asked to complete the statement “*Lifelong learning is like..... Because .....*” in order to determine their metaphorical perceptions. All of the forms were filled when the researchers were in the class during the research. Investigating the similarity of interview forms, it has been ensured that participants filled the forms individually.

### **Analysis and Interpretation of the Data**

The metaphors stated by the teacher candidates were firstly tabulated regarding the explanations. The determined metaphors were separated into different categories by two different expert researchers and the categories were collected under 9 conceptual themes obtained by different findings. It has been seen that there is consensus in matches of researchers between categories and metaphors. Numbers of consensuses and divergences have been determined. Reliability of the study has been provided by using Miles & Hubermann (1994) study reliability=consensus (consensus+divergence) formula. There has been 95 % consensus between researchers and it has been considered an enough rate within the aspect of the study reliability.

Content analysis has been applied for the data gathered. The main purpose of the content analysis is to reach concepts and relations which can explain the data. (Yıldırım and Şimşek, 2006). In the categorization procedure of the data gathered by interview forms, key competencies in lifelong learning –European Framework (EC, 2007) have been also been used as another source. Metaphorical perceptions of Turkish language and science teacher candidates towards lifelong learning have been discussed, their similarities and differences have been expressed. 9 conceptual themes on which the researchers have 95% consensus have been presented in findings.

### 3. Findings

#### Category 1: Lifelong Learning as a Mathematical, Scientific or Technological Phenomenon

The first category determined after the data analysis is mathematical, scientific and technological phenomenon. The number of participants whose perceptions take place in this category is 12. 10 of these teacher candidates study at science teaching department and 2 of them study at Turkish language teaching department. The reason for science teacher candidates' outnumbering in this category can be explained as that the program of science teaching department requires scientific and mathematical skills more than Turkish language teaching department. The metaphors in this category are described as: "puzzle (3), solar system, universe, scientific research, technology, addition, science, source of light".

**Table 1.** Numerical distribution of metaphors on the basis of department/grade in category 1

Department/ Grade	F	%
Turkish language teaching/1	0	0,00
Turkish language teaching/2	0	0,00
Turkish language teaching/3	2	2,74
Turkish language teaching/4	0	0,00
Science Teaching/1	2	2,41
Science Teaching /2	0	0,00
Science Teaching/3	4	3,54
Science Teaching /4	4	4,00

#### Category 2: Lifelong Learning as Digital Competency

It has been identified that only one participant perceives lifelong learning as digital competency. The participant is from science teaching department and at the 2<sup>nd</sup> grade. The statement is as: "Lifelong learning is like connecting web. Because it is very fast and you should follow the right steps."

#### Category 3: Lifelong Learning as Competency of Learning to Learn

An important number of teacher candidates (71) perceive lifelong learning as competency of learning to learn. Rates of teacher candidates according to the departments are quite close. 32 candidates are in Turkish language and 39 are in science teaching. When the metaphors are associated with learning to learn, the explanations the candidates stated have been especially decisive. Participants have frequently stated their reasons as "Because life is learning.", "Because learning is a compulsory activity during the whole life." Some participant have drawn attention to the importance of distinction in learning. For example a participant from science department (p2.19) "Lifelong learning is like a lie. Because everything is not true and ways of finding the truth should be sought till the end of life." Important metaphors in this category are "life, teacher, adventure, experience, boat in storm, apprentice, life compliance, book, school and hobby".

**Table 2.** Numerical distribution of metaphors on the basis of department/grade in category 3

Department/ Grade	F	%
Turkish language teaching/1	7	24,14
Turkish language teaching/2	12	32,43
Turkish language teaching/3	8	10,96
Turkish language teaching/4	5	7,46
Science Teaching/1	12	14,46
Science Teaching /2	6	22,22
Science Teaching/3	11	9,73
Science Teaching /4	10	10,00

#### Category 4: Lifelong Learning as Social and Citizenship Competency

The data about teacher candidates who accept lifelong learning as social and citizenship competency has been given in table 3. When the table is examined, there are 4 candidates from Turkish language and 7 candidates from science teaching department. For example, a participant from Turkish language department (p3.39) has said: “*Lifelong learning is like being a chameleon. Because it requires getting into conditions and people.*” The metaphors in this category are: “*chameleon, theatre, love, marriage, quality clothes, freedom, book, water drops, creeper, and friend*”.

**Table 3.** Numerical distribution of metaphors on the basis of department/grade in category 4

Department/ Grade	F	%
Turkish language teaching/1	0	0,00
Turkish language teaching/2	0	0,00
Turkish language teaching/3	2	2,74
Turkish language teaching/4	2	2,99
Science Teaching/1	3	3,61
Science Teaching /2	0	0,00
Science Teaching/3	3	2,65
Science Teaching /4	1	1,00

#### Category 5: Lifelong Learning as Competency of Taking Initiative and Entrepreneurship

The 5<sup>th</sup> category created in the analysis of metaphorical perceptions is “competency of taking initiative and entrepreneurship”. The number of metaphors examined in this category is quite limited. There have been made classification of 1 candidate from Turkish language and 10 candidates from science teaching departments. The metaphors expressed in this category are “*key, seed, play dough, struggle, stone, mountaineering, pole star, step, explorer, river, ladder, standing*”. For example p4.85 from science teaching department has stated: “*Lifelong learning is like riding a bicycle. Because first you have to pedal to start the journey.*”

**Table 4.** Numerical distribution of metaphors on the basis of department/grade in category 5

Department/ Grade	F	%
Turkish language teaching/1	0	0,00
Turkish language teaching/2	1	2,70
Turkish language teaching/3	0	0,00
Turkish language teaching/4	0	0,00
Science Teaching/1	4	4,82
Science Teaching /2	0	0,00
Science Teaching/3	3	2,65
Science Teaching /4	3	3,00

#### Category 6: Lifelong Learning as Competency of Cultural Consciousness and Expression

One of the categories created has been “competency of cultural consciousness and expression”. The number of metaphors in this title is 9. “*A tragicomic film, pomegranate seed, rainbow, light, sun, rain, book (2)*” are the metaphors stated in this category. 6 of the participants who have expressed metaphor in this category are from Turkish language teaching department. On the other hand, there are 3 participants from science teaching department. It can be thought that the program applied in Turkish language department focuses on language and expression skills as the reason for this result. As an example of interview result, p2.28 from Turkish language teaching department has stated: “*Lifelong learning is like a tragicomic film. Because sometimes it makes us laugh but sometimes cry.*”

#### Category 7: Lifelong Learning as A Vital Need Phenomenon

Another category in which the metaphorical expressions of teacher candidates are analysed is “a vital need phenomenon”. It has been noticed that the number of metaphors regarding this category is considerably high.

Total number of teacher candidates whose answers are gathered under this category is 141. Metaphors expressed in this category are “*medicine, water, breathe, meal, marriage, family, bread, nutrition, communication*”. It has been determined that the most repeated metaphor is “*water (60)*”. When the table 5 is examined, it is apparently seen that there is a high numeric difference between departments. However, when the rates are taken into consideration, it is understood that proportional difference is rather low (Turkish language teaching: 25,7%; science teaching: 27,5%). Based on this result, it can be said that the metaphors in the category of lifelong learning as a vital need phenomenon don’t show difference in terms of departments.

**Table 5.** Numerical distribution of metaphors on the basis of department/grade in category 7

Department/ Grade	F	%
Turkish language teaching/1	10	34,48
Turkish language teaching/2	4	10,81
Turkish language teaching/3	23	31,51
Turkish language teaching/4	16	23,88
Science Teaching/1	22	26,51
Science Teaching /2	4	14,81
Science Teaching/3	27	23,89
Science Teaching /4	35	35,00

### Category 8: Lifelong Learning as Continuity Phenomenon

Another category in which the metaphorical perceptions have been evaluated is “continuity phenomenon”. 138 metaphorical expressions belonging to the teacher candidates have taken place in this category. 58 of these expressions belong to the candidates who have participated from Turkish language teaching department whereas the other 80 expressions belong to science teacher candidates. While teacher candidate/department rate is 28,1% in Turkish language teaching, the rate in science teaching department is 24,7%. It has been deducted that the rates of teacher candidates accepting lifelong learning as continuity phenomenon in terms of departments are close. The metaphors collocated in this category are as “*life, history, eternity, way, breath, magma, non-drying river, dream, ecvator, marathon, sun, hoops of a chain, update, time, spirit, hunger, continuity, life, death, testimony, camera, season, ocean, creeper, candle, human being, unfading flower, money box, life struggle, immortality, machine, opinion, philosophy, tree*”. It has been identified that the expression taking the largest place in this category has been “*life (58)*”. For instance, p4.13 from Turkish language teaching department has stated: “*Lifelong learning is like the life itself. Because it doesn’t have an end.*”

**Table 6.** Numerical distribution of metaphors on the basis of department/grade in category 8

Department/ Grade	F	%
Turkish language teaching/1	7	24,14
Turkish language teaching/2	7	18,92
Turkish language teaching/3	21	28,77
Turkish language teaching/4	23	34,33
Science Teaching/1	20	24,10
Science Teaching /2	9	33,33
Science Teaching/3	34	30,09
Science Teaching /4	17	17,00

### Category 9: Lifelong Learning as Development, Alteration and Transformation Phenomenon

The last category within the metaphors have been gathered is “development, alteration and transformation phenomenon”. 135 metaphorical expression have been investigated in this category and 50 of these perceptions have been from Turkish language department while the other 85 ones have been expressed by science teacher candidates. Additionally, the rates of metaphors in terms of departments are 24,2% for Turkish language teaching and 26,3% for science teaching department. The metaphors implicated in this category are “*bicycle, motor, child, river, machine, sapling, reading, treasure, tea, tree, rainbow, bread in bakery, icecap, value, Demirci*”

*district, flower, building, vine, bag, oxygen, football, baby, music, wall, cycling, chameleon, delta, crane, rain, grapes, snowslide, sea, peg top, physics, fruit, love, bud, progress, sculpture, shoes, watch, stainless iron, wind, saving, rounding wheel, innovation, compulsory education, tactic, growing a living creature, light, street, blank plate, stomach, success.* It has been founded that the most repeated expression in this category is “tree (20)”. As an example, p2.20 from Turkish language teaching department has stated: “*Lifelong learning is like a tree. It steadily grows and develop.*”

**Table 7.** Numerical distribution of metaphors on the basis of department/grade in category 9

Department/ Grade	<i>f</i>	%
Turkish language teaching/1	5	17,24
Turkish language teaching/2	12	32,43
Turkish language teaching/3	16	21,92
Turkish language teaching/4	17	25,37
Science Teaching/1	20	24,10
Science Teaching /2	8	29,63
Science Teaching/3	29	25,66
Science Teaching /4	28	28,00

#### 4. Discussion, Conclusion and Recommendations

It has been intended to reveal metaphorical perceptions of teacher candidates studying Turkish language and science teaching with this study. Usage of metaphors in educational studies helps creating images, configuring available ones and, determining and grounding needs of educational activities (Çelikten, 2006). Based on this purpose, semi-structured interviews have been hold with the teacher candidates and the data have been analysed by the content analysis. Then the metaphors have been grouped under 9 categories.

After the data analyses, the largest number of metaphors have been gathered under the name of “lifelong learning as a vital need phenomenon” category. On the other hand, it has been concluded that the most expressed metaphor (28,15%) belonging to Turkish language teacher candidates has taken place under the category of “lifelong learning as continuity phenomenon”. Yavuz Konokman and Yanpar Yelken (2014) have also stated that 27 metaphors have been produced based on views of 36 academicians in the category named as continuity in learning in their study regarding instructors.

In other respects, “lifelong learning as a vital need phenomenon” (27,24%) has been the most preferred category among teacher candidates participating from science teaching department. From this point of view, it can be said that lifelong learning is a continuing need in all parts of our lives. Once again, Yavuz Konokman and Yanpar Yelken (2014) have declared that 5 metaphors have taken place in “need” category by 6 academicians. Additionally, Güven et. al. (2015) have determined ten themes as “*health, time, person, emotions, technology, animal, nature, food, life and education*” in their study.

It has been determined that the least number of metaphors have taken place in the category of “lifelong learning as digital competency” for both departments. On the other hand, there has not been found a significant difference of teacher candidates’ perceptions towards lifelong learning between studied programs in the study carried out by Karakuş (2013). However, it can be said that the people who have the competency of using technology in the age of information are the lifelong learners. Stefanov, Naskinova ve Rouman (2007) have also stated that lifelong learning competencies of teachers develop within the scope of programs providing teachers opportunity of information and communication technologies. Consequently, it can be said that the concept of lifelong learning has great importance among teachers. In fact, a significant number of the metaphors related with the concept have been associated with continuity of life (life, air, water, breathe etc.) while another important part of teacher candidates have pointed concepts easing our lives as development, alteration and transformation. Furthermore, it has been intended to reveal the metaphors the teacher candidates have stated with their own experiences and impressions along with the reasons for usage of these metaphors.

Soran, Akkoyunlu and Kavak (2006) identified that the universities have significant roles in gaining lifelong learning skills. Thus, it can be implied that this study, which has been carried out depending on the teacher candidates from Turkish language and science teaching departments, presents significant information about that the metaphors can be used as strong tools to reveal teacher candidates' metaphorical perceptions towards lifelong learning. Moreover, it can be claimed that this study will be instructive for enhancing consciousness of teacher candidates and shaping further consciousness studies in this area. It is recommended to identify metaphorical perceptions belonging to members of other departments in education faculties and instructors for further researches.

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# The Relationship between Teachers' Cultural Values and Their Discipline Model Preferences

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## Abstract

Culture is a very inclusive concept that affects individuals' behaviours. The individuals who have different cultural values have different actions and discourse, and also it is asserted that teachers who have different cultural values may prefer different classroom discipline models. The attitudes of individuals towards uncertainty and power are also related with their cultural values. For instance, it is expected that teachers who have high levels of power distance prefer classroom discipline models that attach importance to power and control; on the other hand teachers who have low levels of power distance prefer classroom discipline models that attach importance to self-control. Thus, it is asserted that teachers' perceptions about power and other cultural values may affect their classroom discipline model preferences. Hence, this study aims to investigate the relationship between teachers' cultural values and their discipline model preferences. The participants of this study consisted of 222 teachers who work in the schools of Kocaeli/Turkey. Uncertainty Avoidance and Power Distance subscales of National Cultural Values Scale which was developed by Hofstede (1980) and soon adapted for individuals by Dorfman and Howell (1988), and beliefs about discipline inventory which was developed by Glickman and Tamashiro (cited by Wolfgang and Glickman, 1986) were used as data collection tools. According to the results, there was a low, negative relationship between teachers' perceptions of power distance and their scores of relationship-listening model; there was a low, positive relationship between teachers' perceptions of power distance and their scores of rules and consequences model; and there was a low, negative relationship between teachers' perceptions of uncertainty avoidance and their scores of relationship-listening model.

**Key Words:** power distance, uncertainty avoidance, classroom management, discipline model.

## 1. Introduction

Classroom environment is an important component of education, although it affects education experience indirectly. Classroom management and teacher are quite effective in terms of organizing the environment. There are various factors that affect teacher's classroom management preference such as classroom's physical condition, gender, age, and seniority of teacher, genders and socio-economic levels of students, expectations of families about education, size of classroom and school, and management style of school administration. Teacher as classroom managers have some responsibilities like organizing learning environment, planning for achieving qualified learning, developing students' selves via effective communication skills, and leading. Teachers control student misbehaviours during classroom management activities. Student misbehaviour is a type of behaviour that prevents self-learning, peer-learning (Başar, 1999), and achieving goals (İlgar, 2000), affects educational aims, plans, and activities negatively (Küçükahmet, 2002).

Classroom discipline is building consistent and decisive behaviours, and creating classroom rules for preventing misbehaviours and encouraging positive behaviours (Çelik, 2007, Erdoğan, 2002), and adopting positive behaviours to students by preventing misbehaviour (Aydın, 1998). Numerous classroom discipline models can be seen in the literature. Some of them are Skinner Model of Discipline, Canter's Assertive Discipline Model, Kounin's Model, Dreikurs and Nelson's Social Discipline Model, Glasser's Control Theory, Thomas Gordon Model, and Wolfgang Model (Çelik, 2007; Erden, 2008; Erdoğan, 2002). Wolfgang Model is adopted in this research.

### **Wolfgang Model**

Wolfgang and Glickman (1980) conceptualize three discipline models: "Relationship-listening model, confronting-contracting model, rules and consequences model".

*Relationship-Listening Model:* This model bases on humanist theory, and trust towards students is one of the main principles. According to the model, students have self-control ability. Teachers should use awards and penalties less, and create a classroom environment that students can check selves. When student misbehaviours occur, teachers should not interfere immediately, they should use non-verbal messages for achieving students' thinking about their misbehaviours. If a student cannot control her/his behaviour, one on one interview may be used for thinking her/his own solution. In addition to these, classroom rules are determined by students.

*Confronting-Contracting Model:* This model asserts that human behaviours can be explained via the interaction between inner and outer processes, and confronting-contracting model bases on behaviourist and humanist learning theories. Teachers who adopt this model interfere students more than teachers who adopt relationship-listening model, and it is considered that teachers and students should take responsibility together for controlling student behaviour. Though this model give an opportunity to students for controlling their behaviours, it suggest interfere to misbehaviours for protecting the learning environment. On the other hand, classroom rules are determined by teacher and the students.

*Rules and Consequences Model:* According to this model, teachers determine the classroom rules, and this model bases on behaviourism. Rules and consequences model aims to control student behaviours via external motivators such as awards and penalties. This model ignores individual differences, and interferes to misbehaviours immediately.

### **Culture**

According to anthropologists, culture is individual's features as a society member (Adler, 1991). Collective thinking style that distinguishes groups (Sargut, 1994), everything is learned and taught by mankind are the other definitions (Güvenç, 1997). On the other hand, Hofstede (1991) asserts that culture is the collective planning of the mind that distinguishes one society from the other one. In addition to these, Hofstede (2003) lists five culture dimensions: Power distance, uncertainty avoidance, individualism/collectivism, masculinity/femininity, and long term orientation/short term normative orientation. Power distance and uncertainty avoidance are in the scope of this study.

*Power Distance:* Power distance expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally (Hofstede, 2003). In other words, it expresses the emotional and behavioural trends of less powerful members towards unequal power (Sıgır and Tığırılı, 2006). The level of power distance means how individuals react to unequal power distribution (Kemikkıran, 2015). Individuals have defined status and positions in high power

distance societies; however individuals tend to show them less powerful in low power distance societies (Hofstede, 2003; Altay, 2004).

Hierarchical organizations occur mostly in economic and social environment in high power distance societies. Using power satisfies powerful individuals, and also it is expected that managers must be played mastery role. Organizational structure of high power distance societies is far from cooperation and effective communication. On the other hand, horizontal organizational structure appears in low power distance societies. Differences caused by unequal power are avoided, and also there is a interdependency between superior and subordinate. These organizations attach importance to cooperation, and one of the main roles of the managers is facilitation (Hofstede, 2003).

*Uncertainty Avoidance:* This dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity (Hofstede, 2003). Uncertainty avoidance is about handling ambiguity with a threat lens, feeling uncomfortable and anxious in the state of ambiguity (Husted, 1999).

Uncertainty causes anxiety in strong uncertainty avoidance societies. Thus, control of the issues and daily events is an important aim for these societies. Fear and distrust are the main emotions of the society (Scott, 1992), and these emotions are tried to avoid by engaging authority and formal organizations in strong uncertainty avoidance societies (Husted, 1999). However, in weak uncertainty avoidance societies, main emotions and actions of society are self-trust, entrepreneurship, innovation, and risk-taking (Hofstede, 1991).

In strong uncertainty avoidance organizations, leader's age, position, and expertise are the milestones. Commitment to organizational structure, rules, and structures are main elements. On the other hand, in weak uncertainty avoidance organizations, problems are solved via personnel initiative without need for formal rules. Leaders have some characteristics such as intolerance of uncertainty and risk, valuing mastery, adopting effective communication (Hofstede, 1991).

## **2. Method**

### **Model of the Study**

Correlational research design was used in this study. The relationship between two or more variables is examined without intervene in variables in correlational research design (Büyüköztürk et al., 2012). The relationship between teachers' cultural values and classroom discipline beliefs was also examined in this study.

### **Participants**

The participants of this study consisted of 222 teachers who worked at lower secondary schools in Kocaeli which is a city at the west side of Turkey in 2015-2016 academic year. The questionnaire form was delivered to a total of 250 teachers, and 222 of these analyzed. Due to coding errors, 28 of returned scales were not evaluated and the data gathered from 222 teachers were analyzed.

### Data Collection Tools

Data collection is consisted of three parts. Part one consists of demographics, and there are items about beliefs about discipline inventory in part two, national cultural values items in part three.

Beliefs about discipline inventory developed by Glickman and Tamashiro (1980) was used to investigate teachers' classroom discipline preferences. Inventory consists of three sub-dimensions: "Relationship-listening, confronting-contracting, rules and consequences" (Wolfgang, 1999, 2001). Cronbach's Alpha values of sub-dimensions ranged between 0.72 and 0.86 in some researches (Polat, Kaya, and Akdağ, 2013; Kaya et al., 2010; Witcher et al., 2008). In the inventory the participants are presented with 12 dichotomous choices between two statements about classroom discipline. The teachers are asked to choose between two competing philosophical value statements. Eight statements for each sub-dimensions, and totally 24 statements were used.

Data about cultural values of teachers were gathered via Uncertainty Avoidance and Power Distance subscales of National Cultural Values Scale which was developed by Hofstede (1980) and soon adapted for individuals by Dorfman and Howell (1988). Items were scaled as five ranges in likert-type (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree).

### 3. Findings

Table 1 shows mean, standard deviation, Alpha values.

**Table 1. Mean, Standard Deviation, and Reliability Values of the Scales**

Scale		Total Item	Mean	Standard Deviation	Alpha
	Relationship-listening	8	4.01	1.26	0.87
Beliefs about Discipline Inventory	Confronting-contracting	8	5.31	1.3	0.85
	Rules and Consequences	8	2.68	1.42	0.76
Cultural Values	Power Distance	6	2.31	1.28	0.59
	Uncertainty Avoidance	3	3.42	1.05	0.48

The relationship between sub-dimensions of beliefs about discipline inventory (relationship-listening, confronting-contracting, rules and consequences) and power distance sub-dimension of cultural values scale was analyzed via Spearman correlation analysis. Analysis results are shown in Table 2.

**Table 2. The Relationship between Discipline Beliefs and Power Distance**

Dimensions	Relationship- Listening	Confronting- Contracting	Rules and Consequences	Power Distance
Relationship- Listening	1.00			
Confronting- Contracting	-.392**	1.00		
Rules and Consequences	-.529**	-.572**	1.00	
Power Distance	-.146*	-0.95	.217**	1.00

\* p&lt;0.05

\*\* p&lt;0.01

According to the analysis results; there is a low, negative relationship between teachers' scores of relationship-listening discipline model and their levels of power distance ( $r=-0.146$ ,  $p<.05$ ), and a low, positive relationship between teachers' scores of relationship-listening discipline model and their levels of power distance ( $r=0.217$ ,  $p<.01$ ), and also it is shown that there is not any significant relationship between teachers' scores of confronting-contracting discipline model and their levels of power distance.

The relationship between uncertainty avoidance sub-dimension of cultural values and sub-dimensions of beliefs about discipline inventory (relationship-listening, confronting-contracting, rules and consequences) scale was analyzed via Spearman correlation analysis. Analysis results are shown in Table 3.

**Table 3. The Relationship between Discipline Beliefs and Uncertainty Avoidance**

Dimensions	Relationship- Listening	Confronting- Contracting	Rules and Consequences	Uncertainty Avoidance
Relationship- Listening	1.00			
Confronting- Contracting	-.392**	1.00		
Rules and Consequences	-.529**	-.572**	1.00	
Uncertainty Avoidance	-.145*	0.19	.115	1.00

\* p&lt;0.05

\*\* p&lt;0.01

Results show that there is a low, negative relationship between teachers' scores of rules and consequences discipline model and their levels of uncertainty avoidance ( $r=-0.145$ ,  $p<.05$ ). However, there is not any significant relationship between teachers' scores of confronting-contracting and rules and consequences discipline models and their levels of uncertainty avoidance.

#### 4. Conclusion

According to the results, there is a low, negative relationship between teachers' scores of relationship-listening discipline model and their levels of power distance; and there is a low, positive relationship between teachers' scores of rules and consequences discipline model and their level of power distance. On the other hand, there is not any significant relationship between teachers' scores of confronting-contracting discipline model and power distance. It can be asserted that teachers who adopt humanist understanding, give responsibility to students, determine classroom rules with students have low power distance scores. However, teachers who adopt behaviourist theory, determine classroom rules herself/himself, use awards/penalties for classroom discipline have high power distance scores. It can be said that these teachers do not communicate effectively, and highlight their expertise.

In addition to these, there is a low, negative relationship between teachers' scores of relationship-listening discipline model and their levels of uncertainty avoidance. However, there is not any relationship between teachers' scores of confronting-contracting and rules-consequences discipline models and uncertainty avoidance. This finding can be interpreted as teachers who value her/his students, give responsibility to students for avoiding misbehaviours, believe that students can correct her/his misbehaviour have weak uncertainty avoidance levels. Additionally, it can be said that these teachers may create an entrepreneurial ecosystem for their students and be role models for risk-taking.

We know that there are various factors that affect teachers' classroom discipline model preferences (Wolfgang, 1999), and also so many factors may cause to shape cultural values (Hofstede, 2003). Hence, several studies that examining the factors that affect discipline model preferences and cultural values can contribute to literature. Additionally, comparative studies with different discipline models may increase the reliability of findings. On the other hand, similar studies with qualitative data may be conducted.

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## Lifelong Learning And Continuing Education Centres In Turkey

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### Abstract

With the rapid progress of information technologies, access to information has brought new techniques. Accordingly, concepts like “Lifelong Education (LLE)”, “Continuing Education (CE)” and “Lifelong Learning (LLL)” have started to be shaped in universities and transformed institutional constructs involving local authorities. The aim of this study is to reveal the present situation of continuing education centres (CEC) in Turkey and their educational categories as parts of LLL. All of the higher education institutions in the title of “Universities” in Council of Higher Education (CoHE)’s official website form the theoretical sample of the study. In the study, “*The Continuing Education Centre Research Form*” has been developed by the researchers. The form includes the types of names CEC’s have and the contents of educational categories applied. The data gathered has been analysed with content analysis method from qualitative analysis methods. As a consequence of document analyses, it has been found that 99 of 109 state universities, 64 of 74 public foundation universities, 6 of 8 higher public foundation and 7 of other 19 higher school have a CEC. In the study, it has been also attempted to determine the variety of CEC names and categorizations of their educational programs.

**Keywords:** continuing education, education, higher education, lifelong learning

### Introduction

On the earth, where the change has been taking place rapidly, it is getting more and more important to update available information, keep up with the developing technology and innovation in order to be successful. In terms of global economy, the information is a vital source and an important factor of economic development. It is also an irreplaceable part of education. The information reaching different users in different areas has brought about new methods. Accordingly; terms as CE, LLE or LLL have started to be shaped in universities. Afterwards, they have become institutional structures consisting local administrations (Vural, 2003).

LLL is acquiring and updating all sorts of knowledge, skill and qualification from birth to death (Gündoğan, 2003). LLL, which comprises all sorts of informal education beside formal one, makes it easier to comply with the society by supporting the development of individual’s knowledge and competencies. (Candy, 2000).

CE, is all professional or common learning opportunities that are organized as part or full-time (Duman, 2000). In other words, it is a continuing type of professional and common education (Kılıklı, 2008). Similar CE programs are given by various private or public institutions. However, it is quietly clear that the educational quality of CEC’s as active centres in universities, their academic implement and experience has brought the process a different quality.

The first CEC of Turkish universities was founded at METU in 1991 and foundation of many CEC’s have accelerated as a general tendency with 2000s (Kılıklı,2008). Whereas these centres have been named in various types in our country, they sustain similar features in terms of basic principle, goal and operation.

Depending on developing technology, rising demand of educated workforce has resulted in an idea that declares the extension of university based CEC’s. (Bulut, 2009). Construct of CEC’s has become operative with the regulation on the basis of 2547 numbered higher education law, 7<sup>th</sup> clause, 1<sup>st</sup> article (SEM Bülteni,2006). Council of National CECs (TUSEM) was founded on 17, November, 2010 in order to make CEC’s more powerful. TUSEM council is comprised of SEM directors from Turkey and TRNC. TUSEM has 107 members in the first quarter of 2016. There are accreditation, evaluation, documentation and briefing of educational programs organised in CEC’s and making them more common and qualified institutions among TUSEM’s main goals (URL,2).

## **1.The Aim and Significance of the Study**

The concepts of LLL, CE and CEC are mentioned in this study and LLL roles of CEC's are discussed. Additionally, it is intended to reveal TUSEM's foundation roles. The problem statement of the study is determined as "How is the distribution of CEC's in the universities placed in CoHE's official website?"

The other questions that are aimed to be answered are:

- a) How is the distribution of CEC names in state universities?
- b) How is the distribution of CEC names in public foundation universities?
- c) How is the distribution of CEC names of other higher schools and academies?
- d) How is the distribution of educational programs applied by CEC's of Turkish universities?

## **2.Method**

### **2.1.Research Model**

The research is designed by qualitative research method. It has been decided that the most appropriate research method is qualitative method and it is designed by survey model which is useful for describing situations which has been existing for a long time (Karasar, 2009). When the CEC's are investigated, the document analysis technique has been carried out. This type of analysis consists analysing written materials related to the phenomenon that is discussed under the name of research title (Yıldırım ve Şimşek, 2008).

### **2.2.Population and Sample**

The theoretical population of the study is comprised of all the universities that are stated under the title of "Universities" in official website of CoHE. There are 109 state universities, 76 public foundation universities, 19 other higher schools and 8 public foundation higher schools in CoHE official website. Most of these institutions have been reached directly and the others have been contacted through universities. The whole population has been reached.(CoHE official website, <https://http://www.yok.gov.tr/web/guest/universitelerimiz/>, date of access: 21.04.2016).

### **2.3.Data Collection Tool**

In order to investigate CEC's, a "CEC investigation form" has been created by the researchers taking the related research techniques literature into consideration. The form includes information about universities' CEC names, educational programs and applications. After each CEC has been investigated they have been marked on this form.

### **2.4.Data Analysis**

Document analysis has been used in the study. Initially, a list of universities has been printed. The CEC form which has been prepared beforehand has been filled with detailed information obtained by universities official websites or direct contacts.

The data gathered have been analysed by using content and categorical analysis techniques. The data have been stated in frequency and percentage forms. The content analysis is used for unobservable and nonabsolute studies (Stemler, 2001) and it provide researchers with objective determination and systematic deduction of some specific and clear features of a message (Holsti, 1969, as cited in Cavitt, 2006). This method guides researchers to make more beneficial studies as it provides seeing the tendencies and interests of researches in the area (Weber, 1990, Akt: Cavit, 2006).

On the other hand, categorical analysis is dividing a message into smaller units and categorising these units basing on some certain criteria (Bilgin, 2006). In the study some data and their analyses have been categorised, then they have been presented in related tables.

### 3. Findings

#### 3.1. Findings about the Distribution of State University CEC Names

The first sub problem of the study has been determined as “How is the distribution of CEC names in state universities?”

It has been found that 99 of total 109 state universities have a CEC. It means that 90,8 of state universities hold a CEC. Numerical distribution of investigated university CEC’s is given in table 1. Accordingly, the most common CEC name in state universities is CEC (38). The second most preferred name is CE Application and Research Centre (37). Similarly, another prevalent name is CE Research and Application Centre (10).

**Table 1.** Numerical distribution of state university CEC names

Continuing Education Centre	38
Continuing Education Application and Research Centre	37
Continuing Education Research and Application Centre	10
Lifelong Learning Centre	2
Lifelong Education Research and Application Centre	2
Lifelong Education Application and Research Centre	1
Lifelong Study Application and Research Centre	1
Lifelong Education Centre	1
Lifelong Application and Research Centre	1
Distance Education Application and Research Centre	1
Continuing Education and Research Centre	1
Living-long Learning Centre	1
Continuing Education and Program Development Centre	1
Continuing Education and Carrier Centre	1
Lifelong Learning Application And Research Centre	1
<b>Total</b>	<b>99</b>

#### 3.2. Findings about the Distribution of Public Foundation University CEC Names

The second sub problem of the research has been determined as “How is the distribution of CEC names in public foundation universities?”

The table related to the numerical distribution of investigated public foundation university CEC’s is given below. It has been ascertained that there are 64 CEC’s within the scope of total 76 public foundation universities after the data analyses. The percentage of public foundation university CEC’s is 76%. CEC’s have been most frequently named as CEC (31) and CE Application and Research Center (18).

Çetin and Orman (2010) have stated in their study that these constructs which have been shaped in Turkish universities are named as CEC (70, 6%) and CE Application and Research Centre (11, 8%). This conclusion is consistent with ours.

**Table 2.** Numerical distribution of public foundation university CEC names

Continuing Education Centre	31
Continuing Education Application and Research Centre	18
Continuing Education Research and Application Centre	4
Lifelong Education Centre	2
Individual and Academic Development Centre	2
Continuing Education and Development Centre	1
Education and Consultancy Services Centre	1
Continuing Education Consultancy and Research Centre	1
Lifelong Education Application and Research Centre	1
Lifelong Learning Application and Research Centre	1
Continuing Education Academy	1
Lifelong Development Application and Research Centre	1
<b>Total</b>	<b>64</b>

**3.3. Findings about the Distribution of Public Foundation Higher School CEC names**

It has been identified there are 8 public foundation higher schools that serve higher education in Turkey and 6 of them have a CEC. This result shows that 75% of these institutions incorporate a CEC. These 6 centres are named as CE Coordinatorship (3), CE Application and Research Centre and Lifelong Learning Centre (1.)

**Table 3.** Numerical distribution of public foundation higher school CEC names

Continuing Education Coordinatorship	3
Continuing Education Application and Research Centre	2
Lifelong Learning Centre	1
<b>Total</b>	<b>6</b>

**3.4. Findings about Other Higher Schools' and Academies' CEC Names**

The third sub problem of the study is determined as “How is the distribution of CEC names in other higher schools and academies connected to CoHE?” Numerical distribution of investigated institutions' CEC's is given in table 4. Accordingly, the distribution is as Lifelong Education Centre (1), Lifelong Learning Centre (1) and CEC (5). The name which is most commonly preferred is CEC as it can be seen.

**Table 4.** Numerical distribution of other higher school CEC names

Continuing Education Centre	5
Lifelong Learning Centre	1
Lifelong Education Centre	1
<b>Total</b>	<b>7</b>

**3.5. Findings about the Distribution of Applied Educational Programs in CEC's**

The fourth sub problem of the study has been determined as “How is the distribution of educational programs applied by CEC's of Turkish universities?”

When CEC's are investigated it has been found out that there are 10 categories under the name of “personal development” which is the first category of CEC programs. Some of these categories are effective communication, time management and personal stress management.

Another program that is served by CEC's is "foreign language". In this context, not only are various language courses as Spanish, German, Chinese given but also learners can prepare for internationally valid English tests as Ielts, Toefl, Toeic.

The biggest variety of educational opportunities provided to individuals by CEC's is in "professional education and employment". Some of the courses which are given in this category are private security, secretarial, sale consultancy, SPSS, production techniques, human sources, institutional communication. Another category title under which professional attainment variety is provided is "tourism and entertainment". Many courses from foreign language and human relation management to cooking are given in this category. Additionally "health employees" another target audience for CEC programs as it is understood from the categories as patient relations management, hospital management, doctor-patient relations and medical secretaryship.

Befittingly with existing technology and global conditions, "information technologies", "computer systems" and "web design" are other important education programs. On the other hand, it has been determined that CEC's have an important variety of courses in social, sportive, cultural and artistic areas. Many sport branch, musical instrument, cooking and cuisine courses; theatre, cinema, photography courses are remarkable ones under this title.

When the program contents of CEC's are investigated it can be clearly said that "test preparation courses" have an important position. Kpss, dgs, distance education exams can be pointed among these courses beside special talent test courses. "Educational administration and trainer development" can be accepted as an indicator of CEC program variety. It can be implicated from this title that when the educational programs present individuals personal development opportunities, they also carry out services to increase the quality of education and trainers.

#### **4. Conclusion**

It has been revealed that CEC's are named variously as a result of study. The activities are carried out optionally, either institutionally or individually. Public or private institutions have chance to demand service from universities in their regions. Beside institutions and individuals, CEC administrations open courses if they consider necessary. Additionally, some public foundation universities have preferred programs bringing their own service areas into the forefront. These services include certified training, courses and institutional training. On the other hand, there are a number of CEC's carrying out test-referenced course regulation, consultancy activities, needs analyses and coordination studies.

"Education for all", "adult education", "literacy" and "LLL paradigm" tendencies have been commonly seen in universal education (Torres, 2002). People should have the opportunities of benefiting from adult education services, updating and developing themselves over the global world where learned knowledge and skills remain incapable (Miser, 2002). On the other hand, LLL should involve variety not only from professional and technical aspects but also cultural and social perspectives. The starting point of CEC's should be needs analyses. It shouldn't be forgotten that CEC's have a very important position for university-society integration as they serve the whole society.

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## Relationship with Perception of, Effects of, and Coping Strategies for Organizational Toxicity in Higher Education

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### Abstract

The purpose of this study is to determine the relations between the organizational toxicity perceptions of the faculty members, the perceived effects of organizational toxicity, and coping strategies for organizational toxicity. The sample of the study comprised 707 faculty members working in various academic units at three state universities in Turkey. Data were collected through perceived organizational toxicity scale, perceived effects of organizational toxicity scale, and coping strategies for organizational toxicity scale developed by the researchers. In the findings, toxicity based on unethical behaviours predicted the dimensions of draining, psychologically recurring, and disconnecting significantly; and toxicity based on rigid behaviours predicted the draining significantly as well. What is more, resistance strategy was predicted by disconnecting and toxicity based on narcissistic, unethical, and rigid behaviours; avoidance strategy was predicted by draining and toxicity based on unethical behaviours; conflict strategy was predicted by toxicity based on rigid behaviours, and social support strategy was predicted by toxicity based on narcissistic, unethical, and rigid behaviours and the all dimensions of the perceived effects toxicity.

**Keywords:** Toxic workplace, Perceived organizational toxicity, Perceived effects of organizational toxicity, Coping strategies for organizational toxicity, Faculty members

### 1. Introduction

Organizational toxicity is defined as “a situation that causes employees to suffer and have problems, reduces interest in their jobs by negatively affecting their morale and motivation” (Frost 2003, p. 13). In summary, emotional pains experienced at workplace are considered as toxicity (Frost 2003, p. 5). So, organizational toxicity can be defined as situations which cause institutions to be worn out or hurt, harm employees, bring about troubles, are not beneficial, and are painful. According to Frost (2003) toxicity refers to the elements that could poison someone or a whole institution. These elements are called toxins. Organizational toxicity consists of toxins that comprise totally four different types of behaviours which are *narcissist* (Lubit 2003; Riley, Hatfield, Nicely, Keller–Glaze and Steele 2011), *aggressive* (Carlock 2013; Leet 2011; Pelletier 2009), *unethical* (Lubit 2003) and *rigid* (Gangel 2007; Schmidt 2008). The first toxin that can be called *narcissist* is associated with behaviours of being arrogant, acting presumptuously, looking down on others and considering them as worthless, lack of conscience and empathy, humiliating others, the desire to control others and dominate them, considering important for only oneself, being greatly fond of oneself, self–admiration and appraisal, pretentiousness, social status, looking beautiful, believing that they are better than others in intelligence and creativity, and being self– centred (Goldman 2009; Lubit 2003; Twenge and Campbell 2010). The second toxin is *aggressive behaviours*. With these behaviours, situations of dominating and controlling other people; exhibiting jealous behaviours; forcing others to be a side between groups; creating a culture of fear within the institution; not trusting others; exhibiting cruel, merciless and tyrannical behaviours; defaming and spreading baseless rumours are described (Lubit 2003). The third toxin forming the concept of organizational toxicity is *unethical behaviours*. This toxin can occur in the form of expecting works from employees apart from their duties, preventing employees from using their personal rights, increasing the burden of their works unfairly, violating the rules and the legislation, not keeping the given promises, presenting others’ opinions as your own ones (Frost 2003; Lubit 2003). And *rigid behaviours* named as the fourth toxin are described with the situations of exhibiting behaviours of discourtesy, showing no respect to other people, disrespecting mischievously, saying offending words, having bursts of emotions which could give damage to the workplace, and exhibiting capricious behaviours (Frost 2003).

Toxins leak into institutions and spread at various levels and without being noticed most of the time (Frost, 2003). When organizational toxicity, which occurs repeatedly as a result of mutual interactions of negative emotions and actions, spread through institutions just like an infection and epidemic, it gives severe and permanent damages to the organization and around it (Goldman 2009; Kusy and Holloway 2009; Lipman–Blumen 2005; Maitlis 2008). According to Kiefer and Barclay (2012) the perceived effects of organizational toxicity, toxic emotional experiences, has three dimensions. The first dimension named as *draining* is connected with the individual's feeling stressful, nervous, exasperated, regretful, tense, worn–out, wounded, unworthy, tired, alienated, and dispirited against organizational toxicity (Albrecht 2006; Gangel 2007; Kiefer and Barclay 2012; Lubit 2003; Pelletier 2009). In the dimension of *psychologically recurring*, the states of individual's being afraid of the probability of events which bring pain and burden to the individual to recur are described (Kiefer and Barclay 2012; Frost 2003). The dimension of *disconnecting* is estrangement of the individual from his/her social environment or associates. In this dimension, it's described that the individual feels himself/herself alone, he/she loses his/her will to interact with others and ability to adapt to social circumstances (Kiefer and Barclay 2012). Detecting toxicity in organizations could leave impacts on individuals like draining, psychologically recurring and disconnecting. In other words, when toxins that include narcissistic, aggressive, unethical and rigid behaviours start to leak into and spread through institutions, employees, being affected in a negative way, could be expected to show reactions of draining, psychologically recurring and disconnecting. In this respect, by which toxin and in what ways members of the organization are affected must be searched for the perceived effects of organizational toxicity to be understand better. Furthermore, putting forward the effects of organizational toxicity is regarded as significant also in terms of ensuring the employee's welfare and struggling effectively against organizational toxicity which is a common by-product of institutional life. Therefore, it's necessary to discover the strategies which can be used to cope with the effects of organizational toxicity.

It's important to know the ways of treatment to eliminate or cope with organizational toxicity in institutions. At individual level, resistance, avoidance, conflict and social support strategies (Amirkhan 1990; Skinner and McCubbin 1990; Şahin and Durak 1995) could be suggested. With *resistance* strategies, it is emphasized that employees are willing to struggle with toxins and have faith in overcoming them. In *avoidance* strategies, employees have a tendency to lessen the interaction with the individual who spreads toxins, to ignore them and to behave recklessly (Kusy and Holloway 2009). The third strategy is *conflict* strategy, and it means that the employee shows anger to toxins and faces them. Just as employees/leaders adhere to the principle of zero tolerance against the damaging effect of organizational toxicity, they behave more bravely against the individuals exhibiting toxic behaviours (Holloway and Kusy 2010). And another strategy is *social support*. In this strategy, employees are inclined to share their pains and they need trustable people for sharing. If the treatment is known, toxins could be eliminated. Therefore, it could be useful to research what kind of coping strategies employees adopt against toxins including narcissistic, aggressive, unethical and rigid behaviours; and effects including the reactions of draining, psychologically recurring and disconnecting. Within this scope, it's also important to examine the perceived organizational toxicity which is the predictors of the coping strategies for organizational toxicity, and the effects of the variables of the perceived effects of organizational toxicity.

One of the organizations in which organizational toxicity is thought to be perceived most is university as well. The reasons for this could be obstructing positions for academic promotions, giving no value to scientific works or personal opinions, communication issues and attitude and behaviours out of courtesy among faculty members, disrespect for personal decisions and existence of grouping (Yaman 2007); self–interests of faculty members' outweighing their professional ideals (Qian and Daniels 2008; Ramaley 2002). Therefore, the need for organizational toxicity to be understood at university level and the need for determining the perceived effects of organizational toxicity and the coping strategies for organizational toxicity emerged. The purpose of this study is to determine the relations between the organizational toxicity perceptions of the faculty members, the perceived effects of organizational toxicity, and coping strategies for organizational toxicity.

## 2.Method

In order to predict from one variable to another, correlational model was used in this study. The sample of the study was comprised of 707 faculty members working at various academic units at three state universities in Western Mediterranean Region, Turkey. Stratified sampling technique based on academic titles was preferred as a probability sampling method. Samples include 292 female (41.3%) and 412 male (% 58.3); 60 professors (8.5%), 90 associate professors (12.7%), 139 assistant professors (19.7%), 92 teaching assistants (13%), 253 research assistants (35.8%), 52 lecturers (7.4%), 20 specialists (2.8%). In terms of their academic fields, distributions of samples are as follows: social and humanity sciences (347-49%), physical sciences (216-30.6%), and medical sciences (116-16.4%). Their ages range from 22 to 65 years old with the mean of 36.5. Their lengths of services change between 1-40 years with the mean of 8.

*Measures.* The data in this study were collected through a questionnaire comprising three sections: The Perceived Organizational Toxicity (POT) Scale, Perceived Effects of Organizational Toxicity (PEOT) Scale and Coping Strategies with Organizational Toxicity (CSOT) Scale which were developed by the researchers. All instruments were marked on a five-point Likert-type scale [Never (1), Rarely (2), Sometimes (3), Frequently (4), and Always (5)].

*Perceived Organizational Toxicity (POT) Scale* was composed of 16 items and 4 sub-scales with 4 items. Naming of these sub-scales was used Lubit's (2003) classification. Name of the sub-scales and their factor loadings are as follows: (1) Toxicity based on narcissist behaviours (TBNB) with the factor loadings in the range of .723 –.785, (2) Toxicity based on aggressive behaviours (TBAB) with the factor loadings in the range of .662–.836, (3) Toxicity based on unethical behaviours (TBUB) with the factor loadings in the range of .627–.816, and (4) Toxicity based on rigid behaviours (TBRB) with the factor loadings in the range of .645–.829. The scale explained 70.451 % of total variance as a result of factor analysis. The Cronbach's alpha for the scale was .927, and for four sub-scales were .880; .845; .834 and .854, respectively. Fit indexes were calculated [ $\chi^2 = 346.43$ ,  $df = 97$ ,  $p = 0.0000$ ,  $(\chi^2/df) = 3.57$ ,  $RMSEA = 0.060$ ,  $GFI = 0.94$ ,  $AGFI = 0.92$ ,  $NFI = 0.95$ ,  $CFI = 0.96$  and  $SRMR = 0.037$ ].

*Perceived Effects of Organizational Toxicity (PEOT) Scale.* The scale was composed of 12 items and 3 sub-scales. Naming of these sub-scales was used Kiefer and Barclay (2012) classification. Name of the sub-scales and their factor loadings are as follows: (1) Draining (D) with the factor loadings in the range of .596 – .824, (2) Psychologically Recurring (PR) with the factor loadings in the range of .781–.857, and (3) Disconnecting (DC) with the factor loadings in the range of .836–.847. The scale explained 76.766 % of total variance as a result of factor analysis. The Cronbach's alpha for the scale was .927, and for the three sub-scales were .890, .915 and .892, respectively. Fit indexes were calculated [ $\chi^2 = 158.82$ ,  $df = 50$ ,  $p = .000$ ,  $(\chi^2/df) = 3.17$ ,  $RMSEA = 0.056$ ,  $GFI = 0.96$ ,  $AGFI = 0.94$ ,  $NFI = 0.97$ ,  $CFI = 0.98$  ve  $SRMR = 0.037$ ].

*Coping Strategies with Organizational Toxicity (CSOT) Scale.* The scale was composed of 12 items and 4 sub-scales with 3 items. Naming of these sub-scales based on Amirkhan (1990), Skinner and McCubbin (1990), and Şahin and Durak (1995). Name of the sub-scales and their factor loadings are as follows: (1) Resistance (R) with the factor loadings in the range of .683–.845, (2) Avoidance (A) with the factor loadings in the range of .722–.843, (3) Conflict (C) with the factor loadings in the range of .705 –.796, and (4) Social Support (SS) with the factor loadings in the range of .674–.796. The scale explained 65.310 % of total variance as a result of factor analysis. The Cronbach's alpha for the scale was .749, and for four sub-scales were .738; .691; .650 and .664, respectively. Fit indexes were calculated [ $\chi^2 = 201.85$ ,  $df=48$ ,  $p = 0.0000$ ,  $(\chi^2/sd) = 4.20$ ,  $RMSEA = 0.067$ ,  $GFI = 0.95$ ,  $AGFI = 0.93$ ,  $NFI = 0.90$ ,  $CFI = 0.92$  ve  $SRMR = 0.055$ ].

*Analysis.* The relations between the POT, the PEOT and the CSOT were examined through Pearson correlation coefficient. Three different structural equation models were formed in order to determine i) if the organizational toxicity perceived by the faculty members predicted the perceived effects of organizational toxicity, ii) if the organizational toxicity perceived by the faculty members predicted the strategies for coping with organizational

toxicity and iii) if the perceived effects of organizational toxicity predicted the strategies for coping with organizational toxicity significantly.

### 3. Findings

When the Pearson correlation coefficients are examined, positive and significant relationships between all dimensions of POT and PEOT are found. Except a relation, significant correlations at low levels were obtained between the dimensions of the POT and the CSOT. Finally, the relations between the dimensions of PEOT and CSOT were examined.

**Table 1. The correlations between POT, PEOT, and CSOT**

	1	2	3	4	5	6	7	8	9	10	11
1. POT-TBNB	1										
2. POT-TBAB	.618**	1									
3. POT-TBUB	.579**	.578**	1								
4. POT-TBRB	.625**	.561**	.518**	1							
5. PEOT-D	.371**	.348**	.412**	.414**	1						
6. PEOT-PR	.365**	.356**	.356**	.335**	.661**	1					
7. PEOT-DC	.285**	.252**	.281**	.210**	.513**	.564**	1				
8. CSOT-R	-.079*	.047	.073*	.079*	-.077*	-.092*	-.22**	1			
9. CSOT-A	.162**	.201**	.218**	.187**	.190**	.160*	.159**	.200**	1		
10. CSOT-C	.090*	.121**	.084*	.127**	.010	.043	.024	.249**	.211**	1	
11. CSOT-SS	.104**	.132**	.167**	.147**	.185**	.161**	-.036	.389**	.247**	.178**	1

*Structural Equation Model 1: POT and PEOT.* According to the Path analysis results conducted for the first conceptual model, fit indices were  $\chi^2 = 1459.27$ ;  $df = 331$ ,  $p = .000$ ;  $\chi^2/df = 4.40$ ;  $RMSEA = 0.069$ ;  $GFI = 0.87$ ;  $AGFI = 0.84$ ;  $NFI = 0.90$ ;  $CFI = 0.92$  and  $SRMR = 0.10$ , and the model was identified as an acceptable model (Kline 2005). The statistically significant relations were revealed between TBUB and D, PR and D; and between TBRB and D (Table 2). Besides, it's understood that the reactions of the faculty members who had the perception that toxicity stemmed from unethical behaviours emerged as draining ( $\beta = 0.49$ ) at maximum. PR ( $\beta = 0.43$ ) and D ( $\beta = 0.40$ ) follow it. And the reactions of the faculty mebers who had the perception that TBRB emerged as D ( $\beta = 0.24$ ).

**Table 2. Model 1: POT and PEOT**

IV	DV	$\beta$	t	$R^2$
TBNB	Draining	-0.027	-0.40	0.069
	Psychologically Recurring	0.080	1.14	0.070
	Disconnecting	0.11	1.49	0.074
TBAB	Draining	-0.086	-1.39	0.062
	Psychologically Recurring	-0.012	-0.19	0.063
	Disconnecting	-0.083	-0.57	0.067
TBUB	Draining	0.49	7.44**	0.065
	Psychologically Recurring	0.43	10.16**	0.072
	Disconnecting	0.40	5.90**	0.068
TBRB	Draining	0.24	3.80**	0.062
	Psychologically Recurring	0.052	0.83	0.062
	Disconnecting	-0.050	-0.76	0.066

Independent variables (IV), Dependent variables (DV)

*Structural Equation Model 2: POT and CSOT.* According to the Path analysis results conducted for the second conceptual model, fit indices were  $\chi^2 = 1103.54$ ;  $df = 328$ ,  $p = .000$ ,  $\chi^2/df = 3.36$ ,  $RMSEA = 0.058$ ,  $GFI = 0.90$ ,  $AGFI = 0.88$ ;  $NFI = 0.88$ ;  $CFI=0.91$  and  $SRMR = 0.069$ , and the model was identified as an acceptable model (Anderson and Gerbing 1984). The statistically significant relations were revealed among TBNB and R, A and

SS; TBUB and R, A and SS; TBRB and R, C and SS (Table 3). Besides, it's understood that the cope with strategies faculty members who had the perception that TBNB emerged as R ( $\beta = 0.34$ ) at maximum and SS ( $\beta = 0.21$ ) at minimum. It's understood that the cope with strategies faculty members who had the perception that TBUB emerged as A ( $\beta = 0.25$ ) and SS ( $\beta = 0.25$ ) at maximum; and R ( $\beta = 0.24$ ) at minimum. And the cope with strategies of the faculty members who had the perception that TBRB emerged as S, C and R, respectively.

**Table 3.** Model 2: POT and CSOT

IV	DV	$\beta$	t	R <sup>2</sup>
TBNB	Resistance	-0.34	-3.86**	0.089
	Avoidance	-0.13	-1.57	0.081
	Conflict	-0.089	-0.99	0.090
	Social Support	-0.21	-2.39*	0.089
TBAB	Resistance	0.040	0.53	0.077
	Avoidance	0.050	0.70	0.071
	Conflict	0.10	1.30	0.080
	Social Support	-0.025	-0.33	0.078
TBUB	Resistance	0.24	3.05**	0.078
	Avoidance	0.25	3.44**	0.073
	Conflict	0.070	0.90	0.072
	Social Support	0.25	3.22**	0.079
TBRB	Resistance	0.16	2.08*	0.077
	Avoidance	0.14	1.95	0.072
	Conflict	0.17	2.14*	0.081
	Social Support	0.21	2.68**	0.079

\*p<.05, \*\*p<.01

*Structural Equation Model 3: PEOT and CSOT.* According to the Path analysis results conducted for the third conceptual model, fit indices were  $\chi^2 = 934.45$ ,  $df = 237$ ,  $p = .000$ ,  $\chi^2/df = 3.94$ ,  $RMSEA = 0.65$ ,  $GFI = 0.90$ ,  $AGFI = 0.87$ ,  $NFI = 0.90$ ,  $CFI = 0.92$ ,  $SRMR = 0.078$  and the model was identified as an acceptable model (Schumacker and Lomax 1996). The statistically significant relations were revealed between D and, A and SS; PR and SS; DC and R and SS (Table 4). Besides, it's understood that the cope with strategies faculty members who had the effects that organizational toxicity showing of D emerged as SS ( $\beta = 0.29$ ) at maximum and A ( $\beta = 0.18$ ) at minimum. It's understood that the cope with strategies faculty members who had the effects that organizational toxicity showing of PR emerged as SS. And the cope with strategies of the faculty members who had the effects that organizational toxicity showing of DC emerged as R ( $\beta = -0.35$ ) at maximum and SS ( $\beta = -0.34$ ) at minimum.

**Table 4.** Model 3: PEOT and CSOT

IV	DV	$\beta$	t	R <sup>2</sup>
D	Resistance	0.083	1.18	0.070
	Avoidance	0.18	2.66**	0.067
	Conflict	0.0090	0.12	0.075
	Social Support	0.29	4.02**	0.072
PR	Resistance	0.056	0.75	0.074
	Avoidance	0.065	0.92	0.070
	Conflict	0.090	1.13	0.080
	Social Support	0.22	2.94**	0.076
DC	Resistance	-0.35	-5.45**	0.065
	Avoidance	0.032	0.56	0.058
	Conflict	-0.015	-0.22	0.066
	Social Support	-0.34	-5.27**	0.064

#### **4.Results, Conclusions and Recommendations**

In this research, the relationships among faculty members' perceptions of organizational toxicity, the perceived effects of organizational toxicity and the coping strategies for organizational toxicity were examined with the Pearson correlation coefficient and the three structural equation models that were developed.

The dimensions of POT which faculty members perceive reveal positively significant relations with the dimensions of PEOT. This finding could be interpreted in the way that the levels of their being affected from organizational toxicity will rise, which means that faculty members perceiving organizational toxicity which stems from narcissistic, aggressive, unethical and rigid behaviours might exhibit draining, psychologically recurring and disconnecting behaviours more. The dimensions of POT which are perceived as independent variables and the dimensions of the PEOT as dependent variables take place in the first model which was made to determine the effect of the perceived organizational toxicity on the perceived effects of organizational toxicity. The results of the Path analysis put forward that toxicity based on unethical behaviours, which were among the dimensions of the POT, predicted draining, psychologically recurring and disconnecting, which formed the dimensions of the PEOT, significantly; and they also revealed that the most predicted dimension was draining and the least predicted dimension was disconnecting. In other words, faculty members who had the perception that organizational toxicity based on unethical behaviours showed their reactions in the form of draining, psychologically recurring and disconnecting respectively. When toxicity based on unethical behaviours create spread through the institution like an infection and epidemic, leading to pathological situations at institutions (Goldman 2009; Kets de Vries 2007), it could cause employees to be poisoned. Thus, with the effects of organizational toxicity, the individual show their reactions in the form of anger, fury, confusion and resentment (Frost 2003). The individual reproduces his/her negative emotions by getting sad, desperate and disappointed because he/she cannot forget his/her negative emotions experienced in the past in no way (Albrecht 2006; Gangel 2007; Kiefer and Barclay 2012; Maitlis 2008; Porter–O'Grady and Malloch 2010; Pelletier 2009). After all, the individual has difficulty in focusing on his/her job and this leads to a decrease in his/her ambition to work, a damage in his/her career and a decrease in his/her will to be present at the workplace (Frost 2003; Lubit 2003; Porter–O'Grady and Malloch 2010). In this study, it is presented that the toxicity based on rigid behaviours also predicts the dimension of draining significantly. In other words, it could be said that the reactions of the faculty members who have the perception that toxicity based on rigid behaviours just appear in the form of draining. As a result of these kinds of rigid behaviours, along with the poisoning of institutions, it is possible that individuals could show reactions of draining like stress, tension and exhaustion.

In the second model which was made to determine the effect of the perceived organizational toxicity on the coping strategies for organizational toxicity, the dimensions of perceived organizational toxicity as the independent variables and the dimensions of the strategies for coping with organizational toxicity as the dependent variables are involved. The results of the Path analysis puts forward that the toxicity based on narcissistic behaviours, which were among the dimensions of the perceived organizational toxicity, predicted the dimensions of resistance and social support, which were one of the dimensions of the strategies for coping with organizational toxicity, significantly in a negative way; and they also put forward that the most predicted dimension was resistance and the least predicted one was social support. The toxicity based on unethical behaviours predicted the strategies of resistance, avoidance and social support significantly in a positive way; and the toxicity based on rigid behaviours did the same for the strategies of resistance, conflict and social support. Also, in both dimensions of the perceived organizational toxicity, it was identified that the most predicted dimension was social support and the least predicted dimension was resistance. The point that draws attention in the findings is that the strategies of resistance and social support used by faculty members were predicted by the toxicity which stemmed from narcissistic, unethical and rigid behaviours. Accordingly, the usage frequency of the resistance and social support strategies to cope with organizational toxicity rises along with the decrease in the perception of the toxicity based on narcissistic behaviours, and the increase in the perception of the toxicity based on unethical and rigid behaviours in academic environment. The reason for that could be explained with the fact that the strategies of resistance and social support are described as effective strategies. Toxic situations which are composed of narcissistic, unethical and rigid behaviours that spread across the entire academic environment might become a part of the organizational culture in time. Therefore, especially

the adoption of the strategies of resistance and social support could be useful for organizational toxicity to be cared by organizations and for solving the problem before it spreads through institution-wide.

In the third model which was made to determine the effect of perceived effects of organizational toxicity on the coping strategies for organizational toxicity, the dimensions of perceived effects of organizational toxicity as the independent variables and the dimensions of the strategies for coping with organizational toxicity as the dependent variables were involved. The results of the path analysis puts forward that draining, one of the dimensions of the perceived effects of organizational toxicity, predicted the strategies of resistance and social support, which were among the dimensions of the strategies for coping with organizational toxicity, significantly in a positive way; and they also put forward that the most predicted dimension was social support and the least predicted one was avoidance. In this case, it is understood that faculty members who are affected by organizational toxicity in the form of draining are able to cope with organizational toxicity by using the strategies of avoidance and social support. Psychologically recurring predicted the strategy of social support in a positive way. And it means that faculty members who perceive the effect of organizational toxicity as psychologically recurring cope with organizational toxicity by using the strategy of social support. Also disconnecting significantly predicted the strategies of resistance and social support in a negative way. It was identified that the most predicted dimension was resistance and the least predicted dimension was the dimension of social support. The increase in the faculty members' perceptions of the effect of organizational toxicity as disconnecting emerges as a decrease in using the strategies of resistance and social support in respect to coping with organizational toxicity. Another important finding is that the strategies of social support used by faculty members were predicted by all the dimensions which created the effects of these strategies that were perceived from the organizational toxicity. This outcome could be accepted as an important indicator of the need for social support to be able to cope with the perceived effects of organizational toxicity (Frost, 2003; Leymann and Gustafsson 1996; Jóhannsdóttir and Ólafsson 2004; Ridderstrale and Wilcox 2008; Shannon, Rospenda and Richman 2007).

In this research, faculty members' perceptions of organizational toxicity, the perceived effects of organizational toxicity and the coping strategies for organizational toxicity, all these three dimensions predicted each other. And this situation was attempted to be determined within the context of three public universities. Therefore, the findings and the research results are out of question to be generalised to all the universities in the country. Without ignoring the limitations of the research, it was concluded that in the first model the fact that the toxicity based on unethical behaviours at universities affected the reactions of draining, psychologically recurring and disconnecting in a positive way; and the toxicity based on rigid behaviours affected only the reaction of draining in a positive way. This conclusion could be interpreted in the way that prevention of unethical and rigid behaviours in academic environments could decrease the perceived effect of organizational toxicity. In the second model, it was revealed that in order to cope with organizational toxicity faculty members used the strategies of resistance and social support for the toxicities based on narcissistic behaviours; the strategies of resistance, avoidance and social support for the ones based on unethical behaviours; and the strategies of resistance, conflict and social support for the ones based on rigid behaviours. This case shows that the resistance which is accepted as the individual's right under all conditions, and the social support which the individual will need come to prominence. The third model showed that in order to cope with the effects of organizational toxicity, individuals who were affected in the form of draining used the strategies of avoidance and social support; the ones who were affected in the form of psychologically recurring used the strategies of avoidance and social support; and the ones who were affected in the form of disconnecting used the strategies of resistance and social support. Social support was perceived as the common coping method in all the dimensions of the perceived effects of organizational toxicity.

In the light of all these results obtained from the research, three different measurement tools related to work life (organizational toxicity, perceived effect of organizational toxicity, and coping strategies for organizational toxicity) were developed. In addition, three different models that examined the effect of perceived organizational toxicity, perceived effect of organizational toxicity, and coping strategies for organizational toxicity on each other were developed. As a result of these, it is believed that both the measurement tools and the models would

contribute to the relevant literature. When the studies consisting of the toxicity concept at the workplace are examined, it is seen that the scales that are indigenous to the continents of America and the Europe more are developed (Kiefer and Barclay, 2012; Kusy and Holloway 2009; Leet 2011; Martens, Gagne and Brown 2003; Pelletier 2012; Schmidt 2008). Along with the fact that the scales which belong to different cultures are adapted to Turkish, especially in the fields of Turkish management and organization sciences, there is criticism for the inability to make realistic observations which are specific to the social context of the concept and for detaining the understanding of the facts (Özen 2002). Thus, it could be considered as useful with regard to the development of measuring tools which are indigenous to the society, and to the understanding of the organizational behaviour patterns. In addition, repeating these kinds of researches at institutions which have different qualities is regarded as significant in terms of generalising the findings. Moreover, using data collecting tools which are developed for this research by the researchers in further studies is expected to be tested for validity and reliability. In addition, the fact that the research was conducted especially in higher education level could be regarded as an important contribution to literature because when the literature is examined, it is understood that the toxicity in workplace is examined in the healthcare field (Roter 2011); in the education field (Bolton 2005; Buehler 2009; Kasalak and Aksu 2016; Kırbacı 2013; Parish–Duehn 2008); in the army field (Aubrey 2013; Black 2015; Mueller 2012; Schmidt 2008; Steele 2011) and at the non–profit institutions (Hitchcock 2015). Hence, this research could present clues intended for understanding the social dynamics in higher education institutions.

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# The Assessment of The Effect Of Culinary Students' Self-Efficacy Beliefs On The Academic Motivation

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## Abstract

The purpose of this study is to determine correlations between culinary students' general self-efficacy beliefs and academic motivation. Relational survey method was used for the study. The sample of the study was identified through the simple random sampling method. The data were collected from 206 culinary students in the food and beverage department of a vocational high school in Antalya, Turkey. The data for the study was collected through the General Self Efficacy Scale (GSES), and Academic Motivation Scale (AMS). For data analyses, descriptive analysis, the Pearson Correlation Coefficient, t-test, Anova test, and Multiple Linear Regression Analysis methods were used. The study results indicated that there is a relation between culinary students' self efficacy beliefs and academic motivation. Culinary students marked high points on the GSES and on its sub-scales. In addition, culinary students scored moderate points on the AMS and its sub-scales. It is found that, there is no significant difference in gender between the self-efficacy of culinary students and their academic motivation.

**Keywords:** General Self Efficacy Beliefs. Academic Motivation. Culinary Students

## 1.Introduction

Self-efficacy beliefs described by Bandura (1997) as the beliefs that an individual has in his/her capacity to organize the necessary activities to demonstrate a certain performance and perform them successfully constitutes one of the basic contents of Social Learning theory (Bandura, 1997). Self-efficacy which is based on our beliefs in our ability and essential to achieve our goals is necessary to organize and conduct behaviour (Schmitz and Schwarzer, 2000). Academic self-efficacy can be defined as the student's beliefs in himself/herself to complete an academic work successfully (Zimmerman, 1995). Social Cognitive theorists have stressed that students' self-efficacy beliefs, their own judgments related to the capacity to fulfil certain academic tasks are important predictors of academic performance. Self-efficacy beliefs has been claimed to direct the concerns, efforts, and perseverance that students experience in academic tasks (Pajares and Miller, 1997). Self-efficacy corresponds not to being talented, but to one's reliance on his/her own resources. A person who has sufficient skills to cope with a situation, but low self-efficacy will not be able to put those skills into action. According to Bandura (1997), the most important characteristics that distinguish the ones with low self-efficacy and high self-efficacy is that the ones with high self-efficacy are persistent in their actions by recovering quickly in the face of failure, that is they do not give up (Yıldırım and İlhan, 2010).

Research show that students with high self-efficacy use more effective strategies, set more challenging targets, and have higher levels of motivation in their learning (Multon, Brown and Lnet, 1991). It was determined that the level of student participation in learning activities is higher in students with high self-efficacy and they make more effort when they encounter challenges compared to students who are not confident in their own abilities (Schunk 1990). High academic self-efficacy increases academic success in students since it helps them be persistent, struggle and choose tasks of appropriate difficulty for their abilities in the learning process.

Motivation of students towards learning constitutes one of the prerequisites of learning. Students must be motivated to learn for learning to occur (Bacanlı, 2002: 218). Brophy (1998) describes learning motivation as individuals' effort to benefit from learning activities in line with their objectives by perceiving the learning activities as meaningful and useful for themselves (cited in Salı 2004). Learning motivation is defined as a learner's finding learning activities as meaningful and valuable, and benefiting from them (Şimşek 1997). The source of motivation varies in the teaching-learning process. If willingness to learn emerges as a result of students' own request and effort, the source of motivation is internal, and if it is based on an award provided

externally, then the source of motivation is external (Sali 2004: 171). According to Raffini (1996), intrinsic motivation increases students' need for academic achievement and control over their own decisions, often leads them to do things that will make them feel successful, enhances the feeling of being part of a group, creates self-esteem, and allows them to take pleasure in what they have done (cited in Sali 2004).

Students with high levels of self-efficacy and motivation develop more positive thoughts about themselves and demonstrate higher academic achievement (Carpenter 2007; Pajares 1996). As a result, since individuals' positive thoughts about themselves raise their self-confidence, it can be thought that the anxiety that students may experience during an exam decreases. Self-efficacy is clearly associated with other incentives including individual interests and values such as benefit and importance beliefs. For example, there are many researchers claiming that students go into action because they first like an assignment or topic and then have personal interest in that field. After going into action, as students deal with the topic more and more, they improve their knowledge and skills; and as their skills improve, an increase is seen in their self-efficacy beliefs. Students with low perception of self-efficacy related to learning can avoid homework. On the other hand, students who feel sufficient are more likely to participate in learning activities (Linnenbrink and Pintrich, 2003; Schunk, 2003).

There are quite studies on college and university students' self-efficacy beliefs (Chemers, Hu, and Garcia, 2001; Jakešová, Kalenda, and Gavora, 2015; Medrano, Flores-Kanter, Moretti, and Pereno, 2016; Odacı, 2013; Sagone and De Caroli, 2014). One of the disciplines where academic self-efficacy has been researched is culinary education in high school level (Jarpe-Ratner, Folkens, Sharma, Daro and Edens, 2016; Hall, Chai, Koszewski and Albrecht, 2015; Woodruff and Kirby, 2013). Culinary education can be defined as the process of providing learners with information and skills of preparing, cooking, and presenting food according to industry standards. As a result of the courses taken in culinary education, students have the opportunity to perform proper menu planning and practice the recipes consistent with standard prescriptions. Self-efficacy beliefs for the culinary course can be defined as the capacity of the student to do a given standard recipe successfully. Students with high self-efficacy beliefs for the culinary course are believed to have high levels of academic motivation as well.

The purpose of the research was to reveal whether the self-efficacy beliefs of the students for the culinary course who were studying at the tourism and hospitality high schools have any effects on their academic motivation levels and to determine if their self-efficacy beliefs and academic motivation levels differ based on gender and class variables.

## **2.Method**

A general and a relational survey model were used to determine culinary students' self-efficacy and academic motivation levels (Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel 2010). The study group consisted of 206 culinary students who were selected simple random sampling from the food and beverage department of a vocational high school in Antalya. 67 participants were female (32.5%) and 139 participants were male (67.5%). 110 participants (53.4%) were in their 2nd year of vocational high school, 35 participants (17%) in their 3rd year, and 61 participants (29.6%) in their 4th year.

The data were collected using the "General Self Efficacy Scale (GSES)", and the "Academic Motivation Scale (AMS)". GSES developed by Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs & Rogers (1982) and adopted into Turkish by Yıldırım & İlhan (2010), was used in this study to determine culinary students' self-efficacy levels. 17-items within the three sub-scales ; "Initiative (I) consists of 9 items," "Persistence (P) consists of 5 items," and "Effort (E) consists of 3 items." The GSES is a 5-point Likert-type scale ranging from "Strongly disagree (1)" to "Strongly agree (5)". Of the total variance of 49.455%, the first factor explained 19.131%, the second factor 15.988%, and the third factor explained 14.335%. Analyses made to test the scale's reliability for the study was .68 for the "I" sub-scale, .58 for the "P" sub-scale, .66 for the "E" sub-scale, and .67 for the overall scale. The Academic Motivation Scale (AMS) developed by Bozanoğlu (2004) is a scale aimed to ascertain the individual differences in academic motivation levels among culinary students. This 20-item scale consists of three sub-scales: Overcome Oneself (OO) sub-scale consists of 7 items, Utilizing Knowledge (UK) sub-scale consists of 6 items, and Discovery (D) sub-scale consists of 7 items. The AMS is a 5-point Likert-type scale

ranging from “Strongly disagree (1)” to “Strongly agree (5)”. Minimum and maximum scores that can be obtained from the scale range from 20 to 100. Of the total variance of 56.044%, the first factor explained 20.729%, the second factor 17.682%, and the third factor explained 17.634%. Analyses made to test the scale’s reliability for the study was .75 for the “OO” sub-scale, .79 for the “UK” sub-scale, .67 for the “D” sub-scale, and .86 for the overall scale.

The independent variable was “gender” and “grade”, and the dependent variables were “general self-efficacy” and “academic motivation.” in the study. The SPSS 13.0 package program was used to perform data analyses. The “arithmetic mean” and “standard deviation” were used to determine culinary students’ self-efficacy beliefs and level of academic motivation. The independent samples t-test for “gender” variable and ANOVA was used for “grade” variable. The relationships between GSES and AMS were examined using the Pearson Correlation Coefficient analysis. A multiple linear regression analysis was used to predict culinary students’ academic motivation by the self-efficacy beliefs.

### 3. Findings

The Pearson Correlation Coefficient analysis was used to find out the relationships between culinary students’ self efficacy beliefs and academic motivation (Table 1).

**Table 1:** The correlations between variables for all culinary students (N = 206)

	M	SS	1	2	3	4	5	6	7	8
1. GSES-I	4.17	0.70	1							
2. GSES-P	3.85	1.07	.198**	1						
3. GSES-E	4.03	0.74	.203**	.285**	1					
4. GSES-All	4.06	0.53	.690**	.549**	.776**	1				
5. AMS-OO	3.14	1.02	.245**	.221**	.254**	.351**	1			
6. AMS-UK	3.91	0.89	.241**	.291**	.241**	.365**	.528**	1		
7. AMS-D	3.26	0.96	.205**	.306**	.182**	.317**	.541**	.533**	1	
8. AMS-All	3.48	0.79	.278**	.328**	.273**	.416**	.829**	.842**	.819**	1

\* p<.05; \*\* p<.01

Table 1 shows the points scored by the culinary students from the GSES and its three sub-scales. Culinary students are discovered to have scored  $M = 4.17$  points on the “I”,  $M = 3.85$  points on the “P”, and  $M = 4.03$  points on the “E”. Participants marked  $M = 4.06$  points on the GSES. The AMS shows that the participants scored  $M = 3.14$  indicates on the “OO”,  $M = 3.91$  indicates on the “UK”,  $M = 3.26$  indicates on the “D”, and  $M = 3.48$  points on the AMS. Table 1 also presents the relationship between culinary students’ self-efficacy and academic motivation levels. All sub-scales of the GSES are seen to have a low-level positive relationship with the OO and UK sub-scales of the AMS. The table also indicates a moderate -level and significant positive relationship between the GSES and on AMS.

A *t*-test for “gender” variables was used to determine the general self-efficacy beliefs and academic motivation levels of the culinary students. The results are showed in Table 2.

**Table 2:** Culinary Students’ self-efficacy and academic motivation levels on the basis of gender

Variables		Culinary Students’ Self-Efficacy Beliefs											
		Initiative				Persistence				Effort			
		n	M	SD	t	n	M	SD	t	n	M	SD	t
Gender	Female	67	20.80	3.43	0.266	67	7.30	3.34	0.319	67	20.04	2.17	1.875
	Male	139	20.94	3.55		139	7.89	3.87		139	20.22	2.13	
Gender		Culinary Students’ Academic Motivation Levels											
		Overcome Oneself				Utilizing Knowledge				Discovery			
		n	M	SD	t	n	M	SD	t	n	M	SD	t
Gender	Female	67	12.93	3.66	0.798	67	20.01	4.23	0.954	67	13.70	3.47	1.633
	Male	139	12.44	4.31		139	19.38	4.55		139	12.77	3.98	

\*P<0,05

\*\*p<0,01

\*\*\*p<0,001

Table 2 compares culinary students' self-efficacy beliefs and academic motivation levels in the terms of gender. Therefore, gender statistically significant difference is not observed between the all sub-scales of GSES and all sub-scales of AMS ( $p > .05$ ).

**Table 3:** Culinary students' self-efficacy beliefs and academic motivation levels on the basis of grade.

		10.Grade (n=110)				11.Grade (n=35)		12.Grade (n=61)	
		M	SD	F	Statistical Difference	M	SD	M	SD
GSES	Initiative	21.3	3.1	2.231*	10-12	20.8	4.6	20.2	3.3
	Persistence	19.6	3.9	3.036**	10-11	21.4	3.7	20.3	3.1
	Effort	7.3	2.2	3.251**	10-12	7.8	2.0	8.2	2.0
AMS	Overcome Oneself	12.2	4.0	1.629	-	13.7	4.4	12.5	3.9
	Utilizing Knowledge	19.3	4.4	1.815	-	20.8	4.7	19.3	4.2
	Discovery	12.8	3.6	0.415	-	13.2	4.2	13.3	4.0

According to the related data, there are significant differences in all the sub-scales in GSES at the alpha level 0.001. Scheffe test for the all sub-scales are used in order to find out which levels of variables differ statistically. However, grade statistically significant difference is not observed on the all sub-scales of AMS. The results of the multiple linear regression analyses carried out on the culinary students for the all sub-scale of AMS are catalogued in Table 4.

**Table 4:** Multiple linear regression analyses results for the all sub-scale of AMS

		Variables	B	Standard Error	Beta	t	p	Paired r	Partial r
Overcome Oneself	Fixed		1.752	2.073		.845	.399		
	I		.229	.079	.195	2.904	.004***	.200	.191
	P		.189	.077	.171	2.444	.015**	.169	.161
	E		.292	.131	.153	2.232	.027**	.155	.147
		R=0.354	R <sup>2</sup> = .125	F= 9.628	p=.000				
Utilizing Knowledge	Fixed		7.538	2,218		3.398	.001		
	I		.242	.084	.190	2.864	.005**	.198	.186
	P		.163	.083	.136	1.969	.050*	.137	.128
	E		.482	.140	.234	3.443	.001**	.235	.224
		R=0.384	R <sup>2</sup> = .147	F= 11.560	p=.000				
Discovery	Fixed		4.101	1.934		2.120	.035		
	I		.180	.074	.164	2.447	.015**	.170	.161
	P		.075	.072	.072	1.037	.301	.073	.068
	E		.480	.122	.270	3.935	.000***	.267	.258
		R=0.360	R <sup>2</sup> = .129	F= 10.016	p=.000				
AMS	Fixed		13.391	5.002		2.677	.008		
	I		.650	.190	.221	3.420	.001***	.234	.217
	P		.427	.187	.154	2.287	.023**	.159	.145
	E		1.254	.315	.263	3.974	.000***	.269	.252
		R=0.436	R <sup>2</sup> = .190	F= 15.780	p=.000				

Table 4 shows that the GSES sub-scales predict the AMS's OO sub-scale ( $R^2 = .125$ ,  $F = 9.628$ ,  $p < .01$ ). The sub-scales of the GSES predict 12.5 % of the total variance in the AMS's OO sub-scale, and the standardized regression coefficient ( $\beta$ ) is as follows: *E*, *I*, and *P*, respectively. The variables constituting the sub-scales of the GSES predict 14.7 % of the total variance in the AMS's UK sub-scale ( $R^2 = .147$ ,  $F = 11.560$ ,  $p < .01$ ), and the standardized regression coefficient ( $\beta$ ) is as follows: *E*, *I*, and *P*, separately. The GSES sub-scales are statistically significant predictors of the AMS's D sub-scale ( $R^2 = .129$ ,  $F = 10.016$ ,  $p < .01$ ). The *E* and *I* sub-scales of the GSES predict 12.9% of the total variance in the AMS's D sub-scale, and the standardized regression coefficient ( $\beta$ ) is as follows: *E* and *I*, respectively. The GSES sub-scales are statistically significant predictors of the AMS

( $R^2 = .190$ ,  $F = 15.780$ ,  $p < .01$ ). The GSES predict 19 % of the total variance in the AMS, and the standardized regression coefficient ( $\beta$ ) is as follows: *E*, *I*, and *P*, respectively.

### 3. Results and Discussion

Self-efficacy is the stronger in the initiative dimension than it is in the effort and persistence sub-scales. This finding of the study holds similarities with the findings of the study in which Karadağ, Derya and Ucuzal (2011), Yiğitbaş and Yetkin (2003) and Zengin (2007) examined the self-efficacy levels of the health college students. Academic motivation is the strongest in the Utilizing Knowledge dimension while it is the weakest in the dimension Overcome Oneself. The reason for this may be that students like practical activities more. At the same time, the fact that activities increasing students' motivation levels in class cannot be carried out by teachers adequately might be effective as well.

This study indicates that gender is not found a significant variable in self-efficacy and academic motivation of culinary students. This finding of the study coincides with the survey results of Karadağ, Derya and Ucuzal (2011), Özpulat (2016), Uysal (2013), Uysal and Kösemen (2013). However, there are some other researchers (Aypay 2010; Kızılcı, Küçükgüçlü and Yardımcı, 2015; Rimm and Jarusalem, 1999; Scholz, Dona, Sud and Schwarzer, 2002) who find significant differences between male and female individuals.

This study indicates that grade is found a significant variable in self-efficacy. It was found out that 10th grade students had higher mean scores compared to 12th grade students in the beginning dimension of the self-efficacy beliefs scale. However, 12th grade students had higher mean values in the dimensions Persistence and Effort in comparison with 10th grade students. In this case, it can be stated that 10th grade students were more willing to start practicing a recipe but 12th grade students were more successful in continuing and completing it. In addition, although there are research findings indicating that the higher students' classes are, the higher their self-efficacy beliefs are (Sevindik, Yeşil, Sevindik and Açık 2007), there are also studies that coincide with research findings (Karadağ et al. 2011). This is because it can be said that the fact that 10th grade students who begin vocational education are more willing to use the information they learn in their practice might be effective on the result (Karadağ et al. 2011).

There is no significant between grade and academic motivation. The findings of Husain (2014) who stated that no meaningful differences were revealed between the academic motivation levels of the students based on gender show similarities with the research findings of Şahin and Çakar (2011). However, the findings of Brouse et al. (2010) indicating that women's levels of academic motivation were higher conflict with the findings of Vecchione, Alessandri and Marsicano (2014).

Another result of the study is in regard to the relationships between the culinary students' self-efficacy beliefs and academic motivation levels. All sub-scales of the GSES were observed to have a low-level and positive relationship with the OO and UK sub-scale, and a moderate and low-level positive relationship with the D sub-scale of the AMS. The GSES and the AMS were found to have a moderate-level and positive relationship. The study examined that culinary students' self-efficacy beliefs were an important predictor of the AMS's OO, UK and all AMS sub-scales. Also, I and E levels by culinary students were significant predictors for the D dimension of AMS. Similar to the findings of this research, Bedel (2016) and Husain (2014), Pajares (1996) and Schunck (1996) put forward that there was a significant relationship between academic motivation and academic self-efficacy, and academic self-efficacy was detected to be a meaningful predictor of academic motivation in their studies. According to Schunck (1996), the correlation between academic self-efficacy and motivation is reciprocal. Perceptions of individuals related to acquiring skills and knowledge enhance their academic self-efficacy. Motivational orientations of students affect their self-efficacy. Having high self-efficacy is associated with learning goals. Students with learning goals consider the reason for their failure as inadequate strategy selection and learning experiences. In contrast to this, students having performance goals attribute the cause of their failure to talent and luck, and this reduces their self-efficacy. Similarly, in another study conducted by Carpenter (2007), the relationship between students' self-efficacy, motivational orientations, and academic achievements throughout different educational phases was compared through meta-analysis method. An

individual's having a productive learning experience is closely associated with the academic motivation level of the individual, and the research conducted on this issue indicate that motivation has an important and powerful impact on academic outcomes (Vallerand and Bissonnette 1992; Vallerand et al. 1992, 1993). In other words, individuals with a high level of motivation can have a more successful process while performing the required tasks (preparing for exams, preparing term papers, doing reading assignments, etc.) throughout their academic life. Thus, self-efficacy beliefs of the students affect their academic motivation.

#### 4.Recommendations

Besides this, teachers must take measures to increase students' levels of academic motivation. For this, they can take incentive measures particularly for theoretical courses. Activities such as bringing sample materials to class, excursions, observation activities, and inviting successful people related to the course to class, telling the topic by connecting it with an interesting event before starting the lecture can be given as an example. This study was carried out with a limited sample. Conducting the research on a larger and homogeneous sample in further studies may reveal different results. Not only the students studying at tourism and hospitality schools, but also the ones studying in the culinary programs of girls' technical high schools and girls' vocational high schools can be included in the study and the differences between them can be investigated.

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## Dance improvisation method for professional development perfection of emerging sports and dance teachers in Liepaja University

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### Summary (Abstract)

Elaboration of professional development methods for sports and dance teachers is a topical issue in contemporary education. Dance improvisation method has a special role not only in training process of professional dancers and dance teachers, but also in training of future sports teachers. Dance improvisation can be recognized as a method that develops students' motor, cognitive and emotional abilities (Biasutti, 2013). It is a method which a creative pedagogue can apply not only when teaching dance and its aspects, but also in various other activities related to movement and sports.

In Liepaja University, dance improvisation as a professional development method has been successfully practiced already for 6 years within the study programme "Sports and Dance Teacher", where students are professionally trained simultaneously in both areas of movement – sports and dance. The aim of the study course "Dance improvisation" is a creative coordination of motor and mental processes, excluding unnecessary negative mental activities that create undesirable negative emotional reactions. In the context of professional development, the aim of the movement improvisation method is to prepare theoretically and practically educated and independently and creatively thinking and acting sports and dance teachers.

The data obtained from semi-structured interviews indicate, summarize and conceptually formulate as content units the attitudes and changes that have occurred as the result of emerging sports and dance teachers' professional development process within the study course "Dance improvisation", revealing also the physical and socio- psychological aspects that influence the students. The empirical research study was conducted with 46 third year students at the end of the study course "Dance improvisation" (volume of the course – 32 contact hours) during four different academic years – 2012, 2013, 2014, 2015.

Most of the students who enter the "Sports and Dance Teacher" programme do not have sufficient body experience and prior training in dance and its teaching methods. In sports and dance teachers' profession it is necessary to maintain a good general health condition, and the physical and mental factors are very important. The research shows that almost all future sports and dance teachers are influenced by negative socio-psychological aspects, less by physical ones.

After using the improvisation method for professional development of sports and dance teachers, students apply the acquired skills both to professional and everyday life activities, but for acquisition and retention of these skills as well as for harmonization of motor and mental processes a longer period of time is needed, which for everybody is different.

The concept 'creativity' is often mentioned in the students' responses to the interview questions. The concept of creativity is in line with the main principle of dance improvisation technique where emphasis is more on the creative process than the result, and also it is the most essential structural element of the emerging teacher's personality. In authors' view, using dance improvisation method in the professional development process and for creative coordination of motor and mental processes, the experience of feeling a creative impulse, which students mention during the interviews, becomes the most important. The empirical results of this study allow making conclusions about the results and effectiveness of professional development process of emerging sports and dancing teachers using dance improvisation method.

**Key Words:** dance improvisation method, emerging sports and dance teachers, professional development, Liepaja University

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## 1. Introduction

Elaboration of professional development methods for sports and dance teachers is a topical issue in contemporary education. It is determined by correlations of modern society development. Obtaining sports and dance teachers' profession requires from students a high concentration level and flexibility capacity of psyche as the learning process is connected with intense intellectual work which must be balanced with mastering and perfecting various sports and dance styles. "Along everything else, today's choreographers and dance teachers also need a high level of intelligence – knowledge, understanding, and power of critical, logical and creative thinking", says I. Grauzdina (2013).

Undoubtedly, the important content element of professional training of emerging sports and dance teachers is intense movement activity within a particular dance or sports movement structure, which productively and economically develops and perfects the skills needed for a particular discipline.

However, looking from the physiological aspect of movement regulation, all sports and structured dance (for example, Latvian folk dance, sports dance, contemporary dance) skills imply automated movement stereotypes, which not always are fully subjected to the consciousness control.

The observations of Liepaja University dance pedagogues and also the expressions of students when they analyse their own movements after dance lessons certify that these stereotypes often hinder creative thinking and self-expression as well as prevent the body from relaxing in the moments when it is necessary. This shortcoming of movement regulation process shows the gap in psychophysical self-regulatory skills and can be observed in the professional development process of sports and dance teachers.

According to the authors' opinion, in the University the professional development of emerging sports and dance teachers must be implemented in a unified system, combining students' physical, intellectual and psychological preparedness for independent professional activity. In this context the task of academics is to teach sports and dance courses in a format that is free, open and creative without focusing on the stereotype "from an average student to an average specialist". Considering the fact that in Liepaja University emerging sports and dance teachers get professional training in both spheres of movement – sports and dance, the dance improvisation as professional development method has been successfully practiced already for six years.

Looking at the dance improvisation as a creative artistic activity, which can be viewed as a creative method for learning different aspects of dance, R. Spalva emphasizes the special role of improvisation technique when training choreographers and dance teachers: "By provoking coincidence and spontaneity it contributes to student's creative imagination and frees a choreographic idea from obtained stereotypes" (Spalva, 2012).

M. Biasutti stresses that dance improvisation can be used not only in the context of professional dance – in other spheres as well. It can be recognized as a method, which develops motor, cognitive and emotional abilities of the students (Biasutti, 2013). This idea is supported also by the research of

M. Lord. As the result of inductive data analysis she has identified six goals for teaching dance improvisation, which are: learning to 1) create a spontaneous movement; 2) focus attention; 3) feel the physical body impulses; 4) take responsibility for making decisions; 5) feel the connection with other people; 6) observe the movement (Lord, 2001).

Thus, dance movement improvisation is a method which a creative pedagogue can use not only for teaching dance and its aspects, but also in different other lessons connected with movement and sports. In the study course "Dance Improvisation" using different movement improvisation techniques and combinations of exercises, students gradually get acquainted with the body, its feelings and sensations, which results in a smooth flow of the movement. The body is recognized as a foundation on which the movement is consciously being built until reaching the dance itself. Dance is created with the help of movement improvisation. Gradually, the work is done not only individually, but also in the pairs or in

the group. The movement improvisation structures are formed together, keeping creativity as priority. In the professional development process of students within the framework of dance improvisation method, the following themes are covered:

- Exploration of potential capabilities of the body;
- Body awareness and relaxation in motion;
- Mindfulness and spontaneity in motion;
- The shift from individual improvisation to spontaneous collective cooperation;
- Nonverbal communication possibilities;
- Will and the emotional content in action;
- Time and place;
- Voice and movement;
- Structured improvisation.

The action analysis has an important part in dance improvisation method, because the high level of professional competency can be achieved only by gaining such pedagogical experience which provides space for analysing one's own activities (Jurgena, 2001).

In Liepaja University, the aim of the study course "Dance improvisation" for sports and dance teachers is a creative coordination of motor and mental processes, excluding unnecessary negative mental activities that create undesirable negative emotional reactions. In the context of professional development, the aim of the movement improvisation method is to prepare theoretically and practically educated and independently and creatively thinking and acting sports and dance teachers.

The aim of this research is to identify, summarize and conceptually formulate the attitudes and changes that have taken place as the result of professional development process of Liepaja University students – emerging sports and dance teachers within the study course "Dance Improvisation" employing dance improvisation method.

## **2. Method**

The empirical research study was conducted with 46 Third year Liepaja University students at the end of the study course "Dance improvisation" (volume of the course – 32 contact hours) during four different academic years – 2012, 2013, 2014, 2015. At first the influence of dance improvisation techniques were discussed with students, which gave basis for elaboration of semi-structured interview questions. It became clear that the changes that have occurred in the context of dance improvisation lessons can be divided in physical and socio-psychological aspects. These aspects are essential for emerging teacher's professional competence and work with oneself and with other people.

The criterion for selection of participants was a regular attendance of dance improvisation classes. 46 emerging sports and dance teachers (22 boys and 24 girls) were selected for semi-structured interviews from all 4 study years, but gender is not specifically highlighted in this research. The length of the interviews was approximately 30 minutes, and they were conducted in the premises of Liepaja University. The interview questions were given to students in a written format, and also the responses were recorded in writing. Each of participants could express oneself both verbally and in writing, revealing his/her experience when answering the questions that did not require a specific answer.

The obtained information was encoded – in concepts. Divisional codes were grouped in subthemes – consisting of most often mentioned concepts, which in further analysis were combined in categories according to the six dance improvisation teaching goals (Glaser, Strauss, 2007).

In the Stage 2, the students' responses were summarized, which later were grouped into the content units –

concepts. Then the most common concepts were summarized and converted to percentage, which allows making conclusions about the results of professional development process using dance improvisation method.

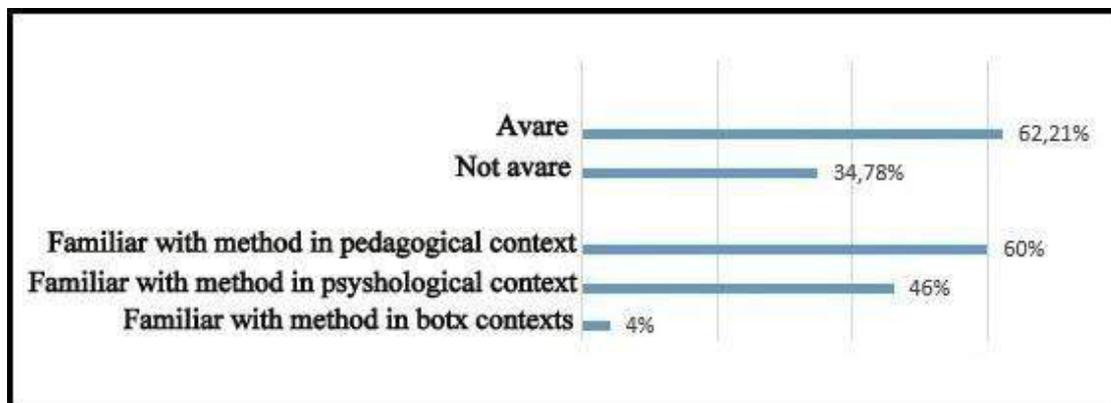
In the Stage 3, all the concepts mentioned during the semi-structured interviews were summarized and then divided into categories according to six dance improvisation teaching goals stated by M. Lord, which allows to judge the effectiveness of dance improvisation method. At the end of the study, the most frequently used concept in students' responses was identified.

### 3. Findings

The results of semi-structured interviews allowed to indicate, summarize and conceptually formulate the attitudes and changes that have taken place as the result of emerging sports and dance teachers' professional development process using the dance improvisation method. The concept formulation in the tables below is based on student's responses to the interview questions, and is presented in a descending order according to the percentage.

Majority of 46 students - 65,21% have previously been aware, but 34,78% - have not been aware about dance improvisation method for dance and movement training. The majority of students who have been aware about the use of this method (60%) were familiar with this method in a pedagogical context – as a method for discovering new movements and creative ideas, but 46% were familiar with this method in a psychological context – as personality development tool. 4% of students were familiar with both contexts of dance improvisation method (see Figure 1).

**Figure 1:** Student's awareness of dance improvisation method



The majority of emerging sports and dance teachers - 84,79% evaluate the dance improvisation method as interesting. Boys are more sceptical: 6,52% of them say it is partly interesting, 6,52% do not know yet, but for 2,17% of boys this method is not interesting.

Students, who consider this method as interesting state the following reasons which are formulated in concepts (see Table 1). Most of them - 22,6% mention relaxation of body, energy expression, 16,12% say it was something new, interesting, previously not experienced, which actually is a normal, initial reflection to impressions created by dance improvisation classes, and serves a starting potential for further professional development. J. Davidova believes that reflection is a foundation of teacher's pedagogical activity in all its stages: from setting the goals to reaching them and analysing obtained results (Davidova, 2010). Only a few students - 3,22% with previous dance movement and pedagogical experience as a reason mention the development of professional abilities, 3,22% - creation of new, choreographic ideas, but 3,22% - creation of ideas also for other not dance-related activities.

**Table 1:** Students' interest in dance improvisation method (fragment)

%	Content unit – concepts
22,6%	Relaxation of body, energy expression
16,12%	New, interesting, previously not experienced
12,9%	Listening to one's own body
12,9%	Self-expression, possibility to open up
6,45%	Overcoming one's own stereotypes and limitations
6,45%	Discovering new aspects of personality
6,45%	Getting to know other individuals

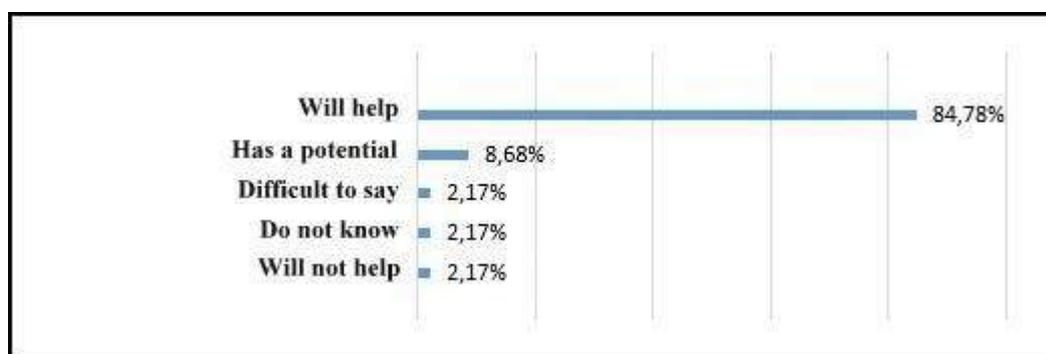
The answers to question “what did you expect from dance improvisation lessons” reveal the great variety of students' perceptions about dance improvisation method. 13,04% of students said they have no idea what to expect, but from 86,95% of students, 17,39% expected something new and interesting, which also indicates that they did not have a clear understanding about this method. 13,04% of students understood the method as self-knowledge, self-cognition, self-awareness and self-understanding, which could be a good potential for an emerging teacher's personal and professional development. Only a few students viewed the method as a tool for their professional development: only 4,34 % expected new teaching methods and exploration and acquisition of their content, 2,17% - new experience that could be used in their profession, 2,17% - better understanding of one's own body, etc. (see Table 2).

**Table 2:** Students' perception about dance improvisation method (fragment).

%	Content unit - concepts
17,39%	Something new, interesting
13,04%	Self-knowledge, self-awareness, self-understanding
8,69%	Movement improvisation – what is it?
4,34%	Self-unlocking
4,34%	Possibility for creative and free expressions
4,34 %	New teaching methods and exploration and acquisition of their content
2,17%	Demonstration of one's own movements
2,17%	Freedom of movements
13,04%	Did not have perception about dance improvisation method

Most of the students, 84,78%, believe that dance improvisation method will help to acquire Sports and dance teacher's profession, 8,68% students say “maybe”, but more sceptical are boys whose primary speciality is sports: 2,17% say “difficult to say”, 2,17% - “I don't know”, but 2,17% believe that “no” (see Figure 2).

**Figure 2:** Students' opinion about dance improvisation method as a tool for acquiring Sports and dance teacher's profession



In sports and dance teacher's profession, maintaining general health condition is very important. In this context the physical and socio-psychological factors that influence the students were identified as students' responses touch these factors (see Table 3).

Physical aspect: more than a half of students – 63,04% say that they are not bothered by any body- related

problems, although the reality shows that answers of several students are biased. For example, the answer "do not bother" is provided by a student who has been injured and cannot fully participate in movement activities, which shows the lack of ability to listen to one's own body which is an essential aspect for maintaining general health condition. From 36,95% of students, who are bothered by a particular body problem, 52,94% mention injuries, micro traumas, but 47,05% – back problems. This shows that a locomotor apparatus is a weakest point in maintaining health for emerging sports and dance teachers.

In regards to socio-psychological aspects, only 6,52% students say that they do not have any psychological problems, but others - 93,47% of students have: 62,79% have work or studies related problems, and only then follow the problems related to daily interactions and family. From socio- psychological problems it is tension, stress, misunderstandings and conflicts with other people that are mentioned the most frequently, which indicates that tension and stress at work or studies are the weakest points in maintaining mental health for emerging sports and dance teachers.

**Table 3:** Physical and socio-psychological aspects that influence the students

Physical aspects		Socio-psychological aspects	
63,04% of students do not have any physical body problems		6,52% of students do not have any psychological problems	
36,95% of students have some particular body problems		93,47% of students have psychological problems	
I	I	I	I
Body parts	At work or studies	In family	In daily interactions
1) 52,94% -injuries, micro traumas	1) tension, stress	1) arguments	1) difficulty to communicate and understand other people
2) 47,05% - back problems	2) misunderstandings at work	2) different views, disagreements	2) worries about indifference of other people
3) 29,41% - leg problems (ankles, knees)	3) conflicts, misunderstandings with teacher/ lecturer	3) divorce of parents	3) lack of mutual respect
4) 11,76% - arm problems (shoulders, elbows)	4) arguments	4) conflicts with parents	4) recognizing imposition of one's will to others
5) 5,88% - head problems	5) communication problems with clients	5) misunderstandings in relationships	5) recognizing excessive self-seclusion
6) 5,88% - vision problems	6) concentration problem when learning	6) abuse	
	7) fights		

As a result of dance improvisation classes, almost all students observed some changes - 97,83%, and they have happened both in physical and socio-psychological aspect. More than a half of students - 58,69% recognize that their body and movement potential has changed (physical aspect), but 54,34% of students have observed more positive attitude towards oneself and one's body, 41,30% have noticed positive changes in sphere of emotions and feelings, but 26,08% of students say that their relationships with other people have become more positive (socio-psychological aspect). 2,17% of students have not observed any changes (see Table 4).

The above mentioned changes which have occurred as the result of dance improvisation lessons, for 84,79% of students are manifested in the following spheres of life: 63,04% - daily life, 60,86% - professional activity or students' practice. 15,21% of students have not observed any changes.

However, not all students can describe the changes: 69,56% of students can describe the influence of dance improvisation lessons on their daily life and professional activity, but 30,43% of students cannot yet describe the impact of movement improvisation lectures (see Table 4).

**Table 4.** Changes and their manifestation as the result of movement improvisation lessons

Physical aspect		Socio-psychological aspect	
58,69%	54,34%	41,30%	26,08%
Changes in body and movement potential	Attitude change towards oneself and one's body	Positive changes in sphere of emotions and feelings	Positive changes in relationships with people
84,79% changes manifested			
I			
69,56% can describe the changes			
I			
63,04%	changes in daily life	60,86%	changes in professional work or student's practice
1) 21,87%	- improvement in communication	1) 34,37%	- new ideas, more creative approach to the profession
2) 12,50%	- I know myself better	2) 6,25%	- easier to deal with stress
12,50%	- I am more relaxed	6,25%	- improvement in communication and mutual understanding
3) 9,37%	- I engage more in spontaneous activities in daily life	6,25%	- conviction has emerged
9,37%	- confidence has emerged and own opinion	6,25%	- disappearance of conventional movement stereotypes
4) 6,25%	- I better organize free time and relaxation	3) 3,12%	- improvement of emotional control
6,25%	- courage has emerged	3,12%	- improvement of thinking process
5) 3,12%	- disappearance of conventional movement stereotypes in daily life	3,12%	- improvement of leadership skills
3,12%	- I can deal with stress easier	3,12%	- I am more free and flexible in my movements
3,12%	- improvement in controlling emotional sphere	3,12%	- understanding that everything can be gradually learned
3,12%	- easier to find solutions for problems	3,12%	- understanding about unity of psyche and body
3,12%	- appearance of creative approach	3,12%	- I started to observe and analyse movements of my pupils
3,12%	- improved ability to adjust to daily situations	3,12%	- easier to work with pupils
3,12%	- improvement in thinking process		
3,12%	- I have started to observe and analyse people's movements		

Self-actualization, ability to reach one's goals, to become fully aware of one's personality – these are professional needs of every teacher. Development of personal qualities needed for a teacher is important also for professional development of emerging sports and dance teachers. 78,26% of students have discovered new personality qualities (see Table 5). Most often students mention such qualities as creativity -19,44% , openness -19,44% , cooperation skills -16,66%. Some students have discovered some negative aspects such as insecurity -2,77% and inability to concentrate -2,77% , which is a sufficient informative potential for further personality development work. 21,73% of students have not discovered any new personality qualities. Most of them say that the dance improvisation course has been too short for discovering such changes.

**Table 5:** New personality qualities discovered during dance improvisation lessons (fragment)

%	Content unit - concepts
19,44%	creativity
19,44%	openness
16,66%	cooperation skills
13,88%	mutual empathy ability
13,88%	courage
8,33%	leader's ability
5,55%	self-confidence
5,55%	positive attitude, etc.
21,73%	have not revealed new personality qualities

In improvisation lessons, gradually implementing the dance improvisation training objectives, it is possible to perfect the skills and abilities needed for a sports and dance teacher. At the end of the research all concepts mentioned in semi-structural interviews were summarized, and then they were divided according to L. Lord's six dance improvisation teaching goals (see Table 6), which confirms effectiveness of dance improvisation method in professional development of emerging sports and dance teachers in Liepaja University. The most often mentioned concept was identified, and it is creativity, which was mentioned by 52,17% of students (see Table 6).

Creativity concept is in accordance with the main principle of dance improvisation technique – focusing on the creative process instead of the goal, and also it is a most necessary structural element of emerging pedagogue's personality.

However, according to the authors' opinion, in the professional development process of sports and dance teachers using dance improvisation method, the most important is experience of feeling a creative impulse, about which students talk in the interviews. If a person is creative, he/she tends to be creative in all kinds of expressions – not only in professional and creative activities, but also in the lifestyle (Bebre, 2001).

**Table 6:** Conformity of concepts mentioned in interviews with six dance improvisation teaching goals developed by M. Lord (2001)

6 dance improvisation teaching goals (after Lord, 2001)					
1) to create a spontaneous movement	2) to concentrate attention	3) to feel physical body impulses	4) to take responsibility for decision making	5) to feel connectedness with other people	6) to observe the movement
I	I	I	I	I	I
Content units – concepts, indicated in semi-structured interviews					
I	I	I	I	I	I
promote creation of spontaneous movement	connected with focussing process	help to feel the impulses of the physical body	promote ability to take responsibility for decision making	promote ability for feel connectedness with other people	connected with observing the movement
1) <b>52,17%</b> a) more creative approach, b) creativity, c) possibility for creative, free expression, d) creativity development; 2) 15,21% openness; 3) 10,86% a) I am more relaxed, b) freedom of movements; 4) 6,52% allow myself to be spontaneous; 5) 6,52% a) overstepping one's own stereotypes and borders, b) disappearance of conventional movement stereotypes in	1) 10,86% a) ability to control emotions, b) improvement of emotional sphere control, c) self-control; 2) 8,69% listening to one's body; 3) 4,34% I started to analyse movements of other people and my pupils; 2,17% easier to find problem- solutions in life; 2,17% improvement in thinking processes; 2,17% understanding that all can be learned gradually; 2,17% understanding about the unity of body and psyche, etc.	1) 15,21% relaxation of body, expression of energy; 2) 8,16% listening to one's body; 3) 2,17% acquiring body experience; 2,17% understanding one's own body; 2,17% understanding about the unity of body and psyche.	1) 23,91% a) appeared confidence and opinion, b) confidence about oneself; 2) 8,69% a) leader's abilities, b) improvement of leader's abilities; 3) 4,34% a) easier to find problem- solutions in life, b) solution for problems; 4) 4,34% I organize better my spare time and relax moments, 4,34% appeared courage, 2,17% self-control, 2,17% mindfulness.	1) 32,60% a) cooperation skills, b) mutual understanding, c) improved communication; 2) 10,86% mutual empathy ability; 3) 4,34% knowing better other individuals; 4) 2,17% amalgamation of the group; 2,17% ability to adjust; 2,17% sociability.	1) 8,69% listening to one's own body; 2) 6,52% a) overstepping one's own stereotypes and borders, b) disappearance of conventional movement stereotypes; 3) 4,34% started to observe and analyse movements of other people, and the pupils; 4) 2,17% understanding about the unity of body and psyche; 2,17% easier to work with pupils.

#### 4. Results and Discussion

The attitudes and changes that have taken place as the result of emerging sports and dance teachers' professional development process within the study course "Dance improvisation" were summarized and conceptually formulated as content units.

##### Attitudes

From 46 students – emerging sports and dance teachers, majority - 65,21% have previously had awareness about application of dance movement improvisation method for teaching dance and movements. Majority of these students - 60% have been familiar with this method in pedagogical context – as a way to discover new movements and creative ideas.

Most of emerging sports and dance teachers - 84,79% find this method interesting.: 22,6% - because of relaxation of body, energy expression, 16,12% say it is interesting, new, something that they have not done before. Only few students with previous body, movement and pedagogical experience - 3,22% as reason mention development of professional abilities, 3,22% - creation of new choreographic ideas, but 3,22% - creation of ideas for other than dance-related activities, etc.

Students' understanding about dance improvisation method has been different: to the most of the students - 86,95% dance improvisation associates with "something new, interesting", which, however, indicates that they have not had a particular idea about dance improvisation method. 13,04% of students did not have any association about the method, but 13,04% had understanding that the method is related to self-knowledge, self-awareness and self-understanding, which could be a good potential for development of professional skills and teacher's personality.

There are only a few students who had a particular understanding and prior knowledge about dance improvisation method as a tool for professional development: only 4,34 % of students expected learning new teaching methods, 2,17% expected new experience which can be used in their profession, but 2,17% - better understanding of one's own body. Majority of students (84,78%) believe that dance improvisation method will help to acquire Sports and dance teacher's profession. Entering Liepaja University programme "Sports and dance teacher", most of the students do not have sufficient body experience and prior training particularly in dance and its teaching methods.

Almost all emerging sports and dance teachers - 93,47% are influenced by socio-psychological factors, but 36,9 % by physical aspects. From students who are worried about particular body problems, majority -52,94% mention injuries, micro traumas, and 47,05% - back problems. According to authors' observations, not all students are able to adequately evaluate their health condition, which indicates inability to listen to one's body, which is an important aspect for preserving one's health.

Emerging sports and dance teachers can obtain this skill in dance improvisation lessons.

Almost all students - 93,47% are worried about socio-psychological problems, from which 62,79% experience problems at work or studies, but only then follow problems in daily interactions and family. Some of the most frequently mentioned reasons are tension, stress, misunderstandings, and conflicts with other people.

This shows that for emerging sports and dance teachers a locomotor apparatus is a weakest point in maintaining physical health, but the tension and stress at work or studies is the weakest point in maintaining mental health. In sports and dance teacher's profession physical and mental factors play important role in maintaining general health condition.

## Changes.

Almost all - 97,83% of emerging sports and dance teachers have observed changes as the result of dance improvisation lessons. In physical aspect: more than a half - 58,69% of students have noticed changes of body and movement potential. In psycho-social aspect: more than a half -54,34% of students say that they have more positive attitude towards themselves and their bodies, 41,30% have noticed positive changes in the sphere of emotions and feelings, but 26,08% of students have noticed positive changes in relationships with people.

The above mentioned changes for 84,79% of students are manifested in the following spheres of life: 63,04% - in daily life ,60,86% - in professional activity of student practice. 15,21% of students say they have not observed any changes. However, not all students can describe the changes. 69,56% of students were able to describe the influence of dance movement improvisation to daily life and professional activity, but 30,43% of students say that they cannot describe it yet.

After using the dance improvisation method for professional development of sports and dance teachers, students apply the acquired skills both in professional and everyday life activities, but for acquisition and retention of these skills as well as for harmonization of motor and mental processes a longer period of time is needed, and for everybody it is different.

78,26% of students have discovered new personality qualities. Most often students mention such qualities a creativity -19,44% and openness -19,44% , cooperation skills -16,66%. Some students have discovered such negative aspects as insecurity - 2,77% and inability to concentrate -2,77% , which is a sufficient informative potential for further personality development. 21,73% of students have not discovered any new personality qualities. Most of them say that the dance improvisation course has been too short for discovering such changes.

The most often used concept when responding to interview questions is 'creativity'- it is used by 52,17% of students. The concept of creativity is in line with the main principle of dance improvisation technique where emphasis is on the creative process instead of the result, and also it is the most essential structural element of the emerging teacher's personality. Using dance improvisation method for professional development and for creative coordination of motor and mental processes, the experience of feeling a creative impulse, which students mention during the interviews, becomes the most important.

Focusing on the creative process but not result contributes to effectiveness of professional development. Student is learning not only mechanically repeat the covered methodical material, but using experience obtained in dance improvisation lessons, he/she can independently find creative approach, which is one of the most important professional skills of sports and dance pedagogue.

Also other content units – concepts mentioned in students' responses, such as abilities, skills, body, witness about results and effectiveness of professional development of emerging sports and dance teachers of Liepaja University using dance improvisation method.

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# Continuing Medical Education (CME) and Lifelong Learning (LLL): a Semantic Ontology for Two Learning Modalities

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## Abstract

The objective of this paper is to distinguish and clarify the concepts and terminology of the terms *Lifelong Learning* (LLL) and *Continuing Medical Education* (CME) in the context of U.S. and European medical schools. Science, medicine and technology are advancing rapidly as a result of genomics, Personalized Medicine, human stem cell research (HSCR), robotics, and Big Data; healthcare workers must be prepared for a rapidly changing workplace necessitating ongoing and continual updating of information, knowledge, and praxis, as well as cognitive and manual skills. In light of the rapid expansion of knowledge of the biomedical sciences requiring continuous learning, one might logically ask the fundamental questions: “Do LLL and CME represent the same conceptual domain, or do practical distinctions exist between these educational philosophies and practices? Do these distinctions impact the kinds of learning strategies for future knowledge acquisition – such as information retrieval, information literacy, evidence-based medicine, etc. – that should be integrated into medical education curricula?” To answer the research questions, theoretical literature, primarily reviews and systematic reviews on CME and LLL published from 1970 – 2016, was retrieved from Pubmed, Scopus, Web of Knowledge and Google Scholar and analyzed to create an ontology for post-graduate learning philosophies and strategies in medical education and LLL. Although the concept of CME was found to possess some overlap with related educational philosophies such as ‘lifelong education’, ‘continuing education’, ‘adult education’, ‘further education’, and ‘lifelong learning’, CME is very strictly defined within the Anglo-American professional context of medicine as focused on improving patient care, satisfaction, and outcomes. LLL on the other hand, encompasses a much broader set of learning modalities and embraces many of the traditional liberal arts justifications for education – good citizenship, informed electorates, social harmony, inclusion, sustainability and future stewardship. CME and LLL are distinct pedagogical approaches to education, learning and knowledge, with CME more profession- and skills-based and limited to the medical domain while LLL represents a more diffuse and broad-ranging set of concepts encompassing curiosity, exploration, learning as discovery, self-development, etc.

**Key Words:** Lifelong Learning (LLL); Continuing Medical Education (CME)

## 1. Introduction

A large spectrum of educational philosophers both historically and in the modern era have embraced the general concept that intellectual, spiritual, and social development should not be narrowly defined to a specific, chronologically limited period of time generally called ‘education’ (usually occurring in childhood and young adulthood), but should evolve and develop across the life course. There are different approaches to understanding the history and development of the Lifelong Learning (LLL) educational philosophies: a purely historical / history of ideas approach, an anatomy of philosophical principles grounded in both educational and general philosophy, and sociological / psychological perspectives (LLL situated within human interactions and institutional and social culture). Another fruitful line of inquiry is Marxist critiques and economic analyses, since recently LLL concepts have been incorporated into neoliberal pragmatic models to increase workplace efficiency and international corporate competitiveness (i.e. worker training and re-training for emerging and disruptive industries and technologies). Also, fee-bearing Adult Education classes generate a great deal of economic activity and income for educational institutions, and allow more efficient full-time use of facilities as AE classes are often scheduled in off-hours from normal student activities. This paper takes a mixed methodological approach, drawing on insights from all lines of intellectual inquiry into this complex area of educational philosophy and praxis.

Due to recent motivational theories of learning and a recognition of the affective and emotional factors in student outcomes success, the underlying forces for learners to seek additional knowledge has become an important consideration – are learners self-motivated (autodidacticism) due to intrinsic factors such as love of learning,

desire for intellectual companionship and membership in social groups of like-minded thinkers, need for recognition and fame, etc. or by extrinsic factors such as employability and economic competitiveness in changing markets? Extrinsic factors are often imposed upon learners, such as for example legally compulsory school attendance in childhood or a company requiring a worker to attend a skills enhancement workshop as part of the contractual terms of employment.

In the professional context, such as medicine, law, and engineering, the paradigm of ‘mastery’ is losing credibility. The ‘mastery concept’ represents the view that a body of knowledge is mastered through a distinct and formalized plan of study, normally followed by a competency exam (in medicine, the MCAT, USMLE, “Boards”, etc.). Then the practitioner enters the workplace and applies that knowledge to solve problems and provide services over the course of his or her career. The mastery concept fails to capture modern working experience in several ways – first, the rapid change in knowledge paradigms and factual evidence necessitates new ways of providing patient care, in the case of doctors, and secondly, the complex problem-solving required in medical diagnosis requires an evolving set of processes rather than a rigid series of protocols learned in an institutional setting. Thus medicine is often described as an “Art”, a field which must be practiced through constant experimentation, learning, and self-reflection to continually improve its effective implementation. In addition, Artificial Intelligence (AI), such as IBM’s supercomputer Watson, which has been programmed to deliver accurate personalized cancer diagnoses, may fundamentally change how doctors both learn and practice medicine (Malin, 2013).

## **2. Method**

This contribution seeks to disambiguate the terms “Lifelong Learning” and “Continuing Medical Education,” thus a review of the theoretical justifications for these educational approaches and how they are realized in real-world learning environments would clarify and distinguish the two objects of study. To answer the research questions, theoretical literature—primarily reviews and systematic reviews—on CME and LLL published from 1970 – 2016, was retrieved from Pubmed, Scopus, Web of Knowledge and Google Scholar and analyzed to create an ontology for post-graduate learning philosophies and strategies in medical education and LLL. The topic of Continuing Medical Education is highly under-theorized from an educational perspective. A catalogue search of the University of Toronto Libraries, Cornell Libraries, and Weill Cornell Medicine-Qatar library revealed only 8 monographs (excluding reports, directories, and bibliographies) that discussed Continuing Medical Education strictly from an educational or philosophical perspective. One of the top journals of the field, *The journal of continuing education in the health professions* published by Wiley International publishes primarily case studies on the effectiveness of a specific CME activity in changing practice or attitudes in an individual medical specialty. This is an important finding in and of itself, demonstrating that CME is grounded primarily in professional praxis and its fundamental purpose and educational models require more in-depth discussion within the biomedical community.

## **3. Results and discussion**

### **What is continuing medical education (CME)?**

Both informal and formal knowledge enhancement throughout the medical professional career has been a feature of organized medicine since at least the 19<sup>th</sup> century. In “Grand Rounds”, a senior practitioner leads junior doctors and nurses through the wards discussing new patient cases and potential treatments. The Hippocratic Oath upon which many modern medical ethical precepts are based outlines the conditions for medical knowledge, in which the doctor must instruct in medicine free of charge “without fee or covenant” both his sons and the sons of his teacher – thus placing him continuously in the role of teacher requiring possession of up to date information (Edelstein, 1943). In the United States, CME is regulated by the Accreditation Council for Continuing Medical Education (ACCME) which was formed out of the Liaison Committee on Continuing Medical Education and the American Medical Association’s Committee on Accreditation of Continuing Medical

Education in 1981. Most U.S. States and Canadian provinces, as well as the European nations, now require a certain number of CME credits for re-registration for licensure (AMA, 2016). The ACCME's stated purpose is "to oversee a voluntary, self-regulatory process for the accreditation of institutions that provide continuing medical education (CME) and develop rigorous standards to ensure that CME activities across the country are independent, free from commercial bias, based on valid content, and effective in meeting physicians' learning and practice needs. The ACCME accreditation process is of, by, and for the profession of medicine" (2016). In Europe, CME / CPD (Continuing Professional Development) is facilitated by the Union Européenne des Médecins Spécialistes (UEMS). Although many European states have instituted mandatory CME requirements, there is no mandatory CME legislation at the European Union level.

The ACCME was founded in 1981 in order to create a national accreditation system in the United States. It is the successor to the Liaison Committee on Continuing Medical Education and the American Medical Association's Committee on Accreditation of Continuing Medical Education. The ACCME's founding and current member organizations are the American Board of Medical Specialties, the American Hospital Association, the American Medical Association, the Association of American Medical Colleges, the Association for Hospital Medical Education, the Council of Medical Specialty Societies, and the Federation of State Medical Boards of the United States.

The development of CME in the U.S. was strongly impacted by the sponsorship of CME events by pharmaceutical companies and medical device makers which included gifts and perks given to physicians. Many of the educational activities included information and training in off-label use of drugs (use of pharmaceuticals for purposes other than their original use, which is legal under U.S. law with patient consent under the guidance of a licensed physician), and leaders in the medical profession believed that the educational content offered by these companies was therefore potentially biased and presented conflicts of interest since the CME events would increase sales of the presenters' products.

Although CME literature and accreditation bodies express similar general educational goals to Lifelong Learning pedagogies, the lack of an extensive theoretical literature on CME hampers an understanding of its methods and effectiveness in achieving learning outcomes. CME activities which can be claimed for credit represent a diverse set of experiences, encompassing both active and passive learning, incorporating online learning, and embracing a range of learning styles: "Scientific Exhibits and Posters", "Procedural Training Skills", "Enduring Materials" (modules designed for self-study), "Medical journals" (engaging critically with recent medical scholarship), "Performance Improvement" (reflecting on and implementing performance improvements), and "Point-of-Care" ("practice-based learning that takes place in support of specific patient care") (AAFP, 2016). All of these activities are geared towards very specific goals to improve the practice of physicians. Unfortunately, in a field which relies on strict empirical evidence for all diagnoses, therapies and medical interventions, the effectiveness of CME in improving practice has not been clearly established. For example, in a meta-analysis of 136 articles and 9 systematic reviews, Marinopoulos et al. concluded that "The overall quality of the literature was low and consequently firm conclusions were not possible. Despite this, the literature overall supported the concept that CME was effective, at least to some degree, in achieving and maintaining the objectives studied, including knowledge (22 of 28 studies), attitudes (22 of 26), skills (12 of 15), practice behavior (61 of 105), and clinical practice outcomes (14 of 33)" (2007). In another meta-analysis by Salinas, the most effective mode of CME was found to be interactive interventions, in particular online interactive materials (Salinas, 2015).

U.S. CME became outcomes-based in 1998 at the same time that outcomes based education was becoming popular in mainstream educational practice in the U.S.: "In the early 1990s, the ACCME decided it was no longer enough for CME providers to demonstrate that their programs transmitted important knowledge to physicians. Accredited providers needed to demonstrate the link between their activities and changes in physician performance. In 1998, the ACCME elevated the accreditation requirements, releasing the Essential Areas and Their Elements, or System98. The revised model encouraged accredited providers to focus on CME that linked educational needs with desired results, and to evaluate the effectiveness of their CME activities in meeting those educational needs. The ACCME continued to expect accredited providers to implement processes

for reviewing and improving their overall CME programs” (ACCME, 2016).

Similar to the social mission embedded in many Lifelong Learning agendas, CME has come under increasing pressure to address public health and social issues such as health care disparity, patient safety and preventative medicine. Just as in Faure’s influential UNESCO report *Learning to be* discussed below, CME in Europe has additionally been conceptualized recently with a moral purpose beyond simple job training and competency maintenance. For example, the UEMS states that “CME-CPD is a moral and ethical obligation to doctors” (2016). However, CME is still primarily focused on the individual practitioner and his or her skill set, as is clear from the evidence and discussion provided above.

### **The concepts behind lifelong learning (LLL)**

Lifelong learning has many disparate roots and close analogues in history. For example, the “gentleman scholar”, independent men of means in medieval and renaissance Europe who engaged in intellectual activity free from economic motivations may have been the precursors of lifelong learners. Sometimes these figures were patrons of a royal court or other wealthy individuals, but many did not use their knowledge for any specific practical purposes. Charles Darwin (the formulator of the theory of evolution) best fits the model of a scientist who relied solely on family wealth to pursue his interests in science and biology in order to gain an international reputation as an individual of note.

John Dewey can perhaps be credited with establishing the modern concept of LLL through his chapter “Education as Growth” in the *Philosophy of Education* (1916). He emphasized the status of education as a process of growth, and discussed habituation to the environment, thus introducing the idea of education as an evolving process not confined to one period of life. Another seminal work was Yeaxlee’s *Lifelong education: a sketch of the range and significance of the adult education movement* (1929), which took a similar humanistic perspective to Dewey’s earlier work.

According to Fleming, it is the “absence of a coherent approach to our subject [LLL] that leads both to the contested nature of the meaning of lifelong learning and to the bewildering array of models” (2011, p. 4). Boeren simply defines LLL as “Lifelong learning represents learning from cradle to grave, while focusing on learning that can take place both within and outside the education system. It is thus also perceived as being ‘life-wide’ because it can include learning in a wide range of settings and over a wide range of subjects” (2016). Another common sense definition for this area of competing philosophies and discourses was formulated by Burke and Jackson: “Lifelong learning is a continuum of all the learning we do, if not from cradle-to-grave then at least from pre-school to retirement (and sometimes beyond)” (2007, p. 10). Hager (2011) drawing on Bagnall (2001) cites four central rationales for the adoption of LLL:

1. the sheer breadth, depth and ever-expanding nature of human knowledge requires continuous learning if individuals are to remain knowledgeable;
2. the changing developmental needs of people to remain in control of their lives at different stages requires capacities to learn new skills and to apply these learned skills effectively to novel situations;
3. the ongoing need for educational transformation of individuals to counter conformism requires ongoing understanding of and sensitivity to social and cultural trends;
4. the endless process of human growth in an evolving social world requires capacities to monitor and evaluate learning outcomes and to reformulate actions according to outcomes (Hager, 2011, p. 5).

LLL often falls within the categories of non-formal and informal learning, since formal education for adults is in many cases (for example, for-credit Adult Education courses) highly analogous to compulsory education for children as it encompasses a distinct time span, and ends in a legally recognized certification. In most countries of the world, education is now formal and compulsory for children from approximately ages 6-16, although in

practice in poorer countries actual school attendance rates can be quite low due to the need for child agricultural labor. Historically, compulsory education arose in Europe in a religious context in Scotland and Germany to equip individuals with the ability to read the Bible, a key feature of Protestantism and its emphasis on individual faith. Much of the early LLL agendas sought to widen the possibilities of learning outside of the state-sponsored compulsory mass education paradigm with its religious roots, which has been criticized as authoritarian, narrow, and designed to enforce obedience and compliance to the state. The categorization of learning into formal / non-formal / informal, although a useful ontology, however, does have some limitations. *Informal learning* is being increasingly recognized as valid educational experience that can even translate into institutional recognition. For example, successful businessmen, journalists, artists, and writers are often invited to teach at colleges and universities who award formal certifications even though these educators may not possess formal or terminal degrees or certificates in their area of expertise, having learned their craft through life experience, informal apprenticeship (mentorship or self-directed learning) or work experience.

LLL has been adopted by international development agencies such as the World Bank, OECD and IMF in the face of highly literate and educated populations as part of “knowledge economy” and “knowledge society” schemes. As Livingstone notes “in the context of already highly schooled populations, the recent large-scale economic and environmental changes have led to almost universal advocacy of lifelong learning beyond schooling as relevant for all throughout their lives” (2008, p. 3). In the knowledge economy reports issued by international development agencies beginning in the 1990s, LLL became increasingly narrowly defined as skills training designed to stimulate faltering economies and many of the original humanistic and social aspects of earlier LLL discussions were minimized. However, the non-economic dimensions of LLL, as evidenced by some of the recent important works cited in the reference section, indicate that lively debate and development of the LLL paradigm continues. Many of these works advocate implementation of LLL to support such socially valuable goods as democracy, self-determination, freedom, choice, gender equality, and responsible environmental stewardship.

Canada’s not entirely successful Lifelong Learning Plan demonstrates how a program with the goals of social inclusion became more narrowly defined as educational assistance for returning unemployed workers to the workforce, which may partially have led to its low adoption rate. Canada’s Lifelong Learning Plan available from Revenue Canada (2016) allows withdrawals from a Registered Retirement Savings Plan (RRSP) for tuition to help with career change and retraining for the unemployed. However, an exposé by the *Globe and Mail* indicated that only 49,000 Canadians had taken advantage of the Lifelong Learning Plan from 1999-2004 (Banerjee, 2012).

UNESCO’s 2006 report entitled *Unequal chances to participate in adult learning: international perspectives* uncovered disparities in LLL efforts internationally (Desjardins, 2006). Other research into policies that only encourage LLL and adult education as job-specific training, has concluded that instead of increasing overall employment opportunities, most economic benefits accrue to the more highly trained workers, which decreases overall social inclusion at a national level: “adult learning opportunities accumulate disproportionately to advantaged individuals (the so-called Matthew effect). This effect has often been explained from an economic point of view, whereby employers have greater incentives to train their more-highly skilled employees due to lower training costs and higher pay-offs” (de Vilhena, Kilpi-Jakonen, Schurer, Blossfeld, 2014, pp. 351-52).

From the two overview discussions above and comparing CME and LLL, one prominent difference that clearly arises in discussions in the literature is that CME tends towards ‘enhancement of existing skills and knowledge’ primarily for professional and individual worker improvement, while LLL gravitates towards discovery and exploration, with LLL often informal, unplanned, and self-motivated and self-directed. CME due to its legal requirements has more in common with compulsory education, although it is designed to be life-wide.

### **What can be learned by comparing LLL and CME?**

Although present in various forms throughout medicine since the time of Hippocrates, CME came into prominence in the 1980s in the U.S. and Europe when new accreditation bodies and standards were established and the troubling role of the pharmaceutical industry in sponsoring potentially biased ‘informational seminars’

that could be construed as self-interested product marketing became manifestly apparent. Current physician training prepares doctors for a LLL paradigm, including self-directed learning: “the practicing physician is well suited to a self-directed learning approach. For the most part, physicians have effective communication skills, a well-developed inquiry and problem-solving orientation, and the ability to learn from unfamiliar material and from problems encountered in their practices” (USC, 1984, p. 301).

Medicine is a demanding job with few opportunities for part-time work (which disadvantages women of child bearing age), partially due to high malpractice premiums and the need to repay expensive school loans. Also, continuity of care practices (long surgical operations, for example) leave the physician little time for continuing educational activities. Thus physicians especially in the early stages of their careers have few opportunities for self-development and enjoyable activities outside of the workplace. This kind of informal learning (hobbies, community service) has been demonstrated in the LLL literature to be a source of individual satisfaction, health and well-being. Well-rounded doctors with multiple skills sets have been found to be more effective at communication, understanding patient needs, in particular multicultural patient populations (Weber, 2011). Thus LLL activities can have positive but not easily quantifiable benefits for healthcare worker well-being resulting in lower rates of burnout. Billett and Newton propose a “learning practice” in the healthcare professions that would be embedded within all aspects of the workplace and which would be integrated with everyday service and management activities – they argue that the healthcare workplace is perfectly situated to achieve such a reflective practice: “the health sector is relatively well-positioned to enact a learning practice and, thereby, secure effective learning experiences because of the relatively high level of education its practitioners enjoy, the sense of professional practice and purpose, and the goals toward which health practitioners are directed. These qualities stand as foundations for enacting processes focused upon developing and sustaining effective professional practice. These conditions are probably more available in most health workplace settings than in many other workplace settings” (2010, p. 65).

#### **4. Conclusion**

Although the concept of CME was found to possess some overlap with educational philosophies such as ‘lifelong education’, ‘continuing education’, ‘adult education’, ‘further education’, and ‘lifelong learning’, CME is very strictly defined within the Anglo-American professional context of medicine as focused on improving patient care, satisfaction, and outcomes (Moore, 2009, p. 1). LLL on the other hand, encompasses a much broader set of learning modalities and embraces many of the traditional liberal arts justifications for education – good citizenship, informed electorates, social harmony, inclusion, sustainability and future stewardship. One distinct difference that arose in theoretical discussions in the literature is that CME tends towards ‘enhancement of existing skills and knowledge,’ while LLL gravitates towards discovery and exploration.

CME and LLL are distinct pedagogical approaches to education, learning and knowledge, with CME more profession- and skills-based and limited to the medical domain while LLL represents a more diffuse and broad-ranging set of concepts encompassing curiosity, exploration, learning as discovery, self-development, etc. Both approaches are critical for medical professional development – while CME guarantees professional competence throughout the entire career of a healthcare worker, LLL aids practitioners in broadening their cognitive skill set to encounter highly novel situations and disruptive technologies (i.e. Computerized Clinical Decision Support Systems - CDSS; robotic surgery, AI, etc.) outside of the previous experience of the profession. Both CME and LLL should be taught in the medical school curricula beginning in the premedical years – however, the concepts should be clearly defined for doctors-in-training, and specialized learning objects, workshops, and courses should be developed for both kinds of learning. Non-STEM humanistic activities such as literature, drama, arts, dance, history, and philosophy may represent the best modalities for LLL in medical training.

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# The Effects of Songs on Foreign Language Vocabulary Acquisition

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## Abstract

The aim of this study is to investigate the role of songs on vocabulary learning. The study was conducted on 60 students of different grades in the department of English Language Teaching at Faculty of Education, Sakarya University. The participants consisted of both male and female students between the ages of 19 and 29. A questionnaire with 23 items developed by Xiaowei was administered as the data collection instrument. As clearly known, language learners with musical intelligence make use of songs and lyrics in the process of learning a foreign language. Learners who are keen on learning a foreign language can practice informal language incidentally by means of repeating the words of various songs. Language of music is also a clear representative of culture and undeniable transmitter of cultures across continents. Learning by means of songs establishes a stress-free atmosphere and eliminates the affective filter which minimizes learning when it is high. Furthermore, listening to songs can help English as a Foreign Language (EFL) learners overcome psychological barriers such as; anxiety and lack of confidence since learners actively get involved in self-learning. Thus, songs are entertaining, motivating and easily accessible materials. The findings of the study revealed that learning vocabulary from songs is an effective way and songs assist learners in learning pronunciation, spelling, meaning and usage in varying degrees as they arouse learners' interest and curiosity. It can easily be assumed that curiosity is the key point which leads language learners to acquiring new vocabulary through getting exposed to songs.

**Keywords:** Vocabulary Learning, Songs, Lyrics, Pronunciation, Memorization

## 1. Introduction

Vocabulary learning is a substantial ingredient of language learning. In order to be efficient in the learning process, a learner should be aware of this issue. Vocabulary can be regarded as a key point to learn all skills of language. For this reason, vocabulary should be well acquired by the learners. But it is difficult to comprehend a great number of words at a time. As Larsen-Freeman and Anderson (2013) stated, songs are useful for "freeing the speech muscles" and evoking positive emotion.

Among the four main skills in language learning, listening comprehension and pronunciation have a significant role. From this angle, teachers' role is inevitable and highly crucial in assisting learners in order to not only improve their listening comprehension skills but also provide them with the pronunciation strategies. (Ghanbari & Hashemian, 2014)

Teachers generally try to teach vocabulary explicitly but in the light of many research it is proven that it is not a useful method for the learners, since the words which are acquired are forgotten by time. Lewis (1993) claims that vocabulary should be at the center of language teaching, as language includes grammaticalized lexis, not lexicalized grammar. Moreover, the lexical items must be taught in an enjoyable way that learners do not get bored. So, vocabulary learning should be implicit. For implicit learning, songs are good examples. With songs, learners have fun; moreover, they learn vocabulary without struggling.

Shen (2009) states that because it will reduce both the whole mental and affective strength in language learning process and also reinforce the awareness of language, applying songs in language learning classrooms can be argued. Listening to songs can help learners lower their language anxiety and boost their self-confidence as it triggers learners' appreciation towards the target culture. From a pedagogical perspective, a dynamic engagement with language supports learning. Songs are regarded as remarkable course materials since song-based activities excite EFL learners thanks to performers, music, divergence of rhythm and favorable themes. Likewise, Shen (2009) declares that songs are comprehensible, amusing and authentic, and they are made up of spoken language that is already available in our lives. Another advantage of songs is their potential power in acculturation of the learners. When the songs are applied properly in the classroom, they can be highly

beneficial tools for raising learners' interests in target language and motivating them, besides improving linguistic intelligence and language awareness. (Shen, 2009)

Boothe and West (2015) highlight the fact that using songs and other motivating tools like humor in the classroom have a positive role in English language acquisition in terms of linguistic and cognitive awareness. This integration is also essential to create a cross-cultural, interactive and communicative classroom atmosphere. Since the lyrics of the songs stimulate phonetics and vocabulary, it is beneficial for teaching grammar, too. It is claimed that students get motivated through the song-centered and humor-integrated activities. These activities have a favorable effect on lowering affective filters of learners. With the help of these, it is possible to make listening abilities of learners more focused on pronunciation.

According to Gadani (2015), using songs can be one of the most effective ways for second language teaching as plentiful sources of vocabulary, structure and sentence patterns are available. Likewise, songs have rhyming patterns, so they make lessons more enjoyable. There are plenty of choices which teachers can use in class time like theme-centered songs, pop music or nursery rhymes. While selecting songs, criteria such as age, language proficiency levels of the learners, complexity of structure and learners' interests should be taken into account. In parallel with Ghanbari & Hashemian (2014), Farmand and Pourgharib (2013) state that the findings of their research reveal that songs are beneficial to improve the accuracy and pronunciation of some specific English words. Since the learners have fun during song based activities, they become more willing to learn. As a consequence, learners are able to learn how to pronounce those words in no time. The effects of songs in vocabulary teaching process are touched upon in Šišková's (2008) unpublished thesis (cited in Thornbury, 2002, p.16). Thornbury explains that the new vocabulary is easily acquired and recalled in a short time with the help of sound. In addition, the students are highly exposed to new vocabulary through songs since the words are repeated.

When we look at the results of Li and Brand's study (2009), it is easily seen that the perspective of the participants who are exposed to songs have a more favorable perspective towards their language learning process, they also are more confident in their English as a Second Language (ESL) learning process. According to the study, it seems that ESL classrooms which integrate music or song-centered activities are extremely efficient in teaching English, both in terms of learners' success and perspective towards language. Depending on the findings of Engh's study (2013), the idea of using music and song in language classes is not only supported by teachers but also takes a place in the experimental literature as a useful way to reinforce the sociocultural, linguistic and communicative competencies. From an educational point of view, it appears that music and language can be integrated and exploited in language classes.

Similarly, the use of songs in the EFL classrooms has a strong effect to make the learning process more entertaining and attractive. Meanwhile, learners are taught the target language and they feel serene in a secure classroom setting. As a consequence, the learners' affective filter decreases, so they tend to be more relaxed while learning. Furthermore, songs assist L2 learners to advance and develop their listening comprehension skills articulation. Also, L2 teachers should be judicious in selection of the materials; songs (Ghanbari & Hashemian, 2014).

As a result, Anvari, Trainor, Woodside and Levy (2002) claimed: "The use of songs increases oral language development in young children because when they hear and sing songs, they start to build background knowledge". The developed knowledge is valuable for the children to the further education process.

Teachers and learners from all over the world report that learning vocabulary by songs is not only facilitative but also enjoyable. The joyful atmosphere affects the learning process positively. Rather than just sitting and memorizing words by traditional ways, learning in a stress-free and pleasant atmosphere helps students develop their lexical skills painlessly and quickly.

### **1.1. Significance of Study**

As learning a foreign language by means of songs is an inevitable part of the process, the study aims to investigate the effects of songs on foreign language vocabulary acquisition. The study is significant in making contribution to the earlier studies which were conducted on the same subject.

### **2. Literature Review**

Gadani (2015) promotes that songs are one of the effective media for teaching and/or learning a second language. Enhg (2013 as cited in Nagy & Herman, 1987, p.114), claims that music has an important place in people's lives; so it has high potential to assist educators in breaking the ice between the different societies learners belong to. Claer and Gargan (1984) support that songs can be used in several forms while teaching a second language.

According to Gadani (2015), the use of songs in lessons improves learners listening and pronunciation skills and it plays a huge role in their overall development. Again, Gadani (2015) claims that throughout centuries philosophers, scientists, researchers and teachers have recognized the importance of music to improve language proficiency.

Lorenzutti (2014, as cited in Harmer, 2001, p.21), expresses his thoughts about songs with the following words; Music is a powerful component for student engagement because it touches directly to their hearts while still allowing them to use their brains for analysis of input. A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning. What Lorenzutti states confirms the validity of a new trend called 'edutainment'.

Lorenzutti (2014) states that songs are good motivational instruments, they help learners have fun while learning. Thanks to songs, learners feel relaxed and they have the opportunity to learn without using a textbook. In parallel with the aforementioned statement, Ghanbari and Hashemian (2014) say that generally second language learners complain about boring English classes, and a good solution to overcome this problem is to create more lively and motivating English classes through adding songs and music to the curriculum.

Vocabulary learning is vital for learners during the process of L2 acquisition. In order to be fluent in a language, absorbing abundant number of words is an indispensable process. According to Murphey (1990), being fluent in a language and learning vocabulary cannot be separated from each other. Songs are associated with both the development of human languages and the linguistic development of a human being; they are equally worth noting from the anthropological perspective. It is stated by Sarıçoban (2010) that songs provide students with invaluable sources to improve their main language skills. To stress the importance of learning vocabulary David Wilkins (2002) notes that: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Murphey (1992) states that songs serve as an important source for learning vocabulary, sentence structure and sentence pattern. Similarly, Hare and Smallwood (2003) state that songs assist students' vocabulary improvement and elaboration of comprehension if they are aware of the benefits of these aspects. According to Griffiee (1995), songs are also useful in personalizing the vocabulary since they supply the learners with a meaningful, real-life context for the vocabulary.

The vocabulary memorization process from songs can be both explicit and incidental. Schmidt (1994: 137) defines incidental learning as 'learning without the intent to learn or the learning of one thing (e.g. grammar) when the learner's primary objective is to do something else (e.g. communicate)'. Especially nowadays, English songs are common among not only youngsters but also everyone who has access to the internet or has either a TV or a stereo at home. So, it is clear that songs are optimal sources for incidental vocabulary learning.

Therefore, songs are advantageous for incidental vocabulary learning and they facilitate the memorization process. And, also according to Shipley, (1998) songs help children develop cognitive skills besides promoting their language skills.

Medina (2000) conducted a study with second-grade Spanish-speaking students who have English proficiency in an elementary school in Los Angeles. In the treatment, some of the students were exposed to spoken version of a story; on the other hand, some were subjected to the song version of the story with music. After a four-day treatment, the former outperformed the latter.

In line with the experimental study of Medina (2000), Li and Brand (2009) carried out a study which focused on the relative effectiveness of the varied application of songs in vocabulary learning, use of language and meaning among university graduate ESL students in China. The participants were put into three groups. The first group was fully exposed to songs during the classes, the second group was half-time exposed to songs and finally, the last group was not exposed to songs at all. The subjects who were fully exposed to songs in a three-week treatment obtained the highest scores in learning. The group which was not exposed to songs had close results to the fully exposed participants. Oddly enough, the group which was exposed to songs half-time during their lessons gained the lowest scores which might be due to the fact that inconsistent exposure to music was confusing for them.

Another study was also carried in China among college students by Xioawei (2010) which measured the effects of songs on vocabulary learning. A questionnaire and an interview were applied to the learners. As a result, it was found that songs had an important role in teaching vocabulary. In parallel with other studies, the learners acquired vocabulary implicitly by means of songs and while learning, they had fun. Songs also enabled learners to gain insight in pronunciation and spelling as consequences of singing and listening. According to Yuliana (2003), by singing songs children learn rhyme and vocabulary and also singing a song is enjoyable for learners and -since words are repeated several times- learners are able to memorize them easily. Besides, learners acquire fixed collocations, the informal and non-standard words and their usages in daily life from songs. Consequently, although songs are not a formal way of learning, they are popular and very profitable.

Another study conducted by Alipour, Gorjian and Zafari (2012) investigated the effects of songs on vocabulary learning of upper-level language learners. Upper-level language learners in the province of Ahvaz, Iran were selected and put into two groups as musical and non-musical-the former as the study and the latter as the control group. The participants were tested by a multiple-choice test which interrogated learners' vocabulary learning through three different genres of songs which were pop, rap and country. According to the results, it was seen that the musical group outperformed the non-musical group in terms of vocabulary recall and retention. Also, the findings showed that songs were not only entertaining but also beneficial for teaching vocabulary.

Burhayani (2013) was aware of the problems which second language learners come across while learning vocabulary in the target language. While investigating these problems, his aim was to figure out the effects of songs in improving students' vocabulary knowledge. The participants of this study were second-year students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School, West Jakarta. The study was conducted with 50 students, 25 of whom were in the study group and the other 25 were in the control group. The treatment section was repeated for six times and the process ended with a post-test by the researcher. And lastly, a t-test was used for analysis. The results uncovered the importance and value of songs in vocabulary learning. Clearly, it showed that songs made the learning process easier and more enjoyable.

Schwarz (2013) researched incidental vocabulary acquisition from pop songs in and out-of-school contexts in Austria by implementing a survey. The findings of the survey showed that implicit vocabulary acquisition was possible in and out-of-school contexts by music and songs. In parallel with the findings of the earlier studies in literature, it was found that music and songs were affective tools which support vocabulary learning.

In addition to these studies, Moeinmanesh, Murnani, Rezaei and Shakerian (2016) conducted a study which investigated the role of pop songs on vocabulary retention and recall of advanced adult EFL learners. The participants of the study were Iranian advanced adult EFL learners. A placement test -Quick Oxford Placement Test- was conducted at the beginning of the study. The participants were randomly put into two homogenous groups. The first group was called as the musical group and the second one was called as the non-musical group. The musical group was taught new vocabulary with the help of pop songs. On the other side, the non-musical

group was taught new vocabulary without using songs. The participants of two groups were examined through an English vocabulary test developed by the researcher which examined the learners' vocabulary recall. Also, a questionnaire was administered in order to see the attitudes of the learner towards the instruction. After a month, the vocabulary test was re-administered as a delayed retention test. The results of the test were statistically analyzed and the t-test findings proved that the musical group was better in vocabulary recall and retention than the non-musical group.

A similar study was conducted in Thailand by Borisai and Dennis (2016) which had two objectives. The first was to promote students' ability in learning new vocabulary through pop songs while the second was to investigate students' attitudes towards using pop songs in learning vocabulary. The study group was comprised of 40 students from 10th graders. A pre-test, a post-test and a questionnaire were applied to the participants. The purpose of the questionnaire was to analyze the students' attitudes and perceptions towards using pop songs. The data were investigated with standard deviation and t-test. The findings of the study showed that teaching vocabulary through pop songs increased students' ability in learning vocabulary. The participants had positive feelings towards this method. Additionally, the results demonstrated that learning vocabulary with the help of songs increased students' motivation and their desire to learn.

All in all, the aim of this study was to investigate the effects of using songs in the process of vocabulary teaching/learning. There were several studies conducted about this issue and most of them encourage the use of songs, for instance, Alipour et al. (2012) explained that the atmosphere of the classroom while using songs was much better than the traditional classroom setting. The students were more patient while learning better and faster. Some of the learners mentioned that there were many positive impacts of songs, such as; increasing motivation and willpower. Based on the literature, it was obvious to see the benefits of songs in vocabulary teaching.

### 3. Method

#### 3.1. Participants

The study was conducted with 60 students of different grades in the department of English Language Teaching at the Faculty of Education, Sakarya University. The participants consisted of both male and female students between the ages of 19 and 29.

The group included 39 female and 21 male participants. 33 participants (84.61% of the females) out of 39 female participants were between 19-22 years of age and 6 participants (15.38% of the female) out of 39 female participants were between 23-24 years of age. On the other hand, 15 (71.42% of the males) out of 21 male participants were between 19-22 years of age. 6 (28.57% of the males) out of 21 male participants were between the ages of 27-29 (see Table 1).

**Table 1.** Profile of the participants

Age		19-22 (n)	23-24 (n)	27-29 (n)	Total (n)
<b>Gender</b>	Female	33	6	0	39
	Male	15	0	6	21
	Total	48	6	6	60

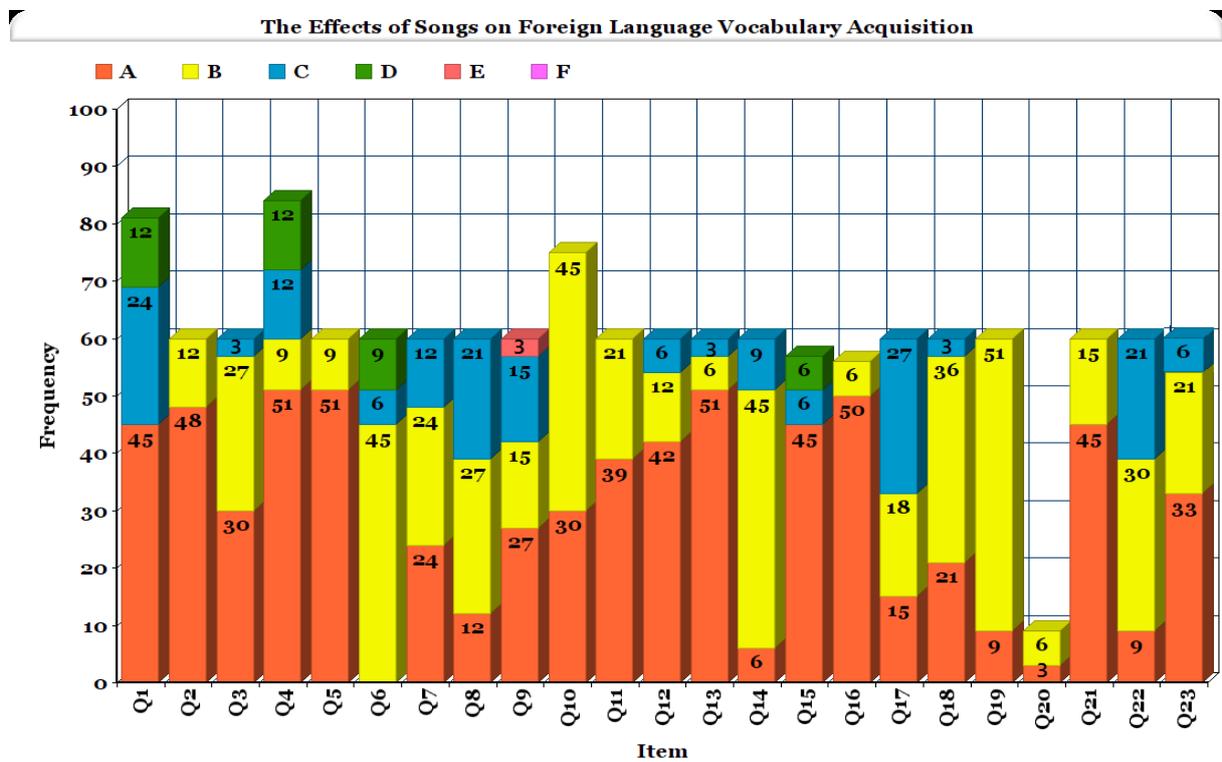
Learning vocabulary from songs was investigated on the basis of four different aspects through a questionnaire. These are learning *spelling, pronunciation, meaning and usage*. To touch upon the questions, the first 5 items deal with how students learn vocabulary from English songs. Items from 6 to 10 are concerned with pronunciation. Items 11 and 12 seek for the strategies of learning spelling. Items from 13 to 21 aim to find out learning strategies for meaning from English songs. The last two items are about word usage.

### 3.2. Data Analysis

The current descriptive study was conducted on the basis of frequency of participants' responses. A questionnaire with 23 multiple-choice-items (see appendix) prepared by Xiaowei (2010) was administered to a group of 60 English Language Teaching students with an age average of 22 in a state university in Turkey. The data were analyzed on the basis of frequency of the items. The participants were also allowed to choose more than one option.

### 4. Findings

This part demonstrates the results obtained by the questionnaire applied in the study. The results are shown in figure 1. . Each color used in the bar chart represents a different choice from A to F in the multiple-choice questionnaire. The orange bars stand for option 'A', yellow is for 'B', blue is for 'C' while green is for 'D' and pink is for 'E' and purple is for 'F'. As it is seen in the bar chart, none of the participants selected the choice 'F'.



**Figure 1:** The effects of Songs on Foreign Language Vocabulary Acquisition

When the results of the first question *asking the vocabulary aspects they learn from English songs* are examined, it can be seen that while 75% (45) of the participants learn pronunciation, 40% (24) learn meaning and 20% (12) learn usage of words. The results of the second item show that 80% of participants (n=48) *pay attention to the lyrics* while the rest 20% (n=12) do not focus on the lyrics much.

When the participants' responses to item 3 *what kind of dictionary they usually use to learn words from English songs* are examined; 95% (n=57) of the participants states that they use a bilingual English-Turkish dictionary with (50%, n=30) or without (45%, n=27) examples. When they are asked *what they do when they look up a word from English songs in a traditional dictionary or electronic dictionary*, 85% (n=51) of the participants states that they look for the meaning, 15% (n=9) pronunciation or 20% (n=12) spelling and the percentage of those who look up for the words in a dictionary, only 20% (n=12) takes the given examples into consideration.

When the results of the fifth item questioning *whether the participants sing the English songs they like* are examined, 85% (n=51) responds positively. As for item six; *if they come across a word they cannot pronounce*, 75% (n=45) consults electronic or online dictionary with sound, while 10% (n=6) either asks other people and 15% (n=9) just imitates the singer.

40% (n=24) of the participants *learn the pronunciation of a new word* by imitating the singer and singing the song many times to learn the pronunciation, whereas the other 40% (n=24) learns the pronunciation by spelling and the remaining 20% (n=12) just memorizes it. For item eight, *in terms of learning how a word is stressed*, 20% (n=12) of the participants learns stress of a word according to the common principles and experience based on syllable structure in English songs. 45% (n=27) usually gets help from a dictionary and 35% (n=21) just imitates the singer. Considering the results attained from item nine; *a new learnt word affected by linking and assimilation is pronounced together with the words before or after them with linking and assimilation* by 45% (n=27) of the participants, 25% (n=15) comes to the written form of the word and pronounces it according to own experience without linking and assimilation. 25% (n=15) of the participants consults a dictionary. Lastly, 5% (n=3) of the participants do not care about pronunciation at all. As to singing, 50% (n=30) of the participants, who answers 'yes' to item five, sings the songs like the singer with linking and assimilation of words and 75% (n=45) of them pronounces word by word clearly. With reference to question eleven related to *ways of learning word spelling* in the questionnaire, it is seen that 65% (n=39) of the participants learns the spelling of a word in English songs according to the pronunciation and 35% (n=21) of the participants memorizes it from the lyrics.

Item twelve asking what the participants do when they *come across an inflected new word*, 70% (n=42) of them looks it up in a dictionary or an electronic dictionary to make sure the spelling of the lexeme and 20% (n=12) of the participants guesses the lexeme according to the principle of inflection and the remaining 10% (n=6) ignores it. The responses for the item thirteen related to the language in which the lyrics of English songs reveal that 85% (n=51) of the participants listens to songs with only English lyrics, 10% (n=6) of them listens to songs with English and Turkish lyrics and the rest 5% (n=3) listens to songs with lyrics in other languages.

For the following item, 75% (n=45) of the participants consults an electronic dictionary, 10% (n=6) uses a paper dictionary and the other 15% (n=9) asks other people *in order to learn the word meaning when they come across a new word in English songs*. 75% (n=45) of the participants who answer A or B for item 14 chooses the most reasonable definition based on the lyric context and 10% (n=6) of the participants learns all the meanings according to the examples given in the dictionary and the last 10% (n=6) tries to memorize all meanings *if the word they find has many meanings*. As for item 16, 83% (n=50) of participants, who responded to item 14 other than A or B, *learns informal and non-standard words*. If participants *come across a word they have already learnt but which does not seem to have the same meaning as they have learnt before*, 25% (n=15) of them just accepts its new meaning and learns it, 30% (n=18) of the participants tries to find a similarity between the new meaning and the meaning they have learnt before and learns it together with the original meaning. Lastly, 45% (n=27) of the participants tries to find a similarity between the new meaning and the original meaning they have learnt and learns the whole sentence in the context with the new meaning. When the participants *face a word which is used metaphorically or metonymically*, 35% (n=21) of them just learns the metaphor or the metonymy in the context, 60% (n=36) learns the conceptual metaphor or the conceptual metonymy so that they can use them in a broader way and 5% (n=3) of the participants does not learn metaphor or metonymy.

In terms of recording the new vocabulary, question 19 asks to the participants *whether they store the words*, 15% (n=9) of the participants stated that they record the words they have learnt from English songs in a file or a notebook, the remaining 85% (n=51) does not store them; however, they go over them when listening to the songs. If the answer is A to item 19, the participants are asked to answer item 20 which asks *how they store the words learnt from English songs*. It is based on the responses that 10% (n=6) of the participants stores them in accordance with different parts of speech while the 5% (n=3) of the participants who record the words stores them randomly or in terms of learning sequence or alphabetically. According to the responses for item 21 related to *whether they learn the collocated words together as a fixed structure from English songs* and which is posed to those who did not choose the option A for item 19, 75% (n=45) of the participants provides positive answers and the rest 25% (n=15) learns the words separately.

The responses for item 22 concerning *what they do when a mass noun is used as a countable noun, or a transitive verb is used as an intransitive one, or the other way round in English songs* illustrate that while 50% (n=30) of the participants analyzes the context and learn in which context words can be used like that, 35% (n=21) of the participants never experiences this and the remaining 15% (n=9) seldom pays attention to these. As to *learning inflected form and derivatives of a new word* stated in item 23, 55% (n=33) of the participants learns it whereas 35% (n=21) does not learn. The rest of the participants 10% (n=6) states that they take just a glance at them.

## 5. Discussion

When the findings of the questionnaire are investigated, it is clearly seen that songs help most of the participants learn many aspects of vocabulary such as pronunciation, spelling, meaning and usage. The participants prefer making use of a dictionary in order to learn the meaning, pronunciation and spelling of the words they encounter in songs. Therefore, dictionaries are also secondary materials in learning vocabulary from English songs. Most of the participants sing out loud the songs they like, which helps the students produce what they have learnt from English songs orally and revise them.

The results of the items about pronunciation indicate that the majority of the participants consult a dictionary when they encounter with a new word which they cannot pronounce in the songs. Therefore, songs lead students to use dictionary. Because learning the pronunciation of a word requires learning how words are stressed, it can be inferred that songs help students learn word stress. Some of the participants develop an appropriate understanding towards the stress of words by imitating the singer, without consulting a dictionary. It is found that nearly half of the participants learn linking and assimilation from English songs, as well.

As to learning spelling from songs, it is seen that rather than imitating the singer, a great number of the participants spell the word based on its original pronunciation and they utilise a dictionary when they come across with an inflected word.

Majority of the participants acquire new formal and informal words from English songs. Learning informal and non-standard forms are beneficial for the students, since they face them on the Internet and in colloquial English. Another aspect is that a considerable number of the participants do not store the vocabulary they learn in a file or a notebook, instead they learn and go over them while listening to the songs. Besides, it is found that the songs help most of them learn the collocated words.

Many of the participants pay attention to word use in songs. They analyze the context in the quest of word meaning in an unfamiliar use. Furthermore, majority of the participants learn or at least take a glance at inflected forms and derivatives of a word.

The findings of the present study are similar to Medina (2000), Li and Manny (2009), Xioawei (2010), Alipour, Gorjian and Zafari (2012) and Schwarz (2013). These studies indicate that songs have a significant role in implicit vocabulary learning. With the help of songs, students not only learn formal vocabulary but also informal vocabulary which is not covered in traditional lessons. Moreover, vocabulary learned through songs is not forgotten in a short period of time contrary to the vocabulary learned by traditional methods. Students can still recall the words over time, even though they do not store the words by taking notes. Songs they like also make the students curious and this leads them to investigate the words and their use which the participants are not familiar with. In order to investigate these unfamiliar lexical items, most of the students consult an electronic dictionary.

Although the responses given by 60 participants involved in the present research reveal that they are aware of vocabulary learning through songs, they still consider that vocabulary learning through songs fosters their vocabulary learning process.

## 6. Limitations

Proficiency level of participants was not taken into consideration which may be an effective factor in the study and lack of triangulation may have had an impact on the findings. These qualitative results cannot be generalizable to populations beyond the sample group due to the limited number of participants. That is, the study might reveal different results when applied to larger groups. Another limitation is that the data were collected in one setting and through only one channel.

## 7. Suggestions

For further studies, a larger number of participants with different demography and proficiency should be investigated within the framework of learning vocabulary through songs with different instruments. The research should be carried out over a longer period of time in order to observe the participants' recall of vocabulary acquired through songs and it should be compared with those who learnt vocabulary through traditional methods. Afterwards, the differences between the methods should be examined. Yet, results may vary in different settings with different participants. Learning vocabulary by means of songs is an efficient method to apply both inside and outside the school context. Hence, it should be placed emphasis on by educators and learners.

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## APPENDIX

Age: \_\_\_\_\_

Gender: Male / Female

**1. Which aspects of vocabulary do you learn from English songs?**

- A. word pronunciation
- B. word spelling
- C. word meaning
- D. word usage

**2. Do you pay attention to the song lyrics when listening to English songs?**

- A. Yes
- B. No

**3. What kind of dictionary do you usually use to learn words from English songs?**

- A. English Turkish dictionary (with examples)
- B. English Turkish concise dictionary (without examples)
- C. I do not use a dictionary

**4. When you look up a word from English songs in a dictionary or electronic dictionary, which of the following do you do?**

- A. look for the meaning
- B. look for the pronunciation
- C. look for the spelling
- D. look for the example given in the dictionary
- E. I don't use dictionaries

**5. Do you usually sing the English songs you like?**

- A. Yes
- B. No

**6. When you come across a word you can't pronounce, what do you do?**

- A. consult a paper dictionary
- B. consult an electronic or online dictionary with sound
- C. ask others
- D. imitate the singer
- E. \_\_\_\_\_

**7. How do you learn the pronunciation of a new word in English songs?**

- A. imitate the singer and sing the song many times
- B. learn the pronunciation by its spelling
- C. just memorize it
- D. I don't care about the pronunciation
- E. other \_\_\_\_\_

8. How do you learn the stress of a word in English songs?

- A. according to the common principles and experience based on syllable structure
- B. I usually consult a dictionary
- C. just imitate the singer
- D. other \_\_\_\_\_

9. The pronunciation of a new word that you want to learn is affected by linking and Assimilation---how do you learn its pronunciation with respect to this?

(Assimilation occurs when a phoneme is pronounced differently with the influence of a neighboring phoneme. For example, Meat pie may be pronounced as [mi:p pai] according to assimilation.)

- A. pronounce together with the words before or after this word with linking and assimilation
- B. come to the written form of the word and pronounce it according to my experience without linking and assimilation.
- C. consult a dictionary
- D. I don't care about the pronunciation
- E. I am not aware of assimilation and linking

10. If your answer to item 5 is 'yes', and when you sing English songs, which of the following do you do?

- A. sing like the singer with linking and assimilation of words
- B. pronounce word by word clearly

11. In what way do you learn the spelling of a word in English songs?

- A. according to the pronunciation
- B. memorize it from the lyrics
- C. other \_\_\_\_\_

12. When you come across an inflected new word, what do you do in regard to spelling?

- A. consult a dictionary or an electronic dictionary to make sure the spelling of its lexeme
- B. guess the lexeme according to the principle of inflection
- C. ignore it
- D. I've never experience it before
- E. other \_\_\_\_\_

13. In what language are the lyrics of your English songs?

- A. only in English
- B. English and Turkish
- C. other \_\_\_\_\_

14. What do you do when you come across a new word in English songs, in order to get its meaning? (if your answer is either A or B, please answer item 15 below. If not, go to item 16)

- A. consult a paper dictionary
- B. consult an electronic dictionary
- C. ask people
- D. look up the Turkish version of the lyrics for the counterpart
- E. other \_\_\_\_\_

15. If the word you find has many meanings, what do you do?

- A. choose the one which seems reasonable according to the lyric context
- B. learn all the meanings of the word according to the examples given in the dictionary
- C. try to memorize all the meanings
- D. other \_\_\_\_\_

16. Do you learn informal and non-standard words in English songs?

(For example: wanna=want to, sayin'=saying, shan't=shall not)

- A. Yes
- B. No

17. When you find a word you have learnt before, but which does not seem to have the same meaning as the one you know, what do you do?

- A. just accept its new meaning and learn it
- B. try to find a similarity between the new meaning and the original meaning I learnt and learn it together with the original meaning
- C. try to find a similarity between the new meaning and the original meaning I learnt and learn the whole sentence in the context with the new meaning
- D. ignore the new meaning and stick to the meaning I know
- E. I've never experience the situation before
- F. other \_\_\_\_\_

18. When a word is used metaphorically or metonymically, what do you do?

(Example of metaphor: I have a hot temper. The word "hot" is used metaphorically and means "easy to be anger". The conceptual metaphor here is HEAT IS ANGER.

Example of metonymy: The BMW is late. The word "BMW" is used metonymically and means "the person who drives the BMW". The conceptual metonymy here is CONTROLLED FOR CONTROLLER.)

- A. just learn the metaphor or the metonymy in this context
- B. learn the conceptual metaphor or the conceptual metonymy so that I can use them in a broader way
- C. I don't learn metaphor or metonymy
- D. I am not aware of metaphor and metonymy
- E. other \_\_\_\_\_

19. Do you store the words you have learnt from English songs? (if your answer is A, please answer item 20 below. If not, go to item 21)

- A. Yes. I record them in a file or a notebook
- B. No. I do not store them and just learn and go over them when listening to the songs
- C. other \_\_\_\_\_

20. How do you store the words learnt from English songs?

- A. I store them randomly or according to learning sequence or alphabetically
- B. I store them according to different parts of speech
- C. I store them based on meaning relations(coordination, collocation, hyponymy, synonymy)
- D. Other \_\_\_\_\_

21. Do you learn the collocated words together as a fixed structure?

- A. Yes. I learn them together as a whole
- B. No. I learn the words separately

22. In English songs, when a mass noun is used as a countable noun, or a transitive verb issued as an intransitive one, or the other way round, what do you do?

- A. I seldom pay attention to these
- B. I analyze the context and learn in which context words can be used like that
- C. I've never experienced this
- D. other \_\_\_\_\_

23. When you come across a new word in English songs, do you also learn its inflected form and its derivatives? (i.e. If you come across sink, do you also learn sinks, sank, sunk, sinking, sinkable, unsinkable and so on?)

- A. Yes
- B. No
- C. Just take a glance at them



## Social and Civic Benefits of Higher Education

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### Abstract

The main objective of this study is to explore the impact that the successful completion of a course will have in the early years of adulthood in Portugal, in particular, in the civic and political participation, as well as in the respect for social values and norms, among others issues. A longitudinal methodology was applied in order to follow up students from the first years of primary school until the last years of the twenties, coinciding with the period of the Bologna Process. The sample was composed of 893 subjects, 445 of the 2nd grade and 448 of the 4th grade. Subsequently, the participants were divided into two groups (those who have completed a degree and those who did not) that were compared on several measures relating to the areas in question. Data were collected using a battery of instruments, including structured interviews and several instruments in order to evaluate: civic participation, community involvement, social development and adherence to norms and social values. We found significant differences with advantage to those that have concluded courses in the following aspects: community involvement and the importance given to community involvement. These scores include the level and the importance given to civic participation. The results confirm the existence of an effect, as reported in other countries, from higher education in the civic and political involvement of young adults, which is felt several years after finishing studies. An inference that can be drawn is that we should put more emphasis on education (formal or informal) directed to promote a school environment conducive to the development of skills, values, attitudes and behaviors that contribute to increasing the civic and political participation of students.

**Keywords:** Higher Education; Civic Engagement; Social Benefits; Life Satisfaction; Meaning of Life; Family.

### 1. Introduction

During the last three decades, the Portuguese school system underwent major changes, several of them in higher education. In particular, we should stress the increasing of students and fees, as well as the appearance of new courses, in both the public and the private sectors. Moreover, one of the most striking consequences is the massive flood of new graduates and the worsening of their difficulties in finding a first job. Such frustrating situation could be due to the excess of higher education graduates, in parallel with the shortage of vocational and professional graduates<sup>1</sup>, as well as a plain effect of the economic crisis. Whatever the case, it is more and more recognized young adults' transversal detachment from political and civic life. A recent study (Lobo, Ferreira and Rowland 2015) has shown that, although young people born in the 1980s and 1990s are the most qualified ever, 57% did not show any interest in politics. According to the same study, while the national rate of unemployment was in May 2015 of 13.7%, unemployment rate of Portuguese between 15 and 24 years remains "exceptionally high", reaching 35%, along with Greece (51.2%), Italy (42.6%) and Spain (50.7%). Such condition risks becoming structural, whereas more than 50% of unemployed young adults between 25-34 years is already in this situation for more than a year. Although higher qualifications continue to offer some protection against marginalization from the labor market. While unemployment among those aged between 15 to 24 years, with primary education, was of 55.5%, among those with high education was of only 31.7%; and while among the ones aged 25 to 34 years old with primary education was of 31%, those with higher education registered only 14%.

It seems to exist a curvilinear pattern in the relationship between political attitudes and behavior and age. Younger (15 to 24 years old) and older (more than 34 years old) are those with less positive attitudes (except for satisfaction with democracy) and less participation in politics. Such pattern suggests that we are facing life cycle trends: when becoming young adults the tendency will be to exercise a more active, close to the national average citizenship, which is the case for those aged between 25 and 34. Furthermore, it is to be noticed that the exercise

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<sup>1</sup> Chancellor Angela Merkel has recently stated that the supposed excess of higher education graduates in Portugal inhibits employment and economy development.

of citizenship among young people in Portugal is associated with cognitive resources (level of education), socioeconomic (income) and political (party identification). Thus, detachment from political and citizenship could be seen as a young people's reaction that tends to pay with the same coin to a society that seems to have forgot them.

Once faced with this new situation, a recurring question arises: "Is it still worth taking a degree?" Judging for the above-mentioned research data, in what respects to Portugal the answer seems to be positive. However, such question has been stated in many industrialized nations and has been the subject of numerous theoretical debates as well as empirical researches. For several of these works, probably the most of them, the analysis has been restricted to the material or economic benefits of higher education. In such case, a consistent result appears: graduates receive higher salaries, have higher professional status and enjoy better living conditions in the medium and long term. Besides, for many young adults, from the most disadvantaged classes, a college degree would represent the guarantee of entering a middle-class lifestyle. No wonder then that the price paid for studies is generally considered, by many families, as an excellent economic investment, regarding their youngsters' future.

However, aside these benefits there are others, of non-economic nature, more rarely mentioned in the literature and political discourse. In this category are included components as diverse as the acquisition of new knowledge, civic participation, openness to others and their values, a healthier lifestyle (physical and mental), greater satisfaction with life, a progressive reduction of sex differences (in several areas) and, in general, a further development not only on a personal but also on a social ground<sup>2</sup>. Such benefits are documented by international studies supported on data from several countries (OECD 2010), while other refer to national conjunctures or regional situations, by comparing, for instance, institutions of various levels of education or different courses and diplomas within the same institution.

It is commonly accepted, within the official rhetoric, that higher education should not only prepare students for the exercise of a profession in a particular area –although an increasingly strong pressure aimed to narrow it to the globalized global markets is being felt–, but also to develop them in order to become citizens in a full sense. This means that higher education should also prepare young people for an effective compromise with democratic life. In fact, the sense of accomplishment and the meaning of life are not just associated with the profession one undertakes but also with many other aspects that refer to a broader sense of life. Individual consciousness as being a citizen with a genuine interest in the common good and public affairs is a core source of meaning. Besides, it is by undertaking a social role that individuals can express their voice, address common problems, set goals and experience a sense of collective efficacy, while they achieve results sought in common<sup>3</sup>.

Despite the above discussed social and civic benefits, the idea that higher education is the new engine of social development is far from being widely accepted both in the realm of Academia and Politics. Some researchers complain about higher education saying that its benefits have not always been well demonstrated (especially non-economic ones), while, on the other hand, some politicians argue that higher education does not always justify the enormous effort that requires from society. Moreover, it is known that not all higher education produces the same benefits, which may vary depending on the institution, the course or the social class of origin. Hence not always the successful completion of a course may represent the best option for some young people. The "bad news" in this regard, is that the higher education system does not seem to be particularly well organized to face such challenge.

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<sup>2</sup> Indeed, knowledge, experiences and ideals of the new graduates end up affecting, in many ways, the society in which they operate. Such positive influence can take place through several ways: direct transmission of knowledge from teacher to student; exposure to a more open and diverse environment; access to new sources of information; more frequent participation in discussions in academia, resulting in a more reflective and critical attitude.

<sup>3</sup> Although, it is not clear that higher education is currently well oriented to accept the inclusion of these topics in curricula and has adequately respond to this new challenge.

Most specifically, within the academic debate, several limitations of methodological nature have been identified. In this regard, are noteworthy the difficulties of establishing a causal link between getting a degree and the improvements for individual life or social functioning. Particularly, it has not always been possible to control the effects coming from specific variables (e.g., social class). A recent review on the benefits of higher education, made by Brennan, Durazzi and Tanguy (2013), summarizes this issue by stating that it is well known that higher education has a considerable social, cultural and economic impact, while there is no sufficient knowledge on how this impact is exercised, on who it is exercised, when it is exercised and through which conveyors does such influence materializes<sup>4</sup>. The lack of information in this regard is particularly evident in Portugal. We could, for example, ask if young college graduates have a faster access to better jobs (higher wages), as well as a real social upward. Or is such mobility just for some, depending on social origin?

Using data from an ongoing longitudinal study, in which several hundred students were followed, since the first years of primary school until the last years of their twenties, our work aims to explore the impact that the successful completion of a higher education course could have in the early years of adulthood; most particularly, regarding civic engagement and political participation, respect for social values and norms, or even life satisfaction. In order to study these issues, we have divided the participants into two groups (those who have completed a degree and those who did not get one) and compared them on several measures relating to the areas in question.

The study of the above-mentioned issue is of great importance and, in a way timeliness, as higher education institutions, especially university, are responsible for promoting common welfare and not only to provide the means to improve economic well-being. The former objective seems to need to be highlighted today, once that since the emergence of the current crisis the focus has been almost exclusively on the economic dimension of well-being and education. Now, it is precisely in times of crisis like this, that civic participation and the promotion of social welfare become fundamental.

It should also be noted that our study has the advantage of using longitudinal data, which will allow us to more easily test any causal links. When organizations such as the OECD warn about a crisis of civic participation and many countries are plunged into an economic and social crisis it is imperative we make efforts leading to a better understanding of how we can improve civic participation through education.

The developmental period of transition to adulthood is considered critical for several reasons: it is when personal identity is formed and the exploration of ideological commitment begins (Damon 2001; Hart 2005) and it is when certain crucial options, including those related to education, are made (Arnett 2000). As the theories of lifespan stress, it is when young people assume adult roles –like wedding, parenting and home buying– that political commitment patterns take shape (Kinder 2006). No wonder then, that assuming these roles propitiates rooting and commitment with community affairs (Finlay, Wray-Lake and Flanagan 2010). Young adulthood appears to be the ideal stage to build an ethic of civic engagement and the development of long-term civic commitments, providing, in particular, the basis for political ideologies that crystallize around the third decade of life (Jennings 1989).

However, a problem emerges from the fact that institutions are in principle developed by adults and to serve their own agenda, which means they were never designed to encourage and welcome civic participation of young people (Furlong 2009). A phenomenon which is aggravated by the fact that –at least in the case of the United States of America– an ambiguous duplicity of strong skepticism and commitment to participation in political life is simultaneously developed. “Politics” are then regarded as a coopted field of powerful sectarian interests, disconnected from the concern with the common interest. It has been found that, in turn, skepticism generates an attitude of repulsion for the same field, which then generates taboos and a certain disdain for the conflictive framework that challenges activism regarding issues of inequality. Although the referred repulsion appears also as a productive factor of civic and positive commitment, since denial can act as a protective mechanism of democratic ideals that are commonly supported against the ambiguities and contradictions of political practices (Bennett, Klein, Savell, Corder and Baiocchi 2013). One could say it is the case of a kind of degenerative disinterest about politics that would motivate an active involvement in politics based on repulsion itself,

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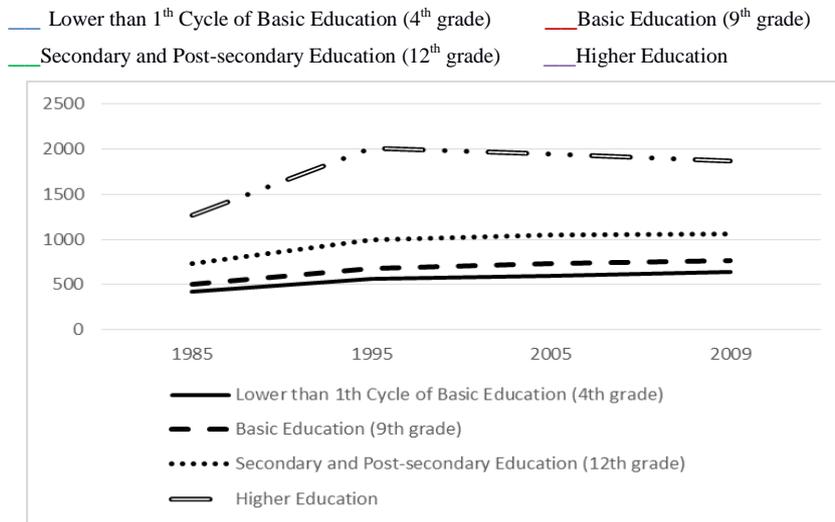
<sup>4</sup> Not to forget here that such phenomenon occurs within increasingly diverse higher education systems.

supported by the mindset grounded on the assumption that "demonizing politicians" would make citizens "angels". In such case, the distinction, more or less unconscious, between politicians and citizens would serve the purpose of creating both identities, while allowing a kind of citizenship "Do it yourself!" Meaning, that faith in democratic ideals remains along with the rejection of politics, shielded by establishing a border between the "we" citizens and the "you" politicians.

According to Levinson (2010), there is –in the specific case of the USA– a marked division between classes in relation to civic involvement: individuals who obtain a low school education and have lower income are usually the ones who are less likely to vote, volunteer and take on other civic commitments. But it is very significant, in particular, the positive association between civic engagement and education, which was identified as the most well-documented discovery concerning the political behavior of Americans (Nie, Junn and Stehlik-Barry 1996). The higher tendency to vote from those who have obtained a higher education degree and better professional qualifications was demonstrated by Bynner (2005), for the case of Britain, while better schooling of parents also appeared associated with the likelihood of higher participation of young people, aged between 17 and 19, in electoral acts for 16 countries, including some European (Amadeo, Torney-Purta, Lehmann, Husfeldt and Nikilova 2002). As for the U.S.A., Zaff, Youniss and Gibson (2009) found that young people without higher education exhibit lower ratios of civic participation, including participation in electoral acts, volunteering and the so-called boycotts of certain political stances.

Traditionally, social life inclusion of young people has been conveyed by favoring contexts, among which stand out employment and higher education. The three to five or more years of tertiary studies provide many civic engagement opportunities, as well as the acquisition of political knowledge and citizenship skills within and outside the academic context. Peer group intimacy, participation in academic organizations, workshops attendance and collaborative study organizations, for instance, have positive effects on raising an involvement orientation and community engagement (Pascarella and Terenzini 2005).

It is also known that the exposure –provided by the attendance of higher education– to different points of view have an influence over individuals that can reach the fifty-year period, as Alwin, Cohen and Newcomb (1991) have shown, regarding the U.S.A., as well as Frazer and Emler (1997), to the case of the United Kingdom. Still, if it is often in class, or within universities' halls, that young people discuss civic, ethical and political issues, which require facing the responsibility about social problems, this does not mean that communitarian and social experiences do not hail the richest moments of involvement. The issue here is that often are first contexts, especially school ones, those more strongly prone to open a greater predisposition to the latter. Largely, because it is higher academic qualifications that, in general, provide higher rates of employment and higher wages among young adults. In Graphic 1 we present the evolution of the relationship between education levels and the average monthly wage, in the case of Portugal. For all cases, to a higher qualification corresponds a higher income and the biggest gap is found among those who have a degree when compared to the other qualification levels: in average it is close to the double.



**Graphic 1.** Average monthly wages in relation to school level - 1985-2009 (Source: Observatório das Desigualdades)

Although the importance of civic, political and community involvement opportunities provided by primary and secondary school education has been recognized (Finlay, Wray-Lake and Flanagan 2010), we have to put this discussion aside for the moment. The same has to be said regarding the inductive power (to adult civic engagement) fostered by various social organizations and local and regional associations, clubs and youth organizations, political parties, sports groups, among others (McFarland and Thomas 2006; Flanagan 2004). An important civic engagement factor is also the governmental and municipal programs, specifically those targeted to young people (Finlay, Wray-Lake and Flanagan, 2010).

Taking into account the data that an ongoing longitudinal research has provided us, we should now focus on our main objective: to study the possible impact that the successful completion of a higher education degree may have in the early years of adulthood, particularly, to professional performance, civic and political participation, respect for social values and norms, as well as to life satisfaction. Although having an apparent disparity, it seems to us that these factors can be taken as components of a common framework. We rely on the ecological developmental model of Zaff, Hart, Flanagan, Youniss and Levine (2010), who have surpassed previous reductionist approaches by taking in consideration both the intra-individual factors (demographic, socio-psychological, values and motivations, knowledge, trust, belonging, personality, genetics) as well as the contextual ones (ethnicity, immigration, sociopolitical influences, family, promotion programs). So being, we understand civic involvement as being a multidimensional construct (integrating cognitive, affective and behavioural realms) that includes: civic behaviours, skills, and engagement, as well as the ability to exercise one's own rights, the concern with the public affairs and common fate and the identification with other citizens' problems. As fundamental facets of civic participation, we highlight the following: voting; assuming tasks in electoral processes; assuming social and political activism; volunteering for community service; actively seeking information on socio-political issues; actively participating in social networks; and developing attitudes and values of altruism, tolerance, trust and common good appreciation.

Relying on the longitudinal ongoing research, we have ground to consider some intra-individual factors, namely Knowledge and, as socio-psychological variables, Satisfaction With Life and Meaning of Life. As to the contextual factors, we can refer to social class (measured by parents' academic level) and family.

Social class was measured considering the employment of the last six months.

Higher education was measured considering the subject's declared having at least 15 years of schooling.

Involvement in civic activities (global score) a questionnaire of community involvement below desegregated.

Life Satisfaction was measured by a 5 item scale (SWLS; Diener, Emmons, Larsen and Griggins 1985)

Meaning of Life was measured by a 10 item scale (MLQ; Steger et al. 2006)

Thus, the central problem of this study can be formulated as follows: "Is there a relationship between the completion of a higher education degree (in Portugal) and the level of civic participation of young adults?" To this general question we can introduce the referred mediator factor in order to deduce a set of null hypotheses:

H<sub>0a</sub>: There is no relationship between having completed higher education and the involvement in civic activities (global score);

H<sub>0b</sub>: There is no relationship between having completed higher education, when controlled for gender, and the involvement in civic participation (global score);

- H<sub>0c</sub>: There is no relationship between having completed higher education, when controlled Life Satisfaction, and the involvement in civic participation (global score);
- H<sub>0d</sub>: There is no relationship between having completed higher education, when controlled for Meaning of Life, and the involvement in civic participation (global score);
- H<sub>0e</sub>: There is no relationship between having completed higher education, when controlled for Family (marital and housing condition), and the involvement in civic participation (global score);
- H<sub>0f</sub>: There is no relationship between having completed higher education, when controlled for Social Class, and the involvement in civic participation (global score).

## 2. Methodology

*Sampling.* The initial data collection was done through a two stages cluster sampling. In the first stage, Primary Schools (which in Portugal cover grades 1 to 4) were selected with proportional probability regarding the number of enrolled students, aging from 5 to 12. In the second stage, classes were randomly chosen, considering all the eligible students enclosed. The process has produced a large sample of students recruited from public schools in Coimbra. The 2<sup>nd</sup> and 4<sup>th</sup> grades (cohorts) were followed from infancy until their late twenties. Overall the sample consist of 893 subjects: 445 (46% where girls) of the 2nd grade and 448 (47,9% where girls) of the 4th grade.

*Instruments.* The reader must keep in mind that our study is embedded in a broader ongoing longitudinal research (Fonseca, Rebelo and Damião 2006; Taborda-Simões, Fonseca and Lopes 2011). Thus, for collecting data we relied on the Community Involvement Index (CII). CII is made up of eighteen items on a four-point scale (from 0=Never to 3=Frequently). Regarding family we used a nominal scale of 5 options: never married; married; widow; divorced; other situations. Complementary we used a nominal scale referring to housing conditions: leaving alone or with parents/friends. As to social class we used the SOC2010<sup>5</sup>

As to the variable of having a higher education degree we considered those who declared having completed a superior course.

*Plan and procedures.* For the overwhelming majority, research carried out in this area presents the limitation of being of simple cross-cutting nature. Such methodology does not allow to determine in which direction will the influence goes, if there is a strong correlation between the completion of a higher education and civic participation, nor whether this correlation in adulthood may best be explained by some other childhood or teenage variable that precedes it, thus producing information that could support both the understanding of success in higher education as the involvement in various forms of civic participation in the community and in common good management. One way around these difficulties, or gaps, points to the use of longitudinal studies, including prospective longitudinal studies, such as the one presented here. We have already mentioned that several standardized instruments and semi-structured interviews were used. Table 1 presents the moment when the instruments applied to the two cohorts, between 1993 and 2013.

**Table 1.** Collection of longitudinal research data

2 <sup>nd</sup> Cohort	T1	T2	T3	T4	T5
	1993	1997	2000	2003/4	2011/3
4 <sup>th</sup> Cohort	T1		T2		T3
	1993		2001		2012/3

The procedure adopted for the first assessment, in 1992-1993, was described in detail by Simões, Ferreira, Fonseca and Rebelo (1995) and essentially it involved the following steps: request of necessary authorizations from parents and schools' principals; researchers' visits to selected classes for applying the data collection instruments. Although subject to minor adjustments, the procedure has remained the same in subsequent assessments (Fonseca, Rebelo and Damião 2006; Taborda-Simões, Fonseca and Lopes 2011) and those carried out until 2013.

<sup>5</sup> The SOC2010 corresponds to the Standard Occupational Classification and applies to measure social class.

### 3. Findings

*Descriptive analysis.* 725 participants answered the question about having a degree in higher education.

Table 2 presents the distribution by sex and the overall rate of higher education completion, where it stands out the greater percentage of Women.

**Table 2: Having a degree by sex**

	Men	Women	Total
n	97	166	263
%	36.9	63.1	100

In relation to the sample, it stands out the lower percentage of those that have completed higher education: 263 (36.3%). The Portuguese 2011 Census (Instituto Nacional de Estatística, 2012), reported an enrollment rate in higher education of 32.2%, i.e. 4.1 percentage points lower than that of our sample. However, according to a statement from the European Union (2012), in 2011, Portugal had a higher education completion rate for those individuals between 30 and 34 years, of only 26.1%, which is far below the European average (at 27 member states) that at the date reached 34.6%, a value similar to our sample.

*Inferential analysis.* Regarding the general hypothesis ( $H_{0a}$ ), according to the results of Table 3, we found support to reject it and accept the alternative hypothesis: completing a course of higher education has a positive impact on the likelihood of involvement in civic activities.

**Table 3: Relation between having a degree and the global scores of involvement in civic activities**

Global score of Civic Involvement				
Without degree		With degree		
m	dp	m	dp	p
14,365	(6,828)	17,875	(6,662)	***

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ; n.s. - no significance

Besides, when we consider the significant aspects stated in Table 4, it becomes evident that results confirm significant differences between having a higher education degree and the several components of civic involvement, which we can consider community centered.

**Tabela 4: Impact of higher education on Civic Involvement components**

	Groups of participants		
	Without degree	With degree	p
Attend a Union meeting;	.1886	.2252	ns
Express opinions;	.1909	.3435	***
Raise consumer awareness of their rights;	.6000	.7328	*
Participation in neighborhood associations;	.5227	.5687	ns
Give money to institutional collection;	.8727	.9084	ns
Regular sport activity;	1.3841	1.6565	***
Interacting within the community;	1.7568	1.8779	ns
Save money for books;	.9182	1.5649	***
Visiting museums and presentations;	.7023	1.3397	***
Reading before sleep;	.7045	1.3969	***
Participating in birth celebration;	1.2615	1.2644	ns
Participating in wedding celebration;	1.3547	1.5287	**
Attend death service;	1.0690	1.2519	**
Reading religious documents;	.3250	.3550	ns
Praying or speak with religious man;	.4087	.4504	ns
Visiting ill or alone people;	1.1367	1.0268	ns
Participation in recollection for charity;	.6795	.8473	**
Participation in volunteering activities.	.2938	.5231	***

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ; n.s. - no significance

Subsequent analysis revealed that, when controlling it for **Social Class**, the main effect remains unchanged for the total score of civic engagement, but for some of its items the differences were no longer significant, namely “Attend a Union meeting”, “Express opinions”, “Raise consumer awareness of their rights”, “Praying or speak with religious man”, “Visiting ill or alone people” and “Participation in recollection for charity.

Controlling the **Meaning of Life** as well as **Satisfaction With Life**, the main effect remains unchanged for the total score of civic engagement and for each one of its items which differ significantly for having or not having a higher education.

We found no differences between gender regarding to civic involvement between those who have or not higher education.

We found no differences in status (between married and unmarried) regarding to civic involvement between those who have or not higher education, nor in housing conditions (leaving in own house or not).

#### 4. Discussion

The results showed that individuals with a higher education degree report greater civic involvement and give greater importance to civic involvement. It would be interesting to verify whether this pattern of results among the subjects of the two groups is maintained a few years later, when reaching the intermediate stage of adulthood.

However, a question arises about the way such influence is produced. Although this was not the purpose of our study, several hypotheses may be advanced, whereas a positive influence can be exercised through different conveyors: direct transmission of knowledge from teacher to student; exposure to a more open and diverse environment; access to new sources of information; increasing autonomy due to distance from parents during higher education; specific programs and experiences in the community; the opportunity to run by more broader life experiences; more frequent participation in debates; and, hence, the development of a more reflective and critical consciousness.

Although curricular and non-curricular factors are considered by several studies, probably none of them can provide a full long run explanation. The effect seems to be exercised cumulatively throughout the successive stages of development. But the reference to some processes (or factors) recurs in the literature, as for instance: being exposed to different perspectives and ways of thinking; the existence of curricula or courses with content related to civic participation; the participation in discussions crossing different or even opposing views; a climate in the classroom where students' opinion is considered and respected, etc. So being, if higher education contributes, by itself, to reinforcing or strengthening civic participation, could it be justified, the request of some researchers and managers, to introduce specific courses of civic participation in higher education curricula? Besides, could it be that some subjects are more prone than others to influence young people civic participation?

In conclusion, our results point to the existence of a relation, as reported by many authors in a broad range of countries, between higher education and young adults civic and political engagement. Such effect is still felt several years after finishing studies. Hence, it seems reasonable to propose that it should be taken in due account for higher education institutional assessment, which does not always occurs. Furthermore, a general recommendation can be withdrawn: we need to put greater emphasis on education (formal and informal) as well as in the promotion of a school environment conducive to the development of skills, values, attitudes and behaviours that may contribute to increasing young adults' civic participation. Particularly, we should look for the better ways of articulating such participation with the feeling of life satisfaction and a better understanding of the meaning of life among young adults.

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# Innovation Strategies and Its Effects on Competitiveness<sup>a</sup>

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## Abstract

Under today's economic conjuncture which arises as a result of globalization and puts the businesses in such a cruel competition environment, it's compulsory for businesses to create new strategies and apply them correctly in order to survive. It's possible to place the innovation strategies among the most important ones. The aim of this study is to define the effects of the innovation strategies on the business' competitiveness. It is also aimed to determining the strategies which are in use by the businesses and making a comparison between the strategies applied by the businesses and the demographic features of them. The datas were collected from 300 businesses via survey method among the first 500 + second 500 businesses which were set in 2014 by Istanbul Chamber Industry. As a result of this study it is determined that, businesses usually follow the aggressive and traditional innovation strategies, and there is no significant differences of the innovation strategies between influence degree of the business' competitiveness and it has been found that there is a meaningful differences between the number of employees and the innovation strategies followed by the buseinneses.

**Keywords:** Innovation Strategies, Competitiveness, Istanbul Chamber Industry (ISO)

## 1. Introduction

Competitiveness is the advantages that the competitors, which are actually or potentially competing, can provide against each other in terms of one or more items in the competition process (Kömürçü, 2003). Competitiveness, according to Porter, is an ability owned by the firms or sectors that provide clients a presentation of value added products. This gained competitiveness lead to sales increase as well as profit increase. Gaining a competitiveness power is taking an important place for having a sustainability for the businesses. Because evry business, that carried its activities out in the market condition, takes part in the competition as compulsory in order to win the battle for existance and to be able to win this war it's needed to have its cometitiveness on a sustainable basis (Tavşancı, 2002).

Innovation, accepted as a powerful strategic management instrument, is an important factor for businesses to providing a competitive advantages. The businesses in a competitive environment formulate an innovation strategy in line with their expectations regarding to innovation.

This study is made with the aim of determining how the innovation strategies can effect the business' competitiveness. It is also aimed in this study to determining the innovation strategies used by the businesses and making a comparison between the demographic features of the businesses and the innovation strategies applied by them.

In line with the purposes of the research, first of all the innovation and it's process and innovation types and strategies are explained in the literature review section. A research, intended for the first 500 + second 500 businesses that announced by ISO with 2014 datas, is stated in the application section. The datas were collected via survey method and the datas given are analysed with percentage and frequency method, Kruskal Wallis H test and Mann Whitney U test. The analysis results are stated in the findings section with tables. Finally the findins are discussed and suggestions are made in the findings section

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## **2. Literature Review And Hypotheses**

### **2.1. Innovation**

Innovation derived from ‘‘innovare’’ in Latin meaning ‘‘doing something new and different’’. It means that renewing the science and technology so will provide social and economic benefit. For this reason innovation is not just an easy renewing in the meaning. It is a process starting from the institutionalization step and including the innovation product and accepting the marketable quality. Innovation is not limited to the product, production way, renewing and improving the usage of the product but also includes the changes about the management, information, organization, finance issues. Hence, it is closely linked to implementing the Economics, Business Administration and the other Social Science into the industry and the firms (Tüzmen, 2002).

Innovation is described as ‘‘the driving force for the development’’ by economist and politics scholar Joseph

Schumpeter for the first time (Sungur, 2007). Schumpeter (1934) defined the innovation as a new product or the product quality or providing a new production way (it can be based on a new scientific discovery but this is not essential, it could be a new method of concerning a product as commercially, opening a new market, usage of new raw material or semi-manufactured resources) in a comprehensive manner (Eren vd., 2005). According to Schumpeter, innovation is anything which is profitable for entrepreneurs and arise as a result of technological improvements (Karaöz ve Albeni, 2003).

Innovation, as a general definition, is transferring an idea into a new or improved salable product. With an easier definition, innovation is a process starting from finding an idea and carrying it into the implementation phase.

Innovation is the realization of a significantly improved product (product or service) or a process, a new marketing strategy or a new organizational method in in-operating applications, working place organization or in foreign relations.

The minimum condition for an innovation is that the product, process, marketing strategy or organizational method needs to be new (or significantly improved) for the firm. It includes the products, processes and methods that are improved for the first time or implemented from other firms or organizations applications (Tübitak, 2016).

Jones described the innovation as ‘‘improving a new product or making improvements in productin and operating systems in both service and industry businesses’’. Innovation, according to Jones, should not be only product improvements but also bringing an organizational structure with itself that allows the business to sustain the innovations. If the organizational structure is not suitable for innovation and sustain it, it will put the sustainability of the innovation in danger (Jones, 2001).

### **2.2. Innovation Process**

Innovation, as a concept, describes both a process and a result. As a process, describes the transforming an idea into a marketable product or service, new or improved method of production or distribution, or a new social service method. The same word meaning a marketable new or improved product, method or service which revealed in the end of this transforming process (Akyos, 2007).

According to Schumpeter, the innovation process is collecting the applicable ideas by entrepreneurs and transforming them into product (Tokmak, 2008). Many researchers asserted that the innovation process is more confusing and different. Innovation process modificate a process that covers interpersonal learning among the individuals and the organizations. So individual abilities are also subject to improvements as well as process innovation (Çetin ve Ecevit, 2008).

Innovation process in the business covers both creativity and innovation. At the same time it is needed to be a well-planned and envisaged further to leaving the process for coincidences (Özdaşlı, 2006). Innovation process finds direction with the innovation features, innovation strategies and priorities of the business and improved in line with the innovation policies of the business (Aygen, 2006). The innovation process is needed to be carried out in line

with the firms cultural features, features of the management system, the main thinking system and the technic and methods that are in use and the organization mechanism from the employees point of view (Bozkurt ve Taşçıoğlu, 2007).

The way of emergence of the innovation idea and the role of innovative thinking is very important in order to ensure the development of the innovation. In this case, the innovation process starts with emerging new opportunities, in other words it is a process starting with the provision of creative thinking (Cingula ve Veselica, 2010).

The phases related to the innovation process has been classified in different ways in the literature. According to

Sungur (2007); innovation process consist of three phases; research and development, application and commercialization. According to Lueche (2011); the innovation process is ranked as; generating ideas, taking the opportunities and evaluation the ideas, improvement and commercialization. According to Polat (2000); the innovation process consist of invention, innovation, diffusion and regress phases.

### **2.3. Innovation Types**

The term of innovation covers a big area from a little improvements to the important inventions that lead to industry transformation. In this respect one of the main classification criterias of the innovation is made depending on the level of radicalism and level of impact it causes. These innovations are expressed as radical (impermanent or revolutionary) and gradual (permanent or evolutionary) (Güleş ve Bülbül, 2004).

**Radical innovation**, usually arises as a result of deep development studies, means a completely new innovations for clients or industry. Radical innovations, from the point of enforcement unit, are the improvements that lead to big changes in the business practices of accepted organizations (Tekin vd., 2003). **Gradual Innovation**, is the improvement of the current products or processes. Gradual innovations, from the point of enforcement unit, making innovations with a small changes on the current business practices. It is subject to some conditions to put an innovation in such a classification. While the internet is a gradual innovation for a business that has a computer based communication system; it is a radical innovation for a business which has just met with the electronic post application and changes the communication channel of the organization in this way (Tekin vd., 2003).

There may be many changes in the name of innovation on the working methods of an organization, usage of production factors or input – output process. It is possible to see the innovations as assorted within the framework of the changes done when look at the management literature have. However there is not a common view about this classification on the management literature. On the other hand, the reason of classification is because of it's process is consisting of many stages from product development until consumption and it also shows different features at different stages. In this regard, it is beneficial to describe the innovation types in orde to have a better understanding on the innovation. Innovation types are helpful classifications for us to understand how and when the innovation is made in the production, input and output process or a new product development process. Despite the separation of the innovation types into many categories, Oslo Manual, which is in use as base in European Union and OECD countries, guides for the classification of innovation types that covers a part of this study. While the types were categorized as '' technological product and process innovation'' and ''organizational innovation'', it is categorized under four different titles in guida of the year 2005 as ''product innovation'' ''process innovation'' ''marketing innovation'' and ''organizational innovation'' (Tübitak, 2016).

**Product Innovation**, is providing a new product or service which is new or significantly developed comparing to the current features or foreseen usage. This includes all the significant developments related to the technical features, components and materials, joined software, user-friendliness and the other functional features. Process Innovation, is realizing a new or significantly improved production or delivery method. This innovation includes the important changes about the techniques, equipments and/or softwares. **Marketing Innovation**, is a marketing method covering important changes about the product design and packaging, product placement, product promotion or pricing.

**Organizational Innovation**, is a new organizational method application regarding to firms' commercial applications, working place organizations or foreign relations (Tübitak, 2016).

#### **2.4. Innovation Strategies**

In general, strategy is methods and approaches followed in order to reach s specific purposes. The main strategy for the firm is a conceptual framework for improving the sthrengths and fix the weaknesses related to the acceptance of the product in the market, growth and change requests, usable competitive tools, the ways to be followed in order to enter the new markets, methods of access to the resources (Gatignon ve Xuereb, 1997).

Innovation strategy is a process covering reviewing the stuation between the competing elements in the operating sector or in the region, forming aims and objectives and allows to made the best choices, identifies the financial opportunities in the operating sector and allows the division of shares and making long term planes for sustainability of the strategies. Strengthening the effectiveness of the strategy that is already chosen or to be chosen is possible with ownage of the opinions quality for the created or developed innovation approaches with share learning and adoption of innovation approaches (Hübner, 2007).

New oportunities should be evaluated with the organizations needs considering it's vision, mission and aims, and innovation strategies should be determined based on these facts. The demand and the needs of the market and clients always needed to be considered when an innovation strategy is being prepared (Zack, 1999). At the same time it should be compatible with business' strategies. Growth strategies and shares on the market of the businesses are determining factors for the business' innovation strategies. In addition to that, business's organizational culture, capital, Managers' point of view about the innovation, technological infrastructure and employees educational backgrounds are take roles between the factors that effects the determination of the business' innovation strategy (Aygen, 2006).

The main goal for the innovation is to move the firm a step forward by gaining a competitive advantage against the competitors or survive the firm. In this case the firms should choose the best innovation strategy and adopt it. Sometimes firms can choose more than one strategies according to product range and apply them at the same time rather than applying just one of them. Also firms can do changes on these strategies in case of a different situation just like they do on the main strategies (Gökçek, 2007).

Innovation strategies are analyzed in different classifications by different authors just like innovation concept. Freeman classified strategies in 6 groups according to his innovation strategies approaches. They are offensive, defensive, imitative, dependent, traditional and differentiation strategies. Miles ve Snow (1984), underlined 4 different strategies in general. Defensive, seeker/enterprise/pioneer, analysts and reactive (Eren, 2004; Ülgen ve Mirze, 2013). Barutçugil (1981) has stated strategies as offensive, defensive, copyist and dependent strategies. According to Güleş ve Bülbül (2004), has collected the strategies that could be chosen regarding to innovation under 7 titles based on timing and speed of entering new technological markets. These strategies are offensive, defensive, copyist, dependent, traditional, following the opportunities and gaining them.

In this study we have examined the innovation strategies in 6 titles. Thet are namely, offensive, defensive, copyist, dependent, traditional and following the opportunities.

**Offensive strategy**, it is applied in order to move befor its competitors regarding to finding new product and production process and providing them into market and also gaining the market leadership. Since the science and technology are open for any business and easy to access, following this strategy is depend on a strong and independent r&d structure, special relationships, taking the new opportunities speedly and the ability of putting these advantages together in an appropriate way (Perks, Kahn ve Zhang, 2009). It is needed fort he business' that want to follow this strategy, to have a top level and multiple communication with its environment, and also a strong information infrastructure and filexible organizatin shape inside the organization which allows a multiple communication as well. Additionally an organization climate, which allows the employees to express their opinions and take a risk when it is necessary, should be created with top managements support (Sarihan, 1998).

**Defensive strategy**, instead of increasing the situation in the market it is a preference of keeping the current market share for businesses (Akman vd., 2008). Businesses try to get a share in the same market via correcting the mistakes on the product of the first innovative businesses or putting new functions to them. They would not like to take risk. The activities done related to defensive strategies are cost less and less time consuming comparing to offensive ones (Karadal ve Türk, 2008). Defensive strategies also requires some r&d activities. However r&d activities aim to satisfy the blank and breakdowns determined after developing the current product or process in the line with the satisfy the market needs with gradual innovations, rather than improving radical changes, because of the risks it carries (Güleç ve Bülbül, 2004). The firms having defensive strategies put attention on the internal environment rather than external environment.

**Copyist strategy** is a common strategy type in the Market where technology rapidly grows and changes. The businesses using this strategy would not aim to be in the first place in the market, avoiding from taking risks, and having low cost tools and workforce (Aygen, 2006). These businesses usually prefer to watch the innovations so far and trying to use the current technology and information. They can make more profit in case of finding new markets for the copied innovations. They have the cost advantages since their general expenses are low. Hence, they can provide the product with low prices into the market. (Gökçek, 2007). The biggest problems they face are related to getting information about the changes in the market, choosing the innovation that will be copied and determining the businesses where the know-how will be gathered (İraz, 2005).

**Dependent strategy**, is applied by the businesses that prefer to be dependent to the leader business in case of innovation. The firms that follow this strategy are operating like a satellite of a strong and assertive firm or like its subsidiary (İraz, 2005). They do changes on the technique features of the product or service in case of a requests come from clients (Karadal ve Türk, 2008). They are small and capital intensive companies which have almost no enterprise regarding to product design and r&d. Fully dependent businesses operate as a part of big ones or as a workshop of them (Örücü vd., 2011).

**Traditional strategy**, these are usually applied by the businesses in a stable and less competitive markets. Due to less innovation requests coming from outside and no force from the competitors for innovating, the need of innovation is quite less (Gökçek, 2007). They don't pay attention to r&d and so don't appropriate funds for it. So it can be understood that it is not very easy to handle with technological innovations (Aygen, 2006). These businesses do not have the technological and scientific ability for innovating a product. Rather than an innovative technique they can do some design changes meaning 'fashion'. There is no request for it coming from the market or competition does not force for it. The reason for this kind of businesses to be staple on the market is the features of the product they produced (Özkan, 2009).

**Following the opportunities strategy**, the strategy based on following the weaknesses of the competitors and the unexplored parts of the market. The businesses following this strategy are extroverted and always searching for new market opportunities. They grant benefits from the opportunities that have not been seen or left empty by the leader, without facing the competitors. They always performs innovations which can respond to competitors even if they are not as effective as the competitors' ones' (Güleç ve Bülbül, 2004).

## **2.5. Development of Hypotheses**

It is getting harder to survive via copying the others studies and products in the competitive environment in the world. It is only possible with innovation for the businesses to satisfy the consumers' needs more effectively and achieve a competitive edge in the market they are in. the businesses formulate an innovation strategy depending on their expectations, internal and external environment conditions.

It is possible to reach many studies made based on different sectors when the studies on the innovation strategies are examined. Örücü vd. (2011) has stated that the share reserved for r&d plays an important role for determining the innovation strategy. Cingula and Veselica (2010) have found a direct relationship between the innovation strategies and the competitive strategies. Özkan (2009) analyzed the innovation strategies of the firms operating in the Malatya

Organized Industry Zone in his thesis study. As a result of the study, a direct relationship has arise between the innovation strategies and the competitive edge. He also stated the commonly used innovation strategies among the firms are defensive, traditional and following the opportunities ones. In the Sintes ve Mattson (2009)'s studies that examine the innovation behaviour in otel industry; it is ephasized that the innovation is determined depending on the clients needs and requests and the employees have a big contribution in this matter.

In line with the explanations made the research hypothesis were created in the following way.

*H1: there is a significant difference between the innovation strategies and the influencing degree on the businesses competitiveness.*

*H2: there is a significant difference between the number of the employees of the businesses and innovation strategy that is followed.*

### 3. Methodology

#### 3.1. Research Goal

This study is made with the ambition of determining how the innovation strategies influence the competitiveness of the businesses. It is also aimed in this study to determining which innovation strategies are used by the businesses and making a comparison between the demographic features of them and the innovation strategies they applied.

#### 3.2. Research Method

The population of the study consist of the first 500 + second 500 biggest businesses prepared based on the 2014 datas by ISO. In the study the simple random sampling method is preferred which is one of the probability based sampling methods. Since the populatin size is a 1000, 278 is enough as a sample size (Altunışık vd., 2012). In this regard the datas were collected from 300 businesses via survey methods. Percentage and frequency methods are used when analyzing the datas given. Hypothesis tests were used in order to test the hypothesis. In order to decide which hypothesis test to be used, first of all the normal distibution of the datas ewre examined via Kolmogorov-Smirnov test and it is found that the datas do not Show the normal distribution ( $p=0,00<0,05$ ). For this reason for testing the hypothesis the Kruskal-Wallis test and Mann-Whitney U test were used that are kind of nonparametric tests. The place of the business between the 1000 businesses is used as the competitiveness variance of the businesses.

The findings obtained in the study are limited to the first 500 + second 500 biggest businesses in 2014 specified by ISO and the statements placed in the survey.

#### 3.3. Findings

138 of the 300 businesses discussed in the scope of the research are in the first 500 list, 162 of them are in the second 500 list. The distribution of the number of the employees are shown in the Table 1. According to this table, there are 500-999 employees in the 28, 7% of the businesses and 1000-4999 employees in the 15, 3% of them.

**Table 1.** The Distribution of the Number of Employees in the Businesses

<i>Number of Employees</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>
1-9 person	2	0,7
10-49 person	6	2
50-99 person	6	2
100-249 person	51	17
250-499 person	96	32
500-999 person	86	28,7
1000-4999 person	46	15,3
5000 person +	7	2,3
<b>TOTAL</b>	<b>300</b>	<b>100</b>

When examining the distribution of the innovation strategies applied by the businesses; it shows that the 34% is offensive, 26% is traditional strategies (Table 2).

**Table 2.** The Distribution of the Innovation Strategies applied in the Businesses

<i>Innovation Strategies</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>
Offensive	102	34
Defensive	32	10,7
Copyist	31	10,3
Dependent	7	2,3
Traditional	78	26
Following the Opportunities	50	16,7
<b>TOTAL</b>	<b>300</b>	<b>100</b>

Kruskal-Wallis test were applied in order to determine if there is a difference between the influencing degrees of the innovation strategies on the business' competitiveness and the analyze results are given in the Table 3.

**Table 3.** The influencing degree of the innovation strategies applied by the business' competitiveness

<i>Innovation Strategy</i>	<i>n</i>	<i>Class Average</i>	<i>Sd</i>	<i>X<sup>2</sup></i>	<i>p</i>
Offensive	102	156,14			
Defensive	32	137,63	5	1,412	0,923
Copyist	31	144,06			
Dependent	7	151,14			
Traditional	78	148,77			
Following the Opportunities	50	153,84			

When examining the results shown on the table 3, H1 Hypothesis is rejected ( $p > 0,005$ ). According to this, there is not a significant difference between the influencing degrees of the innovation strategies on the competitiveness of the business'.

Kruskal-Wallis test were applied in order to determining whether a difference between the innovation strategies they follow and the employee numbers of the businesses and the results of the analysis are given on the table 4.

**Table 4.** The Relationship between the Numbers of Employee and the Innovation Strategies of the Business'

<i>Innovation Strategies</i>	<i>n</i>	<i>Class Average</i>	<i>Sd</i>	<i>X<sup>2</sup></i>	<i>p</i>
Offensive	102	158,90			
Defensive	32	142,39	5	14,771	0,011
Copyist	31	130,52			
Dependent	7	49,43			
Traditional	78	150,46			
Following the Opportunities	50	165,17			

When examining the analysis results shown on the Table 4, H2 hypothesis is accepted ( $p < 0,005$ ). In this scope, there is a significant difference between the number of the employees and the innovation strategies of the businesses. In order to determine the reason of the differences between the groups the anlysis is made with Mann-Whitney U test as pairs. According to the analysis results there are differences ( $p < 0,005$ ) bweteen the number of the employees and, offensive dependent ( $U=116,50$ ,  $z= -3,062$ ,  $p= 0,002$ ), defensive-dependent ( $U= 33,500$ ,  $z= -2,938$ ,  $p= 0,003$ ), copiest-dependent ( $U= 33,500$ ,  $z= -2,927$ ,  $p= 0,003$ ), copiest-opportunity following ( $U= 582,00$ ,  $z= -1,956$ ,  $p= 0,050$ ), dependent-traditional ( $U=81,00$ ,  $z= -3,173$ ,  $p= 0,002$ ), dependent-opportunity following.

#### 4. Conclusion

In order to determine the effects of the innovation strategies on the business' competitiveness the data were collected from 300 of the enterprises stated by ISO 1000 via survey method. 139 of the 300 enterprises are taken place in the first 500 list and 161 of them in the second 500 list. There are 500-999 employees in the 28, 7% of the enterprises. They usually follow the offensive (34%) and traditional (26%) innovation strategies. Özkan (2009) has stated in his study that the most commonly applied innovation strategies are defensive, traditional, opportunity following ones in the businesses. Özücü vd. (2008) has determined that there are 20-50 employees in most (36, 8%) businesses and in his study regarding to SMEs he also declared that 28% of the businesses apply the defensive innovation strategy.

There has not been found a significant differences between the innovation strategies in terms of influencing the competitiveness. Çetin (2012) has made in his study out that the only defensive innovation strategies can have a positive effect on the general performance of the businesses.

There is a significant differences between the number of the employees and the innovation strategies of the enterprises. The differences usually originate from the enterprises which apply the dependent innovation strategy.

When making a literature review it can be seen that the number of the employees are usually less in the enterprises that apply the dependent strategy (Özücü vd., 2011; İraz, 2005).

In conclusion, under today's economic conditions which put the businesses into a fierce competition, the businesses should create innovation strategies and apply them correctly in order to survive.

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# Public Administration Equity vs. Equality Debate on Public Spending for Higher Education in the United States

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## Abstract

This research addresses an issue about funding for higher education in the modern United States. Ideally, to reduce financial pressures for the young adults, the government should either raise financial aids or educational spending. Yet, the decision between financial aid and educational spending is an “equity versus equality” debate, since financial aids are funds to low income students, whereas educational spending will benefit every student. With limited resources, the federal government should efficiently apply its funds to satisfy the public interest. To explore the public interest on education policy, this research will analyze opinions reported in the American National Election Study. Since the policy emphasizes on public spending, the study about opinions is based on income differences. The main research is about which of the two policy goals, aids to the poor for equitable education or equally affordable tuition to all students, and is preferred by Americans in different incomes. The research tool is chi-square statistical test, since the variables (income quintile as independent variable, preferences on public school spending and on aiding poor as dependent variables, employment status and education level as confounding variables) are ordinal. According to the chi-square tests for the relationships between independent and dependent variables, both relationships are significant ( $<0.05$ ), which indicates a rejection of null hypotheses ( $H_0$ ) for both relationships. With the addition of both confounding variables, employment and education, the proportion of preference on public school spending is higher than the proportion of preference on aiding poor. Comparing the two relationships, the study is confident to emphasize on public school funding.

**Keyword:** Public Administration, Equality in Education, Social Equity, Education Policy

## 1. Introduction

Education in the United States is one of the most significant indicators in career success. Many adults attend higher educational institutes for not only knowledge, but also practical trainings. Materials they learnt from schools will expand their experience, and these experiences will enable them to carry more responsibilities. Employers will depend more on college graduates than other employees due to more abilities to support the employers. As a result from employers' reliance, college graduates usually are paid more. Salary earned in the future is the strongest factor that persuades Americans to invest in higher education. According to the Digest of Education Statistics in 2011, from 2005 to 2010, the overall enrollment in degree-granting institutions had increased by 20 percent, which resulted 21 million of college students (Institute of Education Sciences 2011). Nevertheless, the majority of young adults between age 18 and 24 remain difficult to afford education expenses. During the academic year of 2010-11, approximately 41 percent of young adults attend college and 35 percent of them have applied student loans (Institute of Education Sciences 2013). However, loans from private banks pressure students' long term finances, since student loans are large amount and have to be paid back (Chaffee 1983). Financial aid from the federal government is another popular option for students, but financial aid does not support as abundant as student loans (Melchor-Ferror & Buendia-Carrillo 2014).

## Literature Review

Among education and public policy scholars, the main debate is between financial aid and educational subsidies (Vonesek 2011). Gregory Jackson and Michael Tierney, both are educational policy researchers, would favor more

governmental spending to financial aids. They believe that the purpose of financial aids is to provide adequate resources and opportunities to lower income students, so these students can handle fewer financial pressures while receiving higher level of trainings (Jackson 1978; Tierney 1980). Contrast to Jackson (1978) and Tierney (1980), college professors including Adolf Reed and Sharon Szymanski (2004), as well as King Alexander and his scholars (2010), would prefer governmental expenditure to educational institutes. With more subsidies from either federal or state government, colleges and universities will not need to rely heavily on tuitions (Reed & Szymanski 2004; King et al. 2010). As a result, tuitions will decrease, which save costs for all students. In short, scholars are divided into equity and equality debate – Jackson (1978) and Tierney (1980) stand for equity, whereas Reed and Szymanski (2004) as well as Alexander and his scholars (2010) support equality in higher education.

Attending college is always one of the most significant decisions for most high school seniors and their parents. Although receiving college education will lead to greater success in occupation and incomes, lower income households often cannot afford magnificent school-related costs for four years (Chaffee 1983; Vonesek 2011). According to Michael Tierney's (1980) explanation, financial aid is the policy established by the federal government which reduces monetary expenses for people who pay themselves or their children to college. In his statistical research, he found a positive correlation between financial aids granted by the government and freshmen's college enrollments (Tierney 1980: 542). In other words, financial assistance could effectively encourage students to receive higher education. Tierney (1980) strongly supported expanding financial aids to more monetary struggling students.

In Gregory Jackson's research, he explored the relationship among financial aids offered, enrollment, and college GPAs (Pfeffer & Moore 1980; Schick & Hills 1982). The correlation between financial aid and enrollment was similar to Tierney's, which was also positive. The relationship between financial aid and college GPA was also strongly positive in Jackson's observation (1978: 563). Confounding variables, such as political party, race, region, and family education were also included for the statistical analysis, but those variables did not have as significant influence as financial aids on grades (Jackson 1978: 562). Most of lower income students, with ACT score compared by Jackson, were willing to put more academic efforts than wealthier ones. Therefore, Jackson concluded that financial aids would improve not only college improvement, but also overall academic qualities (1978: 572).

Financial aid, illustrated by Jackson and Tierney, serves in the purpose of opening educational opportunities to socioeconomic disadvantaged students. In fact, educational rights are not improved by financial aids. According to

Adolf Reed and Sharon Szymanski's (2004) report on student's college affordability, a household with average income of \$25,000 will pay 71% of school-related costs, and income more than \$50,000 will only afford at most 19% (2004: 40). Financial aids in recent years are mostly awarded to higher income students. Since the 1990s until 2000s, need-based aids had been reduced from 61% to 22%, but merit-based had been raised from 11% to 25% (Reed & Szymanski 2004: 41). Merit-based aids, similar to scholarships, are awarded according to outstanding achievements (Pfeffer & Moore 1980). Wealthier students are more likely to win the funds because most of them can afford higher quality of preparatory educations, which can provide them more knowledge and training. When tuitions, complained by Reed and Szymanski (2004), remain at similar amounts, education gap will be determined by wealth and is going to widen, King Alexander, Thomas Harnisch, Daniel Hurley, and Robert Moran's proposal of "Maintenance of Effort" (2010) will support Reed and Szymanski's (2004) demand of equally affordable higher education. The purpose of "Maintenance of Effort (MOE)" is to regulate state governments to contribute adequate amount of supports to colleges and universities. In recent years, schools raised tuitions due to reductions of budgets from the state government. As a result of fund shortage, financial aid, the most common method to afford tuitions, becomes more challenging to apply. Under MOE regulations, schools will receive more funds, which will prevent them to inflate tuitions (Alexander et al. 2010: 81). With stable expenses, students will be more affordable to enroll in college. Reed and Szymanski (2004) will support MOE due to its purpose of equalize costs for every student. Contrast to Jackson (1978) and Tierney (1980), Reed and Szymanski (2004), and Alexander's scholars (2010) believe that providing financial aids cannot encourage college enrollments, since limited of aids cannot completely

afford inflated tuitions. To attract young adults to receive higher education, the federal and state governments are responsible to offer sufficient resources.

## 2. Research Methodology

Policy making, even for educational funding, is strongly related to political factors. David Tandberg (2010) conducted a statistical report to present the effect of governmental structure on school finance. Independent variables are political attributes including Gini coefficient, citizens' party preference, government culture, and legislative professionalism. Dependent variables are the types of state general expenditures for higher education (Tandberg 2010: 428). Tandberg's research is observation, since his data is from the National Association of State Budget

Officers (Tandberg 2010: 428). According to statistics, Tandberg (2010) finds that political factors have significant influence on higher education spending. However, economic indicators, which are confounding variables in the research, have stronger effects on school policies (Tandberg 2010: 434-41). In conclusion, politics and economy are directions for solving higher education funding crisis. Yet, to determine the most appropriate policy, it is necessary to research about citizens' opinions regarding to this issue.

The data applied in this report is from the American National Election Studies, this study is an empirical research. From various variables, the study will explore the effects of individual income on opinions about governmental spending. Since both independent variable (income quintile) and dependent variables (spending on public school and on helping poor) are ordinal measurements, the appropriate statistical test will be chi-square. In addition, learning from Tandberg's (2010) experience about the importance of confounding variables on education spending, the study will also apply relevant socioeconomic factors which directly influence income, employment status and education level, into the analyses. Due to complication with addition of confounding variables, dependent variables (spending on public school and spending on aiding poor) are categorized into "increase," "no change," and "decrease" spending. The null hypothesis is assuming that there are random relationships between income and spending preferences. On the contrary, the alternative hypothesis is confirming that there are significant relationships between the two variables. If alternative hypothesis is accepted, then we will need to determine which spending policy, on public school or helping poor, is mostly preferred by the voters.

### Data Analysis

Independent variable, income, is divided into 5 quintiles from low to high. Two dependent variables, spending preferences, are measured in 7 positions from "increase a great deal" to "decrease a great deal." The ANES data surveyed 2,323 samples, and 2,169 have responded their incomes and spending preferences. Among total valid responses, 43.6%, the highest proportion, considered that increasing educational fund is a great deal. In addition, 26.7% would prefer a moderate increase. The analysis is shown on Table 1.

**Table 1.** Relationship between income and preference on public schools spending

Spend on Public Schools		R income quintile					Total
		1	2	3	4	5	
1. Increased a great deal	Count	208	168	234	160	175	945
	Expected Count	207.8	169.9	210.4	137.2	219.6	945.0
	% within R income quintile	43.6%	43.1%	48.4%	50.8%	34.7%	43.6%
N of Valid Cases							
2. Increased a moderate amount	Count	128	118	141	65	127	579
	Expected Count	127.3	104.1	128.9	84.1	134.5	579.0
	% within R income quintile	26.8%	30.3%	29.2%	20.6%	25.2%	26.7%
3. Increased a little	Count	29	18	8	20	32	107
	Expected Count	23.5	19.2	23.8	15.5	24.9	107.0

	% within R income quintile	6.1%	4.6%	1.7%	6.3%	6.3%	4.9%
4. Kept about the same	Count	91	69	92	58	114	424
	Expected Count	93.2	76.2	94.4	61.6	98.5	424.0
	% within R income quintile	19.1%	17.7%	19.0%	18.4%	22.6%	19.5%
5. Decreased a little	Count	8	1	1	3	14	27
	Expected Count	5.9	4.9	6.0	3.9	6.3	27.0
	% within R income quintile	1.7%	0.3%	0.2%	1.0%	2.8%	1.2%
6. Decreased a moderate amount	Count	6	4	2	6	20	38
	Expected Count	8.4	6.8	8.5	5.5	8.8	38.0
	% within R income quintile	1.3%	1.0%	0.4%	1.9%	4.0%	1.8%
7. Decreased a great deal	Count	7	12	5	3	22	49
	Expected Count	10.8	8.8	10.9	7.1	11.4	49.0
	% within R income quintile	1.5%	3.1%	1.0%	1.0%	4.4%	2.3%
Total	Count	477	390	483	315	504	2169
	Expected Count	477.0	390.0	483.0	315.0	504.0	2169.0
	% within R income quintile	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-square test and symmetric measures of relationship between income and preference on public school spending is shown below.

**Table 2.** Chi-Square Test of relationship between income and preference on public school spending

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	98.453 <sup>a</sup>	24	.000
Likelihood Ratio	101.691	24	.000
Linear-by-Linear Association	17.838	1	.000
	2169		

a. 2 cells (5.7%) have expected count less than 5. The minimum expected count is 3.92.

**Table 3.** Symmetric Measures

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.057	.018	3.115	.002
	Kendall's tau-c	.053	.017	3.115	.002
N of Valid Cases		2169			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The chi-square test proves that the relationship between income and preference on public school spending is not random, due to its significance is approximately 0. Therefore, the null hypothesis for these two variables is rejected, and the alternative hypothesis will be accepted. However, the relationship is very weak. According to the graph which compares the percentage distribution of those who strongly favor increasing public school spending, percentage slightly raises at the 3<sup>rd</sup> and the 4<sup>th</sup> income quintiles. In other words, Middle and upper-middle income individuals would support educational funds the most. In addition to the graph, Kendall's tau-c from the chi-square test presents the score of 0.053, which indicates that the relationship is positive but very weak. With all relevant

statistical analyses, the study can conclude that as individuals earn more income, they will be slightly more supportive on federal expenditure to public educations.

Another dependent variable, preference of spending on aiding poor, is also measured in 7 positions, with attributes similar to spending on public school. The analysis is shown below.

**Table 4.** Relationship between income and preference on aiding poor

Spend on Aiding Poor		R income quintile					Total
		1	2	3	4	5	
1. Increased a great deal	Count	164	120	126	59	59	528
	Expected Count	117.1	94.9	117.8	77.2	121.0	528.0
	% within R income quintile	34.5%	31.2%	26.4%	18.8%	12.0%	24.6%
2. Increased a moderate amount	Count	149	104	164	83	108	608
	Expected Count	134.8	109.3	135.7	88.8	139.4	608.0
	% within R income quintile	31.4%	27.0%	34.3%	26.5%	22.0%	28.4%
3. Increased a little	Count	50	26	39	27	42	184
	Expected Count	40.8	33.1	41.1	26.9	42.2	184.0
	% within R income quintile	10.5%	6.8%	8.2%	8.6%	8.6%	8.6%
4. Kept about the same	Count	96	111	127	112	214	660
	Expected Count	146.4	118.6	147.3	96.4	151.3	660.0
	% within R income quintile	20.2%	28.8%	26.6%	35.8%	43.6%	30.8%
5. Decreased a little	Count	5	5	5	4	19	38
	Expected Count	8.4	6.8	8.5	5.6	8.7	38.0
	% within R income quintile	1.1%	1.3%	1.0%	1.3%	3.9%	1.8%
6. Decreased a moderate amount	Count	4	13	15	16	31	79
	Expected Count	17.5	14.2	17.6	11.5	18.1	79.0
	% within R income quintile	0.8%	3.4%	3.1%	5.1%	6.3%	3.7%
7. Decreased a great deal	Count	7	6	2	12	18	45
	Expected Count	10.0	8.1	10.0	6.6	10.3	45.0
	% within R income quintile	1.5%	1.6%	0.4%	3.8%	3.7%	2.1%
Total	Count	475	385	478	313	491	2142
	Expected Count	475.0	385.0	478.0	313.0	491.0	2142.0
	% within R income quintile	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The chi-square test and symmetric measures are shown below.

**Table 5.** Chi-Square Test of relationship between income and preference on aiding poor

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	185.764 <sup>a</sup>	24	.000
Likelihood Ratio	192.518	24	.000
Linear-by-Linear Association	141.831	1	.000
N of Valid Cases	2142		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.55.

**Table 6.** Symmetric Measures

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.212	.017	12.727	.000
	Kendall's tau-c	.206	.016	12.727	.000
N of Valid Cases		2142			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The chi-square test, similar to the one for public school, also proves that the relationship between income and aiding poor is statistically significant (approximately 0). However, both bar graph and Kendall's tau-c with a score of 0.206 indicate that the relationship between these two variables, comparing to the previous relationship, is stronger and more predictable. In addition, according to the table, 53% of all respondents agree to increase aids to poor, either by a great deal or moderately. Within this 53%, lower income individuals would favor the most, and then the proportions decrease as income rises. Individuals to prefer keeping the same or reducing spending are relatively supported by higher income quintiles. With all statistical analyses from the chi-square test, bar charts, and the table, it is certain that the null hypothesis should be rejected and the alternative hypothesis should be taken. The study concludes that income has a significant effect on preference of aiding poor.

Besides discovering the relationships between income and spending preference, this research is also interested about the effects of employment and education level. Hence, employment and education are included in the chi-square test as confounding variables. The chi-square tests are shown below.

**Table 7.** Chi-square tests for income and prefer spending on public schools with employment status as confounding variable

Employment status		Value	df	Asymp. Sig. (2-sided)
1. Working now	Pearson Chi-Square	40.287 <sup>b</sup>	4	.000
	Likelihood Ratio	40.458	4	.000
	Linear-by-Linear Association	27.748	1	.000
	N of Valid Cases	1372		
2. Temporarily laid off	Pearson Chi-Square	1.873 <sup>c</sup>	4	.759
	Likelihood Ratio	2.507	4	.643
	Linear-by-Linear Association	.030	1	.862
	N of Valid Cases	34		
4. Unemployed	Pearson Chi-Square	3.189 <sup>d</sup>	4	.527
	Likelihood Ratio	3.997	4	.406
	Linear-by-Linear Association	.360	1	.548
	N of Valid Cases	97		
5. Retired	Pearson Chi-Square	15.213 <sup>e</sup>	4	.004
	Likelihood Ratio	16.992	4	.002
	Linear-by-Linear Association	4.695	1	.030

	N of Valid Cases	342		
6. Permanently disabled	Pearson Chi-Square	16.032 <sup>l</sup>	4	.003
	Likelihood Ratio	10.143	4	.038
	Linear-by-Linear Association	3.417	1	.065
	N of Valid Cases	124		
7. Homemaker	Pearson Chi-Square	5.001 <sup>g</sup>	4	.287
	Likelihood Ratio	7.888	4	.096
	Linear-by-Linear Association	1.807	1	.179
	N of Valid Cases	133		
8. Student	Pearson Chi-Square	4.980 <sup>n</sup>	4	.289
	Likelihood Ratio	6.773	4	.148
	Linear-by-Linear Association	.632	1	.427
	N of Valid Cases	63		
Total	Pearson Chi-Square	40.032 <sup>a</sup>	4	.000
	Likelihood Ratio	39.633	4	.000
	Linear-by-Linear Association	16.902	1	.000
	N of Valid Cases	2165		

Employment directly affects individual incomes, so it is the most significant confounding variable to be observed. Comparing each employment status, respondents who are temporarily laid-off or are unemployed support the most on education spending, with 82.4% and 81.4% of each status respectively. Other respondents also prefer increasing educational spending, but slightly smaller percentages.

**Table 8.** Chi-square tests for income and prefer spending on aiding poor with employment status as confounding variable

Employment status		Value	df	Asymp. Sig. (2-sided)
1. Working now	Pearson Chi-Square	78.433 <sup>b</sup>	4	.000
	Likelihood Ratio	79.047	4	.000
	Linear-by-Linear Association	68.237	1	.000
	N of Valid Cases	1358		
2. Temporarily laid off	Pearson Chi-Square	1.595 <sup>c</sup>	4	.810
	Likelihood Ratio	1.975	4	.740
	Linear-by-Linear Association	.509	1	.476
	N of Valid Cases	30		
4. Unemployed	Pearson Chi-Square	4.930 <sup>d</sup>	4	.295
	Likelihood Ratio	5.573	4	.233
	Linear-by-Linear Association	.606	1	.436
	N of Valid Cases	95		
5. Retired	Pearson Chi-Square	9.954 <sup>e</sup>	4	.041
	Likelihood Ratio	9.741	4	.045
	Linear-by-Linear Association	6.342	1	.012
	N of Valid Cases	339		
6. Permanently disabled	Pearson Chi-Square	16.239 <sup>l</sup>	4	.003
	Likelihood Ratio	9.484	4	.050
	Linear-by-Linear Association	7.979	1	.005
	N of Valid Cases	126		
7. Homemaker	Pearson Chi-Square	3.980 <sup>g</sup>	4	.409
	Likelihood Ratio	5.476	4	.242
	Linear-by-Linear Association	.049	1	.825

	N of Valid Cases			
8. Student	Pearson Chi-Square	5.252 <sup>1</sup>	4	.262
	Likelihood Ratio	6.051	4	.195
	Linear-by-Linear Association	.124	1	.725
	N of Valid Cases	63		
Total	Pearson Chi-Square	116.683 <sup>a</sup>	4	.000
	Likelihood Ratio	114.674	4	.000
	Linear-by-Linear Association	101.603	1	.000
	N of Valid Cases	2145		

For poor aid spending, 78.9% of unemployed and 77% of disabled respondents, which are the highest proportion, prefer an increase. Other respondents, besides those are currently working, also largely support aids to poor. Comparing with two spending preferences, most respondents, regardless of employment, would support more funding to public education.

The chi-square significance tests prove that employment status, except those who are currently working, retired, and permanently disabled, has no relationship (sig. > 0.05) to income and either spending preferences, since most respondents have similar opinions.

Education is an important social indicator which Tandberg did not explore. According to the survey, 80.9% of respondents who receive less than high school education would prefer spending on aiding poor and also 74.7% would support public school, both are highest proportions among 3 levels. The chi-square tests for both spending preference with education as confounding variable are shown below.

**Table 9.** Chi-square tests for income and prefer spending on public school with education level as confounding variable

Highest grade of school or year of college respondent completed <sup>↕</sup>	Value <sup>↕</sup>	df <sup>↕</sup>	Asymp. Sig. (2-sided) <sup>↕</sup>
0-11 yrs <sup>↕</sup>	Pearson Chi-Square <sup>↕</sup>	7.734 <sup>b</sup> <sup>↕</sup>	.102 <sup>↕</sup>
	Likelihood Ratio <sup>↕</sup>	11.688 <sup>↕</sup>	.020 <sup>↕</sup>
	Linear-by-Linear Association <sup>↕</sup>	5.609 <sup>↕</sup>	.018 <sup>↕</sup>
	N of Valid Cases <sup>↕</sup>	293 <sup>↕</sup>	<sup>↕</sup>
12 yrs <sup>↕</sup>	Pearson Chi-Square <sup>↕</sup>	3.214 <sup>c</sup> <sup>↕</sup>	.073 <sup>↕</sup>
	Likelihood Ratio <sup>↕</sup>	3.181 <sup>↕</sup>	.078 <sup>↕</sup>
	Linear-by-Linear Association <sup>↕</sup>	1.035 <sup>↕</sup>	.309 <sup>↕</sup>
	N of Valid Cases <sup>↕</sup>	646 <sup>↕</sup>	<sup>↕</sup>
13-more yrs <sup>↕</sup>	Pearson Chi-Square <sup>↕</sup>	37.489 <sup>d</sup> <sup>↕</sup>	.000 <sup>↕</sup>
	Likelihood Ratio <sup>↕</sup>	38.728 <sup>↕</sup>	.000 <sup>↕</sup>
	Linear-by-Linear Association <sup>↕</sup>	21.665 <sup>↕</sup>	.000 <sup>↕</sup>
	N of Valid Cases <sup>↕</sup>	1229 <sup>↕</sup>	<sup>↕</sup>
Total <sup>↕</sup>	Pearson Chi-Square <sup>↕</sup>	42.020 <sup>a</sup> <sup>↕</sup>	.000 <sup>↕</sup>
	Likelihood Ratio <sup>↕</sup>	41.929 <sup>↕</sup>	.000 <sup>↕</sup>
	Linear-by-Linear Association <sup>↕</sup>	17.098 <sup>↕</sup>	.000 <sup>↕</sup>
	N of Valid Cases <sup>↕</sup>	2168 <sup>↕</sup>	<sup>↕</sup>

Similar to employment status, education level does not have significant relationship with income and school spending, since most respondents, regardless of education level, would agree on rising public school funding.

**Table 10.** Chi-square tests for income and prefer spending on aiding poor with education level as confounding variable

Highest grade of school or year of college respondent completed <sup>a</sup>		Value <sup>a</sup>	df <sup>a</sup>	Asymp. Sig. (2-sided) <sup>a</sup>
0-11 yrs <sup>a</sup>	Pearson Chi-Square <sup>a</sup>	13.441 <sup>b</sup>	4 <sup>a</sup>	.009 <sup>a</sup>
	Likelihood Ratio <sup>a</sup>	11.971 <sup>a</sup>	4 <sup>a</sup>	.018 <sup>a</sup>
	Linear-by-Linear Association <sup>a</sup>	.590 <sup>a</sup>	1 <sup>a</sup>	.442 <sup>a</sup>
	N of Valid Cases <sup>a</sup>	292 <sup>a</sup>	<sup>a</sup>	<sup>a</sup>
12 yrs <sup>a</sup>	Pearson Chi-Square <sup>a</sup>	45.845 <sup>b</sup>	4 <sup>a</sup>	.000 <sup>a</sup>
	Likelihood Ratio <sup>a</sup>	44.558 <sup>a</sup>	4 <sup>a</sup>	.000 <sup>a</sup>
	Linear-by-Linear Association <sup>a</sup>	30.555 <sup>a</sup>	1 <sup>a</sup>	.000 <sup>a</sup>
	N of Valid Cases <sup>a</sup>	636 <sup>a</sup>	<sup>a</sup>	<sup>a</sup>
13-more yrs <sup>a</sup>	Pearson Chi-Square <sup>a</sup>	59.610 <sup>b</sup>	4 <sup>a</sup>	.000 <sup>a</sup>
	Likelihood Ratio <sup>a</sup>	60.287 <sup>a</sup>	4 <sup>a</sup>	.000 <sup>a</sup>
	Linear-by-Linear Association <sup>a</sup>	50.138 <sup>a</sup>	1 <sup>a</sup>	.000 <sup>a</sup>
	N of Valid Cases <sup>a</sup>	1212 <sup>a</sup>	<sup>a</sup>	<sup>a</sup>
Total <sup>a</sup>	Pearson Chi-Square <sup>a</sup>	114.636 <sup>b</sup>	4 <sup>a</sup>	.000 <sup>a</sup>
	Likelihood Ratio <sup>a</sup>	112.830 <sup>a</sup>	4 <sup>a</sup>	.000 <sup>a</sup>
	Linear-by-Linear Association <sup>a</sup>	99.441 <sup>a</sup>	1 <sup>a</sup>	.000 <sup>a</sup>
	N of Valid Cases <sup>a</sup>	2140 <sup>a</sup>	<sup>a</sup>	<sup>a</sup>

Spending on aiding poor, on the contrary, is significantly related to income and education level. This relationship implies that opinions are varied among different groups, so it is more difficult to decide poverty aid policies than education budgets.

Although income has stronger relationship to poor aid than to public education, public education is more preferred by the respondents. The chi-square tests prove that both employment and education level are more weakly related with public education than with poor aid. Weaker relationship implies that the spending preferences will remain similar regardless of different confounding variable attributes. In short, comparing with public school and poor aid, more citizens from different income, employment, and education level, will favor spending on public school than poor aid.

### 3. Conclusion

This study indicates that the citizens would favor “equality” of higher education, which requests the state government to provide more funds to colleges and universities in order to reduce tuitions for all students. Financial aid, which improves “equity”, is not popularly supported due to limited of populations can be benefitted. After all, financial aid is shifting resources from taxpayers to low income students, and taxpayers might not receive any return. Unlike in the previous decades when people had abundant resources to spend, in recent years people cannot afford expensive costs of higher education. According to the empirical research, in order to sustain young generation’s compatibility for the future, both the federal and state governments should play the main role of encouraging more college enrollments to receive more professional education and training.

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## Evaluation of ELT Course books with their limits

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### **Abstract**

Course books used in EFL classes are one of the most important decisions a school of foreign languages will make in designing their concept of language teaching and learning. It means the method will be used and it is the purpose of learning a foreign language and the aspect of the curriculum. Do the course books fulfil the expectations in language learning? What are the limits of course books? Are the presentations of the skills in the course books satisfactory? All these questions are prepared and analyzed in this paper and the course book (series titled 'English for life' by Oxford University Press) is evaluated from the language teachers' perspective. The course books as a core material in EFL classes need to be designed and placed in language education when we are aware of the goals must be achieved in language teaching and learning. Course book should be accompanied by supplementary digital materials, which serve a self-autonomy for the learners encouraging their efforts and self-esteem to learn a foreign language beyond classroom. Surely, the course books should have i-tools availed for class teaching to attract the attention and not to fall behind in age of technology.

**Key words:** course books in EFL classes, language teachers' perspective, teaching skills

### **1. Introduction**

This paper aims to investigate the effectiveness of course books in ELT classes, particularly from the point of teaching basic skills which are called as reciprocal skills (reading and listening) and productive skills (writing and speaking). This paper also aims to explore the attitudes of the teachers towards these course books.

Surely, there is a great variety of course books used in EFL classes that designed to supply effective language teaching achievement in formal education in traditional class teaching. However, there are some debates and controversy about course books. Some authorises are in favour of these course books/textbooks but there are some who are against using them as an only material in EFL classes. In fact, in 1990s with the evolving in technology; a digital era affected every field of study in the world. Education system has been affected by digital era in a large extend. Learners' profile is a key element in education and training. Education system is in need of redesign all the tools for young people who born to a computerized world.

Hutchinson and Torres (1994) express that 'Course books survive...primarily because they are the most convenient means of providing the structure the teaching-learning system... requires.' Richards and Rodgers (2001) expresses that course books are unavoidable element of the curriculum because they specify content and define coverage for syllabus items.

However, there have been some people who are not in favour of course books and in general; there is much criticism of the lack of authenticity in course books. Grant (1987). Grant also states that the language used in course books do not reflect language used in real life.

Choosing a course book as a core teaching material is a big issue, so it must be based on some expectations of the teachers. We should choose a course book as because of its educational values and it must meet the achievements to be fulfilled in EFL class. Actually all the course books have similar points in their design and methods also in exercises which are taken place in a course book. methods also in exercises which are taken place in a course book. My concern in this paper is not point out a certain course a material to be

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criticized it is just an example and many others have the similar content. The EFL course books are not compared with each other in this paper.

We must pay attention to identifying the needs of Turkish students and our students' attitudes towards English and their reasons for learning it. It is seen that English is treated as a subject in school syllabus and nearly not used outside the classroom.

Actually, the analysis of a language teaching material must be based on some criteria and from some points of view it must be evaluated. In the book of Tomlinson some aspects of a course book is expressed as the following:

#### Design

- 1 Aims and objectives (to develop learners' linguistic competence, to develop cross-curricular and cross-cultural knowledge)
- 2 Principles of selection (types of tasks: brainstorming activities etc.)
- 3 Principles of sequencing (tasks, content, language: simple to complex)
- 4 Subject matter and focus of subject matter (eg: source of content: students' ideas/opinions/prior knowledge, and materials themselves)
- 5 Types of teaching /learning activities (eg: materials direct classroom interaction for both teachers and learners)
- 6 Participation: who does what with whom
- 7 Classroom roles of teachers and learners (eg: both teachers and learners, however, are expected to follow directions of the materials)
- 8 Learners roles in learning (eg: undertake tasks as directed by the materials)
- 9 Role of the materials as a whole (ex: to provide a route for teaching and learning English) (Tomlinson, B. 1998: 215-216).

Surely, in this paper all these aspects of a course book are questioned in the questionnaire. In the analysis, from the teachers' perspective a target course book is evaluated and shortly the attitudes of teachers and learners to the course book are expressed.

In general, negative and positive sides of a course book as a main material in class teaching should be overviewed.

#### **Advantages of course books**

Course books provide you with several advantages in the classroom:

- Course books gives you all the plans you do not think about the lesson to cover a topic
- Course books are very helpful for new teachers when they are so inexperienced
- The latest teaching strategies are involved in a course book so you do not need to chase the latest researches
- Good course books are very useful teaching aids. They're resource for both teachers and students.
- As course books have been written in collaboration , so they are reliable sources
- Course books do not surprise the students regardless their expectations
- Course books is a way of providing inexpensive material

#### **The Limits of course books**

- The course books may not respond adequately to the needs of the learner
- The course books don't take students' background knowledge into account
- Conversations do not have any relations to real communications
- There is a lack of authenticity of language
- The learners understand the language as a good answer to all questions
- Strict adherence to the curriculum when following a course book is reason of stress for teachers
- Low motivation for English instruction

- Lack of variety in teaching procedures
- Limited hours for teaching in class
- There is no spontaneity and flexibility
- It prevents the creativity in teaching techniques and language use

In this paper, all these aspects are involved in the questionnaire prepared for the evaluation of the course books.

## 2. Method

### Participants

This study was carried out in School of Foreign Languages of Selcuk University which is a significant one in Turkey with about 60 thousands students. In the school there are 86 lecturers of English. Besides English some other languages (German, French, Russian, and Arabic) thought as foreign languages in the school.

A randomly chosen 44 Lecturers of English are involved in the survey, the participants' experiences and intentions with respect to the use of course books in the classroom are investigated.

### Data Gathering Tools

In order to gather data (*English File by Oxford University*) used in 2015-2016 academic year was evaluated. '*New English File*' is the course book in concern of the study but our aim is not directly related to this material, it is related to all course books used in EFL classes. *New English File* is only targeted as an example in the survey as it has been used as course book in our school. Digital technology partly is integrated into language instruction; i-tools of the books are used in class teaching with the help of smart boards in each classroom. Generally, teachers/lecturers of the school expresses that technical resources are highly effective in increasing learners' attention. 2 hours 3 hours or 4 hours a week courses are formed in the school curriculum. The beginner and elementary level and pre-intermediate level courses are engaged. These courses are mandatory and we have optional preparatory classes in the school.

In terms of the present study, of the individuals contacted, 44 lecturers of English agreed to participate; both males and females were included. This questionnaire aiming to reveal the teachers/lecturers' perspective was a data collection phase to support experiences in EFL classes where readymade course books have been used as a core teaching material.

The questions (see appendix) were designed to elicit the English lecturers' views and experiences in order to reveal whether the course books in question were competent in teaching English especially the basic skills as reading, speaking, writing and listening, also the motivation of the students to the lesson and their progress in general were also investigated.

A four point questionnaire which included 10 questions was prepared. Another part in the questionnaire included three questions which aimed to find out a general evaluation of the book from the lecturers' perspective.

While the questions were being formulated some of them were aimed to reveal the course books' limits, some of them were aimed to reveal the students' attitudes to the lesson and the progress they achieved. In addition to this CLT communicative language teaching methodology which is involved in the course books is questioned. As Richard, (2006) pointed out CLT is a popular methodology used in course books today. '*Since its inception in 1970s, CLT has served as a major source of influence on language teaching practice around the world. Richard, 2006*' At this point we must catch what do you understand by communicative language teaching? The best statement which describes CLT is '*people learn a language best when using it to do things rather than through studying how language works and practicing rules*'. From this point of view it is clear that communication is so important when you learn a foreign language and grammar is not the centre of learning.

Each method has its own characteristics and focus on different aspects of a language teaching. So when this questionnaire was designed, the characteristic of CLT was also investigated.

In general when we look into the course books designed in the content of CLT it is seen that how to use language for a range of different purposes and functions are engaged in the activities and exercises. Communication strategies are thought. Formal and informal way of speech gain importance and understanding the types of texts are thought.

In the questionnaire all these aspects of CLT and also teaching basic skills and students' attitudes to the course and the progress are involved.

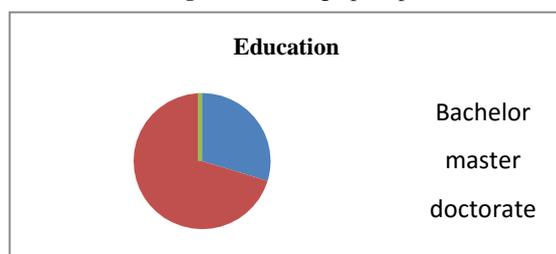
Demographic information of the participants is shown in the diagram. The questions were aimed to reveal the experiences about the CLT adoption and basic skills teaching and grammar teaching as main categories.

### 3. Findings

#### Coursebook Evaluation from Questionnaire Results

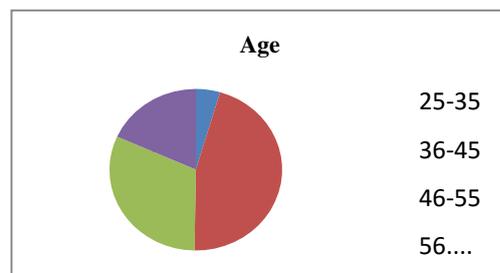
The questionnaire results are presented with the highest percentage scores according to the responses. The results of the questionnaire are contextualized and shown in diagrams according to the categories outlined above.

Figure 1. Demographic profile data



12 lecturers answering the questionnaire, comprises the 27 % of the participants have a bachelor diploma, 28 persons comprises 63% have master degree, 4 persons comprises 9 % have a doctorate degree

26 of the participants are *Female* and 18 participants are *Male*.



2 lecturers answering questionnaire comprises 4,5% of the participants are 25-35 years old, 20 lecturers comprises 45% of the participants are 36-45 years old, 14 lecturers comprises 31 % of the participants are 45-55 years old, 8 lecturers comprises 18% of participants are more than 55 years old.

Table 1. The results of the questionnaire

Questions:	Strongly agree	agree	disagree	Strongly disagree
Do you think in the course books ' <i>English for Life</i> ';				
-the main challenges that you face when teaching English	%9	%13	%36	%40
Using course books are <i>topics</i> that do not take the attention of Turkish students				
- <i>classroom activities</i> are meaningful and involve real communication	%18	%45	%13	%42

-the units have enough practicing exercises to practice <i>grammar rules</i>	%22	%18	%27	%31
-both <i>accuracy and fluency</i> are improved by means of the listening and speaking activities	%22	%45	%22	%9
-drilling exercises are useful to learn <i>grammar rules</i>	%27	%36	%36	%0
-students <i>practice</i> using new structure in different contexts	%27	%27	%40	%4
-exercises support to learning how to produce and understand different <i>types of texts</i> (letters, interview, e-mail, etc.)	%22	%27	%45	%4
-drilling exercises help to gain mechanical <i>habit formation</i>	%22	%27	%31	%18
-the receptive skills ( <i>reading and listening</i> ) are well improved by means of exercises	%22	%31	%13	%31
-the productive skills ( <i>speaking and writing</i> ) are well improved by means of the exercises	%9	%36	%40	%13

The findings of the study revealed that course books had positive effects on students' achievement in language learning but questionnaire data also suggested that the course books are not satisfactory in teaching some basic skills and it is suggested that course books has some limits as a core language teaching material in EFL classes.

When looking into the details it is seen that 63% of the lecturers state that in the course books '*English for Life*'; the main challenges that they face when teaching English using course books are *topics* that do not take the attention of Turkish students but 22% of the lecturers disagree. It is a dramatic result, a high percentage of the lecturers think that the topics of the book do not take their students' attention. This brings us an idea of modifying the books according to our needs.

About classroom activities which are questioned whether they involve real communication, nearly half of the teachers are in the positive side, half of the teachers are in negative side. Actual ratio is 63% of the lecturers is in positive side and 55% of the lecturers is in negative side.

In practicing grammar rules the book has enough exercises is agreed by 40% of the lecturers and 60 % disagree. Accuracy and fluency is developed by means of the exercises is agreed by 77% of the lecturers, 31% of the teachers disagree.

In the course book drilling exercises are useful to learn *grammar rules* is agreed by 63% of the lecturers but 36 % of the lecturers stated that they are not useful although there are a lot of drilling exercises involved in the course book.

54% of the lecturers state that Students *practice* using new structure in different contexts in the course book, besides 44 % of the lecturers disagrees.

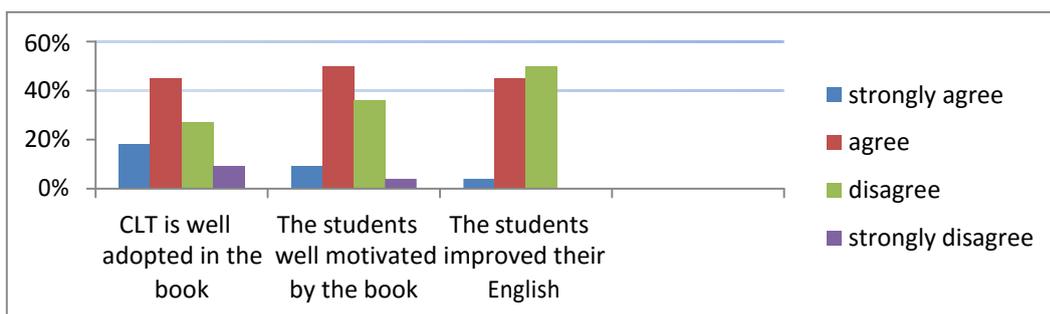
Exercises support to learning how to produce and understand different *types of texts* (letters, interview, e-mail, etc.) is agreed by 50 % of the lecturers and is disagreed by 50 % of the lecturers.

Half of the participants (lecturers) of the survey state that drilling exercises help to gain mechanical *habit formation*, besides half of the lecturers disagree.

Receptive skills are well improved by means of the exercises, are agreed by 53% of the lecturers and disagreed by 47 % of the lecturers.

Productive skills are well improved by means of the exercises are agreed by 45% of the teachers and disagreed by 53% of the lecturers.

**Fig. 2** Evaluation of the course books used in the school from the teachers' perspective



The course book evaluation presented in the Figure 2. reveals that 63% of the lecturers state that CLT (Community Language Teaching) is well adopted in the course book but 36% of the lecturers disagreed.

59% of the lecturers state that the students well motivated by the book but 41% of the lecturers disagreed.

A considerable result is that half of the lecturers think that the students improved their English by help of the course book and half of the lecturers think that they didn't.

### 3. Results, Conclusions and Recommendations

English is seen as a key competence not only for young students but for everyone in EU countries and in many parts of the world. English has been used as the language of globalization. English is the language of mutual understanding and will facilitate communication and interaction among Europeans and many people from different nations. In Turkey, although the students study English for many years from pre-school to University, many of them have some difficulties in speaking and listening in English. I particularly focused on learning of basic skills in class teaching in this study.

We must pay attention to identifying the needs of Turkish students and our students' attitudes towards English and their reasons for learning it. It is seen that English is treated as a subject in school syllabus and nearly no used outside the classroom. That's' so important to understand the necessity of your students from the beginning to play an effective role in your classroom.

My concern is to enable an evaluation of course books to support to designing materials for EFL classes. As an experienced language teacher, I have noticed that basic skills are a very important part of the acquisition of English however, during all the courses, study English based on the development of reading and writing skills, Listening is done as typical listening (such as dialogues/conservations) with the corresponding exercises but they are not natural environment and they are all casted by the actors/performers. Speaking activities do not teach speaking to communicate. Speaking practices are based on repeating the dialogues or statements they had drilled. Yet, speaking ability is developed if the learner can express his feelings, ideas and emotions in a language by forming and producing his/her own utterances. As a matter of course, you can ask what can a text book can achieve natural environment. My concern is that, it can use real conversations in natural environments as videos that will be used in classrooms and surely, interactive e- learning platforms have to be developed and the course books need to encourage the use of supplementary digital materials and internet platforms as a follow-up exercises but they cannot be separated from the courses or not be chosen or not an optional. If you offer optional materials to the learners you must know that they will not care them if you do not check them or mark them, as the self autonomy and self motivation of our students are very low in Turkey. English is an unsolved matter in Turkey.

Briefly, all these results show that the lecturers of the SOFL where a course book is used as a course only material are not very happy with the achievements and development of the students attending to the courses. If a great percentage of the lecturers agree on the improvement of the students, it can be suggested that, course books are

very useful for EFL classes but it is seen that there must be some new designs and for that we must reconsider syllabus design and material development and the methodology in it. Our goals and objectives are obvious and our need is certain for EFL so renovation is inevitable for syllabus design we must create more functional and modified course books oriented with practical e-tools and i-tools to motivate the students to language learning. Real communication situations must be realized that's why we must consider different opportunities for the learners to practice English, particularly for the ones who do not have a chance to listen and speak English after the lesson.

If we pay attention to the results of the questionnaire, we realize that it is important to work out the matter. It is seen that only course books used in classes to teach English cannot solve the problem. Classroom activities in the content of the course books have some limits and we need to do more. We must support to learning by distance education and e-learning beyond the classroom so firstly we must motivate the learners to understand the necessity of supplementary materials and self-motivation. Surely, our most import problem is to promote awareness rising on foreign language learning. We must discuss about English will promote mobility and mutual understanding not only in Europe but in the whole world as well. We must change the fact that, Turkish students study English during all their education duration from pre-school to university and are not capable of speaking and fluently and capable of understanding the English when it is spoken.

Course books should be designed according to the expectations, so our expectation in Turkey, is to promote the students' capacity in learning listening and speaking and express fluently in English

How much English my students know and what I can do to get my students to .really speak English to me and to each other is a big issue in classroom. Class education is their biggest chance to practice English, after the lesson they are not in contact with English, they are surrounded by Turkish everywhere.

Student interaction is essential when we think about CLT, but according to the results it is seen that the teachers think that it is not well adopted in the book. Student interaction is necessary for CLT, so it can be said that insufficient student interaction it the exercises makes the book incompetent.

In a course design in EFL classes, the sequence of course design can be summarized as:

- ✓ Needs analysis
- ✓ Goals and objectives
- ✓ Syllabus design
- ✓ Material development ( methodology is defined)
- ✓ Testing and evaluation

This study aiming to put forward the evaluation of course books can help to design all these sequence of a course. When thinking about to use textbooks, course books we must consider that course books must be a resource for students and it mustn't be only material for the teaching. We must have supplementary materials and we must create our own materials and we can modify some materials for our students. As supplementary, the students should have a lot of outside reading, and we must lead them to practice English beyond classroom. Actually, e-learning is needed to be involved as a follow-up supplementary material beyond classroom. Some course books have some e-tools as supplementary but they are not implemented properly by the teachers so, these e-tools are needed to be an inseparable part of the course books and the lesson is needed to be kept after the lesson. Almost all English language teaching course books are accompanied by digital tools and audio cassettes or videos, software or online subscriptions so on, but our problem is the real motivation and cooperation with students and teachers for language learning.

In fact, traditional classroom education will not competitive with computerized learning. Internet technology and www (World Wide Web) sources changed the life and education today. E- Learning must be accompanied with class teaching today, it is inevitable. O'Neill (1990) says 'The *most important work in a class may start with the textbook but end outside it*') It is a possible model for the future.

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Understanding course books from language teachers' perspective

This questionnaire will be used in analyzing the teaching capacity of the course books especially in basic skills in English. '*English for life Beginner*' and '*English for life Elementary*' are the target books in this questionnaire. Thank you for your support.

Education: a) Bachelor's degree (graduation)b) post graduate (master) c) doctorate Age

: a) 25-35 b) 36-45 c) 46- 55 d) 56-...

Gender : a)Female b) Male

Please circle your answer (1-Strongly agree 2- agree 3- Disagree 4- strongly disagree)

**Do you think in the course books *English for Life beginner and English for Life elementary*;**

1-the main challenges that you face when teaching English using the course books as the main course material are topics that do not take the attention of Turkish students 1 2 3 4

2-classroom activities are meaningful and involve real communication 1 2 3 4

3-the units have enough practicing exercises to practice grammaer rules and patterns 1 2 3 4

4-both accuracy and fluency are improved by means of the listening and speaking activities 1 2 3 4

5-drilling exercises are useful to learn grammaer rules 1 2 3 4

6-students practice using new structure in different contexts 1 2 3 4

7-exercises support to learning how to produce and understand different types of texts (letters, interview, narratives, etc) 1 2 3 4

8-drilling exercises help to gain mechanical habit formation 1 2 3 4

9-the receptive skills (reading and listening) are well improved by means of the exercises of the coursebook 1 2 3 4

10- the productive skills (speaking and writing) are well improved by means of the exercises of the course books 1 2 3 4

Evaluation (your students' attitudes to the lesson);

They (your students) are well motivated 1 2 3 4

They have improved their English well 1 2 3 4

CLT (Communicative Language Teaching) is well adopted in the course book 1 2 3 4



## Multilingual Parenting: Benefits and Challenges

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### Abstract

The growing mobility and opportunities for international cooperation lead to the necessity for parents to ensure the possibility for their children to acquire two or more languages. Mass media and web portals for parents are increasingly highlighting the benefits of the bilingual and bicultural development, as bilingual children have higher cognitive skills, language awareness and sensitivity to other cultures. Despite the research results revealing the positive impact of bilingualism on human development and labour market opportunities, the issue of bilingual education is still ambiguous and challenging for many parents due to their insufficient knowledge of the methodology related to bilingual education provision. To promote bilingualism and support parents in their decision-making, many countries regularly issue manuals for bilingual and/or multilingual multilingual parents. The article reports the results of the research conducted in the framework of the project (CB35) “PIM Development of Parent Involvement Models for Bilingual Pre- and Primary School” supported by the programme “Interreg Central Baltic”. Within the research framework, 70 manuals and handbooks on raising a multilingual child were analysed with the aim to identify the core aspects of multilingual education addressed within the research sample. Based on the data obtained in the research framework, the conclusion can be drawn that the manuals and recommendations are mostly based on long-term observation studies, communication with parents, the research of experts’ (speech therapists, paediatricians, educators, psychologists, etc.) viewpoint; as well as the analysis of bilingualism or multilingualism experience in their own families. The research data substantiated the conclusion that the primary goal of the available resources is to dispel myths about the negative impact of bilingualism/multilingualism on the child’s development and language acquisition.

**Key words:** benefits of bilingualism, multilingual parenting, manuals for bilingual or multilingual parents

### 1. Introduction

It is widely acknowledged that bilingualism leads to new opportunities for the individual and the society at large (Wei, Dewaele, & Housen, 2002: 2). It is not surprising that a bilingual or multilingual individual is much more competitive and useful in the international labour market. Bilingual individuals are open to the priceless opportunity to experience the cultures of others in a more direct way. They are given the “chance to participate and become involved in the core of a culture, and to appreciate the different systems of behaviour, rituals, religious traditions, beliefs and values, histories, and literatures” (Wei, Dewaele, & Housen, 2002: 3). Moreover, it is claimed that bilingualism provides the opportunity to reflect on one’s own linguistic and cultural heritage and even discover and develop new identities (Ibid.).

The opportunities bilingualism provides at the societal level are rooted in the value of bi- and multilinguals in the world market thus contributing to the economic growth of the country. It is claimed that “the number of bi- and multilingual speakers a country produces is often seen as an indicator of the educational standard, economic competitiveness and cultural vibrancy of the country” (Wei, Dewaele, & Housen, 2002: 3). The role of language-knowledge for building contacts or bridges between different groups within the nation-state and worldwide is also apparent.

Bilingualism presents both opportunities and challenges for education. For bilingual education to be successful, besides educational programme and resource provision, it is crucial to promote the advantages of mastering two or more languages in the society. Positive motivation for language learning starts in the family. The family develops not only the attitude towards the mother tongue, but also teaches the tolerance towards different cultures, understanding the significance of personality in the country in which the person lives. This affects the ethnic relations in the state and the effectiveness of ongoing social integration (Alijevs, 2010). Skutnabb-Kangas (2009, 2010) studying linguistic human rights in education argues that parents need to have solid, research-based knowledge about the long-term consequences of their choices. They need to know that education can be implemented in all languages, and that either/or is a false ideology. Children can master both their own language and one or several dominant languages at a sufficient level if the education is organised appropriately to make it

possible. Multilingualism can enhance creativity. High-level multilinguals as a group often do better than corresponding monolinguals in tests measuring several aspects of 'intelligence', creativity, divergent thinking, cognitive flexibility, etc.

However, bilingualism has been viewed as rather a deficiency than a benefit up to the 70-ies of the 20th century (Nodari and de Rosa, 2003). This has led to parents' concerns about the impact of simultaneous acquisition of two languages on the delay in the development of a child. Furthermore, research reveals that parents strongly believe that the language spoken at home is primary in the establishment of close personal link with the child (Nemeth, 2012).

In response to parents' confusion about language acquisition and to promote the bilingualism in families, many countries regularly issue manuals for bilingual or multilingual parents for the parents who have made a decision to enhance their child's bilingual or multilingual development.

It is apparent that the role of a language in general and mother tongue in particular is tremendous. Skutnabb-Kangas (2000: 104) eloquently formulates and states the place of language in the life of an individual arguing that "language is a tie, and our mother tongues both form and are symbols of our identity." This definition, although emotional, clearly reveals the crucial role a mother tongue plays in the formation and development of personality, which is in the heart of all the pedagogical and educational research. Initially, a Latin term, *lingua maternal*, was introduced in the Middle Ages and the Early Modern period to signify "lay people's vernaculars in contrast to learned Latin" (Yildiz, 2012: 10). However, in the late 18<sup>th</sup> century, the emotional context was added to the term *muttersprache* shaped by new and interrelated conceptions of family, kinship, motherhood, nation, and state (Ibid.).

The relationship between language and identity today can be described in accordance with the monolingual paradigm, within which the mother tongue is viewed as a privileged or special language for "the sounds of this language can stir something deep down inside a person; this is the language of primary attachments, the language in which one first says and becomes "I." (Yildiz, 2012: 203). Discussing the concept at a more practical level, the mother-tongue, in some interpretations, refers to "the language one masters best and has full command of" (Ibid.).

The views on the importance of both the mother-tongue and foreign languages are strongly supported by several international declarations and recommendations that have made reference to the issues of languages and education. UNESCO Education Position Paper Education in a Multilingual World (2003) clarifies some of the key concepts stressing the importance of: 1) mother tongue instruction at the beginning of formal education for pedagogical, social and cultural considerations; 2) multilingual education with a view to the preservation of cultural identities and the promotion of mobility and dialogue; 3) foreign language learning as part of an intercultural education aiming at the promotion of understanding between communities and between nations (UNESCO, 2003). As of minorities, the United Nations Universal Declaration of Human Rights (1948), Convention and Recommendation against Discrimination in Education (1960), Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities (1992) and many others support the rights of minorities to learn and to be taught in the first language or their heritage language. The Convention on the Rights of the Child (1989) emphasizes that language has to be considered as an educational value. Article 29 states that "the education of the child shall be directed to... the development of respect for the child's... cultural identity, language and values" (United Nations, 1989).

## **2. Method**

The qualitative research was conducted in the framework of the project (CB35) "PIM Development of Parent Involvement Models for Bilingual Pre- and Primary School" supported by the programme "Interreg Central Baltic". Within the research framework, 70 manuals and handbooks on raising a multilingual child were analysed applying content analysis as a systematic, replicable technique for compressing the text into content categories based on explicit rules of coding with the aim to identify the core aspects of multilingual education addressed within the research sample.

Content analysis was applied with the aim to attain a condensed and broad description of the phenomenon of bilingualism and the language education issues linked to multilingualism as appeared in the manuals and handbooks aimed at parents.

The codes were derived from the research sample and categorized under themes as established in the thematic coding approach, which is generally viewed as a generic approach within which all or parts of the data were coded and labelled. Further on, the codes having the same label were grouped under themes. The inductive thematic coding approach was chosen, which incorporated the determination of codes and themes occurring in the data and based on data review from the perspective of relevance to the research (Robson, 2011: 467).

Within the thematic coding analysis, the following stages were performed:

- Preparation stage or familiarizing with the data

The stage involved data transcription and induction of initial ideas, selecting the units of analysis. The chunks (words, phrases, paragraphs) were given labels and arranged under the induced codes.

- Organizing stage

Within the organizing stage, initial codes were generated inductively through interaction with the data. The chunks (words, phrases, paragraphs) were given labels and arranged under the induced codes.

Extracts from the data were given codes across the entire data set, with similar extracts being given the same code. Further on, the codes were collated into themes, gathering all data relevant for each potential theme. The next step was checking if themes worked in relation to the entire data set.

- Reporting stage

The reporting stage involved exploration, description, summary and interpretation of the patterns sketched.

### 3. Findings and Discussion

Within the content analysis of manuals and handbooks on raising multilingual children, the following **thematic categories** were induced:

- **The Advantages of Bilingualism**

The research findings revealed that children who are given an opportunity to acquire a second language are more creative and better at dealing with complex problems in comparison to children who do not learn a second language. Individuals having the command of more than one language are able to communicate with wider audience, have access to original literature and are more likely to enjoy international and intercultural experience (e.g. when travelling to other countries). Knowledge of other languages also provides a competitive advantage in the field of employment (Paradowski, 2010; Shevaler, 2014).

Baker sums up the advantages of being bilingual as follows:

- 1) communication advantages: extended family, community, international links, employment;
- 2) cultural advantages: broader enculturation, a deeper multiculturalism, and two „language worlds” of experience, greater tolerance and less racism;
- 3) cognitive advantages: creativity, sensitivity to communication;
- 4) character advantages: raised self-esteem, security in identity;
- 5) curriculum advantages: increased curriculum achievement, easier to learn a third language;
- 6) cash advantages: economic and employment benefits (Baker, 2014).

In addition, many scholars state persons' health as a strong argument for the positive impact of bilingualism (Alladi et al., 2013). The researchers suggested bilingual switching between different sounds, words, concepts, grammatical structures and social norms constituted a form of natural brain training, which was likely to be more effective than any artificial brain training programme. These findings suggest that bilingualism might have a stronger positive impact on dementia than any currently available drugs. Moreover, research reveals that people who speak multiple

languages are twice as likely to recover their mental functions after stroke as those who speak one language (Alladi et al., 2015).

- **The Age to Start Acquiring or Learning a Foreign Language**

Bilinguals who are exposed to two languages from birth are referred to as simultaneous bilinguals, and those who learn a first language followed by a second language – whether as toddlers or as adults – are referred to as sequential bilinguals. The evidence points to fairly robust advantages for simultaneous bilinguals relative to sequential bilinguals. They tend to have better accents, more diversified vocabulary, higher grammatical proficiency, and greater skill in real-time language processing (Byers-Heinlein and Lew-Williams, 2013).

- **Benefits of Simultaneous Bilingualism**

Based on the number of children around the world who are exposed to more than one language simultaneously, the conclusion can be drawn that bilingualism is becoming more “common” than monolingualism (Genesee, 2007, a). It is a myth that only gifted children can be bilingual – every child can learn multiple languages from birth (Steiner, 2008).

- **Bilingualism and Its Impact on Developmental Delays**

There is no evidence that human beings are programmed to be monolinguals. In fact, brain scanning studies of adult bilinguals have demonstrated that the neural pathways for bilingual’s two languages are the same (and similar to monolinguals) but only if they had early bilingual language exposure. Moreover, numerous claims have been put forward stating that human brain was neurologically set to be multilingual (Quiñonez Summer, 2015 with reference to Petitto, 2001).

It is crucial to distinguish between the application of the widely used term "language delay" in connection to children who seem to be taking longer than on average to start talking but their vocabulary development level fits well within the accepted norm from the clinical use of the term which implies a significant language development delay (Fenson et al., 1994). Unnecessary confusion and misinterpretation of the phenomenon may be rooted in not distinguishing between the concepts. There is no empirical evidence on bilingualism being the cause of any language delay (King and Fogle, 2006).

Children who have learned more than one language in their childhood are different from the children having only one language in their language repertoire as they have contact with different linguistic backgrounds; they communicate in a way to provoke the use of different resources, and are well aware of the aspects of the different cultural environment (Bialystok, 2001).

- **Bilingualism and Language Confusion**

Research on child bilingual code mixing indicates that children who code-switch do not experience language confusion, as they are able to use their two languages appropriately with different people (Genesee, 2012). In fact, the ability to switch back and forth between languages is a sign of mastery of two linguistic systems, but not a sign of language confusion. Children as young as 2 are able to code-switch in socially appropriate ways (King and Fogle 2006 with reference to Lanza, 1992; Quiñonez Summer, 2015).

- **The Use of Two Languages at Home**

There is absolutely no evidence that children get confused when parents use two languages in the same sentence (or utterance) – this is referred to as code-mixing or code-switching. As long as most people in the child’s family and community use only one language at a time, the child will learn that this is the appropriate way to use their two languages. Research shows that even children in the earliest stages of bilingual development know how to use their languages separately, even with strangers they have never met before (Genesee, 2007, b). It is a myth that bilingualism leads to confusion leading to language confusion and never becoming proficient in either. The fact is that it is natural for children to mix languages as they learn them (Steiner, 2008).

- **Delayed Language Proficiency**

Research shows that bilingual children go through the most of the major milestones in language development – babbling, first words, and grammatical development - at the same age as monolingual children if they are given adequate exposure to both languages. Research indicates that when children divide their learning time equally between their two languages – that is, 50% exposure to one language and 50% to the other, their two languages develop in the same pace as that of monolingual children for the most part (Genesee, 2007, b).

However, some studies confirm that bilingual children and young people have a more limited vocabulary in each language than monolingual children of the same age. Nonetheless, as concerns the total number of words in both languages, the bilingual children's vocabulary is the same size or more elaborated than that of monolingual children (Протасова, 1998; Протасова & Родина, 2011). Vocabulary size differences are rooted in the necessity to store two languages within the limited memory capacity, therefore, they can store fewer words in each language than monolingual children, but the total number of words they can store is the same or even higher for them (Genesee, 2012). The studies reveal that in the long term, this temporary delay does not leave a substantial impact on bilingual children's overall language proficiency. Researchers believe that this delay indicates flexibility that allows bilingual children to be open to the word diversity they are confronted with in both languages (Paradis et al., 2011). The notion of bilingual children having clinical language delay may also be rooted in the frequent cases of bilingual pre-school age children knowing fewer words in each language as compared to monolingual children assessing each language separately (Genesee, 2012).

- **Parents' Concerns about Language Confusion**

When children switch from one language to another, many parents worry that children experience the "confusion of tongues". Mixing languages in the same sentences or conversations is acceptable – all bilinguals do it, even adults. Research on bilingual children revealed that most bilingual children kept their languages separate most of the time (Genesee, 2007, b). The extent to which and the manner in which bilingual children combine languages and switch from one language code to another depend on numerous factors, for instance, the involvement of parents or the society in code-switching (King and Fogle 2006; Werker and Byers-Heinlein, 2008).

- **Children with Language Impairment and Learning Two Languages Simultaneously**

Many parents and education experts believe that learning a second language interferes with first language acquisition and can hinder language development, especially for children with special needs. There is not extensive research on bilingual children with language impairment, however, the research provides the evidence to the fact that children with language impairment can learn and use two languages fluently despite their impairment (Genesee, 2007, a). For children having autism spectrum disorders, the bilingual curriculum acquisition has positive impact on child well-being in the long term, on his/her spiritual development, communication with the society at large and education outcomes. There is no evidence that exposure to two languages leads to language delay in children with autism spectrum disorder (Hambly and Fombonne, 2011).

- **Teaching Methodology and Support to Promote Bilingualism**

To promote bilingualism and support parents in their decision-making, many countries regularly issue reviews (Taguma et.al., 2009; Nusche, et.al., 2015), manuals for bilingual and/or multilingual parents (Druvietė et.al., 2002; Boethel, 2003) and develop websites (see References).

Learning two languages in infancy and early childhood is as natural as learning only one language. Young children have the natural ability to acquire the full command of two languages. However, it should be highlighted that the level of competence and the range of competencies that children acquire in each of their two languages depend critically on the learning environment (Genesee 2007, a). Research reveals that acquisition of the language used at home has a crucial role in mastering a second language (Bialystok, 2007; Cummins, 2001, Протасова & Родина, 2011). Children who start school with a reasonable background or base in their native language reveal progress in acquiring the language of the school (Cummins, 2001). Advancing the language used at home makes the grounds for the second language acquisition, and parents and families should facilitate the development of the language used at home through communication, reading and multimedia resources (Mosty, 2013 with reference to Ólafsdóttir, 2010).

Parents willing to support their children in mastering two languages are recommended to use one language at home, usually the minority language, and the other language outside the home. This is called "home - outside the home" strategy. In addition, the language will have to be reinforced by others (e.g. family members, friends, etc.) to ensure the formation of the strong language background (Grosjean, 2009).

According to the "one parent -one language" strategy, which has been recognized for over 100 years, each parent should use his/her mother tongue in communication with the child and the parent is responsible for promoting his/her cultural heritage (Barron-Hauwaert, 2004; Espejo Quijada, 2013; Fierro-Cobas and Chan 2001). Theorists originally reasoned that associating each language with a different person was the only way to prevent bilingual children from "confusion and intellectual fatigue". While appealing, this early notion has been proven false. As discussed above, there is no evidence that bilingual children are confused by early bilingualism, and the cognitive benefits associated with bilingualism run counter to the notion of "intellectual fatigue" (Byers-Heinlein and Lew-Williams, 2013).

In turn, many sources indicate that there is no scientific justification for considering that one strategy is better than another, for example, both parents speak the same language with children who learn a second language; both parents speak both languages with children, the child acquires a second language in the community, etc. (Werker and Byers-Heinlein, 2008; Baker, 2014).

After decades of research and publication, Krashen (2004) concludes that reading is one of the most effective ways for language learners to acquire language skills in context. Krashen suggests that parents and teachers should provide access to less complicated literature, such as comic books, graphic novels, children's series, magazines and teen romance. It is crucial for reading to become a structured class or family activity as research confirms that reading affects the ability to write. Writing is not acquired by writing but through reading (Krashen, 2004).

#### **4. Conclusions**

Based on the research findings, the conclusion can be drawn that the manuals and recommendations provide information in a clear and comprehensible language explaining what bilingualism or multilingualism stand for and how simultaneous multiple language acquisition affects the child's language development. The content analysis of manuals and handbooks for parents leads to the conclusion that the goal of all the available resources is to dispel myths about the negative impact of bilingualism/multilingualism on child development and language acquisition. The research substantiates the standpoint that longitudinal and large-scale research on bilingual education show positive outcomes within the programs incorporating the mother tongue in the teaching/learning process for the extended period of time, and proves late withdrawal teaching models efficiency. The manuals and recommendations are mostly based on long-term observation studies, communication with parents, the research of experts' (speech therapists, paediatricians, educators, psychologists, etc.) viewpoint, as well as the analysis of bilingualism or multilingualism experience in their own families (Baker 2014; Bourgojne 2013; Leist-Villis 2008; Montanari 2004; Zurer Pearson 2008).

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## **DSDI and DSDII as a Strong Base for a Consecutive and Qualitative German Acquisition**

*Rūta ĶEMERE*

### **Summary**

In a multicultural society, which increasingly becomes the most characteristic European feature in globalization conditions, one of the most essential types of communication, which unites different groups of culture, is the language. The variety of cultures and wealth of languages are important European resources whose acquisition influences significantly both the procedure of social processes in Europe in general and every individual's life activities. Representatives of all generations are certain that skills of several foreign languages guarantee possibilities of career development and improve the quality of life. Acquisition of several languages as a goal and tool is particularly important among the school youth whose self-realization process has just started. Therefore in the current society's learning phase positive tendencies should be emphasised in the acquisition of modern languages at school. One type of schools in Latvia which offer a qualitative acquisition of several languages is schools with specialization in German, which obtained a new status in 1993- German Diploma Schools. In Latvia the internationally recognized German Diploma Examination has been taken for more than 20 years and lots of youth from Latvia have been enrolled in higher educational establishments in Germany, Austria, etc. without any extra examinations in German schools, because the obtained scores in the DSDII examination according to the "Common European Framework of References for Languages" are high (B2/C1). In a few schools in Latvia also the DSDI examination has already been taken for three years which checks the compliance level of pupils' German skills to A2/B1, which provides an opportunity to study at the colleges mentioned above. Both the DSDI and DSDII diplomas are also an advantage when applying for a job. When learning several languages in one educational establishment, the succession and intensity of languages acquisition are important, as well as the approbation and gradual introduction of modern teaching methods which are based on multilingual didactics. The DSDI examination is the first important German competence level, which motivates pupils for the next and most difficult step in German acquisition – the DSDII examination. *Goal of the article:* assess the DSDI examination as a novelty and an integral part in the complex acquisition of foreign languages in schools with German specialization in Latvia, which already in primary school alongside the acquisition of other languages gives pupils an opportunity with a more profound understanding about the foreign language, including the significance of German skills, to get involved into the formation of own individual European Language Portfolio (ELP) , which is a significant investment in every young person's future.

**Key words:** multicultural society, multilingual didactics, complex language acquisition, schools with language specialization, German diploma examination.

### **1. Introduction**

Every human being, taking part in the communication process as an individual, is unique and claims the other human being's understanding. Only through communication with other people one can learn the skill to communicate and obtain new knowledge and experience. It refers to both the communication in the mother tongue and foreign language. Foreign language application in a multilingual environment is one of the most important integration factors. The earlier an individual starts to acquire communication experience and language skills, the more successfully the goal "to be united in diversity" will be achieved.

Applying several languages to obtain information from resources, an individual is able to find out a broader information about life scope, political, economic, cultural and social processes at home and abroad. Thus the human being also learns to respect differences between various nations and cultures. Due to the increase of the acquired knowledge and attitudes every individual's intellect development is promoted, career development and competitiveness improved.

Language acquisition at schools with German specialization, where the DSDI and DSDII examinations are taken, is a good example to show how such an extensive and rich in content language acquisition plan can be implemented in one educational establishment, i.e.:

- teach all four skills of the mother tongue and foreign languages (speaking, listening, language use, writing);
- acquire knowledge in other education fields with a foreign language as a tool;
- learn to get to know and respect mentality, culture and language of other nations;
- encourage youth to be aware of the significance of the multilingualism phenomenon in their further career;
- invite the most gifted youth to use the option provided by school to prepare in advance for the DSDI examination in Class 9 and DSDII examination in Class 12 .

### **Topical Language Policy in Europe**

Twenty-eight member states have already joined the European Union (EU) since July 1, 2013, more than 503 million people and about 175 nations live in it , which speak in more than 80 languages, out of which 24 are the official languages ( European Union. Member states of the European Union, 2014).

The respect towards the linguistic diversity is one of the basic principles of the European language policy, and such a democratic approach is the protection of the “small” languages.

The survey of *Eurobarometer* 2012 about languages shows that Europeans have a highly positive attitude towards multilingualism. 98% think that knowledge of foreign languages is useful for their children’s future. 88% think it is useful for themselves. 72% approve the EU goal to achieve that every inhabitant could be able to speak in at least 2 foreign languages, and 77% consider that a better language knowledge has to become the priority of the policy (Die Europäischen Bürger und ihre Sprachen. Spezial Barometer 386, 2012).

Jānis Valdmanis, Director of the Latvian Language Agency, in his research about migrants’ impact on language policy emphasizes that “multilingualism promotion is the base of the EU language policy. However, responses in real actions are in the member states’ competence. Each member state shapes and implements its language policy, simultaneously performing coordination of a transnational language policy” (Valdmanis, 2012). It requires development of a more detailed language policy in each state, for each member state’s language situation has developed historically in a different way. Thus the attitude to the choice of the foreign languages to be learned, number and forms at schools can be different.

Foreign language acquisition at schools of the particular state (here: in Latvia) is a separated set of issues, but the official language teaching to migrants is another one, which promotes their integration into the land of residence. Linguists Gunta Kļava and Kristīne Motivāne think that “the EU lacks general national level activities to improve migrants’ suitability to the labour market, first of all it is the insufficient acquisition of the corresponding official language. The hope the issues will be solved by themselves has not been materialized” (Gunta Kļava, Kristīne Motivāne, 2012).

The average number of foreign languages acquired by pupils in secondary education establishments differs in European countries. The topical Eurostat data confirm that on average two or more foreign languages are acquired at schools in Luxemburg, Rumania and Estonia.

In schools of Latvia, the same as in Sweden, Bulgaria, Slovenia and Poland, on average 1.6 foreign languages are acquired. Less than one foreign language (on average) is acquired at schools in Great Britain, Ireland, Portugal, Denmark, Germany and Greece. In the Baltic States the most languages at school age are acquired in Estonia (2), the least in Lithuania (1.3) (Foreign languages learnt per pupil. Secondary education, Eurostat, 2014).

## Succession Principle of International German Diplomas DSDI and DSDII in German Language Diploma Schools of Latvia

Since the academic year 2011/2012 in separate out of the 16 German language diploma (DSD) schools existing in Latvia , including Friendly Appeal Liepāja City Secondary School No 5, alongside the DSDII examination in Class 12 (achievable levels B2/C1) , the DSDI examination (the achievable levels in the DSDI examination are A2/B1) in Class 9 is also taken. In the DSD schools, where German is not the first foreign language and pupils start the language acquisition later, the DSDI can also be taken in Classes 10-12.

Similarly to the DSDII examination, the DSDI examination also consists of 4 parts. The DSDI and DSDII examinations are made in the Central Agency for Schools Abroad of German Foreign Affairs Ministry (ZfA= Zentralstelle für das Auslandsschulwesen), where the German language specialists, among who there are both teachers and linguists, on the basis of a common structure, obtainable number of points and assessment criteria, have developed a content, linguistically, as well as didactically suitable examination, which is taken by pupils all over the world. Taking into account the different age of the potential DSDI and DSDII examination can The table made by the author provides an overview about the examination format and assessment criteria.

**Table 1.** Format of DSDI and DSDII Examinations

(Table made by the author according to Ausführungsbestimmungen zur Prüfungsordnung, 2010)

<b>DSDI ( A2/B1) 4 parts</b>	<b>DSDII ( B2/C1) 4 parts</b>
<p><b>Writing Part (175 min)</b></p> <p>1 reading comprehension (60 min);            2 listening comprehension (40 min);            3 written communication (75 min)  <i>(an essay with up to 200 words, in which 4 opinions are analysed and own problem solution is offered).</i></p> <p><b>Speaking Part</b></p> <p>4 spoken communication ( 20 min):</p> <ul style="list-style-type: none"> <li>● offhand spontaneous questions about daily topics;</li> <li>● an in advance prepared monologue <i>(a project and presentation) about a topic of own interest, which may not be related to German problems).</i></li> </ul>	<p><b>Writing Part (235 min)</b></p> <p>1 reading comprehension (75 min);            2 listening comprehension (40 min);            3 written communication (120 min)  <i>(popular-science essay, volume up to 500 words, including analysis of diagram data about German problems/facts)</i></p> <p><b>Speaking Part</b></p> <p>4 spoken communication (20 min):</p> <ul style="list-style-type: none"> <li>● an offhand topic: formation of a relevant logical text about a topic important to society, applying the keywords provided;</li> <li>● an in advance prepared monologue <i>(a project and presentation ) about a topic which reveals topical national/social life problems in Germany. A controversial approach compulsory: in any field advantages (+), disadvantages (-), own opinion/attitude have to be stated.</i></li> </ul>

The total score in each part is 24, but the minimal score is varied. Usually, 8 points have to be obtained in each part, and the assessment criteria is also eight (the assessment range 0-3 for each criterion).

The DSDI examination requires from pupils abilities to orientate in their well-known daily environment and apply the knowledge of grammar, vocabulary and listening skills necessary for that.

The DSDII causes the necessity to be aware of the problems important to the whole society, looking at them from the point of view of German social life. If the language style in the DSDI examination both in speaking and writing is closer to a conversation, then in the DSDII examination the popular-science language dominates.

The assessment criteria are not one-sided: in the assessment lots of important aspects of the language competence are included.

**Table 2.** Assessment Criteria in Written Part

(Table made by the author according to *Handreichungen für die Schriftliche Kommunikation, 2014*).

Overall impression	Content	Means of language	Spelling
Fluency of thoughts	Sequence of text in own words	Interpretation of the text in own words	Analysis of diagrams/s/charts
	Argumentative justification/own opinion	Vocabulary	Morphologically syntactic structures
			Correct grammar

The assessment in the DSDII essay consists of four criteria groups: overall impression, content, applied means of language and grammatical correctness (see Table 2). These groups are divided into sub-groups and such aspects as fluency, sequence of thoughts, skill to retell the text in own words and analyse charts and diagrams of statistics.

In the essay own opinion has to be emphasized and justified with practical examples, logical statements, not just expressed. Both formation of judgements and conclusions requires a maximal cognitive load from the DSD candidate. Moreover, the issue offered in the essay is not explained in the mother tongue, but in a foreign language, which encumbers perception, interpretation, analysis, i.e. the whole evaluation, of the situation to be analysed, which could be more related to the young person's awareness of the community development issues, and not to the particular linguistic regularities.

Assessing the means of language, the vocabulary applied in the essay and morphological and syntactical language constructions are important. Also the grammatical correctness is one of the eight criteria which is assessed separately.

The assessment model of the DSDI is the same, differences are only in the sub-groups of the criteria (no analysis of diagrams, but, apart from grammatical correctness, orthography is also assessed).

**Table 3.** Assessment Criteria in Speaking Part

(Table made by the author according to *Handreichungen für die Mündliche Kommunikation, 2014*).

Use of language means		Fulfilment of speaking part		Spelling	
Vocabulary	Constructions	Content	Presentation	Pronunciation	Grammar

The speaking part assessment consists of three groups of assessment criteria and six sub-groups (see Table 3). The pupil's vocabulary and applied morphological and syntactical constructions in the speech show a certain level of the language competence. The same attention is paid to the content. Thus, proving that the language is not taught in an isolated way from the daily needs, but it is a direct tool which helps understand all areas of public life, talk about them, expressing and justifying the personal opinion. To be able to assess these skills, the DSD examination candidate has to make a *PowerPoint* presentation, in a poster or album format. In the speaking part, apa

The table presents six sub-groups of assessment criteria. Therefore the question arouses: how to obtain 8 points? As mentioned above, in the speaking part there are two tasks:

- an offhand task (a spontaneous topic);
- a task prepared in advance (a project).

Application skills of vocabulary and language constructions are evaluated in each part *separately*, because the score of the fulfilled tasks cannot be compared, if one of the tasks is the project that has been developed for several months, but the other speaking task has been received arriving at the examination.

The principle of logical succession in a DSD school is reinforced by tests in Class 7, which have been developed in compliance with the DSD examination guidelines. Since the academic year 2013/2014 the DSD examination coordination centre in Germany has recommended the pupils of Class 7 to do a written test in order to select the potential DSDI examination candidates in Class 9.

Taking into account the fact that in Latvia in comprehensive elementary schools there are more pupils than in secondary schools, 2-3 times more candidates take the DSDI examination than the DSDII examination.

#### **Attitude of DSD School Pupils towards DSDI Examination as Novelty**

Pupils, according to the survey, approve the format, types, also the assessment system of the DSD tasks, providing that a part of the examination has also been passed if the tasks have been fulfilled for 33% (i.e. 8 points out of 24). However, there are several essential risks when taking the DSD examination:

-if one of the 4 examination parts has not been passed (reading, listening, written communication, speaking communication), the examination has not been passed in total; in such a case the pupil receives only a certificate for the passed parts, i.e. *Teilbescheinigung*, but neither the DSDI nor DSDII diploma;

-the software of the DSD examination commission usually decreases the assessment in the written communication (the DSDI and DSDII essay) automatically for 1-2 points to avoid the subjective factor in the work evaluation. Thus in the essay at least 10 and not 8 points have to be obtained.

**Table 4.** Pupils' attitude to DSDI and DSDII examinations in 2011 and 2014 (Statistics compiled by the author: 2011, N=100 ; 2014, N=79)

<b>Question</b>	<b>Positive responses in 2011 ( yes/ definitely)</b>	<b>Positive responses in 2014 ( yes/ definitely)</b>	<b>Tendency (+/-) (%)</b>
Does the preparation for the DSDII examination mean a more intensive language acquisition?	87%	89,8%	+ 2,8%
Is the pupils' support for the DSDI examination introduction into school sufficient?	54%	84,8%	+ <b>30,8%</b>

Conducting the survey in the research base (Friendly Appeal Liepāja City Secondary School No 5), the author has found out that pupils are aware of the fact that the preparation for the DSD examinations means a profound, intensive German acquisition. Both in 2011 and 2014 about 90% of pupils confirm that the DSDII is an appropriate tool for the development of foreign language competences.

In 2011, when about a half of pupils approved the DSDI examination, for then it was just a perspective of the school, then after the first three-year trials taking the DSDI examination, the approval for the examination has increased significantly (see Table 4). The increase is 30.8%.

In the background research, when the author surveyed also the DSD schools in Rīga and Valmiera, the DSDI examination introduction at schools is supported by 52-90% (in Rīga 90%), but preparation for the DSDII examination in Class 12 is assessed as an intensive study work by 79-90% of the surveyed pupils (about 90% in Liepāja and Valmiera). The surveys were carried out in the academic year 2012/2013.

Also the coordinator of the DSD examinations in Latvia till the academic year 2014/2015 Holger Dähne emphasizes in the interview that “the good scores of the DSD examination will be useful as a stable base for the potential DSDII examination candidates. If a pupil has passed the DSD well, they will be motivated to study German further. Apart from that, the DSDI examination has also got an independent value, which is not only preparation for the DSDII. The DSDI diploma provides rights to study in a German collage or starting a dual education, while the DSDII examination provides an opportunity to study in German higher educational establishments” (an interview with the DSD coordinator in Latvia Holger Dähne, 2014).

## **2. Conclusions**

1 The German language diploma examination DSDI, which is a new form of study in elementary schools and has existed into Latvia for only 3 years, was approved by more than a half of respondents in 2011, but in a repeated survey in 2014 by  $\frac{3}{4}$  of the pupils.

2 About 90% of the respondents highly appreciate the significance of the DSDII examination, for it provides content and orientation to the German language teaching perspectives at schools for several years, it is an important success criterion in studies, as well as in formation of professional career in Latvia and abroad.

3 The content, form and received score comply with the most topical European framework in foreign language acquisition (CEFR). The DSD examination also provides purposeful and methodical impulses, gives a contribution to, as one of the most important European language, teaching modernization in this country.

4 Preparation for the DSD examination broadens the pupil’s horizon not only about the issues related to the foreign languages (lexis, grammar, skill to read, write, listen , speak, etc.), but also educates in any social life area, for the language is used as a tool to acquire, reproduce and produce any useful information and knowledge within the particular project framework.

5 An important precondition for a qualitative language acquisition in multilingualism conditions is a holistically logical, didactically well-considered, systematic and sequential language teaching and learning. Observation of such a succession principle is guaranteed by the DSD school net in Latvia, where in language acquisition the recommendations and guidelines of the DSDI and DSDII examinations are chosen for the didactic base.

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# Significance Of Operational Art In The Lifelong Education Of Military Professionals

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## Abstract

The purpose of this paper was to investigate and describe opinions about the significance of operational art, submitted by military officers who studied the career courses at the Centre for Security and Military Strategic Studies, the University of Defense in the Czech Republic in the years 2014-2016. The data were collected using the qualitative and quantitative research methods. The case study model encompassing three research inquiries, completed with a structural questionnaire were used for this research. The questionnaire included 11 questions/statements that were complementary with the content of the case study. The research was conducted with the sample of the courses participants, which comprised 101 students from different military units within the organizational structure of the Czech Armed Forces. The results indicate that there are different opinions about significance and understanding of the operational art theory, its significance, and its skillful application in practice. The findings of the study are as follows: (1) The operational art is an important part of studies. (2) Inadequate system of officers' training at units has a negative impact on the development of knowledge and skills. (3) Officers from the battle units or those who were deployed in military operations have a better understanding of the operational art. (4) Including more practical exercises, related to the operational art theory into a course syllabus is very beneficial.

**Key Words:** operational art, career courses, education, questionnaire

## 1. Introduction

Career education of personnel in the Armed Forces is a critical component of education to meet the qualification requirements. The aim of the education and training of military professionals in the career courses is the achievement of the basic qualification requirement - obtaining military knowledge and skills necessary for the performance of duties in the relevant rank corps. Fulfilling these requirements is a prerequisite for career growth of professional soldiers and the possibility of their appointment to the higher ranks. According to Němeček, Mičánek and Kolkus (2014) trends in the development of military education are set out in the Concept of personnel development. Stemming from the White Paper on Defense, they have been stipulated by Ministry of Defense for the period 2012-2018. This document has identified the education of the soldiers as one of the priorities for their career growth. In accordance with the priorities, the Czech University of Defense has been designated as important educational institution and the bearer of capabilities to educate military personnel. Preparation in the career courses may no longer be intended and designed as mere unilateral transmission of information, but must concentrate on a far more active participation of students in the educational process, to change the mindset and behavior of people entering the process. Implementing a proper system of education leads to shaping ethical and professional qualities of individuals within the armed forces. The main factors include in particular the formation of personality, improving the skills of creative, analytical and critical thinking, a better orientation in the areas of military art, security and defense policy, crisis management and other areas. The Centre for Security and

Military Strategic Studies as one of the core part of the University of Defense educates the military officers of the Czech Armed Forces to be capable of critical and creative thinking to solve complex problems from the strategic to tactical levels.

Even though the modern operational art emerged for the first time in American military community in the early eighties of the 20<sup>th</sup> century; its ideas are still heavily contested in military doctrine and theory (Elkus, 2012). For Kelly and Brennan (2009) the operational art is more political than a military issue, superseding the traditional role of civilian leadership: set strategy, design campaigns to realize them, and closely monitor the war's conduct. According to Hardy (2015), operational art is a cornerstone doctrinal concept that the military headquarters use to plan everything from battalion-sized operations up to major operations. That leads to a problem of comprehension of the operational art because its definition is so broad that it loses meaning to be clearly understood. At the joint level, where several services plan and conduct military operation as a joint force, the operational art is the use of creative thinking by commanders and staffs to design strategies, campaigns, and major operations." This idea is supported by de Czege (2001), who sees the application of operational art in terms of thinking and acting of an explorer before the days of Google Earth, The Weather Channel, and Global Positioning Systems. All thinking must take place in the explorer's brain.

Looking at the operational art as a core aspect of consideration in this paper through doctrinal lenses is necessary. Operational art in modern military doctrine is defined in terms of "The employment of forces to attain strategic and/or operational objectives through the design, organization, integration and conduct of strategies, campaigns, major operations and battles" (AAP-06). From the perspective of others doctrinal sources the operational art was defined similarly as "The application of creative imagination by commanders and staffs—supported by their skill, knowledge, and experience" (FM 3-0, 2008), "The cognitive approach supported by skill, knowledge, experience, creativity, and judgment of commanders and staffs" (JP 5-0, 2011), or "The use of critical and creative thinking exploited by commanders and staffs to design strategies, campaigns, and major operations" (JP 3-0, 2011). Pikner (2015) recognizes this necessity of thinking is his words: "Contemporary postmodern wars and conflicts in the crisis areas are much more demanding toward the current and future military professionals; they require far more complex way of thinking when planning and executing the operations."

Clear-cut application of operational art is usually impossible due to non-tangible and sometimes ambiguous strategic goals which are to be translated into executable tactical actions. In words of Klingaman (2003), this makes the operational art extremely complicated issue being affected by myriads of diplomatic, informational, and economic factors and other complex military considerations. From this reason, a debate on all the issues related to operational art should be a common part of a life of higher ranked military professionals, both in peace and time of their deployment in military operations. Some questions need to be answered to know what the role is attributed to operational art balancing the doctrines and the practical perspective of the officers. In what they see its significance and applicability? Is the operational art domain of thinking for all officers or just selected individuals to be deployed in the operations? How and where are they familiar with the theory and practice of operational art? Do they acquire the information about operational art in the regular training of troops, during the study in their leisure time, or they receive the first extensive information in the career courses? Answers to these and similar questions remain very important, not only for the officials at the highest levels of the General

Staff and the headquarters of services but also for commanders and staffs at the brigade, regiment, and battalion levels. These questions are also unambiguously essential for the academic staff in the military educational institutions.

With regard to these aspects, the aim of this study is to generalize the views of military officers about the role, importance, and applicability of operational art presented during their study in the career courses in the period 2014-2016. Information received can give authors a significant impetus for recommendations to make immediate or gradual changes in a complex system of officers' education and training which in a long term may improve their skills and competencies. For this purpose, the researchers came up with three core questions:

1. What is my view on the present status, perspectives, and prerequisites for a development of operational art in the ACR?
2. What are the possibilities to apply the theory of operational art in the training of commanders and staffs?
3. What are the recommendations for teaching the operational art in career courses?

## **2. Method**

Information generalizing views and opinions of students about the role, importance, and applicability of operational art come from two main sources. The first source is the findings gained from a written paper in the form of case study, that students elaborated during a study block "Operational art". The second source of information is based on the questionnaire survey that students completed at the end of their course. In this case, students determined the level of agreement or disagreement attached to the specific opinion/statement in the questionnaire based on the scale defining 5 levels of agreement or disagreement statement. The sample comprised 101 students attending the courses for senior officers and belonging to different services, specializations, a length of service, and with different professional focus.

For this research, the case study model was completed with a structural questionnaire to assess the significance of operational art from the perspective of students. 101 respondents filled up the questionnaire, which included 11 basic statements to which students would answer by selecting the level of agreement or disagreement, according to the rating scale. The scale defined five basic statements:

- a) Definitely yes (DY)
- b) Yes (Y)
- c) Neither yes nor no (NYNN)
- d) No (N)
- e) Definitely no (DN)

The rule was stipulated that if at least 70 percent of the students express their opinions/statements as "definitely yes" or "yes" for each of the statements, there is no need to undergo educational, doctrinal, training reevaluation and respective changes in specific areas. Military experts from the University of Defense dealing with the military art have agreed that this value is critical in decision-making to take corrective precautions in those areas. Then, based on the rule stipulated, specific areas of operational art will be considered or neglected for the next research and development of the subject.

### 3. Findings

Information from the case study and the questionnaire survey provided a colorful scale of different opinions, based on experience, skills, and length of military service, professional specialization, knowledge acquired, and other characteristics of students. Results of the analyses are given in the text and the table below.

Regarding the first core questions from the case study “What is my view on the present status, perspectives, and prerequisites for a development of operational art in the ACR”, a vast majority of the course participants positively accepted the first explicit codification of operational art in the Doctrine of the Army of the Czech Republic in the year 2013. However, analysis of the overall responses indicates that numbers of officers have solved the issues of operational art until after they joined the course. The above statement supports the following opinions:

- *“I met the theory of operational art for the first time in this course for senior officers.”*
- *“I have no experience with the operational art regarding the planning and conduct of military operations in my practice. I think I will never solve such problems in my work position.”*
- *“I did not hear about the concept of operational art during my study at the military academy. I have heard about it only when I study this subject now.”*
- *“I was deployed to Iraq for my first military mission but I did not know that something like operational art does exist.”*
- *“I believe that for the first time the vast majority of my classmates have heard about this issue only here in the course.”*

Among these comments, reflecting a reality that students have met the concept of operational art only after they joined the course for senior officers, there are other proclamations. In this part, students are also expressing some degree of doubt over the applicability of operational art in the armed forces. The reason is their belief that in a small country with a small military operational art cannot be applied. Alternatively, the issues of operational art can be dealt with only some individuals - specialists. The above statements support the following opinions:

- *“For a small and young alliance partner, which the Czech Republic really is there is no reason to seek its own path for a development of operational art.”*
- *“We have no real operational level of command so why to deal with the operational art. Our Armed forces fulfill tasks mostly of a predominantly tactical level.”*
- *“Is it necessary to require all officers to have knowledge and experience in operational art?”*
- *“The number of military professionals (in the high command and staff positions) who are dealing with this issue is very low.”*

Some students expressed the idea that in current Armed Forces only a few people at higher levels of command have dealt with the operational art. These are mostly those who worked in the NATO structures before.

The second core questions “What are the possibilities to apply the theory of operational art in the training of commanders and staffs”, was focused on an application of the theory of operational art within a training of military units.

According to the views of students, independent study of military doctrines, manuals, and other normative publications plays an important role in educating commanders and staff officers.

Basics of operational art must be understood by commanders and staffs at all levels because they provide an essential source of information needed for conducting future operations. Knowledge of the theory of operational art is an important component of lifelong learning.

As revealed in a series of statements, for the staffs officers it is difficult to come to a deeper familiarization and practice of the operational art theory. According to some opinions, "this situation stems from the way of organizing the training of commanders and staff, which is often inappropriate." As noted by others, "the content of the training is not focused on operational art theory; during the year, it is completely subordinate to a fulfillment of the key training objectives." Moreover, many students criticized the capability of headquarters at the operational and tactical level to plan military operations:

- *"Force Commands (Land and Air Forces) as one big team are trained only partially. Individuals are changed in their job positions very often."*
- *"Because there are no operational headquarters in the structure of the Armed forces, the vast majority of exercises are practiced on the same scenario with minor variations."*
- *"Staffs at the higher headquarters does not conduct a full-fledged military training and necessary drills. Thus, the application of operational art in the training of the officer corps is not very realistic."*
- *"Because the operational level of command does not exist there are negative implications for the training of commanders and staffs at the brigade and regiment level; there is no continuity in practice at this tactical level."*
- *"It is necessary to re-introduce command-staff map exercises (in the form of war games) at both strategic and operational levels."*

As mentioned before, the third question to answer concerned with an idea: "What are the recommendations for teaching the operational art in the career courses?" Although these courses for officers are one of the few opportunities during which they can deeply consult and practice the theory of operational art at tactical, operational, and partially at the strategic level, the major findings are suitable for reflection. Relatively a large group of student stated that:

- *"Study of the operational art is or should be suitable only for those individuals (mostly commanders or planners) who are permanently engaged in this area."*
- *"Education of officers in the operational art in the form of short career courses without effective pre-selection is superfluous and unproductive."*
- *"Deeper and more lasting knowledge and skills should acquire only those commanders and planners who have prerequisites to use these characteristics at their positions occupied."*
- *"There should be organized separate courses focused on a more detailed introduction to operational art; particularly before officers join the NATO structures."*
- *"Such courses should join only those senior officers who already know planning process practically at the lower levels. During the career courses, students should get something extra from the local specialists."*

Despite these slightly negative opinions regarding a preliminary selection of officers, there are many students who teaching the operational art find positive and necessary. This relates to requirement of including a larger portion of map exercises and case studies, within which different issues of the operational art need to be discussed:

- “To ensure that commanders and staffs are familiar with the theory and practice of operational art it is important to start with theoretical training during their master studies; not when they join the course for senior officers.”
- “Career courses should include the case studies and detailed analysis of the real situations, what was done wrong, what was done well and what are the consequences.”
- “There is a demand to include more seminars and exercises thus students themselves may verify the principles and rules of the operations. After that, they have an opportunity to discuss and properly understand their findings.”
- “There is a question whether the operational art issues should not be a completely separate course.”
- “For a teaching of the operational art, it would be beneficial to include more practical exercises.

It may be organized a separate course dealing with the operational art and operational design.  
”

Results of the questionnaire survey confirmed a wide scale of opinions about the significance of operational art through the lenses of students. Overall results of the questionnaire are shown in Table 1.

**Table 1: Results of the questionnaire survey**

Question no.	The results of responses (%)					
	DY	Y	NYNN	N	DN	f(%)
1. Do you have a clear idea about the content of operational art?	4	63	29	4	0	100
2. Have you acquired knowledge about the theory of operational art during a self-study in the course?	12	67	13	8	0	100
3. Have you acquired knowledge about the theory of operational art during the training at the unit/facility you have worked in?	0	12	12	38	38	100
4. Have you applied knowledge of the theory of operational art during your operational deployment?	4	17	12	38	29	100
5. Are you dealing with aspects of preparation and conduct of military operations at your current position?	4	35	4	31	26	100
6. Do you agree that knowledge of the theory of operational art is important for successful planning and conduct of military operations?	50	42	8	0	0	100
7. Do you consider that the theory of operational art should be part of the training of commanders and staffs?	25	67	8	0	0	100
8. Do you use in your practice doctrines, manuals or other publications that deal with the theory of operational art?	4	21	17	33	25	100
9. Do you agree that dealing with a development of operational art is necessary, regardless of the size of the Armed Forces?	21	58	13	4	4	100
10. Do you admit that the operational art can also be applicable at the battalion/squadron or brigade/regiment levels?	4	71	17	8	0	100
11. Do you expect your knowledge related to the operational art will be applicable in your practice after completing the course?	8	63	21	4	4	100

#### 4. Results And Discussion

They were 91 % of men and 9 % of women in the career courses who participated in the research. A majority of the students were in the ranks of captains and majors. The length of the service varied from 12 to 30 years, an average length of the service was 18, 8 years. 63 % of officers had experience with deployment to military operations before they entered the courses.

This varied pattern of officers provided a sufficiently objective set of information that in some way may present a crucial measure of assessing the current state of the theory and practice of operational art applied in the Armed Forces.

At first glance, it may seem surprising that officer with the rank of captain or major, and sometimes even a colonel, may note critical opinions, similar to the above. Let's raise a question, "what are the causes of these allegations mostly negating the importance of operational art?" A look at the current force structure suggests that there is a wide range of military facilities where officers do not deal with at least the general issues of operational art. There is no requirement to actively solve the issues of planning, preparation, and conduct of military operations. A general view of students attending the career courses is that the status of the operational art is unsatisfactory and significance of this subject is under evaluated. Students state that there exist a number of factors which are primary sources of dissatisfaction. Some of them are as following:

- Frequent reorganization of the Armed forces structure.
- Absence of the Operational Headquarters within the Armed Forces structure.
- Constant reduction of the number of staff members at various levels of command.
- The small numbers of officers working within the NATO command structures.
- Inadequate system of officers' training at units.

Despite a number of negative proclamations, many students also expressed the opposite opinion: *The operational art is the most important and integral part of their studies*. They advocate a strong belief that all officers at all levels of command should be aware of the fundamentals of operational art. Experiences from the allies support such conviction and confirm that both understanding the theory of operational art and ability to implement it in practice are ongoing demands to all officers from the tactical level (battalion, squadron) above.

Answers to the second question imply that the operational art in its general form is still largely unknown for many members of the officer corps. Awareness of the fundamental principles of planning and conduct of military operations at the tactical and operational level is often insufficient. Application of the operational art in practice appears problematic. There is a lack of common, ongoing and meaningful discussion on operational art. Training of commanders and staffs is usually focused on the other areas, excluding the theory of operational art.

Students in the third part of their case study identified recommendations for teaching the operational art in the career courses. If adopted, these may serve for accepting systemic changes in an organizing of the career courses. Such changes concern with duration of the courses, thematic content and time allocation to operational art theory as well as an application of a higher number of practical exercises. With regard to the overall concept of teaching the operational art, the students have not found systemic weaknesses that significantly affect this process. Regarding the critical comments about pre-selection of officers, the authors of this paper are convinced that neither preventive selection nor decommissioning of officers from the educational process in advance is possible or desirable. As emerged from a detailed analysis, these and similar views expressed mainly those individuals whose character of daily routine does not require a deeper involvement in issues of planning, command, control, support or management of military operations. Nevertheless, their opinions cannot be taken as unbiased

since the career courses are organized for officers regardless of their expertise. Therefore, each officer should be familiar with the issues of the operational art to the same extent and content.

According to the questionnaire survey, a result of the question 1 shows that less than 70% of the respondents have a clear idea about the content of operational art. This result is almost at the limit of desired value, it is not necessary to take any decisive action yet. In responses to question 2, students concluded that the self-study in the course is the most important method of their study. It allows officers time and good concentration to gain knowledge and skills as they are not bothered by any of the external influences (superiors, subordinates, family etc.)

Opinions in statement 3 confirmed that officers, in the context of his/her professional practice, are not concerned with the theory of operational art. The value achieved 12% points to the demand for fundamental changes in the system of preparation and also the adoption of adequate measures by higher headquarters.

If the students applied knowledge of the theory of operational art during their operational deployment they answered in the statement no. 4. Even though 63% of them were deployed in military operations before, only 21% students feel they use some knowledge related to the theory of operational art.

Similarly, the low value was reached in response to the statement no. 5. Only 39% of respondents in their position are engaged with questions of preparation and conduct of military operations. Nevertheless, the result corresponds to the professional focus of individual officers.

The highest positive value in the opinions of students was expressed in the statement no. 6. 92% of students confirmed that knowledge of the theory of operational art is important for successful planning and conduct of military operations. Such high value is based on a conviction of necessity the theory which may be adequately used for the purpose of military missions. Likewise, 92% of students agreed with a necessity of inclusion the theory of operational art into the training of commanders and staffs, as shown in the statement no. 7. They are aware of this demand as they understood the significance of operational art during the course. This persuasion closely relates to the foregoing statement. The result in statement 8 concludes that only 25% of respondents use doctrines or manuals at work, dealing with the theory of operational art. Also this result, similarly to statement no. 5, corresponds to the professional focus of individual officers.

A necessity to deal with a development of operational art is, regardless of the size of the Armed Forces affirmed 79% of the students in the statement no. 9. This result corresponds with a conviction that all aspect of operational art may be solved at all levels of the command, regardless the role and objectives fulfilled by military units. This opinion is supported by result reached in the statement no. 10 – whether the operational art may be applied at the tactical levels of the battalion, brigade or similar levels of command when 75% of the students expressed their agreement. The result in the statement no. 11 reached the brink of the expectations; 71% of the students expect utilization of knowledge and skills gained during the course in their practice after completing the study. As shown in overall results serious considerations require statements 3, 4, 5 and 8. They should be solved by military staff at the University of Defense in close collaboration with officials at the Czech General Staff.

This paper examined opinions about the significance of operational art, submitted by military officers who studied the career courses at the University of Defense in the Czech Republic. From the findings, there are many proclamations that openly either negate or support the significance of the operational art and importance of its application in military practice. Nevertheless, successful planning and conduct of military operations will depend, among other things, on the quality of the officers' corps. Through a sound comprehension of the theory and practice of operational art, officers may achieve systematic development of their knowledge, capabilities, skills, and competencies. The overall findings show that it is necessary to raise these characteristics at the higher level and to ensure that the application of the operational art will become a daily routine for the most military professionals in the Armed forces.

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# Learningapps.org E-Environment as a Tool of Blended Learning Form of Education at Elementary School

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## Abstract

Development of information technologies in the modern world creates conditions of a paradigm of education change and causes prerequisites for introduction of the new forms and methods of training with use of the e-environment in educational process. Blended learning is one of the forms of electronic learning in the course of education based on application of Internet technologies. Informal methods and forms in education in the process of transition to a competent approach can possess a high potential of students' personal and social skills development. In the article methods and techniques of introduction in educational process of electronic-educational environment Learningapps.org are described, as a tool of mixed educational form at elementary school. One of the research objectives was to identify the educational motivation of pupils of 3 - 4 grades during the process of introduction of the electronic environment Learningapps.org in educational process. The results of the questioning, which was carried out at Liepaja Secondary School No. 7, defining educational motivation while using such a form of education, are given in the article. 54 respondents took part in the questioning. Questionnaires contained statements, answers to which were estimated according to Likert's 5 point scale. The results of the questioning of the pupils of 3 and 4 grades revealed a rather high level of educational motivation – in the 3rd grade - 100% and in the 4th grade - 95,8% of pupils were referred to motivated while Blended Learning form of education with the use of the Learningapps.org e-environment was applied. The statistical analysis of the results of the questioning revealed regularity of the decrease of educational motivation in the 4th grade, in comparison to the 3rd grade, that is confirmed by psychological researches of Markova (1983) and Matyukhina (1984). In general, the use of Blended Learning forms with application of the Learningapps.org e-environment at the lessons at Elementary school causes interest of pupils and promotes formation of competences of 21 century.

**Keywords:** blended learning, Learningapps.org, students' motivation, e-environment.

## 1.Introduction

High dynamics of information processes development in the modern world imposes new demands to educational process at school. The main distinctive feature of the modern world is high rates of updating of scientific knowledge, technologies and technical systems, used not only in production industries, but also in everyday life, in the sphere of leisure of the person. The influence of external factors to school creates the appearance of the new educational paradigm and as a result of it, prerequisite of introduction of information technologies (IT) with e-learning environments into educational process.

Modern education is hardly seemed without information technologies. In the conception of traditional education such tools as electronic courses, electronic libraries, the newest training tools and technologies of transferring knowledge are consolidated. The settled approaches and techniques are changing, and the main thing, the requirements of nowadays students are changing too. The modern child lives in the world of electronic culture, representing the results of creativity and communication of people in the conditions of introduction of IT innovations. They are characterized by creation of a common information space, virtual form of expression, distant technology and liberal views of content. It is obvious that it is necessary to react to these changes. In the conditions of the development of modern information society these changes are natural, and introduction of innovations into education – is a necessary process.

The main task of education, according to UNESCO, is the development of the thinking ability, oriented for the future. UNESCO world conference on education for sustainable development 2014, which took place in Bonn, Germany, from 31.03 to 02.04.2014, and aimed the discussion of priority directions in the field of education, declared the direction of creating technical means, recommendations and strategies for the switch of teachers to the combined forms of education.

Such forms of education and IT technologies use at the lessons may increase the education effectiveness, provide formation of skills of critical thinking among students, problems solving and the skill to apply analytical approach, and also the ability to get oriented in non-routine situations, confidence of students in their talents to find a way out of non-routine and difficult situations.

Being guided by UNESCO declarations, the Latvia Republic government puts forward one of 7 priorities in one of the documents, interconnected with the prospect of the development of education in 2014-2020 - "The Prospect of science and technology development in 2014-2020". This priority is - the modern and meeting the requirements of development of labor market education system, which relies on application of ICT and provides development of creative thinking at all levels of educational process. The management of the education development for 2014-2020 (Izglītības attīstības pamatnostādnes 2014.-2020.gadam, 2013). In the same place it is noted that long-term priority activities are: the availability of education and change in the organization of educational process, school as the center of social networks, contextual education and change of a profession of the teacher, e-school and the use of information technologies, lifelong education.

The educational paradigm change and new views on educational process, form a new model of learning – competence-based approach in education. The task of educational institutions is training of the citizens capable to work independently, actively, to make decisions, to adapt flexibly for the living conditions change. The essence of competence-based approach in education is defined by the formulation of the concept "competence". Competence is an ability of realization of knowledge and abilities in a particular situation, it is the qualification characteristic of the individual taken at the moment of his involving in the activity (Проворов, Смолянинова 2002). According to P.Perrenoud, 1997, the development of competences means a possibility of the person to mobilize, integrate and apply the knowledge gained earlier in various unforeseen situations (Eurydice, 2002). Taking into consideration the European documents and adapting them for the Latvia educational institutions, National Centre for Education (Valsts izglītības satura centrs - VISC) till 2023 realizes a systematic introduction of a competence-based campaign in education.

The transition of educational process to a competence-based approach changes forms, methods, receptions and technologies of educational process conducting (Eurydice 2002, Пономарёва 2011). Competences mastering assumes an active involvement of the students, thus conditions for independent studying of the world around, acquisition and comprehension of the new knowledge are created (Eurydice 2002, Пономарёва 2011). Thus the role and the teacher's task is to create a motivation and to compose a complex of abilities to teach himself (Пономарёва 2011), and also to direct the efforts of students to apply knowledge and abilities in new situations, helping them to become competent individuals (Eurydice 2002).

The Eurydice's report notes that informal methods and forms in education upon the transition to a competent approach can possess a high potential of personal and social skills (Eurydice 2002). One of those methods of education is application of Internet technologies in educational process. One of the forms of application of Internet technologies is Blended Learning form inclusion in educational process – a combination of traditional training and e-environment elements.

Nowadays the new chain in the traditional scheme of "teacher – student - course-book" is introduced - a computer, and in the school consciousness – computer studies are introduced. A computer at the lessons in modern schools isn't anything new – teachers actively include in the lesson course presentations, interactive whiteboard tools, the internet technologies and electronic environments. Pedagogues even more often realize the advantages which skillful use of modern information and communication technologies (ICT) in the sphere of the general education gives. The successful use of ICT in educational process depends on the ability of teachers to organize the educational environment in a new way, to unite new information and pedagogical technologies to give fascinating lessons, to stimulate educational cooperation and cooperation of the school students (Structure of ICT – teachers' competence. Recommendations of UNESCO, 2011). The application of Internet technologies, as one of the tools of Blended Learning, i.e. a combination of traditional training and e-environment elements is the new level of the ICT teachers' competence.

With the introduction of information technologies in educational process, the role of the teacher also changes he becomes the coordinator of information stream, owning modern techniques and new educational technologies. The ability to organize a professional activity in the conditions of the electronic educational environment is one of the new competences of the teacher while creating the educational process at modern school.

With the appearance of new technologies there is a need for special competences of education and training. Today huge volumes of data are available, and new technologies allow to gain knowledge at any time and in any place (UNESCO, 2009). The use of e-environments in educational process, on-line subject resources, the Web 2.0 and cloudy technologies are methods of introduction in educational process of electronic training. The application of such forms and techniques of training changes the principles of the organization of educational process, creating conditions for realization of the flexible personalized training.

According to the modern priority directions in the organization of educational process e-training is even more often used in Latvia. Such type of training for a long time is actively applied mainly in higher educational institutions of Latvia in the form of electronic educational environments, generally on the basis of Moodle system, offering training materials, as to the students who are trained remotely, and to the students of full-time studies (Sukovskis, Zaitseva 2013, McClellan, Krudysz 2012). The most effective use of the e-environment and Internet technologies at the lesson, in our opinion, is application of such form, as Blended Learning. However, the application in school education of elements of Blended Learning in Latvia is a new phenomenon and not studied well. Using this form of training in pedagogical activity, authors of the article set the goal – to describe methods and techniques of introduction in educational process of the electronic-educational Learningapps.org environment as a tool of the mixed form of education at Elementary school, and also to reveal educational motivation of pupils while using such a form of education.

The term "Blended Learning" has begun to be used widely in training methods after the publication in of the book "The Reference Book of Blended Learning" by Bonk and Graham in 2006, in which Blended Learning is determined as a system of harmonious face-to-face interaction and remote educational process (Bonk, Graham 2005).

There are various determinations of Blended Learning. So, Michael B. Horn and Heather Staker (The Clayton Christensen Institute) determine Blended Learning as formal training programs within which students at least are partially trained in an electronic, on-line format, and at the same time there are some elements of control over terms, the course and the rate of training; partially training happens face-to-face, out of the students' homes. In such training different models are used so to provide the integrated educational experience as a result (Horn, Staker, 2013). Curtis J. Bonk, Charles R. Graham (The Sloan Consortium) understand Blended Learning as integration of electronic and traditional training in which systemacity and pedagogical value is inherent (Bonk, Graham, 2005).

The percentage ratio of the making components of Blended Learning depends on various factors: age and educational level of the students, training subject, qualification and competence of the teacher, etc. Usually e-training makes from 30 to 79% of school hours (Allen, Seaman, Garrett 2007).

When Blended Learning is used the teacher still remains in the center of educational process, but by means of new techniques and technological means he does educational process more interesting and effective. Here the teacher acts as the consultant who helps students to analyze the arising problems and to find ways of their decision. On the other hand such a form of education is very useful for students since conditions for vigorous activity of the student are created, the habit to self-training is stimulated, skills of information search are appeared, the ability to continuous education is formed, mental abilities are extended (Кравцов, Савельева, Черных 2015).

## **2.Learningapps.Org as a Tool of Blended Learning Form of Education**

For introduction of Blended Learning in educational process teachers often choose the Web 2.0 technologies since these tools are the most available and simple in use by teachers of comprehensive schools. In this case the teacher doesn't depend on administration of e-systems of education and that facilitates the process of creation of electronic instructional materials and introduction of Blended Learning techniques.

The Web 2.0 — a technique systems design which become better by accounting of network interactions, they become than fuller than more people use them. A special feature of the Web 2.0 is the principle of involvement of users into filling and repeated adjustment of information material – attraction of collective intelligence (O'Reilly 2005, O'Reilly, Battelle 2009).

Such principle – creation and sharing of interactive educational modules, is put in the Learningapps.org service which is intended for a support of the process of teaching or independent training. The Learningapps.org web service was developed as a research project of the PHBern University of Teacher Education in cooperation with the Mainz university and the University of the city of Zittau/Gorlitz. LearningApps.org is developed and maintained by the nonprofit organization LearningApps - interactive learning modules. The authors of this project characterize the resource as a triangle created by them on a joint of educational sciences, IT and school practice that provides this resource with strong interdisciplinary character (Hielscher 2012). While choosing methodical and didactic advantages of digital content of the service, the authors of the project analysed, collected and determined the possible potentials connected with the use of new Web 2.0 technologies for realization of interactive process of education (Hielscher 2012).

Service contains the ready interactive exercises and tasks systematized both according to popularity and subject domains. Exercises are differentiated according to the level of the educational stage, which they are calculated – Elementary school, Primary school, Secondary School. Any unregistered visitor of the website – teachers, students, parents can use the prepared resources created by teachers. For the purpose of creation and preservation of your own tasks it is necessary to be registered. After registration expanded opportunities of Learningapps.org are available – creation, preservation and publication of tasks, and also the creation of a virtual class in which the teacher can create accounts for the students. Using the function of a virtual class, the teacher has an opportunity to analyze statistics of tasks performance by the students, at the same time the teacher sees not only the date of a student's connection to the resources, but also the time spent on the performance of each task.

During the creation of personal interactive materials the templates grouped in a functional sign are used: multiple choice – exercises with the choice of correct answers; matching tasks – matching captions activities; ordering and sequencing tasks – the purpose is to make the right order of the statements; gap filling – exercises where the correct answer is necessary to fill in the right places; online games – exercises - competitions, in the process of performing the task a student competes with the computer or other students and etc.

The variety of templates and the possibility of using them during the creation of the tasks with audio/video content allows to create interactive didactic materials in the Learningapps.org environment, which can be used not only in the process of studying the new instructional material, but also for the purpose of control and test.

The variety of templates allows to create interactive didactic materials in the e-environment Learningapps.org, which can be used at the lessons, while studying new instructional material, for giving students homework, for control organization and checks of assimilation of instructional material, for the organization of independent research activity of students, for carrying out extra-curriculum activities.

The existence of the built-in videos / audio tools allows to realize one of the forms of Blended Learning – "the flipped classroom". The creation of an educational situation, in which the process of students' training for the lesson takes place at home, and in the classroom active discussion of the learnt material is conducted with the teacher's participation, allows to stir up an independent activity of the students, stimulates responsibility and initiative (Bergmann, Sams 2012).

The possibility of reflection use in the form of self-examination of the results of students' own activity, allows them to estimate independently the knowledge and to analyze their own mistakes. Thus the critical thinking of the students and skills of independent training develop.

The existence of a possibility of assistance to cooperation is one of the features incident for the Web 2.0 technologies. The authors of the Learningapps.org project created several tools of interaction between participants of the service. So, within one virtual classroom there is a built-in e-mail by means of which interactions: teacher – student, student – teacher are realized. The existence of the resource for the chat creation allows to open a discussion on a certain subject for users of a virtual classroom. The tool of creation of an interactive board also realizes a possibility of on-line interaction between participants of the class. The creation of thematic on-line boards with the tasks for work in a group realizes technology of training in cooperation, the advantages of which consist of the increase of responsibility of each student for the result of collective work. While performing tasks in a group students' ability to express their own opinion on a certain subject, and also the ability to estimate critically and creatively the notes of other participants of on-line group is formed.

The possibility of realization of the personal focused approach in education is provided in the environment of the Learningapps.org during the creation of individual tasks taking into account opportunities and abilities of the students. Such an individual form of education promotes stirring up the activity of students and increase the efficiency of educational process.

The teachers of Liepaja Secondary School No. 7 applying interactive tasks in the Learningapps.org e-environment in their pedagogical practice, note the high interest and enthusiasm of the students while performing such tasks. Some students created their own tasks, and also carried out exercises on the subjects which they were interested in, although those tasks weren't included into the training program.

The use of such interactive methods of training allows to solve the following problems of education: to form interest of students in the studied subject, to develop their independence, critical and creative thinking, students' identity, to increase self-education level.

The efficiency of the Learningapps.org e-environment in educational process, as a tool of Blended learning, arises from the objective laws of training described by the American researchers R.Karnikau, F.McElroy (1975): students remember “10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, and 90% of what they do”.

### **3. Methodology**

The research was conducted on the basis of Liepaja Secondary School No.7, Latvia in the 3rd and 4th grades in 2015/2016.

This phase of investigation was directed to the achievement of one of the work purposes – the definition of educational motivation of the pupils of 3 and 4 years of study while carrying out lessons in the form of Blended Learning with the use of the Learningapps.org e-environment. The use of computer and Internet technologies at the lessons changes behaviour, the emotional relation and motivation of pupils. The educational motivation is the motivated activity shown by the pupils while the goals of study are achieved (Гущина, Захарова 2010) including such motives as interests, the positive relation, aspirations and plans of expectation that influences the training process (Geidžs, Berliners 1999: 34). At the same time the aspiration to achievement characterizes such personality features as persistence, diligence, responsibility, accuracy (Елисеев 1994).

For the definition of educational motivation of the pupils in the process of training material assimilation by means of the Learningapps.org e-environment, pupils were offered to estimate a number of the offers judgments revealing their attitude towards motives of the study and achievement. The questionnaire, which was offered for the school pupils, included 10 such judgments.

1. Carrying out of the tasks in this electronic environment helps you to acquire knowledge better.
2. In your opinion, it is better to perform such tasks on the computer at home independently.
3. You enjoyed the performance of similar tasks on the computer.
4. While performing tasks in this electronic environment you showed diligence.
5. While performing tasks in this electronic environment you showed persistence.
6. While performing tasks in this electronic environment you showed independence.
7. While performing tasks in this electronic environment you showed responsibility.
8. While performing tasks in this electronic environment you showed desire and interest.
9. You would like to prepare for lessons and to do homework on the computer (in a special subject electronic environment).
10. In your opinion, the use of various Internet technologies can improve progress of school students.

The motives of the study induce and direct learning activity of the school student – interest, the positive relation, aspirations and plans of expectation are characterized by judgments of the questionnaire 1-3, 8-10. The aspiration to achievement was defined by the manifestation of diligence, persistence, independence, responsibility – statements 4-7.

The pupils of the third grade (30 respondents) and the fourth grade (24 respondents) took part in answering the questionnaire: they were offered to estimate judgments on a five-point scale of Likert: 1 – "Strongly disagree", 2 – "Disagree", 3 – "Undecided", 4 – "Agree", 5 – "Strongly agree".

When processing the results of questioning, the answers of each respondent were summarized. Thus – minimum possible sum is 10 points, the greatest possible – 50, at the same time, gaining 30 points, the pupil expressed the neutral relation to the lessons conducted with the use of the Learningapps.org e-environment. Empirical methods of the research were applied to statistical data processing, U criterion of Mann-Whitney was applied to compare the results in various classes.

#### 4. Findings

The assessment of educational motivation through the relation to educational process with application of the e-environment was made proceeding from the fact that having gathered from 31 to 50 points the pupils were considered to be motivated.

More than 31 points in the 3rd grade were taken by 30 pupils (100%), in the 4th grade – 23 pupils (95,8%). Numerical characteristics of the results of questioning of a motivational assessment of the pupils are presented in the table below.

**Table1:** Statistical results of questioning of the pupils

Statistical parameters	3rd grade	4th grade
Mediana	44,5	39,0
Mean	44,9	39,0
Std.Deviation	4,0	5,8
Coefficient of variation	9%	15%

Following the results of the analysis of questioning it is possible to draw the following conclusions: the mean square deviation in each selection is small; that shows low dispersion of the results of the poll, i.e. pupils in every grade are rather integrated in the level of educational motivation to training from the Learningapps.org e-environment. The value of the coefficient of variation in each selection is less than 17%; it means that the data set of the results is absolutely homogeneous.

For determination of the reliability of coincidence and distinctions of the results of questioning between selections of 3 and 4 grades the nonparametric U-criterion of Mann – Whitney was used. The application of this criterion allows to compare statistically the results of the researches at a small amount of questioned people in selections. The results of statistical processing showed that the received empirical sizes of U-criterion are less

than  $U_{krit}$  for the compared selections at  $p$  significance value less than 0.05. The received empirical  $U_{emp}=159$  value is in an importance zone comparing with  $U_{krit}=256$ .

Thus, the existence of essential differences between the answers of the pupils of 3 and 4 grades is established – indicators of educational motivation in the 4 grade are lower than indicators of educational motivation in the 3 grade.

## 5. Results And Discussion

Insignificant decrease in educational motivation by the end of younger school age is noted in Markova and Matyukhina's psychological researches (Маркова 1983, Матюхина 1984). Such decrease of educational motivation, according to Markova's opinion (Маркова 1983), shouldn't disorient the teacher as fading of motivation to study at this age is natural since the interest in training is essentially satisfied and the activity of aspiration for cerebration is slowed down (Матюхина 1984).

The results of the questioning of this research also establish the similar reason of decrease of educational motivation of the 4 grade pupils – the decrease in a share of the motive connected with the process of cognitive activity which is characterized by aspiration to achievement.

At the same time the pupils of 4 grade as well as the pupils of 3 grades keep keen interest and enthusiasm while performing tasks in the Learningapps.org e-environment. The pupils of 3 and 4 grades also note that performance of the tasks in the Learningapps.org e-environment helps to acquire instructional material better. While giving the answer to this statement only 1 pupil of the 3 grade (3,3%) answered negatively and 6 pupils of the 4 grade (25%) chose the variant of the answer: "Undecided". Thus from 54 pupils of the 3 and 4 grades 47 pupils (87%) consider that this form of training helps them with the assimilation of instructional material.

In general, the set of the results of questioning allows to draw a conclusion that the use of nonconventional forms of education as one of the ways of motivation of the pupils, promotes the formation of positive emotional relation to educational process, increases educational motivation and the level of assimilation of knowledge. The use of Blended Learning in education with the application of the Learningapps.org e-environment causes interest of pupils and promotes the formation of necessary personal, media educational, communicative, social and cognitive competences in the 21st century. Moreover, these techniques acquaint pupils even in the early school years to be open to use various innovative technologies in the future.

So, introduction of such forms of education in educational school process with the use of electronic environments such as Blended Learning is very actual, but at modern schools of Latvia it is applied insufficiently widely so far. The given researches and the description of opportunities of the e-environment can be used for Blended Learning in any natural and technical subject that opens ample opportunities for realization of competence-based approach in education.

From the point of view of a rather high level of educational motivation of the pupils of the 3 and 4 grades revealed towards the lessons with the use of the Learningapps.org e-environment and taking into consideration the process of a change of education paradigm in Latvia, the authors assume it's urgent to continue the introduction of Blended Learning form of training and studying the role of application of these technologies in educational process.

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## Integrated health-enhancing physical activities for Liepaja University students

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### Abstract

Nowadays, highly skilled professionals are in high demand, therefore many young people choose to enter higher educational establishments. The higher education environment demands from the young people a high self-organization level as during the studies intense intellectual activity must be balanced with various other activities of young people's lives. Therefore, it is particularly important to support and encourage students to choose a healthy lifestyle and make it as a foundation for their daily routine, as it is one of the most essential prerequisites for qualitative engagement in activities and self-actualization process. To solve this problem, a programme of integrated health-enhancing physical activities (IHEPA) was elaborated for promoting a healthy lifestyle for students in higher education environment. *The Aim of the research:* the effectiveness test of IHEPA programme. For testing effectiveness of IHEPA programme, the survey method was applied. Two questionnaires were elaborated: the first has 3 sections for determining students' physical activity, eating habits and health self-evaluation, but the second questionnaire allows assessing the students' knowledge about healthy lifestyle before and after engagement in IHEPA programme. *The Results.* After implementation of IHEPA programme, statistically credible changes are observed in self-evaluation of students' knowledge: before the study course the average self-assessment of students' knowledge in 5-point scale was 2.8 points, but after – 4.3 points. The results are statistically credible (*Wilcoxon Signed Ranks Test*). Also positive statistically credible changes are observed in regards to frequency and duration level indicators of physical activities ( $p < 0.01$ ). Credible positive changes are observed in muscle strength and strength endurance position where 19.1 % more students got involved, and also improvement of 34.2 % is found for duration and frequency indicators of flexibility promoting exercises. With regards to healthy nourishment, statistically credible ( $p < 0.01$ ) positive changes are observed for all eleven indicators, and also significant statistically credible changes are observed in self-evaluation category ( $p = 0.01$ ) (*Wilcoxon Signed Ranks Test*), which shows the effectiveness of IHEPA programme for students during the study process.

**Keywords:** students, physical activities, eating habits, knowledge, integrated health-enhancing physical activities.

### 1. Introduction

“The young people are an important resource for any country's future; therefore society must invest in their health and development. Young people are not the source of problems – they are the resources needed for solving the problems. They are not the expense, but rather investment: not only new people but world citizens both now and in the future” (Trapenciere& Baltiņš, 2010, 3).

Nowadays, highly skilled professionals are in high demand, therefore many young people choose to enter higher educational establishments. The higher education environment demands from the youngsters a high self-organization level as during the studies intense intellectual activity must be balanced with various other activities of the young person's life. Therefore, it is particularly important to support and encourage students to choose a healthy lifestyle and make it as a foundation for daily life, as it is one of the most essential prerequisites for qualitative engagement in activities and self-actualization process.

Ministry of Health of the Republic of Latvia (LR) in its public health promotion policy (Public Health Policy Guidelines for 2014 - 2020), which is based on strategies developed by WHO and EU, states that one of the most important goals is to educate society on issues influencing people's health and healthy lifestyle. In order to implement the above mentioned strategies inter-institutional cooperation is needed, therefore the task of the Ministry of Education and Science is to implement the basic principles of healthy lifestyle in educational system of Latvia. If the health and healthy lifestyle issues are actualized in the school education system, then in the higher education it is to a lesser extent, which is demonstrated by a number of documents:

1. Regulation Nr. 666 of Cabinet of Ministers “Sports Policy Guidelines for 2013 – 2020” (2013) with action

direction: sufficient physical activity of citizens and understanding of the need for physical activities in maintaining and strengthening of health: “[..] to provide financial support for implementing sports activities for all first and second year students with or without allocation of credit points, providing the necessary funding in

calculation methodology of basic costs of a study place and social security” (59). Responsible institutions – LR Ministry of Education and Science and Higher educational establishments.

2. The National Youth Policy Programme for 2009-2013 (2009, v. 7.1.) includes action programme, which intends to provide young people with the opportunity to engage in physical activities and sports; to provide and develop adequate infrastructure, material supplies and informative support in educational institutions; to provide a variety of cost-free physical activity opportunities for young people (including young people at risk of social exclusion) ensuring full development of physical and mental abilities as well as raising awareness about an active and healthy lifestyle.

3. LR Law on Higher Education Establishments (1995, v. 5:1) states that higher educational establishments must provide students with opportunity to engage in sports.

4. The Sports Law of Latvia, section Sports in Educational Establishments (v. 4:1), states that in educational establishments sport activities must encourage development of students’ physical and mental abilities, and must create understanding about active, healthy lifestyle and sports competition.

5. In the Latvian National Development Plan for 2014 - 2020 (LNDP), course of action “A healthy and fit for work person”, it is emphasized that the main health risks in European region, which causes significant health and social costs, are smoking, risky alcohol consumption, lack of physical activities and a poor diet, therefore for strengthening healthy and active lifestyle habits in the society as a whole one of the priorities is to support different health promotion networks through: (a) promoting healthy diet, active lifestyle and mental health, (b) fostering children, youth and nation’s sports activities, (c) including health education in school programmes, (d) preventing dependency creating substances and processes (LNAP, 2012, 46–48).

None of the above mentioned policy goals and objectives, and also the Higher Education Law (v.5:1) and Sports Law (v. 4:1), are not fully implemented in the higher education institutions. It is therefore a logical concern about the implementation of LNDP course of action “A healthy and fit for work person” (2012) and Sports Policy Guidelines for 2013-2020 (2013), as only continuous educational process based on the latest knowledge in the health field integrated into everyday practice gives the positive results for building and strengthening students’ healthy lifestyle habits, which is the basis for good health.

The research results of Sports Union of Latvian Higher Education Institutions “Sports habits of students and youth” (LASS, 2012) show a positive attitude of students towards sports activities. Some of the students believe that in higher educational establishments more attention should be paid to sports and movement activity, but also the research gives evidence to the fact that the sports infrastructure of higher education institutions is not sufficient. As the result of the study, a number of significant recommendations were elaborated for students’ involvement in daily sports activities, including a suggestion to keep up with a regular research in the sphere of student sport activities focussing on monitoring in order to assess the movement activity and active lifestyle habits of students.

Thus in general, Latvian socio-economic status and protracted reforms in education and health care raise a question about a healthy society, healthy lifestyle and taking responsibility for one’s own health. According to the studies conducted by the health sphere research group led by Robins (Robbins et al., 2005, 2011) and American health sphere research group led by McGinnis (McGinnis et al., 2002), as well as data gathered of WHO, it is a lifestyle that determines a person’s health for 50–55 %.

Nowadays healthy lifestyle is a topical issue in the health sphere with emphasis on sufficient physical activity and healthy eating habits. In Latvia the latest statistics and research data show the following results: 42% of students do not attend the sports classes because they are not mandatory; 34% of students attend sports activities if they are organized by the educational institution; 52% of young people do not engage in sports activities outside the higher education establishments (Korolova, 2010, 41-45).

Given the above, in higher educational institutions one of solutions to this problem is to implement the health-enhancing educational sports activities or integrated health-enhancing physical activities (IHEPA), which is in close correlation with the individual's daily lifestyle and consists of main healthy lifestyle components: physical activity, proper eating habits and stress management. If students are involved in organized (practical and educational) sports activities during the studies, they will have more complete picture about a healthy lifestyle, which serves as a basis for choosing and implementing the healthy lifestyle

## 2. Method

The survey method was chosen with the aim to research the impact of integrated health-enhancing physical activity programme on students' knowledge about a healthy lifestyle and healthy eating habits. Two surveys were conducted:

1) E-survey about physical activities, eating habits and health self-assessment. The first part of the questionnaire determines students' physical activity habits assessing the frequency, volume and intensity of physical activities performed during last seven days; it is based on WHO (2010; 2013) recommendations for physical activity – a total of 4 questions. The second part of the survey is adapted from eating habits questionnaire “How healthy are your eating habits” elaborated by the working group of Integrative Medicine Association (IM4US) (How Healthy Is Your Diet, n. d.). The questionnaire is developed by the scale principle, consists of 11 questions, and each question is assessed with points (in range from -5 to +3 points), then, after summarizing all the answers, 4 basic assessments are obtained: 22–28 points – Great eating habits; 17–21 points – Pretty good eating habits; 10–16 points – Need some improvement; 9 points or less – Need much improvement. The third part of the questionnaire reveals the self-assessment of students' health (Likert scale from 1-7). The overall Cronbach's alpha coefficient for all the three parts: 0.69.

2) A healthy lifestyle knowledge self-assessment survey. A questionnaire was elaborated by LiepU Department of Lifelong Learning for participants and students to assess the quality of the study courses. For the sake of this research it was adjusted to the research objectives to determine the effectiveness of IHEPA programme and determine the students' level of knowledge about healthy lifestyle before and after implementation of IHEPA programme. The students' knowledge self-assessment is measured in points from 1 to 5.

Research participants: 207 Liepaja University students, age 18-25, 90% of them female and 10 % - male students. From all questionnaires 127 were accepted as valid. The experimental group participated in sports activities organized by IHEPA programme as part of the study course “Sports in Pedagogy”. The volume of the study course is 2 CRP, which is 32 academic contact hours (16 lessons), from them 4 are theoretical lessons (8 academic contact hours) and 12 practical classes (24 academic contact hours). IHEPA class was held once a week. The research was conducted in the time period between September and December, 2015, and the implementation period for IHEPA programme is 3.5 month.

Integrated health-promoting physical activity programme is developed on the basis of the following principles:

1. The obstacles of healthy lifestyle identified by students during the previous complex research were taken into account (laziness, lack of willpower, rapidness of life rhythm, material situation, lack of support, addictive habits, lack of knowledge, stress) and their prevention options:

- 1) lack of time – to organize classes in time suitable for students;
- 2) laziness, lack of willpower – to organize motivating healthy lifestyle activities;
- 3) lack of social support – to maintain healthy lifestyle-friendly social environment;

4) careless/negligent attitude towards physical activity and eating habits – to promote perfection of movement skills, that is, regular health-promoting physical activities (principle of availability and gradualness), understanding the benefits of balanced healthy diet, drawing the students’ attention to the beneficial effects of combining health promoting physical activities and healthy and balanced diet;

5) stress – to teach to overcome stress with a healthy lifestyle activities (Vecenāne&Fernāte, 2012, 2014).

## 2. The content of IHEPA programme:

2.1. The content of theoretical lessons which aim to deepen students’ understanding about the healthy lifestyle is based on the basic guidelines of WHO about the main components of healthy lifestyle – physical activity, eating habits and overcoming stress, and their physiological grounding; health benefits; possibilities for overcoming the obstacles; information about the functions of various specialists who can be involved in promotion of healthy lifestyle and providing support.

2.2. In practical IHEPA activities for health-promoting comprehensive physical fitness development of students diverse physical exercises are used suitable for gender, state of health, physical fitness and interests, implying the following health related physical fitness components: cardiorespiratory endurance; muscle strength and strength endurance; flexibility; body composition.

## 3. Findings

E-survey data on students’ physical activity habits show that in the last 7 days 76.4% of experimental group students have participated in high-intensity physical activity for at least 20 minutes once or more. Data analysis indicates that in the experimental group the number of students who do not participate in high-intensity physical activities at all have decreased for 7.9%.

81% of experimental group students engage in moderate-intensity physical activities. The amount of experimental group students who do not perform moderate-intensity physical activities has decreased by 5%. Analysed data proves that students engage insufficiently in physical activities that strengthen cardiovascular and respiratory systems both before the experiment and after it.

In the experimental student group statistically credible changes are observed for physical activity frequency and duration indicators of development of muscle strength and strength endurance abilities –  $p < 0.01$  (*Wilcoxon Signed Ranks Test*). But the number of students who do not engage in strength and strength endurance promoting physical activities at all have significantly diminished (for 19.7 %) (see Table 1).

Statistically credible changes are noted for duration and frequency indicators of flexibility promoting physical activities –  $p = 0.01$  (*Wilcoxon Signed Ranks Test*). A number of students who do not perform any flexibility promoting physical activities has diminished significantly – for 29.2 %.

**Table 1** Indicators of physical activity before and after implementing IHEPA programme in the study process

Type of activity	1 <sup>st</sup> response	2 <sup>nd</sup> response
Physical activities for maintaining and promoting health (criteria)	Main (days 1-7)	
1. How many times within last 7 days have you performed at least for 20 minutes any high-intensity physical activities (running, swimming, aerobics, basketball, cycling end similar aerobic trainings) that made you sweat and breathe heavily?	1.8	2.0
2. How many times within last 7 days have you performed at least for 30	2.4	2.3

minutes any medium-intensity physical activities (riding bicycle, fast walk, medium intensity basketball, volleyball, swimming or similar physical activities)?

3. How many times within last 7 days have you performed exercises for flexibility development (yoga or similar activities)?	0.9	1.7**
4. How many times within last 7 days have you performed some physical exercises for strengthening or toning the muscles? (for example, push ups, sitting up from lying on back position, weight lifting, etc.)	1.1	1.7**

The second set of questions helped to determine the eating habits of students. Also these results show statistically credible positive changes for all eleven indicators (see Table 2).

**Table 2** Indicators of students' eating habits before and after implementing IHEPA programme in the study process

Eating habits of students Criteria	1 <sup>st</sup> response	2 <sup>nd</sup> response
	Main	Main
1. How many fruit do you eat per day? (1 medium size fruit, 1 glass non-sweetened juice)	0,8	1,7***
2. How many portions of vegetables do you eat per day? (1 portion lettuce/ greens, ½ portion any other raw or cooked vegetables)	1,1	1,3**
3. How many different types of vegetables do you eat within a month?	1,6	1,8*
4. How many times a week do you eat vegetable origin protein-rich products (dried beans, peas or other protein-rich plants)?	-0,1	0,1*
5. How many times a week do you eat red meat?	-0,5	0,01**
6. How many times a week do you eat in fast food restaurants?	-1,03	-0,6**
7. What is your most common everyday drink?	1,3	1,7**
8. How many 0,33 l of fizzy drink do you drink per day?	-0,7	-0,5**
9. How many times a week do you eat fish?	0,4	0,7*
10. How many times a week do you eat full-grain products (full-grain bread, oats, brown rice, etc.)?	0,1	0,4**
11. How often do you eat sweets?	-1,1	-0,9**
Common indicators	2,1	5,8**

It is a positive fact that indicators have improved in all eating habits criteria, but summarizing points according to the totals indicated in surveys which covers four eating habits parameters (“There is a need to change eating habits”, “There is a need for minor improvements in eating habits”, “Satisfactory eating habits”, and “Good eating habits”), the obtained data show that eating habits of students are not good enough. The results show that before implementing the IHEPA programme 87.4 % of experimental group respondents must change their eating habits, and after the repeated survey still 70.1 % of students must change their eating habits. It is positive that the number of students who must change their eating habits has diminished for 17.3 %. The number of students whose eating habits can be considered as satisfactory has increased for 5.5 %. Overall, the students' eating habits have improved, results are statistically credible –  $p = 0.000$  (*Wilcoxon Signed Ranks Test*), which shows the effectiveness of IHEPA programme implementation in the study process (see Table 3).

**Table 3** Indicators of students' eating habits before and after implementing the IHEPA programme in the study process

	1_time	2_time
Needs much improvement; try to change one habit at a time	87.5	70.1
Needs some improvement	11.8	24.4
Pretty good eating habits	0.8	5.5
Great eating habits	-	-

Before and after implementation of IHEPA programme, the experimental group students were involved in survey, where they assessed their knowledge about the healthy lifestyle. We found the following results: the average self-assessment of knowledge before the study course is 2.8 points, but after – 4.3 points. The survey results are statistically credible –  $p = 0.0$  (Wilcoxon Signed Ranks Test). Positive changes indicate the effectiveness of IHEPA programme during the study process (see Table 4).

**Table 4** Students' knowledge about healthy lifestyle before and after implementation of IHEPA programme in the study process

Self-assessment	Main	Std. d.
knowledge_1	2.8	0.8
knowledge_2	4.3	0.5

The third part of the questionnaire helped to clarify the self-assessment of students' health. Credible statistical changes have been detected in health self-assessment indicator –  $p = 0.008$  (*Wilcoxon Signed Ranks Test Asymp. Sig. (2-tailed)*). The survey results point to positive changes in students' self-assessment of their health. 50,4 % of students evaluate their health condition as good, but 7.9 % - as very good; after experiment the indicator has insignificantly changed in the group (for 0,8 %), but in the last position it has increased for 7.1 %. Very bad health self-evaluation among the students has not been found (see Table 5).

**Table 5** Students' health self-assessment before and after implementation of IHEPA programme in the study process

Criteria	1 <sup>st</sup> response	2 <sup>nd</sup> response
Very bad	-	-
Rather bad	0.8 %	-
Rather bad than good	5.5 %	6.3 %
Neither bad, nor good	11.8 %	5.5 %
Almost good	23.6 %	22.0 %
Mostly good	50.4 %	51.2 %
Very good	7.9 %	15.0 %

#### 4. Results, Conclusions and Recommendations

Although positive statistically credible changes are found, physical activities and eating habits must continue to be improved according to WHO recommendations for the health promotion:

1. In position of physical activity habits:

1.1. 19 % of experimental group students did not perform any cardiorespiratory orientated physical activities during last 7 days.

1.2. 36.2 % of experimental group students did not perform any muscle strength and strength endurance developing physical activities during last 7 days.

1.3. 34.6 % of experimental group students did not perform any physical activities that develop flexibility during last 7 days.

2. In position of eating habits: 70.1 % of experimental group students must improve their eating habits.

3. Statistically credible correlations ( $p < 0.05$ ) are found between students' knowledge self-assessment and positive changes in duration and frequency indicators of performing strength, strength endurance and flexibility physical exercises. In turn, such statistically significant correlation has not been found between students' knowledge self-assessment and eating habits.

For a successful and sustainable effect a longer period of time is necessary, because, as our research data shows, although statistically credible improvements are observed, they are not sufficient. Therefore, to promote a healthy lifestyle and provide support, it is advisable to attract a variety of resources, such as:

1. Administration of the higher education institution (for improving the infrastructure), employees and academics, student council.
2. Municipalities (cooperation in accordance with health promotion guidelines of municipalities).
3. LR Ministry of Education and Science (obligations in accordance with Regulation Nr.666 of Cabinet of Ministers from December 18, 2013 to implement *Sports Policy Guidelines* for 2014-2020, which states that it is necessary to provide financial resources for at least two sports lessons a week for first and second year students).
4. Country-wide – cooperation with responsible institutions on implementation the Regulation Nr. 589 by Cabinet of Ministers (October 14, 2014) following *Public Health Guidelines for 2014-2020* and course of action of Latvian National Development Plan “A healthy and fit for work person” in higher education institutions.

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# The Effect of Optimism Level' On Career Decision-Making Competence And Professional Results Expect<sup>1</sup>

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## Abstract

This study has been carried out so as to identify the effect of level of optimism upon career decision-making competence and professional outcome expectancy. Career decision-making has been defined as one's choosing a profession by being aware of his own capabilities, while Professional outcome expectancy is defined as the beliefs related to the long-term outcomes of achievements attained through certain educational or career decision-making behaviors. It is considered that the students of the Faculty of Economics and Administrative Sciences, which aims to raise students who will become the executive candidates of the future and professional individuals in the fields of economics, management, international relations, politics and public administration in both public and private sectors, should have positive perceptions so as to make significant effect on the future of the country. Positive psychology, which aims to discover the strengths of an individual, has started to be in the limelight in recent years. In this study too, the relationship between the level of optimism, which is one of the strong points of university students who are on the verge of a critical transition period in their lives and thus faced with several worries and problems, and their career decision-making competence and professional outcome expectancy has been analyzed. Target population of the study consists of the students currently attending the Faculty of Economics and Administrative Sciences of Ahi Evran University in 2015-16 educational year. No selection process has been carried out during the study for a special sample; instead, all the student population has been included in the study. 967 students have participated in the study. Three different scales have been used in the study in order to identify students' career decisions, their professional outcome expectancies and level of optimism. The data gathered have been analyzed with the help of a statistical package program. As a result of the statistical tests that were carried out, it was seen that most of the participants were first-grader girls and that a great majority of them had willingly chose their departments at the university. It was observed that their career decision-making competence and professional outcome expectancies were at the medium level, whereas their degree of optimism was high. Furthermore, a positive significant correlation was observed between the level of optimism and levels of career decision-making competence and professional outcome expectancy ( $p \leq 0.05$ ,  $r = .309$ ;  $p \leq 0.05$ ,  $r = .369$ ). As a result of the regression analysis that was made in order to identify the degree of optimism, which was the fundamental item of the study, on career decision-making and professional outcome expectancy, it was seen that the 9% change in career decisionmaking competence was explained through level of optimism.

**Key Words:** Optimism, Career Decision Efficacy Expectation, Professional Results Expect, Faculty of Economics and Administrative Sciences

## 1. Introduction

In today's globalized world, competition has become a significant phenomenon, gaining an extraordinary impetus. In this process, with almost every economy focusing their concern on the prosperity and power issues, behaving in accordance with the high competitive culture has become a great necessity. As a result, it is essential to have high competitive capacity in all spheres, including quality, productivity and effectiveness. This has become dependent on human capital and investments made in it. For the investments made in this field to yield expected results and thus be successful, training and education are particularly important (Nakırcı, Babacan, 2010, 216).

Those who are employed for organizations to perform extraordinarily should have certain knowledge, skill and personality traits, which have become of utmost significance. In this context, "competence" has become a

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subject matter of research in the field of human resources and has commonly been used in almost all the functions of human resources, like performance evaluation, career, employment and education (Çınar, Aslan, 2011, 22). Career, which has to be guided through education, expectation in young people to receive better education and having high ambitions in their professions is an unavoidable fact, however, according to a number of studies, it has become apparent that most individuals do not have consistent and realistic plans towards their set goals. Career development and its realization hinge upon the factors that are influential in the education they have already received and career planning (Soysal, Söylemez, 2014, 24).

University years in particular are the critical period during which young people take important decisions as regards their future careers. Career decision is making a job selection that is suitable for one's capacity and directly proportional to his self-efficacy and self-confidence (Uçkun et al, 2015, 183). In this period, decisions taken with reference to careers affect young people's future lives, their psychological and physiological wellbeing, their social acceptance level and ultimately their standard of living, which make such decisions really hard and complicated. For this reason, career indecisiveness appears to be one of the most frequently pronounced problems among university students who have appealed to psychological consultation centers in universities and it has been reported that around 20 to 60 percent of university students have experienced career indecisiveness (Kavas, 2012). One of the objectives of higher education is to raise students to be citizens who are equipped with the general knowledge, skill and conduct required for a particular job, who will satisfy with their skill and interest the needs of national development and who will also make their own living and thus lead a happy life. This objective is indicative of personal self-efficacy. Self-efficacy is defined as "the combination of knowledge, skill and attitudes that are essential for high performance" (Çınar, Aslan, 2011, 34).

As optimists, with their positive look towards life, tend to concentrate more upon favorable and positive aspects of conditions and events, they have positive expectations for making great achievements in their future lives. In this respect, from the point of view of attributing causes, it is considered that optimists mostly focus on their positive experiences in the past and therefore are more capable of having positive expectations (Seligman, 1990, 4-5; cited by: Güler & Emeç, 2006, 131). Optimism, which is one of the important variables in young people's lives, is in direct relationship with many variables. For instance, high optimism is related with lower psychological dissonance, lower aggressiveness, higher level of boldness, higher level of life satisfaction, higher degree of self-respect and positive sense of humor. In a study they carried out on a number of university students, Patton, Bartrum and Creed (2004) established a correlation between career planning and optimism. In the same way, Rottinghaus, Day and Borgen (2005) also found a positive correlation between optimism and career compatibility. Students with high level optimism tend to have better compatibility in their career planning and education (Santilli et al., 2016, 4).

## **2. Aim and Objectives**

This study has been carried out on university students so as to identify the influence of optimism on their competence level of career decision and professional outcome expectancy. In line with this general objective, whether there is a relationship between career decision competence, career outcome expectation and optimism and it has been examined whether optimism can predict these variables. It is a fact that the Faculty of Economics and Administrative Sciences, which has been chosen as the research sample, has a suitable structure to raise qualified professionals for various fields in both private and public sectors. For this reason, it is of utmost importance to raise these young people in universities with competence in career decision-making and vocational outcome expectancy for the sake of preparing them as professional individuals for the labor force the country is in need of.

## **3. Method**

This study has been devised in descriptive form as a cross-sectional field research. To collect quantitative data during the study, scales have been used.

The population of the study comprises the students attending to Ahi Evran University, the Faculty of Economics and Administrative Sciences, in the 2015-16 educational year. As of the year the study was planned, there were 1993 students in the abovementioned faculty. Moreover, no specific sampling has been used in this study; rather, the entire population has been taken into the scope of the sample. In this respect, in line with the relevant literature, 967 students have been questioned in this study (according to Kurtuluş (1998, 236), a majority of the population with 35000 people can be represented by 321 subjects and according to Ural and Kılıç (2006) by 381 subjects, at 0.05 significance level with 95% confidence interval).

Data collection form consisting of three parts has been used to measure the influence of the level of optimism on career decision self-efficacy and vocational outcome expectancy in students. The first part included personal information about students. In the second part, Career Decision Self-Efficacy Scale, and in the third part, Professional Outcome Expectancy Scale has been used.

In the study, in order to identify the career decision-making self-efficacy expectation levels in students, Career Decision Self-Efficacy Scale – Short Form, which was developed by Betz, Klein and Taylor (1996) and enhanced by Işık (2010), has been used. Career Decision Self-Efficacy Scale – Short Form is the most preferred reliable and valid measuring tool used in most experimental research carried out on higher education students and intends to increase students' self-efficacy levels in career decision-making issues (Işık, 2010, 51). In order to identify their Professional outcome expectancy, Professional Outcome Expectancy Scale, which was also developed by Işık (2010), has been used. Both Career Decision Self-Efficacy Scale and Professional Outcome Expectancy Scale are made up of 5 questions. The high score that has been obtained shows that professional outcome expectancy is also high.

To assess the optimism levels of university students, a four-point Likert scale Optimism Scale made up of 24 items, which was developed by Balcı and Yılmaz (2002), was used. The lowest score that an individual can take from this scale is 24, while the highest score is 96. A higher point means that the individual is “optimistic” (Parmaksız, 2011, 50).

For the analysis of data obtained from the study, the package program of statistical analysis of data for social sciences has been used. Correlation and regression analyses have been used to check research hypotheses.

#### 4. Findings

As a result of the analysis of research data, demographic findings and inferences obtained from correlation and regression analyses have been presented below in the form of tables.

**Table 1:** Socio-Demographic Features of Students Who Participated in the Study

Variables	N	%
Female	625	64,6
Male	342	35,4
<b>Total</b>	<b>977</b>	<b>100</b>
Class 1	418	43,2
Class 2	119	12,3
Class 3	207	21,4
Class 4	211	21,8
Class 5	977	1,2
<b>Total</b>	<b>647</b>	<b>100</b>
Students who choose the profession willingly	320	66,9
Students who choose the profession unwillingly	977	33,1
<b>Total</b>		<b>100</b>

When the table examined, it can be seen that, of the students who took part in this study, 64,6 % were girls, 43,2 % were junior graders and 66,9 % were those who knowingly chose their professions.

Arithmetic means for the optimism levels of students, their career decision self-efficacy and vocational outcome expectancies have been introduced in Table 2.

**Table 2:** Descriptive Statistical Variables of the Study

	Mean	Std. Deviation
Optimism	75,8535±9,38191	
Career Decision Efficacy Expectation	18,7350±3,82134	
Professional Results Expect	15,7840±2,78565	

When Table 2 is studied, optimism levels of students are just above average ( $\bar{X}=75,8535\pm9,38191$ ). The lowest score they can get from the optimism scale is 24, while the highest is 96. Students received average points from both career decision self-efficacy ( $\bar{X}=18,7350\pm3,82134$ ) and professional outcome expectancy scales ( $\bar{X}=15,7840\pm2,78565$ ).

**Table 3:** Correlation of the Research Variables

Variables	1	2	3
1. Optimism	1		
2. Career Decision Efficacy Expectation	.309**	1	
3. Professional Results Expect	.369**	.511**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation table of research variables is given in Table 3. According to the table, there is a positive correlation between research variables ( $p<0.01$ ,  $r= .309$ ;  $p<0.01$ ,  $r= .369$ ;  $p<0.01$ ,  $r= .511$ ). While there is a weak correlation between optimism and career decision self-efficacy and professional outcome expectancy, there is a medium-level correlation between career decision self-efficacy and professional outcome expectancy.

**Table 4:** Regression Analysis of Optimism and Career Decision Self-Efficacy

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	p
.309	.095	.095	101,816	.000
Durbin-Watson			1,889	

**Dependent Variable:** Career Decision Efficacy Expectation **Predictor:** Optimism

As seen in Table 4, as a result of the regression analysis that has been made, it has been found to be  $R=,309, R^2=,095$ . A difference of 9% in career decision self-efficacy levels is explained through the independent variable of optimism, which has been included in the model ( $F=101,816$ ,  $p=0,000$ ).

## 5. Results And Discussion

Research results suggest that a majority of the participants are girls from first graders and a significant majority have chosen their departments willfully. It has been observed that their career decision self-efficacy and professional outcome expectancy levels are average, and optimism levels are high. In addition, a positive correlation has been seen between optimism and career decision self-efficacy and professional outcome expectancy ( $p<0.05$ ,  $r=.309$ ;  $p<0.05$ ,  $r=.369$ ). As a result of the regression analysis carried out in order to find out the influence of optimism levels on career decision and professional outcome expectancy, which was the principal question of the study, it has been established that a 9% difference in career decision self-efficacy is due to optimism.

An indirect similarity with research results can be seen in a study conducted by Bacanlı (2002). In the study which is based on the challenges in career decision-making stemming from the irrational beliefs of secondary school students in their career choices, it has been reported that the findings that a total variance of irrational

beliefs is predicted to be 30% support the theoretical views concerning these irrational beliefs in challenges faced in career decision-making and career choices. In our study, optimism has been considered and examined as a general attitude. Therefore, it has not been examined whether it is rational or romantic. Thus, it is thought that new studies on the dimensions of optimism, which is a variable that predicts the career decision, can be made.

Moreover, Güler and Emeç, in a study conducted on university students (2006), found a correlation between optimism and life satisfaction. However, they did not discover any correlation between achievement and optimism. A similar result can be expressed in this study. Because the relationship between optimism, career outcome expectation and career decision can be appear as a outcome of the individual's attitude towards life.

In a study where the influence of optimism and achievement are surveyed together, it is reported that observing high levels of both in an individual leads to better physiological health and psychological well-being. This indicates that optimism augments both achievement and life satisfaction, stimulating the desire to succeed in an individual. As a result, it is possible to state that observing higher level of optimism in an individual will positively affect his life satisfaction level (Güler ve Emeç, 2006).

A study conducted by Eryılmaz (2012) has established the fact that optimism levels of students attending to the Faculty of Economics and Administrative Sciences are quite similar to those of the ones attending to the Faculty of Arts and Sciences. Although no comparison to other faculties has been made in our study, optimism levels of students have been seen to be above average. In the literature, there said to be a positive correlation between career development network and optimism (Higgins et al., 2010; Spurk et al. 2015). In our study, too, a correlation between optimism and career decision has been identified.

***In line with the results of the study mentioned above,***

- Since career decision self-efficacy and professional outcome expectancy levels in students are at a medium level, there seems to be a need for training programs that will help them to exhibit better behaviors and attitudes towards career planning and development,
- The reason why professional outcome expectancy and career decision self-efficacy levels are not so high is thought to be due to the information asymmetry between current curriculum and student perception and market conditions. For this reason, certain activities should be organized to get students to be regularly involved in the real sector,
- Although an optimism level above average is something expected, it is suggested that various new studies should be conducted into the causes of current optimism and whether their optimism is built on rational bases be examined properly.
- In addition to this, so as to raise optimism levels which are considered to be a predictor variable, it is suggested that positive psychology studies be conducted,
- This study is restricted by its specified sampling and research design. It is considered that carrying out further studies in the same line using different designs, study groups and measurement tools will be highly beneficial for the field.

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## The Predictive Power of University Students' Alienation to the Learned Resourcefulness

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### **Abstract**

The aim of this study is to determine the predictive power of students' perception of alienation (weakness, anomy, meaningfulness, isolation) over students' learned resourcefulness perception. The participants of this research are 820 university students at Bozok University in Turkey during 2013-2014 school years. In the research Student Alienation Scale and Learned Resourcefulness Scale were used. Student Alienation Scale has four sub scales which are weakness, anomy, meaningfulness, isolation. Learned Resourcefulness Scale has one dimension. A simple linear regression analysis was carried out to identify how the perception of alienation of students affects (predicts) the learned resourcefulness perception of the students. It is concluded that there is a significant positive and low-level relationship between students' alienation perception and learned resourcefulness perception. According to the results, it can be said that, 7% of the total variance in the students' perception of learned resourcefulness results from their weakness perception. Also 1% of the total variance in the students' perception of learned resourcefulness results from their anomy perception. And 2% of the total variance in the students' perception of learned resourcefulness results from their meaningfulness perception. Finally 2% of the total variance in the students' perception of learned resourcefulness results from their isolation perception. It can be said that learned resourcefulness perception is related to alienation perception weakly. To determine whether the relationship between the two concepts is needed for more research.

**Keywords:** Weakness, anomy, meaningless, isolation, durability.

### **1. Introduction**

Personality of individuals, environment they interact with and the experiences they made are effective to cope with any stressful situation. Any individual try to deal with stressful situation in his /her specific way. Therefore, feeling stressful of individuals becomes very common state of mind in society.

Today's human being must be substantial and analytic to psychological problems which encounters since these problems happen in every day in many times. In this situation, we face with learned resourcefulness. Main part of the psychological problems connects to five alienation facts implicitly or explicitly. For this reason, importance of learned resourcefulness to cope with the problems caused by alienation and relation between learned resourcefulness and alienation are the topics of this research.

From this perspective, learned resourcefulness is a fact with cognitive basis which shows coping with situations and living conditions how properly and is a fact that is worth stressing (Aslan ve Çeçen, 2007). If one look at the place of articulation, learned resourcefulness is a fact which thought as a strategy to cope with stress and it includes some certain behavior pattern. A.W.Staat said that individuals improve some abilities with conditioning their selves and he defined this as behavioral repertory. Researches of Bandura about social learning and self - efficacy and again self-efficacy researches improved with Kanfer, form a basis to shape stress inoculation training learned resourcefulness (Coşkun,2010).

Fleming, Baum and Singer (1984) explained "cope with" as an important fact which states to resist stress-filled situation and takes place in the stress process. Learned resourcefulness is proposed first by Rosenbaum to define a strategy which used to deal with stress (Demirci, 1998).

Learned resourcefulness which shown as one of the sources belong to individuals to deal with stress by Hobfoll, analyzed in the title of self- control in first researches about behavior therapy (Siva, 1991: 14-15). The definition of self- assessment which used as an alternative to cope with and results in confusion for this reason is extended by Rosenbaum and he suggested a new fact called learned resourcefulness (Maraşlı, 2003). Learned resourcefulness is defined as behaviors of individuals who have large acquired self- assessment habits to cope with depression and stress by various researchers (Gintner, West, Zarski, 1989; Rosenbaum ve Jaffe, 1983).

After these researches, learned resourcefulness is explained as not only an urge or a belief but also cognitive abilities which include self- control behavior and skills (Coşkun, 2007: 72-74; Kennet and Keefer, 2006). Rosenbaum indicated that "learned resourcefulness" is not express only conditioning as a behavior repertoire, also it can be earned with education and observational learning.

According to Rosenbaum who emphasize the relation between learned resourcefulness and stress, wide range of people learn self-organization process used to cope with stressful situations, generally early childhood and whole life process. Being successful in the past provides to cope with coming stress-filled situations better (Maraşlı, 2005). Rosenbaum says that control of internal events is linked to four main abilities. First of these abilities is using cognitions and inner guideline to control physical and psychological reactions. Second of these is that ability of problem solving is used as planning, defining the problem, consideration of alternatives and prediction of results of problems. Third of these is the ability of delaying immediate satisfaction. Fourth of these is the belief of individual to ability of the control of internal events (Çakır, 2009; Dönmez ve Genç, 2006).

According to learned resourcefulness theory, people who have high level of learned resourcefulness can minimize the negative effect of stress. For that reason, they can be more successful than the ones who have low level of learned resourcefulness (Akgün and Tülin, 2004). And researches confirmed that students, who have high level of learned resourcefulness, in stressful conditions, such as the examination period are more successful than the ones who have low level of learned resourcefulness (Elliot et al. 1996).

After researches which show the relation between learned resourcefulness and stress, similar relation can be said about burnout syndrome. Burnout is observed on people who having people oriented job focused on interrelation. Burnout can be seen by insomnia, low level of pleasure, physical exhaustion and increasing level of alcohol and drug consumption and it causes decrease in productivity and familial problems ( Maslach and Schaufeli, 1993; Maslach and Goldberg, 1998).

“Consevation of resources theory” which introduced as a part of learned resourcefulness, come up with effective solutions for state of burnout. Resources like statue, position, economical level, loved ones, main beliefs or self-esteem of individual provides learned resourcefulness for this individual and the ones who preserve these resources do not experience burnout syndrome (Hobfoll, 1989).

As a result of general statement of these researches, one can say that learned resourcefulness includes some attitudes which help individuals to cope with exhaustion and stress-filled situations (Çakır, 2009). Another statement, learned resourcefulness as an individual source, is expressed as level of success of coping with individuals in their own environments as a deliberate action (Dağ, 1991). Hence, this fact is examined as an effective personal property to cope with stress.

The fact which we associate with learned resourcefulness is alienation and the similarity of psychological state caused by alienation and stress and burnout which is directly related to learned resourcefulness, is striking. We have to talk about the cognitive and theoretic aspects of the alienation to construe the relation between learned resourcefulness and alienation.

In our days, alienation is a big problem for developed and developing countries. There are different types of alienation, such as: cultural alienation, professional alienation, spiritual alienation.

The concept of alienation (Eng. alienation; Fr. alienatin; Ger: verausserung) by definition means the act of something or someone becoming distant to someone or something else, ending its functional or meaningful relation to someone or something. In other words, under certain historical conditions the human and societal products are free of attributes and skills of fundamentals that make societal relations, in their cores being recognized as different.

Alienation comes up with social alienation, self-alienation and professional alienation. Common characteristic of

definitions about alienation is that becoming different in both sensation and understanding. Also, it is presence of lack of interest and insensitivity to external abilities and properties. Alienation, when it is both individual and massive, it indicated that being different from individual's own essence and also alienation of individuals' own recognitions.

This view of alienation represents that being stranger to individuals' him/her self and individual's essence due to uncontrollable instinct (urges), passions and settled habits. This situation is accepted as deviation of normal. However, when it happens in massive extend, determining the deviation of normal can take time because situations which is generally accepted and improve slowly, is tend to accept normal.

From this point a definition of alienation can be made like this: Alienation, in social sense, is an artificialized process which makes human nature being away from main factors and all form of perception which constitutes and directs human relationships.

Alienation has some important psychological and sociological results. Erich Fromm analyses alienation in a view of psychoanalytic. He made a relation between alienated human and capitalism. However, he stated that alienation is actually related to modern industrial society. According to Fromm (2006: 152-153), attitudes which is developed by modern industrial society caused that pleasure can be measured only by possessing the ones desired. Consumption culture which as a consequence of this situation, is accepted only source of pleasure and freedom.

Simmel sees alienation as an inevitable result of developing modern culture which is grounded to money economy which is threat to human unity. According to Weber, human who cuts all connections to past traditional dignities, does not trust anything in new rational and bureaucratic order and non-believer to anything. According to Herbert Marcuse, although technological improvement, production materials and control mechanisms of society bring some freedom to individual, they make deep pressure to him an existence (Gardell, 1976).

According to Kiekegaard (1985: 85), main problem of alienation is not assigning a meaning to individual's own and not reaching a proper understanding to individual's own essence. However, according to existentialists like Camus and Sartre, alienation is a result of nonsense existence and a natural situation in a world which is deprived of meaning and purpose.

Melvin Seeman (1959) who is an effective nominee of empirical sociology, examined alienation facts in five types. First of these is weakness which means not being effective on the circumstances which effects individual's life. Second is meaningless which means that not having a meaning of actions of individual to individual's him/herself, not making connections of individual purposes with each other, cannot making decision what to believe. Third is normlessness which means that individual shows socially unaccepted behaviors to reach the target on the situations which materials are not enough and expectations are high due to rules which lose its' effect with the help of definition of anomia of Durkheim. Fourth is isolation which means that being alone and rejecting to all aims of society because things society value much has no meaning for individual and well-read humans experience this situations constantly. Fifth is self-alienation which means actions of individual is not a source of satisfaction, on the contrary it becomes a tool to satisfactions other than the individual and given behavior is addicted to rewards other than itself.

There have been other thinkers alongside Seeman who handled alienation in similar and different scales. For example Middleton who used the Seeman's scale's dimension as a base, tackled alienation in six categories. These are: "lack of power, lack of standards, lack of meaning, societal alienation, alienation to work and cultural alienation". Feuer (1962) on the other hand categorized alienation in six other categories named "alienation of a society with class discrimination, alienation of a society with rivalry, alienation of an industrial society, alienation of human society, alienation of race and alienation of generations". Dean handled alienation with three categories named "lack of power, lack of standards and alienation from environment". Blauner on the other hand

worked on four categories of alienation: "lack of power, lack of meaning, isolation and alienation to self". Kohn's category which is based on Seeman's definitions contains four categories called "lack of power, lack of standards, alienation from self and cultural alienation (Feuer, 1962:127).

The definitions of concepts put forth by Seeman and his followers, weakness, meaninglessness, anomy and isolation were used as independent variables in this research.

Keniston (1972: 33-34), emphasizes that four fundamental factors, which answer what the definition of alienation is, needs to be defined: Focus: Alienation to what? Placement: What is put in the place of the old relation? Form: How does alienation occur? Source: What is the source of alienation? Keninston (1972: 46), defines alienation syndrome as: "the insecurity felt by an individual towards others and society, a pessimism which destroys all hopes of being happy, a lack of power felt in modern society and the fear of being among other people which are in a similar situation to one's self".

When we examine learned resourcefulness and alienation separately we see that the negative psychological position assumed by the individual against an external problem is a common part of both concepts. Another common point is the overlap of anxiety and stress state requiring learned resourcefulness and conditions which create alienation. The situation an individual is in when feeling inadequate, lonely and left out is worry and stress. On this regard the symptoms of alienation, lack of power, lack of standards, lack of meaning, isolation, hopelessness appear as problems which are possible to solve with learned resourcefulness. The self-control leading to learned resourcefulness an individual can reach via improving behavioral and cognitive skills can reinforce the position taken against alienation. Therefore by combating alienation and individual can reach a certain normal. Learned resourcefulness can lead to determining a behavioral goal and reaching this goal via monitoring existing behaviors against psychological problems related to alienation. An individual in control of his/her psychic energy, processes, states and internal processes can put the emotions and cognitions causing alienation under control. Therefore the individual can monitor one's self and the environment then change. So the lack of power, lack of standards, lack of meaning, isolation and hopelessness due to alienation can be minimized.

This study hermeneutically foresees that university students' alienation perception related to learned resourcefulness. This study is aimed to find better proof for the fore mentioned learned resourcefulness - alienation relation. The fact that it was not possible to find a study regarding the relation of learned powerfullness and alienation states the necessity of this research.

## 2. Methodology

This study employed a quantitative research approach. The correlational survey method was used in this research.

### Population and Sample

The participants of this research were students at Bozok University located in the districts and villages of Yozgat City of Turkey during 2013-2014 school years. Questionnaires were sent to Education Faculty, Science and Literature Faculty, Theology Faculty, Agriculture Faculty, Economy ant Business Faculty, Health and Vocation (Nursing) students. Research questionnaires completed by 820 students. Students' demographics were displayed in Table 1.

**Table 1.**University students' demographics

Features of University Students		Number	%
<b>Gender</b>	Female	504	61,5
	Male	316	38,5
<b>Grade</b>	1.Grade	284	34,6
	2.Grade	260	31,7
	3.Grade	137	16,7
	4.Grade	139	17,0

<b>Age</b>	17-19	142	17,3
	20-22	507	61,8
	23	169	20,7
	No response	2	0,2
<b>Section</b>	Crop protection	40	4,9
	Religious culture and ethics teaching	41	5
	Literatüre	99	12,1
	Nursing	145	17,7
	Economy	66	8
	Theology	63	7,7
	Business	67	8,2
	Math	22	2,7
	Architecture	110	13,4
	History	112	13,7
	farm and garden plants	55	6,7
<b>Total</b>		820	100

### Scales

The students' perception of alienation was measured by Students Alienation Scale which was developed by Çağlar (2012). Student Alienation Scale has 20 items and four sub scales which are weakness, anomy, meaninglessness, isolation. The high score obtained from the scales indicate that the alienation is high; the low score obtained from the scales indicate that the alienation level is low. Some of the statements are as follows: 1. I feel very lonely at school, 2. I think that school restricts my freedom, and 3. According to me school rules are pointless. The scale is a 5-point Likert-type scale with the answers ranging as 1-Never disagree, 2-Disagree, 3-Undecided, 4-Agree and 5-Completely agree.

The students' perception of learned resourcefulness was measured by the Learned Resourcefulness Scale (RÖGO) which was developed by Rosenbaum (1980) and Haynes (1996) adapted into Turkish by Dağ (1991) and Yıldırım, Gülpınar and Uğuz (2012). The one-dimensional questionnaire consists of 36 statements. Some of the statements are as follows: 1. When I encounter a difficult problem I seek solutions regularly, 2. If I have limited money, make myself a budget, and 3. I can change my feelings according to my thoughts. The scale is a 5-point Likert-type scale with the answers ranging as 1. It does not describe 2. Describes a little, 3. Describes middle, 4. Mostly describes 5. Completely describes. High scores indicate that the learned resourcefulness is high and perceived as positive while low scores imply the opposite.

### Data Analysis

A simple linear regression analysis was carried out to identify how the perception of alienation of students affects (predict) the learned resourcefulness perception of the students (Can, 2013). The IBM SPSS 20 software was used in research data analysis.

### 3. Findings

The regression analysis findings regarding the alienation (weakness, anomy, meaninglessness and isolation) of the university students and students' learned resourcefulness can be found in this section. The simple linear regression analysis, which was carried out to identify, with respect to university students' perception, the predictive power of the weakness to learned resourcefulness is presented in Table 2.

**Table 2.** The simple linear regression analysis, to identify the predictive power of the students weakness perception over learned resourcefulness perception

Dependent Variable	Parameter	B	St. Error	$\beta$	t
Learned Resourcefulness	Intercept	3.641	,052	-	69.913
	Weakness	.141	.018	.264	7.823
$R=.264$ $R^2=.070$ $F_{(1-817)}=61.202$ $p=0.00$					

Since the p-value ( $p=0.00$ ) in the table, relating to the perception of learned resourcefulness is smaller than .05, it indicates that the  $R=.26$ -value calculated for the relationship between the predictor and predicted variables in the regression model is significant. In other words, in this regression model, the linear relationship between the students' perception of learned resourcefulness and the weakness of the students is at a statistically significant level.

Data analysis shows that there is a significant relationship between students' the learned resourcefulness and weakness perception ( $R=.26$   $R^2=.07$ ), and the weakness perception of the students have a weak predictive power over students' learned resourcefulness ( $F_{(1-817)}=61.202$ ). The weakness perception of students explains the 7% of the change in the students' perception of learned resourcefulness. The significance test for the weakness perception coefficient ( $B=.141$ ), the predictor variable in the regression equation, shows that the weakness perception is a significant and weak predictor. According to these results, it can be said that, 7% of the total variance in the students' perception of learned resourcefulness results from their weakness perception. The regression equation for the students' perception of learned resourcefulness is as follows: Learned Resourcefulness = (.141 x Weakness) + 3.641.

The simple linear regression analysis, which was carried out to identify, with respect to university students' perception, the predictive power of the anomaly to learned resourcefulness is presented in Table 3.

**Table 3.** The simple linear regression analysis, to identify the predictive power of the students anomaly perception over learned resourcefulness perception

Dependent Variable	Parameter	B	St. Error	$\beta$	t
	Intercept	3.385	.051	-	66.681
Learned Resourcefulness	Anomy	.046	.016	.098	2.802
$R=.098$ $R^2=.010$ $F_{(1-817)}=7.849$ $p=0.00$					

Since the p-value ( $p=0.00$ ) in the table, relating to the perception of learned resourcefulness is smaller than .05, it indicates that the  $R=.09$ -value calculated for the relationship between the predictor and predicted variables in the regression model is significant. In other words, in this regression model, the linear relationship between the students' perception of learned resourcefulness and the anomaly of the students is at a statistically significant level.

Data analysis shows that there is a significant relationship between students' the learned resourcefulness and anomaly perception ( $R=.098$   $R^2=.01$ ), and the anomaly perception of the students have a significant and weak predictive power over students' learned resourcefulness ( $F_{(1-817)}=7.849$ ). The anomaly perception of the students explains the 1% of the change in the students' learned resourcefulness. The significance test for the anomaly perception coefficient ( $B=.046$ ), the predictor variable in the regression equation shows that the anomaly perception is a significant and weak predictor. According to these results, it can be said that, 1% of the total variance in the students' perception of learned resourcefulness results from their anomaly perception. The regression equation for the students' perception of learned resourcefulness is as follows: Learned Resourcefulness = (.046 x Weakness) + 3.385.

The simple linear regression analysis, which was carried out to identify, with respect to university students' perception, the predictive power of the meaningfulness to learned resourcefulness is presented in Table 4.

**Table 4.** The simple linear regression analysis, to identify the predictive power of the students meaningfulness perception over learned resourcefulness perception

Dependent Variable	Parameter	B	St. Error	$\beta$	t
	Intercept	3,481	,056	-	62,647
Learned Resourcefulness	Meaninglessness	,078	,018	,150	4,334
$R=.15$ $R^2=.022$ $F_{(1-817)}=18.788$ $p=0.00$					

Since the p-value ( $p=0.00$ ) in the table, relating to the perception of learned resourcefulness is smaller than .05, it indicates that the  $R=.15$ -value calculated for the relationship between the predictor and predicted variables in the regression model is significant. In other words, in this regression model, the linear relationship between the

students' perception of learned resourcefulness and the meaningfulness of the students is at a statistically significant level.

Data analysis shows that there is a significant relationship between students' the learned resourcefulness and weakness perception ( $R=.15$   $R^2=.02$ ), and the meaningfulness perception of the students have a weak predictive power over students' learned resourcefulness ( $F_{(1-817)}=18.788$ ). The meaningfulness perception of students explains the 2% of the change in the students' perception of learned resourcefulness. The significance test for the meaningfulness perception coefficient ( $B=.078$ ), the predictor variable in the regression equation, shows that the meaningfulness perception is a significant and weak predictor. According to these results, it can be said that, 2% of the total variance in the students' perception of learned resourcefulness results from their meaningfulness perception. The regression equation for the students' perception of learned resourcefulness is as follows: Learned Resourcefulness = (.078 x Meaninglessness) + 3.481

The simple linear regression analysis, which was carried out to identify, with respect to university students' perception, the predictive power of the isolation to learned resourcefulness is presented in Table 5.

**Table 5.** The simple linear regression analysis, to identify the predictive power of the students isolation perception over learned resourcefulness perception

Dependent Variable	Parameter	B	St. Error	$\beta$	t
Learned Resourcefulness	Intercept	3.517	.060	-	58.744
	Isolation	.092	.020	.160	4.620
		$R=.16$	$R^2=.025$	$F_{(1-817)}=21.347$	$p=0.00$

Since the p-value ( $p=0.00$ ) in the table, relating to the perception of learned resourcefulness is smaller than .05, it indicates that the  $R=.16$ -value calculated for the relationship between the predictor and predicted variables in the regression model is significant. In other words, in this regression model, the linear relationship between the students' perception of learned resourcefulness and the isolation of the students is at a statistically significant level.

Data analysis shows that there is a significant relationship between students' the learned resourcefulness and isolation perception ( $R=.16$   $R^2=.02$ ), and the isolation perception of the students have a significant and weak predictive power over students' learned resourcefulness ( $F_{(1-817)}=21.347$ ). The isolation perception of the students explains the 2% of the change in the students' learned resourcefulness. The significance test for the isolation perception coefficient ( $B=.092$ ), the predictor variable in the regression equation shows that the isolation perception is a significant and weak predictor. According to these results, it can be said that, 2% of the total variance in the students' perception of learned resourcefulness results from their isolation perception. The regression equation for the students' perception of learned resourcefulness is as follows: Learned Resourcefulness = (.092 x Isolation) + 3.517.

#### 4. Discussion and Conclusion

It is concluded that there is a positive and low-level relationship between students' alienation perception and learned resourcefulness perception. The students' alienation (weakness, anomy, meaningfulness, isolation) perception had a weak predictive power over the students' learned resourcefulness perception. This finding suggests that if the alienation perception (weakness, anomy, meaningfulness, isolation) increase, the students' perception of learned resourcefulness will also increase a little.

However, learned resourcefulness is taken into account as an effective variant to cope with stress. Being more succesful to cope with stress for the ones who has high level of learned resourcefulness is acceptable statement (Akgün and Tülin, 2004; Çakır, 2009 ; Dağ, 1991; Elliot et al. 1996; Siva, 1991). With the same way, learned resourcefulness contribute to cope with burnout significantly and this statement is acceptable also (Hobfoll, 1989).

Data analysis of this research which taken into account alienation, learned resourcefulness and regression of university students, does not reveal strong regression for four under title: Weakness, anomy, meaningless, isolation. However, when contribution of learned resourcefulness to cope with stress is taken into account, one may thought that it helps to cope with alienation which causes similar psychological and psycho-social negative effects. In this sense, the relation between learned resourcefulness and alienation we talked about, and can be predictable as hermeneutics, can reach us to more strong evidence in next researches.

Additional research on the relationship between the leadership of the school principals and organizational trust needs to be carried out to confirm the findings of this study. It is recommended that qualitative and quantitative research methods are used in the future research.

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## **The Transformation of Femininity in Modernity**

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### **Abstract**

Before approaching the question of defining the phenomenon of femininity within social relations, the terms of “gender” and “sexuality” are required to define. Western models refer “sex” as biological state of a person as well as anatomical features and “gender” is referring to representation of social and cultural roles. (Newman, 2002: 353). Ann Oakley, who adds the word “gender” to the Sociology Literature, uses the word “sex” to express the differences between man and woman biologically, in addition to this, Oakley defines the word “gender” as the social division between masculinity and femininity. Therefore, it is emphasized that gender indeed draws attention to the social dimension of the differences between man and woman. However, later in the process, this term has been extended to cover stereotypes and ideals of masculinity and femininity (Marshall, 1999: 98).

Zehra Dökmen (2004: 3-10) uses the word “sex” to express biological state of a person and word “gender” to refer representation of social and cultural roles of man and woman as the Western models. Dökmen has stated that sex, a demographic category which is determined according to the biology of the individual and also “gender” is given roles to man and woman by the culture.

It is said that “gender characteristics” belongs to mostly innate physiological concepts that refer to the biological and psychological aspects. In addition to this, issues of “gender roles and attitudes” towards gender concept is the social and cultural requirements, refers to qualification and achievements. When the issue is “gender roles and attitudes”, the term refers to qualification, achievements and cultural and social social requirements for sex. Another is the concept of “gender behavior” refers to the behaviour as sociologically reflects to the situation in the social system.

The term “gender culture” is a broader concept and encompasses these concepts. Gender culture encompasses all descriptions and evaluations which is based on sexual orientation in the social system. That is to say that this concept includes sex, gender and gender roles. The term is related to determining side of the culture. And it is stated that gender behaviour is about values for sex, attitude and convenient behaviors and warns in this regard (Ersoy, 2009).

### **1. Analysis Carried Out On Femininity**

Since the Enlightenment, seeing gendered and reduced female reproductive property of the state instead of being a woman to build itself as a lower-being, self-forget operation assumes the male role is a kind of learned helplessness situation. Because the passive female sexual identity as optimized wants to use the well-known advantages of the men to recover from this situation. However, if he feels helpless about to reveal a fundamental success for womanhood. After all, losing the characteristics of femininity emulate masculinity in a manner inconsistent is concerned. In fact, this is a condition caused by modernity. Men and modern thought which homogenizes the female gender, the gender of the 19th century through the interwoven with the dichotomies that connects understanding has worn women produce sexual identity (Illich, 1996: 17).

Women somatization and its just finding the weak and vulnerable due to the biology of reproduction and conception argues that in the home is suitable for things like child care in the 19th century have found themselves strong scientific support. This support is widely recognized naturalistic period (naturalist) views and sexualization of women is entirely positivist biology (Shilling, 1993: 144). 19th century scientist, sexual difference, has announced the development of different cell-opposite. So different cells because men are more active, energetic, enthusiastic and diligent that; women are more passive, conservative and is still sluggish. Discriminatory social identification of sexual difference in the arguments supporting this view were the 17th and 18th century determine the exact line of the middle classes. Thus, in the modern era “male” and “female” behavior patterns are diverging further from each other (Mitchell and Oakley, 1992: 41). Today, she continues a growing tendency to reduce rapidly to a biological structure. Emerging medical science has made the

integration of socio-biological research in gene technology. Thus, the sociability of women continues to be reduced to the body with emphasis on the genetic level (Corner, 2009).

Based on summarizing the developments mentioned, the woman in the modern world of philosophical enlightenment to come to this situation and we can say that the work of industrial society. This is the process in front of women and enlightenment tradition as the founder of ignorance observed and penalized as major obstacles, such as women who have been declared witches folk medicine. Women 's birth, the women's health and especially in the management of men taking women through the state information on child care. Distributed information network between women. Jordanov 18th century in France and Britain, midwives them women reported that they became the target of defamatory cartoons depicting dirty and drunk (Jordanova, 1980: 51). Enlightenment woman's body in the presence of the child to be born was actually taken under the protection of the so-called government nationalized. Thus, a system that trains female staff

It is reduced to the parts of the loop. The same woman was seen working life as trustee of the roles masculinisation trying to have himself. Attractive woman of modernism, the capitalist economy has reduced advertising and promotion system to commodity status. the core logic of feminine power of the masculine world of the percolation of all, is the reduction of femininity to the woman's body.

When we approached the problem with a view resolver, when properly defined female social roles in the show itself, it can be said to arise awareness to reduce the conflict role in male-female relationships. Thus, more free and egalitarian relationships will be established and will continue. replace the culture of conflict will complement shares. To be such to eliminate the effects of contractionary sexuality and modernity is necessary to set an example to be a reference in the construction of femininity. In this respect, the structure of gender in pre-modern times evaluated. Ages until the positivist philosophy that prepares the gender aspect of modernism, the mobility was established as a product of transformation and fluidity. practical and technical information on women's daily life is necessary and vital function to transform lives beyond their bodies. Social and cultural networking between women has led to continuous knowledge transfer. Thus, the synergy of social life consists of women of all status of women has led to the identification of consumption by women and patterns of behavior. These features are mentioned accommodate basic starting point for the redefinition of femininity in the modern world.

Apart from references provided by the history of women's innate (ontological) reality also offers significant opportunities for the construction of femininity. Women innate biological, psychological differences and has set the socialization process of this young woman. In this context, Emily H. Mudd (2002: 59), a psychological and mental organization of women is implying. Mudd based women's goals, desires, due to the sensitivity of their own, they are in a different attitude and behavior in society. Women are more emotional in relationships, supportive and personal favors openness. Whereas men, they give importance to the bilateral relations requirements in more bending over relatively impersonal relationship of friendship and community. Kindness, compassion, responsibility, and is more developed in women who are dedicated (Beutel and Marini, 1995: 436-437). Again, gender, values, and we pay attention to the study on skills, it is suggested that there are some variances, the value of women and men (Flowers, 2006: 337-349). For example Allport and Vernon did the men in their theoretical research, economic and political values, women are aesthetic, they found they give more importance to religious and social values. Rokeach (1973: 10), the success of the men, values such as intellectual pursuit, the women love, intimate relationships, and stated that the family paid more attention. the professional interests of men in the same direction are said to be more weighted. In non-vocational subjects to prefer masculine pursuit that is concerned. For example, a male professional terms, it was determined that many wanted to be a truck driver to be a florist. Yet they want to go to the football match from going to dance outside the profession. Men are more adventure, machinery and science, women's household work, art and so on. They are associated with occupation was determined. In addition, men, competitive, aggressive, and they made the tough talk of feelings, while women are more emotional and sensitive to aesthetic and moral norms on which they stood was identified more serious. more related to gender differences in features, as seen in this announcement have been proposed. Gender ratios are expressed with other elements believed to psychological and behavioral

characteristics more qualified. The science of psychology in this context appropriate capabilities to gender, personality traits, behavior reveals the impact of gender differences define by men and women (Ersoy, 2009).

The differences between women and men not only biological fact, not a physiological or psychological, but also cultural and social. Already people's behavior to occur only under the influence of the structural features and styling is not in question. Because some of the considerations expressed in structural variations, it has been learned. In fact, all these differences, gender characteristics foreseen by the culture with regard to gender stereotypes and roles to learn the subject. Because most of the time defined in culture properties attributed to women and men, there is a place provided. (Ersoy, 2009). For example, child-loving, protecting, nurturing, discipline and woman carrying value at this point who plays the role of motherhood in a manner that is accepted socially (Fichter, 1991: 97). The social response and confirmation are shown against gender-related behavior, it is intended to allow women and men to make the necessary behavioral patterns and the formation of norms. In this sense, the creation of gender and culture depend on the fulfillment of the learning of cultural roles and expectations in this regard. Gender roles, behaviors related to both sex in a specific culture, beliefs, values and cultural expectations, refers to the socially defined properties (Newman, 2002: 353).

Said biological data clearly shows that the definition of femininity, must be analyzed in a holistic and objective of psychological and social data. The purpose of the analysis will be carried out towards femininity and how to build a consistent method must be access to information.

### **Reconstruction of Femininity in Modern Society**

Examination of the discussion of gender roles and social status of both sexes from the popular dichotomous discussion area is drawn to the field of scientific debate has begun to reveal more objective and consistent statements. At this point should be underlined is that, first create a society of traditional gender roles in the transition to a modern structure breaking point.

His influence on the social institutions of the industrial society has changed primarily due to the operation of the production relations of sociability. Women, men and children of the working environment in addition to the primary family relationships began to redefine itself in the changing family structure in the secondary working relationship. This change has been the change of family status and role of social status

Arising from labor relations man or woman in traditional society did not have a distinctive feature. However, the normative field, is known to occur in a state of cultural relations and patronage tradition of masculinity in the bureaucracy. The voice and decision makers are drawing attention from male domination. Of course, this situation was to vary in different traditions in different geographies. However, each case is transferred from one generation of men and women in the traditional world had its own internal culture. This gender culture have been revealed in the form of free and responsibly undertaken by each breed. Women femininity, men also continued producing manhood. Consumption and behavior was a kind of weathered initiative represents the variation in the pattern. Clothing from their behavior, both sexes until they reach the vocabulary of the language they continued producing a distinctive culture. Daily life itself in all this differentiation has been made the subject of social status and privilege of showing the continuous right to speak. Because both of the complainant is not denominated in its own culture and gender criteria. For this reason it is also unprecedented.

Praised the courage of society, nobility, diligence, onurluluk, phenomena such as patience are the common concept of femininity and masculinity culture. That is not gender-specific concepts are uniquely human. However, mastery of content diligence or similar expressions are noteworthy, but the value was rendered specific breed. However, there are laws, especially in societies where men and women are built to be equal customary and legal provisions. These provisions were valid, even on dynastic and state leadership is distributed in a system in which men are at the forefront. Today, the legal sense, gender equality has been achieved to a great extent. However, in the production of femininity culture of life it is still a big problem. Because in legally designated areas women are using homogenized gender codes instead of producing a culture specific to their gender. So instead put forward a definition of culture specific to their gender as predominant masculine codes have been working together as partners to embrace the culture.

In relation with male children from the qualities inherent in the level of women never configurator and can not be educational. ontological hardware of women in the construction of family structure and continuity makes it advantageous. in-depth strategy in the man's family to establish the organization and set priorities based on the status of women can not be considered very skillful in regulating the relations of her family members it has made in any case secondary. In this case householder is the case even in the dominant position of the period. Eliminate financial support, is the fact that a man who provides security and authority. However, the provision of delicate psychological balance as family members, family commitment and a focus on the development of a sense of democratic decision when it comes to keeping the relationship appears to be female. For this reason, family-centered approach in identifying a woman has always been dominant. Women's self-development, job to have, to go to the top step of the profession, important steps, such as having authority in society even if it is not a woman's spouse and social power and prestige as being a mother (Atabeks, 1989: 35).

To take advantage of society's core family structure in a systematic way, which is something that should be at the center of womanhood. to institutionalize the strategic position of women within the family, to promote and transfer from generation to generation is required. in it must first be seen as a closed environment may compare with the home environment.

The problem is the identification of women not men and women of society and society itself axis axis. That is not by definition a female than the male. Indeed, after this unnecessary glorification of masculinity it is not something else. financial support provided by the occupational status and prestige in society is quite attractive advantages. It stands as an ideal front of socializing individuals and instill hope. For both sexes since traditional social structures which are attractive in terms of the status of women to be occupied by men it has revealed the arrival of a counter. gender equality, the rights of women willingly entered the distribution status seeking. This advocacy effort has been quite decisive in defining femininity in modern society, in time for women's rights "to femininity" reached an intensity up. Ironically kadıncılık on one side on the other side of the rose is dressed men of all attitudes and behavior patterns of femininity. Again unnecessarily glorification of masculinity by women is concerned.

Functional position and social status are defined by roles require any kind. views that are specific to men's social roles related to occupational status are entirely due to ever see that guy identical status. At this point, the way they play all the roles of men belonging to the status of women they put themselves into accepting these roles. Femininity biggest blow to his mistake and started here.

Men and women defined their status within the family chose to benchmark their status as advantageous and inexplicably forced to choose between the two himself. Whereas the harmonious coexistence of both position and, more importantly, it is necessary to redefine the occupational status of women-specific roles. This situation will be like losing a vital part of human femininity.

Masculine form of roles due to the fact that social status in the society should be analyzed in the broader plan, depending on the case in which masculinity itself. Masculinity throughout the ages has earned the outdoors identity. The adventure began with the men fished out since primeval times carry out the traces of the harsh and brutal conditions. Masculinity all kinds of crime, war with drug addiction, predation and destruction to have been closely associated with the use of brute force. A result of these requirements greatly though refers to a solidification in terms of human corruption and sociability. Hunted material indoors functioning and protection of caves throughout the ages of the woman holding the naive side in order scheme is an advantage that deserves a unique role in this regard is Socials. The male hunting bears traces of past wars and espionage strategies for a peaceful world, a world without drawing the table that will lead to peace must see the traces of femininity in the economic and social strategy. Therefore, there is need for a non emulate masculinity precisely define femininity. against masculinity for the realization of such a definition of masculinity that it simulates a femininity instead need to build next to the culture of femininity itself has revealed. This culture built all attitudes, behavior, style and position should be used with feminine masculinity must move from the track.

We see if the subject is going to look a little closer to the point of origin is related to gender socialization. as alleged human biological perspective, it can be born male or female, and this may have some physiological and genetic differences. However, question marks, we attribute this to our biological differences in how and where we are social as how to configure it, that begins in gender. Experience the culture and society in which that person's gender and how to define gender roles, which is about what it saw fit. For example, women and today's world where men involved with business, still a dogmatic point of view, the man responsible for bringing home the bread, pillar of the house, describing the powerful people, from women's housework, child in terms of responsible, is seen as people with dependent and needs.

So, a person can only really interested in cars or mathematics you can do better for that man and woman should eat in nature? Or men, genetically, have been less likely than women to child care? In fact, look at the changes over time of society and gender roles, even these roles, not the differences innate, we live in the environment and in our socializing is concerned with the public and therefore enough to show that it is open to change. Likewise, before the industrial revolution and the women's movement, considering that they are not suitable for women to work today, working in many different status and position of women has revealed that the right of such presuppositions

These examples are only socially constructed gender roles and shows us that limiting assumptions. So the starting point is not a right that belongs to the genus of which the identification of specific tasks femininity. So to have the woman's professional life work itself is not enough to build femininity in social life. We have the promise of a field where a woman's femininity is not the place to learn a style perspective to show itself as an approach towards the interpretation put forward by the life of the woman. Women's struggle that requires a lot of changes in the social position, the whole issue is also known to impose the new social position of women to men. In this context, society more just, equal and rhetoric to be more livable for everyone rose to the foreground. These requirements are open. However, the construction of femininity and maintenance issues need to separate the issue of femininity with women's issues. women's problems, girls are not sent to school, violence against women and prohibition of abortion and so on. It is necessary to look at the problems to be tackled in the context of sense and supports the construction of femininity but also serious discussion include further problematics of femininity. Discussing women's issues at the level of female problem connecting to a position of femininity rebel activists. However, the concept of femininity implies a higher hierarchical as a structural phenomenon and housing. Therefore, the identification of the woman, who fought for the rights of women is not an accurate profile of the exit point. According to the preliminary identification of position or lower cases of femininity to remember here is that independent and permanent variable.

The other one wrong angle view stands as an obstacle to acceptance of sexual identity is defined femininity as homogenization of modern society. Ivan Illich's "unisex" identify issues that are important to the concept of modern society in terms of gender identification. This concept is self-enclosed body appeared on the promise of liberal equality be ensured. However, the actual breed of liberal equality is not resolved in the mind

Produced are abstract individuals. not on a reality of modern gender ideology, developed on the synthetic homogeneous conception sex (Illich, 1996: 13-14). Imperative that industrial capitalism in the easing of commodity exchange concept is related to the planning of differences. Differences are scheduled to hold a live format will be spending categories for the body. Homogenized sex, unisex products, ease of production, disaggregated bodies supports the diversity of cosmetic products. The capitalist system in terms of managerial numerous challenges, such as whether the economic advantages of the decomposition of a society where men and women are also welcome to bring culture. This is not functional at all for the understanding of capitalist power.

Homogenization on sex in modern capitalist society, people have shifted from the axis of the cosmic positioning, cut the relationship between gender and space and time. Instead of sex has brought an artificial model designed by the government. completely reduced to sexual contact between the sexes, in-depth case were left undefined masculinity and femininity as a bundle of contradictions and conflicts.

Modern political subject of the creation of the complementarity of the burgeoning body-mind "human" subject is born from the rationalization of mind and body unity individuated. Time, space and language standardized by the gender of the body fit and overflowing on to be categorized as a disease and crime. The gender of the body, such as balled said Foucault Madiran paradigm that must be broken for the construction of femininity. For this woman rescued from the vessel, to take place at each point of which should be humanitarian.

McHale, Central America has been talking about the state of the drink each into the femininity of life in indigenous cultures: Feminine every action, seeding the petting to, to become pregnant, childbearing to teaching and to treat, educate their sons and daughters, pot in forming and ornament - even death preparation He stated that he had penetrated (Mchale, 2006: 67). There needs to be defined in such a way that the full social consequences of womanhood. Thus modernity of his own body, thus confining sexuality or sex objects or attempting to obtain the status of women in society insurgent identified as sexual individuals, will gain a real sense of community. Femininity is linked to cosmic edit, see it as a reality that gives meaning to human beings and society, premodern femininity initiative will revitalize the enlightenment ridding sharp definition put forward from the era.

## **2. Conclusion and Evaluation**

Correctly identifying the femininity of both men is a way out to end the search for identity of the woman. Women's or men's sexual identity problem is caused by self-identification according to another. The need to be different from the opposite sex or be marginalized from it is an indication of strong both personal and social identity. maturation of the relationship between social identity and femininity, knowing the woman's personal identity is required.

In the women's individual identities achievements, talents, feelings, goals and beliefs as the characteristics of the individual identity should be developed in a feminine style and attitude. For this, the traditional right, should know how to combine the new with the right. The mistaken identity is contrary to the natural, exaggerations, caprices should consider that contain extremism. elective youth role models of people in later life should not waste time in an effort to define their identity thrills. Reading the level text, the rest of the speech will provide the right level of knowledge. The construction of rational identity, the attitude of the man's social status, style, approach, point of view, appreciation, avoided the tendency to imitate is a priority.

Social identity recovery if the definition provided by the individual in society, the judiciary mold consists of attitudes and behavioral advice. Individuals consistent and resistant to the extent of personal identity in society demands from himself and selects some of the proposals are rejected some of them. Women are consistent choice to build the feminine side of the social category. of men over women when this selection system should be able to determine the feminine stance against the right of institutionalized savings. Family, education and professional life must reform their gender mechanisms on behalf of women drawn by men. Because the role created by this mechanism and identification are contrary to womanhood. Instead, they have switched gender mechanisms determine which women should be determined by the role and reputation of their identification. men's role and identity in the measurement range at this point, "a man must do is make women" in the style of the cliff that leads discourse should definitely be avoided in principle.

Layered relationship of the individual in modern society that should be forgotten in. Women and the need for personal identity men in the process of constructing their social identities family owned economic and social status, cultural capital and help the formation of personal identity, while education and class differences in the format of identification. Founded in women between the meanings society should create valid scales to ensure the functioning of the network. Different class, level of education, public awareness of women's femininity in the work position must develop a supra-acting.

Femininity, different private and public economic, political, cultural and legal principles are related. In this context, it is necessary to re-read woman's private and public awareness. The language of the law, until it reaches

the cultural codes of masculine attitude and approach should be followed in this case traces of femininity and the emphasis should be made specific to a breed of impartiality to be removed. Art, aesthetic, social values, beliefs, practice of the profession, area of moral norms, legal, economic and commercial fields to provide a female-specific systematic and balanced perspective will open the door to a peaceful civilization of mankind. The masculinity of women for this to happen, there is no need to imitate a woman. This is vital for humanity.

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## **Life in a Chemically Safe Environment: The Education Aspect**

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### **Abstract**

Every moment the child is affected by the environment in all its diversity and complexity. Natural environment is a very stable system, whereas the social environment is governed by stereotypes, fashion trends, financial considerations, importunateness of psychologically efficient advertising, and the moral pressure of peers, characteristic of the time period and the region. Besides, each family forms their own habits, priorities of purchases and treatment of values. Joining various children's groups (in the playground, the kindergarten, the sports team, the art club, etc.), the child is influenced by the atmosphere prevailing there, wants to fit in and to be like the leaders. It determines their desire to wear certain types of clothing and footwear, use school and hygiene accessories of special design, and have trendy toys. The chemical composition of the object that can affect health is of least consideration for them. Skills obtained at school are not an end in themselves - they need to start being used as early as possible in life. In deciding how to treat natural environment, what to consume, and what things to buy, opportunities arise at every step. Introducing junior schoolchildren to dangerous substances is utterly important, but the complexity of the topic and the students' lack of necessary knowledge in chemistry makes the task difficult. Game elements, practical research activities, and training brought closer to the realities of life, ensure positive results. Children should be encouraged to search for information in both using literature and listening to teachers and specialists, performing cognitive activities in their neighborhood, and being observant and careful in everyday life.

Objectives: 1) to establish the primary school pupils' and their parents' and teachers' knowledge of hazardous chemicals and their attitude to the choice of various things and hygiene products; 2) to develop a methodology for teaching and learning the theme in the study process and extra-curricular activities. As there is no special subject in the syllabus, the most appropriate subjects, teaching which issues related to hazardous chemicals prove to be the sciences, social sciences, arts, manual training, and sports. Students do not know chemistry and are not sufficiently aware of the presence of hazardous chemicals in the living environment as shown by questionnaires, brainstorming, discussions, and analysis of drawings. Our study shows that the teaching/learning process should emphasize the presence of hazardous chemicals in the household, and skills to avoid them by using diverse teaching methods should be mastered.

**Keywords:** Chemicals, environment, lifeskills

### **1. Introduction**

Every moment the child is affected by the environment in all its diversity and complexity. Natural environment is a very stable system, whereas the social environment is governed by stereotypes, fashion trends, financial considerations, importunateness of psychologically efficient advertising, and the moral pressure of peers, characteristic of the time period and the region. Besides, each family forms their own habits, priorities of purchases and treatment of values. Joining various children's groups (in the playground, the kindergarten, the sports team, the art club, etc.), the child is influenced by the atmosphere prevailing there, wants to fit in and to be like the leaders. It determines their desire to wear certain types of clothing and footwear, use school and hygiene accessories of special design, and have trendy toys. Objectives: 1) to establish the primary school pupils' and their parents' and teachers' knowledge of hazardous chemicals and their attitude to the choice of various things and hygiene products; 2) to develop a methodology for teaching and learning the theme in the study process and extra-curricular activities.

Chemicals are the basic substances that make up all living and non-living things on Earth. Many chemicals occur naturally in the environment, and they can be found in the air, the water, food and homes. Some chemicals are synthetic and are used in everyday products, from medicines to computers, fabrics and fuels. Other chemicals are not made deliberately but are by-products of chemical processes. Many chemicals are used to improve the quality of life,

and most of them are not harmful to the environment or human health. However, some chemicals in certain amounts may cause injury, and should only be used when the risks can be adequately controlled. Children can be exposed to the chemical effects of indoor and outdoor air the places where they live, learn and play (water, soil, dust, food and consumer goods: clothing, hygiene products, school supplies, etc.). Health risks for children in contact with chemical substances can vary. A child may be exposed to chemicals in pregnant women, as some chemicals can penetrate the placenta. The place where it is possible to reduce children's exposure to chemicals is the home where chemical products such as cleaning fluids and powders, polishes, drain cleaners, paint thinners, car windshield washing fluids, hygiene products, cosmetics and pesticides are common.

### Chemical substances in human life and the environment

Human life is unthinkable without chemicals, but their production and use must be safe for both the environment and the humans. It is known that there exist sixty million chemicals, but only 70, 000 of them are used on a regular basis. Therefore students must be informed about hazardous chemical substances, the most dangerous chemical products, the ways of using them in everyday life. Critical thinking must be built in relation to the hazardous chemical substances as well as safe behaviour towards them. A stricter attitude must be adopted to the chemical composition of products. Hazardous chemicals are harmful to health and/or the environment (they scorch, irritate, poison) immediately after coming into contact with them or their harmful effects may show after a longer period of time (accumulate in the body, contribute to contracting cancer, damage the hormonal system, cause allergies, etc.). These substances can be dangerous even in small doses if the contact is continuous, especially if they are combined with other substances. In everyday life we use perfumery and hygiene products, like soap, nail varnish, toothpaste, hair dye, lipstick, and deodorants, as well as synthetic materials – carpets, paints, lacquers, glues containing volatile organic compounds. Easily inflammable clothing, furniture, electric appliances containing brominated flame retardants are used regularly. They protect the products from taking fire. The most common hazardous chemicals are shown in Table 1.

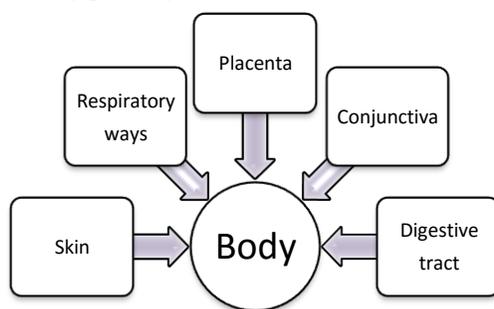
**Table 1** Hazardous chemical substances, their sources and effects on health

Hazardous chemical substances	Usage / Can appear	Potential damage
<b>Phthalates</b> <i>DBP – di-n-butylphthalate</i> <i>DEP – dietilphthalate</i> <i>DMP – dimetilphthalate</i> <i>DEHP – di(2-ethylheksil) phthalate</i>	They are widely used in consumer products and the production of other goods: clothing, PVC building materials, floor coverings, carpets, furniture, medical equipment, cosmetics, toys, childcare articles, textiles, footwear, food packaging. In toys and childcare articles they are used to soften toy components containing PVC.	Harmful to health disturbing the reproductive system and increasing the risk of developing allergies, asthma and cancer. They can inhibit the operation of liver, kidneys, and hormonal system.
<b>Organic tin compounds</b> <i>Dibutyltin</i> <i>Tributylti</i> <i>Triphenyltin</i>	In plastics, textiles, paints, pampers, bath toys, vinyl carpets.	Can cause developmental and reproductive disorders, immune system impairment increase the risk of contracting malignant tumours.
<b>Bisphenol – A</b> <i>Polycarbonate plastics</i>	Infant feeding bottles and water bottles, CDs, DVDs, metal food cans and beverage container liners, dental fillings, epoxy paints and coatings, nail varnish and a toys.	Cause developmental, reproductive and immune system disorders, weaken brain and nerve functioning, cause cancer and cardiovascular system damage. Cause endocrine system damage.
<b>Alkylphenols (AF)</b> <b>Alkylphenoethoxylates (AFE)</b>	Cosmetics, surface cleaning products, vehicle service, textiles, paints, etc.	Very toxic to fish and other aquatic inhabitants and known as hormone-affecting substances.
<b>Ethylene diamine tetraacetilacid (EDTA)</b> and its salts	Bath foams, soaps, deodorants, laundry detergents, perfumery, lotions, hair and nail care products, etc.	Ingestion of these substances affects reproductive system and development. Their vapour irritates the mucous membrane and skin. Contact with vapours may cause conjunctivitis, bronchitis, pneumonia, pulmonary

<b>Polybrominated diphenyl ethers (PBDE)</b>	Electronic devices in plastic parts, furniture, textiles, cushions, insulation and building materials, etc.	oedema and dermatitis, liver and kidney damage. Highly cumulative, it has toxic effects, possible carcinogen.
<b>Perfluorinated compounds (PFC)</b>	Textile (water-proof clothing, sun soaked clothes, automobile textiles), polishes, waxes and other cleaning agents, latex paints.	Very persistent, degrading, cumulative likely to affect reproduction. A human carcinogen.

Hazardous chemicals from waste and waste water from substances professional use in construction, factories, hospitals and the different types of products people use, into the water, soil and air. Then, these substances can end up living organisms: plants, animals and the human body when inhaled (apartment repair or maintenance at the time) and ingestion (eating and drinking contaminated foodstuffs) and penetrate the skin (in the house of the chemical and hygiene products) and lead a variety of health problems.

**Figure1** Entry pathways hazardous chemicals in to human body



**Table2** Effects of hazardous chemicals on human health

Neurotoxicity	Effects of chemicals on CNS or PNS structures or functions: the neurons and the brain of the fetes and the newborn can be sensitive to chemical substances. Potential effects of neurotic substances are increasing. The result: dysfunction of the nervous system.
Reproductive Toxicity	Negative impact of hazardous chemicals on the health of the future mother, father, fetes, and child. The result: reproductive health problems in both sexes.
Carcinogenicity	Increasing individual risk of contracting cancer. This is what the public are most concerned about. The result: Increase of carcinogenic disease spread.
Immune Toxicity	Hazardous chemicals affect the human immune system – cellular and biochemical components that recognize and protect the body against alien bodies and materials. Chemicals can cause allergies affecting mainly the skin (like allergic dermatitis), cause respiratory problems (like asthma) and conjunctivitis. The result: weakening of the immunity of individuals.

Children are more sensitive to chemicals because 1) children consume the air, water and food relatively more intensively; 2) children’s organ systems develop intensively, therefore the processing and elimination of chemicals from the body are difficult; 3) children spend more time in direct contact with different surfaces when they crawl, sit on the floor, put different objects into their mouths; 4) environmental exposure to chemicals that begins in childhood is likely to cause long-term cumulative effects during the lifetime and it can lead to undesirable consequences; 5) children are not aware of the damage they may be exposed to and they have little control over it. That is why it is necessary to popularize recommendations for students and their parents:

- Purchase and use products are really necessary to you.
- Use eco-labelled products.
- Read the attached instructions and use products according to their purpose and the user manual.

- Give preference to fish are not predators, like the carp or the cod.
- Learn more about the potential harmfulness of products and demand healthier products from traders.
- Learn and recognize icons warning of potentially dangerous effects of chemicals.

**Research “A diagnostic research was carried out to discover the real situation”**

**Objectives are as follows:** to find out

- 1) Students' perceptions and knowledge of hazardous chemicals at school and at home.
- 2) Parents` view of o the safety of everyday use substances.
- 3) Teachers' opinions about the possibility of student and parent education about dangerous chemicals.

**Problems and sub problems.**

Do elementary school students have to be acquainted with the problem of the presence of hazardous chemicals in the living environment?

What is the students, their parents 'and teachers' awareness of hazardous chemicals?

What are the opportunities to acquire knowledge of hazardous chemicals in the elementary school and to build skills to make the right choice?

What are the most effective methods of learning of acquiring the theme in elementary school?

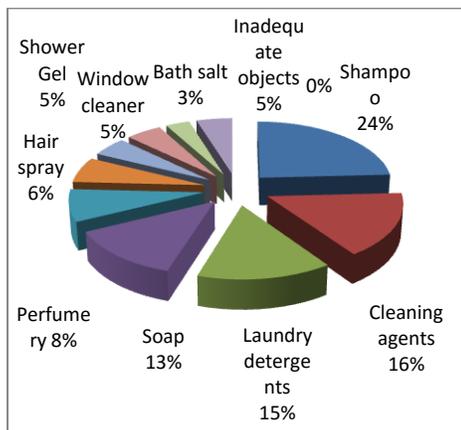
**2. Methodology**

Survey, brainstorming, discussion, analysis of pictures/drawings.

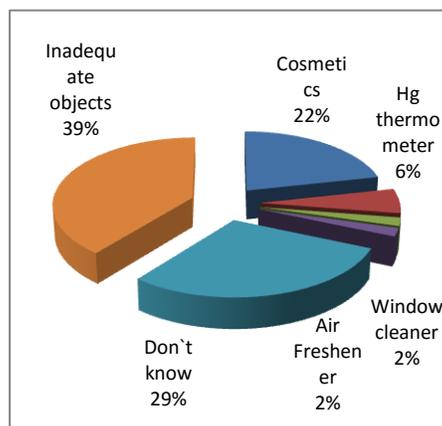
**3. Results of the Diagnostic Research**

**1. Students’ knowledge of the presence of hazardous substances in the classroom, the kitchen, the toilet, the bathroom, the living room and outside the home.**

**Figure2 Bathroom**



**Figure3 Living room**

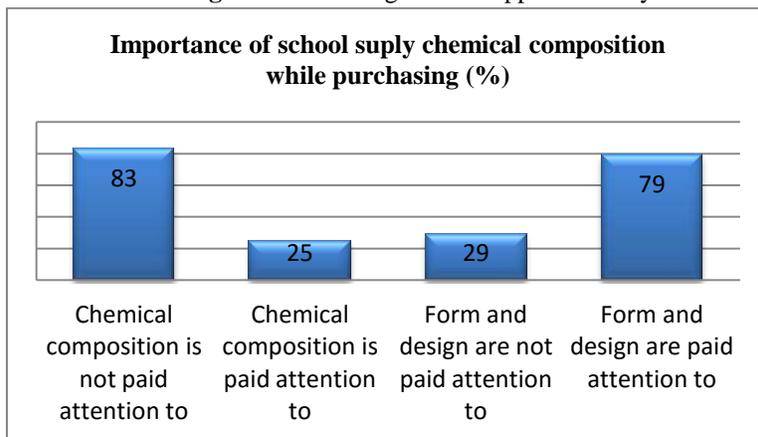


Conclusions:

- 1) Pupils are not sufficiently aware of the presence of hazardous substances in the living environment and have named things in which there are no hazardous chemicals in their questionnaires.
- 2) More emphasis should be laid on students’ awareness of the presence of hazardous chemicals in household items; skills necessary to avoid them should be built.

## 2. The awareness of parents.

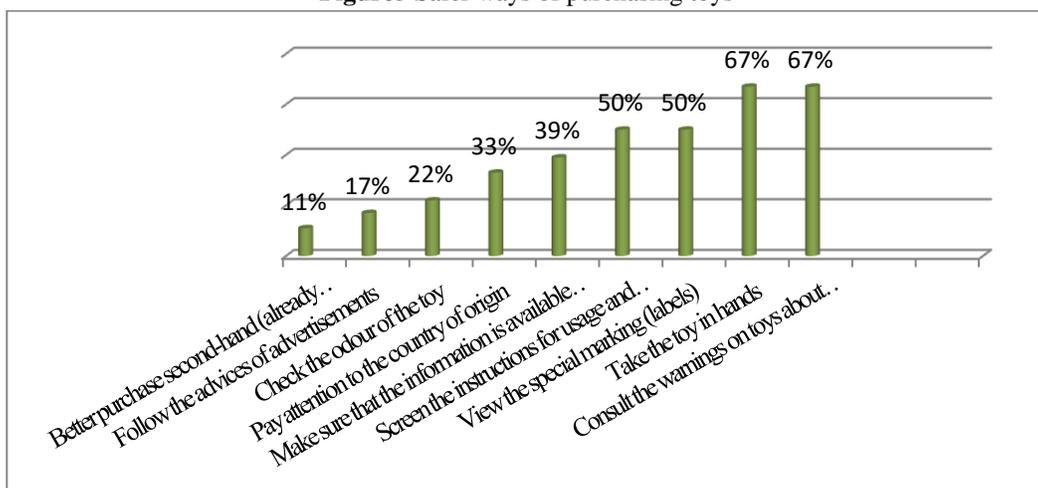
**Figure4** Purchasing school supplies and toys



Conclusions:

- 1) When purchasing schools supplies and toys, parents pay attention to their chemical composition. Attention is mainly paid to the form and design.
- 2) Only 25% of buyers pay attention to the chemical composition of toys.

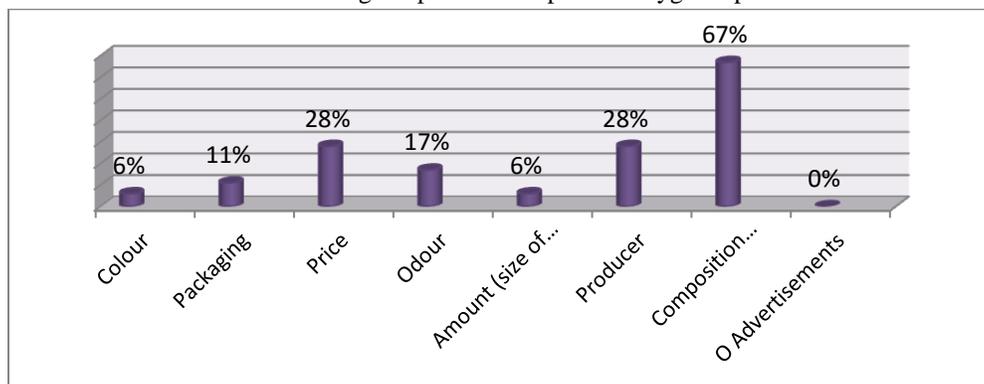
**Figure5** Safer ways of purchasing toys



Conclusion:

Parents handle the toys they are going to buy, study the labels attached to them and consult about their possible chemical composition and hazards.

**Figure6** Characteristic elements determining the purchase of personal hygiene products and cosmetics for children



Conclusion: Parents pay the greatest attention to the chemical composition, the producer, and the price.

### 3. Awareness of teachers.

Conclusion: Teachers appreciate the importance of the theme; recommend including the topic on hazardous chemical substances in the syllabuses of various school subjects, to use variegated methods in acquiring the theme, to organize students' independent work in gathering information.

### 3. Teaching Methods

The chemical composition of the object that can affect health is of least consideration for children. Skills obtained at school are not an end in themselves - they need to start being used as early as possible in life. Opportunities of deciding how to treat the natural environment, what to consume, and what things to buy, arise at every step. Introducing junior schoolchildren to dangerous substances is utterly important, but the complexity of the topic and the students' lack of necessary knowledge of chemistry make the task difficult. Game elements, practical research activities, and training brought closer to the realities of life, ensure positive results. Children should be encouraged to search for information both using literature and listening to teachers and specialists, performing cognitive activities in their neighbourhood, and being observant and careful in everyday life. Knowledge used optimally, means combining the following skills:

- Critical thinking
- Objective behaviour a valuation of oneself and others
- Problem solving
- Making reasoned decisions
- Making a plan of actions to reach one's goals

As there is no special subject in the syllabus, the most appropriate subjects, for teaching issues related to hazardous chemicals prove to be the sciences, social studies, the arts, manual training, and sports. Students do not know chemistry and are not sufficiently aware of the presence of hazardous chemicals in the living environment as shown by questionnaires, brainstorming, discussions, and analysis of drawings. Our study shows that the teaching/learning process should emphasize the presence of hazardous chemicals in the household and skills to avoid them by using diverse teaching methods should be mastered.

At elementary school, children learn the basics of many sciences, but at the same time, these subjects are not very differentiated at that level. This makes it easier to view various problems from many different angles (especially when changing study plans).

**Table3** Compatibility of topic

The Sciences	Social Studies	Sport	The Art and Handicraft
*Substances and Materials	*Healthy environment	*Equipment	*Household chemistry
*Solutions	*Secure environment	*Clothing	*Materials study
*Environment			*Colour, paints
*Interaction between humans and the environment			*Healthy diet
*Safety			*Technologies
*Health			

The richest subjects are natural and social sciences. Because most subjects are taught by a single teacher, it is easier to achieve thematic integration.

The theme of dangerous substances figures in almost all classes. Such themes occur most often in natural sciences in relation to human anatomy and physiology, in health care and basics of ecology. However, these topics may also come up in other classes.

In classes like the art or sports, students' interest can be raised and knowledge cemented in an untraditional way via exchange, e.g. creating drawings about the themes of ecology and health care, thus enabling the development of children's attitudes and creative thinking; in physical education, games can be used as a tool to reinforce the information already learned. In language classes students can read topical texts, learn the names of chemical substances and reinforce this knowledge through language-based games. It is crucial to involve mathematics in teaching the students how to compare dates and analyse numerical indicators.

### Diversity of methods

It is extremely important to introduce the subject of dangerous substances to elementary school students, but the difficulty of the subject and children's lack of necessary knowledge make this challenging. Children cannot yet remember the names of chemical substances, nor their composition. At this stage, the main objective is to bring the problem to students' attention, to help develop a critical attitude, to teach how to differentiate dangerous products from safe ones.

Utilizing elements of play, practical lessons and bringing lessons closer to real life can be effective. Teachers can encourage students to seek out information from literary sources, to listen to other teachers and experts, and to be careful in everyday life. Even for this age group, there is a wide array of study methods to choose from.

**Table4** Variety of working methods to teach about hazardous substances

Working methods	Possible activities
<b>Acquisition of information</b>	<ul style="list-style-type: none"> <li>Learn to get information (from teachers, specialists, store employees, the internet, children and youth magazines, videos)</li> <li>Take short notes about the things learned</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>To study subject packages- an indication of the materials and substances used, warning signs and other information</li> <li>Assess the promotional material for the sale of goods on television, in magazines, booklets</li> <li>Perform simple chemical experiments with chemicals (solubility, reactions, effects on objects and plants)</li> <li>To study the situation in the classroom, at school, at home, outside the home</li> <li>Record the smells of goods in different shops, toys, detergents, the washing</li> <li>Ascertain the safety of household chemicals and cosmetics used at home</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Draw posters, cartoons, chemical symbols</li> <li>Display different situations with regard to chemical substances and safety in drawing</li> </ul>
<b>Modelling</b>	<ul style="list-style-type: none"> <li>Display harmful and harmless substances and objects found at home and classroom in models</li> <li>Build information stands on chemicals and safety measures</li> <li>Model chemically safe environment, create collages and mind maps</li> </ul>
<b>Analysis of the situation, problem solving</b>	<ul style="list-style-type: none"> <li>Find out what chemicals found in the apartment (in the bathroom, the kitchen, the bedroom) and outside it (the garage, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>Analyze - whether it is safe, healthy, what to do</li> </ul>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>Negotiations between two partners, discussion of the situation in small groups and the whole class</li> <li>Evaluation of different views, defending personal view</li> <li>Generating new ideas, brainstorming</li> <li>Question / answer sessions</li> </ul>
<b>Decision-making</b>	<ul style="list-style-type: none"> <li>Create your own action plan for the different years of life - what we will buy, what we will do with this thing, whether it is safe</li> </ul>
<b>Graphic works</b>	<ul style="list-style-type: none"> <li>Get acquainted with the numerical data on the use of hazardous substances and effects on human health</li> <li>Display it in simple schemes and comparative charts and diagrams</li> </ul>
<b>Excursions</b>	<ul style="list-style-type: none"> <li>Visit various factories and workshops (soap, toys, paper factories, shoe workshops, candle casting workshops, etc.</li> <li>Visit farming, industrial trade exhibitions, shows, different shops and laboratories</li> </ul>
<b>Motion games</b>	<ul style="list-style-type: none"> <li>Games with running, catching, depicting causal relationships, avoiding unwanted objects</li> <li>Speed competitions searching for hidden objects etc.</li> </ul>
<b>Language games</b>	<ul style="list-style-type: none"> <li>Letter puzzles and crosswords, texts with missing words</li> <li>Incorrect assertions</li> <li>Creation of business cards of hazardous chemicals</li> <li>Easy writing</li> </ul>
<b>Role-plays, simulation games</b>	<ul style="list-style-type: none"> <li>A situation is enacted ("Shop" – talks between buyers and sellers. "The Court" - lawsuits enacting the examination of allegations concerning a chemical substance)</li> <li>Defence of a new production company`s tender, considering its benefits and risks</li> <li>Dialogue creation (conversation - two chemicals brag, people and goods etc.)</li> </ul>
<b>Didactic games</b>	<ul style="list-style-type: none"> <li>Domino games, based on the principle of "Circus" and other games</li> <li>Games deciding on the right choice selection of excess elements</li> <li>Grouping (implementing self-control elements) cards, names and pictures</li> </ul>
<b>Business games</b>	<ul style="list-style-type: none"> <li>Getting acquainted with a real situation, making calculations and searching for solutions in the form of a business game</li> </ul>
<b>Class and school level themed events</b>	<ul style="list-style-type: none"> <li>Project of the week in the classroom and school ("Think before you buy!", "Chemistry in our homes", "Let's live in a safe environment")</li> <li>Contests, quizzes, competitions to clarify the knowledge</li> <li>Themed events with cognitive and entertainment elements</li> <li>Thematic exhibitions of students' drawings, models and other materials in school</li> <li>Campaigns (collection of spent batteries, recycling, etc.)</li> </ul>

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#### 4. Conclusions and Recommendations

The approbation of the above mentioned working methods in Latvian schools showed that the following activities are of the highest efficiency:

- 1) Active visualization, combining real household and hygiene items, static images created by computer animation, the video, and students' own movement activities.
- 2) Students' practical work, making observations through targeted study activities and experiments at school, at home and in public places, as well as on manufacturing sites.
- 3) Incorporation of game elements and students' creative work during the whole study process.

The authors offer a more comprehensive material on the theme and the methodology of acquiring it in the following publications:

''Think before you buy'', a teacher's handbook, 2015

''Environmental and Health Education'', a guide for elementary school teachers, 2015

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- Databank of European Institutions useful for the Consumer Education
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Relationship Between Lifelong Learning Levels and Information Literacy Skills in Teacher Candidates

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**Abstract**

This study was aim to examine the relationship between lifelong learning levels and information literacy skills in teacher candidates. The research group consists of 127 physical education and sports teacher candidates. 41.7% of the students in the study population were female, 58.3% are male. According to the grade levels, it is observed that students are 1<sup>st</sup> class of 24.4%, 2<sup>nd</sup> class of 27.6%, 3<sup>rd</sup> class of 25.2% and 4<sup>th</sup> class of 22.8%. Data were collected by means of “Life Long Learning Scale (LLL)” which was originally developed by Coşkun and Demirel (2012) and "Information Literacy Scale" which was developed by Adıgüzel (2011). In the data analysis, “mean, standard deviation and Product-Moment Correlation coefficients” were used. As a result of the study, it has been observed that participant student’ lifelong learning levels are above the average. Sub-dimensions of lifelong learning levels have been analyzed, it shows that participant student’ curiosity, perseverance, motivation and self-regulation subscale scores, were slightly above the mean score of the scale. Another result obtained from this research is that teacher candidates’ information literacy trends are also quite high. It shows that students’ “defining information needs”, “access to information”, “use of information” and “ethical and legal settings in use of information” subscale average scores is the high level. According the results of the analysis, there is a significant relationship between teacher candidates’ information literacy skills and lifelong learning levels. This relationship is positive and at moderate level. Thus, it is understood that when teacher candidates' information literacy skills increase their attitudes toward lifelong learning will also increase in parallel at moderate level.

**Keywords:** Lifelong learning; information literacy skills; pre-service teachers; physical education and sport; correlation.

**1. Introduction**

Nowadays, that the human lifespan is extended compared to past, swift changes in science, technology and culture, the pace and the continuity of change in information have left people living in our world in a need for constant learning. As a result of this need, education today has gained a status that cannot be limited to particular time periods in human lifespan, and even the most developed countries have begun a quest for constantly developing the educational system and increasing the quality of education. At the end of this process, the concept of “*lifelong learning*” is introduced, which enables individuals to learn the knowledge and skills that they need at any stage of their lives (Diker Coşkun and Demirel, 2012).

The concept of lifelong learning was first employed in 1920s by John Dewey, Eduard Lindeman and Basil Yeaxle, starting out from the idea that it is a continuous part of everyday life (Peter, 2008). Lifelong learning is defined by European Commission (2000) as “learning activities undertaken throughout life resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective”. Lifelong learning term is described as the intentional learning that people engage in throughout their lives, for a personal and professional fulfillment, and to enhance the quality of their lives (Dunlap and Grabinger 2003). About the concept of lifelong learning, Reinsch (2007) highlights that educational system is required to raise individuals who are undertaking lifelong learning, and besides the educational system, businesses and industry are in need of lifelong learning, and that the individuals are ought to actualize self-learning.

In recent years, there has been a great deal of knowledge regarding the recognition of LLL, which includes all formal, non-formal and informal aspects of education and training, at all ages and stages of life, and in all organizations. So schools, colleges, universities and other institutions of higher education are required to reconsider their facilities in the general domain of learning throughout life, as a part of this recognition (Candy 2000).Lifelong learning means providing a second chance for individuals by way of developing basic skills as

well as advanced learning opportunities (Soran, Akkoyunlu ve Kavak, 2006). The understanding of lifelong learning acknowledges that learning is not restricted to time and place and it can be undertaken anywhere that the passion for learning is present.

Lifelong learning is a skill that all individuals in the information societies are ought to have. Acquiring this skill, individuals are enabled to benefit from any kind of opportunity that they may encounter in their lives. Furthermore, lifelong learning helps to cope with changes. And the keystone of lifelong learning is information literacy (Polat ve Odabaş, 2008).

Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources (ALA, 2000). According to Henderson and Scheffler (2003), individuals with information literacy are people who know the ways to reach information and use it appropriately by interpreting the information. The need for information and the increase in the quantity and variety of information made information literacy a necessity (Council of Australian University Librarians, 2001).

In lifelong learning, it is a necessary skill that the individuals know how to reach and retain which information. Individuals are ought to be information literate in order to obtain the mental devices that they would need for their jobs by themselves in their spare times (Hancock, 2004).

Information literacy and lifelong learning have a strategic and mutually strengthening relationship that is essential in the success of every individual, organization, institution and society inside the global information society. Breivik (2000), who notes that the skills of information literacy lays the foundations of lifelong learning in a world where information is cumulatively increasing and the technologies used to reach the mentioned information is in a constant change, also expresses that information literacy is a device where lifelong learning is the goal.

It is an important step in the development of lifelong learning that individuals are provided with the skills of information literacy (Iannuzzi, Mangrum ve Strichart, 1999). It is the most important goal of education to raise individuals who are able to enact lifelong learning independently in today’s information society. To reach this goal, the indispensable mean is information literacy. Therefore, in the course of obligatory education process it has become mandatory to raise the students to be able to reach the information that would meet their requirements in their personal, social and business lives, to evaluate this information and to use it effectively (information literate); in other words, to raise skilled individuals who are able to enact lifelong learning independently (Breivik, 2000).

Individuals of information societies are only be able to overcome the struggles that they face when they internalize the principles of lifelong learning as information literates. Individuals who have the skills of information literacy are productive individuals both in education and business environments. The most important goal of education in information society is to raise individuals who have learned how to learn as lifelong learners. To reach this goal, the indispensable mean is information literacy (Akkoyunlu, 2008).

When examining the international and national literature, many researchers conducted studies in the recent years on determining LLL. A large number of relational studies were made in this direction. The topics of the related studies are the link between LLL and the various variables (Chen et al., 2012; Gencel, 2013; Ozciftci and Cakır,

2015; Kuzu et al., 2015; Ayra and Kösterelioğlu, 2015; Karakuş, 2013; Yavuz Konokman and Yanpar Yelken, 2014; İzci and Koç, 2012; Demirel, Sadi and Dağyar, 2016; Diker Coşkun and Demirel, 2012). Moreover, analyzing literature, there are many studies taken information literacy (Sağlam et al., 2007; Adıgüzel, 2009; Adıgüzel, 2014; Argon, Öztürk and Kılıçaslan, 2008) within different variables (gender, profession, age, education).

The role of information literacy is vital in terms of lifelong learning, and it is in evidence that various models should be used, a number of activities should be enacted, and the efficiency of these should be investigated for the purpose of providing these skills in all the educational levels. In addition, Breivik (1999) states that it is immediate and important to include information literacy in teacher training programs. In this context, it is regarded as an important step in the development of lifelong learning that individuals are provided with the information literacy skills (Iannuzzi, Mangrum ve Strichart, 1999) because it is only possible for the teaching candidates to be successful in their teaching careers depends on a learning process that will continue throughout their life (Polat, 2004).

It is thought that it would be useful to determine the relation between their tendency towards lifelong learning and information literacy levels to reveal the learning profile of teaching candidates because by detecting the interest, attitude, ability, expectation and tendency of teaching candidates, a healthy needs analysis can be carried out and findings can be used in the development of the related programs.

This study was aim to examine the relationship between lifelong learning and information literacy in teacher candidates. Within this framework, answers are sought for the questions as follows.

- 1- What are the levels of lifelong learning of teacher candidates?
- 2- What are the levels of information literacy of teacher candidates?
- 3- Is there a significant correlation between teacher candidates' lifelong learning and information literacy?

## **2. Method**

### **Participants**

One hundred and twenty seven students from first, second, third and fourth grades of Anadolu University, Department of Physical Education and Sports Teacher Training participated in this study. The data were gathered during 2015-2016 Academic Year. 41.7% of the students in the study population were female, 58.3% are male. According to the grade levels, it is observed that students are 1<sup>st</sup> class of 24.4%, 2<sup>nd</sup> class of 27.6%, 3<sup>rd</sup> class of 25.2% and 4<sup>th</sup> class of 22.8%.

### **Data Collection Tools**

Data were collected by means of "Life Long Learning Scale (LLL)" which was originally developed by Coşkun and Demirel (2012) and "Information Literacy Scale" which was developed by Adıgüzel (2011).

**Lifelong Learning Tendency Scale:** Lifelong Learning Tendency Scale is a six-point Likert scale instrument with four subsections motivation (6 items), perseverance (6 items), self-regulation (6 items) and curiosity (9 items). Students are required to rate themselves between 1 to 6 points for each item ("very suitable = 1", "partly suitable = 2", "very slightly suitable=3", "very slightly not suitable=4", "partly is not suitable=5", "not suitable=6"). The validity and reliability of the original instrument was tested by Coşkun and Demirel. The Cronbach's alpha internal consistency coefficient of the scale containing 27 items and four sub-dimensions was calculated to be .89. In this study, consequence of repeated analysis of the reliability of the scale is determined ".92", respectively. Since this value is a higher than ".70" standard which is adequate for research, it was concluded that that scale can be used in research as a whole (Kalaycı, 2008).

**Information Literacy Scale:** Information Literacy Scale is a five-point Likert scale instrument with four subsections "defining information needs" (8 items), "access to information" (11 items), "use of information" (5 items), and "ethical and legal settings in use of information" (5 items). Students are required to rate themselves

between 1 to 5 points for each item (“always=5”, “often=4”, “sometimes=3”, “occasionally=2”, “never=1”). The validity and reliability of the original instrument was tested by Adıgüzel. The Cronbach’s alpha internal consistency coefficient of the scale containing 29 items and four sub-dimensions was calculated to be .93. In this study, consequence of repeated analysis of the reliability of the scale is determined “.96”, respectively.

Since this value is a higher than “.70” standard which is adequate for research, it was concluded that that scale can be used in research as a whole (Kalaycı, 2008).

### Analysis

Before beginning the analysis of data related to the study of statistical methods to determine compliance with the SPSS program have analyzed the distribution of the data, the distribution of the kurtosis and skewness were studied. Even though in the literature there are no standard values certain accepted, when the normal skewness and kurtosis values are  $\pm 2$  and  $\pm 7$  intervals, Chou and Bentler (1995) and Curan, West and Finch (1996) stated they show normal distributions. A normal distribution is a cluster that each of which may be defined by a mean and standard deviation of the distribution. When students’ Life Long Learning Scale (LLL) and Information Literacy Scale scores are analyzed in terms of kurtosis and skewness, Chou and Bentler (1995) and Curan, West and Finch (1996) stated that the kurtosis and skewness of the data showed a normal distribution according to the values they said (see to Table 1). After analysis of the distribution of data, of the tests to be used in order to decide whether the examined homogeneous (Levene  $> 0.05$ ), it is determined that the data are homogeneous. In the data analysis, “mean, standard deviation and Product-Moment Correlation coefficients” were used. Product-Moment Correlation coefficients were calculated in order to see the relationship between the sub-dimensions of life long learning and the sub-dimensions of information literacy.

### 3. Findings

Tables which are showing about opinions of students participating on research’s findings are given below.

**Table 1:** The level of the students’ life long learning

	N	Mean	Sd	Skewness	Skewness Std. Error	Kurtosis	Kurtosis Std. Error
Motivation	127	32.26	3.27	-.700	.215	-.681	.427
Perseverance	127	27.88	5.11	-.789	.215	.643	.427
Self-regulation	127	26.11	8.04	-.500	.215	-1.127	.427
Curiosity	127	37.82	11.79	-.439	.215	-1.052	.427
Life Long Learning Total Score	127	124.07	21.21	-.056	.215	-1.137	.427

Table 1 shows that the student participants’ overall scores varied between 62 and 154, with a mean of 118.89, which suggests that their overall lifelong learning orientation level was slightly above the average score of the scale (94.5). According to the findings obtained, it is said that lifelong learning trends of students is at a good level. Considering that the lowest and highest scores on our sub-dimensions of motivation (M=32.26), perseverance (M=27.88) and self-regulation (M=26.12) were 6 and 36, it can be said that these dimensions are found at a high level (Table 1). This can be evaluated a positive result in terms of lifelong learning. Curiosity which is generally the necessity and willingness to obtain information is the motive power that enhances learning. The lowest and highest scores on our curiosity dimension were 9 and 54, respectively. These scores indicate that curiosity dimension was improved at a medium level (M=37.82), and they can be evaluated a positive result in terms of lifelong learning.

**Table 2:** The level of the students' information literacy

	N	Mean	Sd	Skewness	Skewness Std. Error	Kurtosis	Kurtosis Std. Error
Defining information needs	127	4.06	.69	-.821	.215	.733	.427
Access to information	127	4.06	.64	-.866	.215	.854	.427
Use of information	127	3.99	.75	-1.016	.215	1.202	.427
Ethical and legal settings in use of information	127	4.14	.66	-.921	.215	1.369	.427
Information Literacy Total Score	127	4.06	.62	-.939	.215	1.395	.427

Table 2 shows that the student participants' overall scores varied between 1 and 5, with a mean of 4.06, which suggests that their overall information literacy level was slightly above the average score of the scale. According to the findings obtained, it is said that information literacy trends of students is at a high level. Considering that the lowest and highest scores on our sub-dimensions of "defining information needs" (M=4.06), "access to information" (M=4.06), "use of information" (M=3.99) and "ethical and legal settings in use of information"

(M=4.14) were 1 and 5, it can be said that these dimensions are found at a high level (Table 2). The literacy behavior that teacher candidates perform highest is "ethical and legal settings in use of information" followed by "defining information needs", "access to information" and "use of information".

**Table 3:** Correlations between sub-dimensions of life long learning and sub-dimensions of information literacy

	1	2	3	4	5	6	7	8	9	10
Motivation	1									
Perseverance	.66**	1								
Self-regulation	.16	.10	1							
Curiosity	.17	.17	.73**	1						
Defining information needs	.51**	.50**	.10	.10	1					
Access to information	.51**	.57**	.10	.07	.84**	1				
Use of information	.54**	.64**	.08	.06	.78**	.81**	1			
Ethical and legal settings in use of information	.47**	.56**	.14	.07	.77**	.83**	.78**	1		
Life Long Learning Total Score	.47**	.47**	.83**	.90**	.29**	.29**	.30**	.30**	1	
Information Literacy Total Score	.54**	.60**	.12	.08	.93**	.96**	.90**	.90**	.32**	1

\*p<.05; \*\*p<.01

When Table 3 is examined, it can be seen that there is significant correlation between their perception on the tendencies of lifelong learning and information literacy levels of teaching candidates who participated in the research.

Positive, moderate and significant correlation can be observed between the motivational dimension of lifelong learning scale and "defining information needs", "access to information", "use of information", and "ethical and legal settings in use of information" dimensions of information literacy scale. Besides, positive, moderate and significant correlation can be observed between the perseverance dimension of lifelong learning scale and "defining information needs", "access to information", "use of information", and "ethical and legal settings in use of information" dimensions of information literacy scale. However, positive, weak and insignificant correlation can be observed between the learning coordination dimension of lifelong learning scale and "defining

information needs”, “access to information”, “use of information”, and “ethical and legal settings in use of information” dimensions of information literacy scale. Furthermore, positive, low and insignificant correlation between the curiosity dimension of lifelong learning scale “defining information needs”, “access to information”, “use of information”, and “ethical and legal settings in use of information” dimensions of information literacy scale. Lastly, positive, moderate and significant correlation between the total points of lifelong learning scale and total points of information literacy scale.

#### **4. Results, Conclusions and Recommendations**

This study aimed to identify students’ tendencies on lifelong learning and information literacy and the relationship between human values and moral maturity in teacher candidates. The results were as follows:

This study showed that students’ lifelong learning tendencies were high. Depending on the findings, it is thought that the students are open to learning and they have the motivation to learn. The higher scores for motivation, perseverance, self-regulation and curiosity can be evaluated as cues of the students’ preparedness to assume active roles in becoming lifelong learning learners. If perseverance, motivation, self-regulation and curiosity are regarded as the driving forces for any kind of learning, students’ relative excitement for lifelong learning can be observed. Also, the higher of all sub-dimensions indicate that their skills of evaluating own level of knowledge, organizing learning, locating and using information of sources may not be as strong. The varying degrees of means in the sub-dimensions and whole scale that emerged in this study have also been noted by other researchers. One of these studies was conducted in 2012 by Chen et al. In Chen et al.’s study, it was discovered that the participants in their study were more skilled in application of skills and knowledge areas. Another study was carried out in 2013 by Gencil. According to this study, prospective teachers’ perceptions towards their LLL competencies were sufficient. Similarly, in the research of Ozciftci and Cakır (2015), it was observed that the teachers’ LLL tendencies were high. In Kuzu et al.’s (2015) study, it was determined that the teacher-candidates’ LLL tendencies scale scores is above the scale mean score. One of these studies was conducted in 2015 by Ayra and Kösterelioğlu. Ayra and Kösterelioğlu discovered that the teachers’ LLL tendencies scale scores is above the scale mean score. Another research was conducted by Karakuş (2013). When the findings of the study is examined, it is seen that the students’ lifelong learning competence point is higher than the scale’s point, and according to this, the competency of students’ lifelong learning is strong. Another research was conducted by Yavuz Konokman and Yanpar Yelken (2014). In accordance with the findings, the perceptions of instructors’ lifelong learning competency can be said to be strong. Another research is conducted by İzci and

Koç (2012). At the end of the research, it is concluded that teaching candidates have a strong sensibility on the issue of lifelong learning which is required by information age. According to the findings of the research conducted by Demirel, Sadi and Dağyar (2016), it is concluded that the lifelong competency of science, physics, chemistry and biology teachers in all the primary schools, secondary schools and high schools that are found in the city of Karaman is strong according to their own statements. On the contrary, there are researches stating that university students’ lifelong learning tendencies are weak. One of these researches was conducted by Diker Coşkun and Demirel (2012). As a result of the study, the average point that the students get from the “Scale of Defining Lifelong Learning Tendencies” is lower than the median of the scale; therefore, according to this conclusion, it is considered that university students’ tendency towards lifelong learning is weak.

It is a significant finding that teaching candidates’ tendency towards lifelong learning is strong and all the sub - dimensions’ tendency is strong in terms of teaching as occupation because it is of critical importance that teaching candidates who are always a part of education and teaching are highly motivated towards learning, feel curiosity for learning, and show perseverance in performing their future careers and demonstrating effective teaching skills. The results of this research makes one to believe that the students who participated in the research show tendency towards self-improvement, updating their knowledge, and adapting to the contemporary era, in which the phenomenon of change is constantly processed (Yalız Solmaz and Aydın, 2016).

Depending on the findings of this research, it is understood that teaching candidates generally have the necessary skills that information literacy requires. The sub-literacy space that teaching candidates have actualized their information literacy skills in the highest level is “ethical and legal settings in use of information”; and this is followed by “defining information needs,” access to information”, and “use of information”. It can be said that, due to the regular ethical and legal inspection, teaching candidates are able to make ethical and legal settings using information and have a high level skill.

In the research conducted by Sağlam et al. (2007), it is determined that the sub-space in which research assistants’ information literacy skills is the highest is “abiding the cultural, ethical, legal and social regulations in using information”, and the lowest is “evaluating the accessed information”. These findings support the achieved result of our study, which is “The sub-information literacy skills that the teaching candidates have are performed in (ethical and legal settings in use of information) at the highest level. The findings that Adıgüzel (2009) “concluded in the study which is conducted with the teaching candidates that teaching candidates barely faced difficulty in organizing the accessed information; achieve findings by interpreting the information and using the information for the solutions of problems; and generally structure and evaluate the accessed knowledge; and are always sensitive and cautious in abiding the ethical and legal settings while retaining information” are supporting the conclusion of our study. In the study that is conducted by Adıgüzel (2014), it is determined that the sub-space where the teaching candidates’ information literacy is at the highest level is “ethical and legal settings in use of information”, and were it is at the lowest level is “access to information”. In the study which is conducted by Argon, Öztürk and Kılıçaslan (2008), it is observed that the level of skills at the activities on information literacy of teaching candidates studying at the department of primary school teaching is at the level of “I don’t have any difficulties”.

In the scope of this research, when it has been analyzed whether there is a relationship between lifelong learning and information literacy levels, it has been found that there is a significant relation between lifelong learning and information literacy levels. These findings will enable the teaching candidates to carry a positive attitude towards learning, the increase in their efforts towards lifelong learning, and the emergence of their passion to acquire information literacy skills. It is rather meaningful that the correlation is determined to be positive and moderate. Thus, it can be understood that as long as the level of information literacy skills of teaching candidates increases, their attitude towards lifelong learning will show a moderate increase in parallel with the former because while teaching candidates’ positive attitudes increases, the information literacy skill levels of them will both increase and gain qualification. When correlation values between sub-dimensions of lifelong learning and sub-dimensions of information literacy are examined, positive and significant correlation is seen between motivation and perseverance sub-dimensions of lifelong learning scale and “defining information needs”, “access to information”, “use of information” and “ethical and legal settings in use of information” dimensions of information literacy scale. According to this result, as long as the motivation and perseverance levels of teaching candidates increase, their levels of defining information needs, access to information, use of information and “ethical and legal settings in use of information” levels will increase. However, positive and insignificant correlation is seen between the learning coordination and curiosity sub-dimensions of lifelong learning and “defining information needs”, “access to information”, “use of information” and “ethical and legal settings in use of information” dimensions of information literacy scale. Bruce (1997), in the study which he correlates lifelong learning and information literacy, emphasizes that information literacy enables individuals to the opportunity of lifelong learning in the personal and occupational context. In another study which correlates information literacy and lifelong learning (Kurbanoğlu ve Akkoyunlu, 2001), there’s a statement as follows: *“The successful individuals of the future will be the individuals who are able to access information; who can use technology in accessing information; who can solve problems; and who can learn on their own. Information societies need individuals who has are skilled at lifelong learning. Every student/individual who is raised in information age is ought to have the basic skill of learning to learn, that is to access the constantly changing information from various sources, to evaluate and use this information.”*

The universities should emphasize on educational programs that help develop their students’ lifelong learning and information literacy behaviors, at bachelor, master and doctorate levels and this should be another education aim and graduate outcome of universities. Furthermore, universities should organize seminars about lifelong

learning and information literacy education for their graduated teacher-candidates, and teachers in order to continue the development in their carrier.

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# Lifelong Learning and the Use of Technology in Music Education

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## Abstract

The concept of lifelong learning which was introduced in the 1970s continues to gain increasing importance in various fields. In music, as it is in many different fields, to train highly motivated, research-oriented and updated individuals about the changes in technology is of paramount importance to promote lifelong learning. Although individualized training namely master-apprentice understanding has been favored in music education, this approach should be reconsidered to improve the participation and sustainability. In the light of all these components, music education should be done in line with the lifelong learning according to the developing and changing dynamics of the era regardless of individual's being an amateur or a professional. Most of the fields in education ongoing with traditional teaching methods gained a new perspective with the technological developments which make life and learning easier and accessible. The importance of technology, which is an indispensable part of our lives nowadays, cannot also be ignored in the progress of music within the framework of lifelong learning concept. As a result of technological developments, it is possible and easier to access not only to music, but also its meta-data, note, records, software and lots of other data quickly today, regardless of time and space while in the past it was only possible to access to music in real-time. Variety and limitlessness of applications in areas such as flow of information, quick transfer of information, access to information and information sharing provides new perspectives to individuals. The efficiency of such applications and contents will increase if they become multilingual rather than being limited to only some particular languages and if they become free in order to enable equal opportunities. In addition to these, creating a music- based data base among the institutions which give amateur or professional music education will play a very important role in raising equipped musicians who have self-confidence. Therefore, in this study some of the useful websites, applications, databases and magazines are stated.

**Keywords:** lifelong learning, music, education, technology

## 1. What Is Lifelong Learning?

The concept of lifelong learning which was introduced in the 1970s continues to gain increasing importance in various fields. Lifelong learning became one of the key policies of UNESCO in 1970s. During the next decade the concept of *continuing education* popularized among especially OECD, educators and education policy makers (Güleç et al. 2012). As it is clearly stated by Lifelong Learning Directorate of The Ministry of Education, lifelong learning takes its place in several areas in personal, social and business oriented learning in addition to formal education systems. Lifelong learning, which helps innovative learning areas to develop as well as the acquisition of basic knowledge and skills, is defined as "*All lifelong learning activities to increase knowledge, skills and competence in personal, social and economical perspectives*" by the Council of Europe Meeting Communiqué organized in Lisbon (March 2000) and Stockholm (March 2001).

There are several studies related to lifelong learning both in social and technical study fields. One of these profound studies belongs to Coşkun and Demirel. In their article, Coşkun and Demirel (2012) state that lifelong learning, which covers all the knowledge that individuals gain for life starting from the family in early childhood, preschool

education, formal education and during elder age period, cannot be limited in means of time and space. As it is described by Collins (2009), lifelong learning is continuous, supportive, enlightening and empowering in all areas. It is an effective and comprehensive concept in any role which continues for life by bringing creativity and self-confidence together, as well as merging knowledge, skills and sense of values.

According to Aspin and Chapman (2000), philosophers, researchers, educators and politicians are required to contribute to the criteria determining development and progress in lifelong learning according to the perspective of their own institutions effectively no matter how variable the personal accounts, policies and objectives of the projects of individuals and institutions are.

As a result of social, economic and cultural changes throughout the world, there has been great innovation in the components of access of information, use of information and transfer of information with the increase in variety of rapidly and continuously growing learning fields, apart from traditional education. In light of these developments, it will be possible for individuals or institutions to be able to develop and renew themselves constantly as a result of maintaining the concept of lifelong learning effectively. Lifelong learning is also quite significant for music education as it can be applied in all educational fields since there have been a great number of changes in the applications and resources of music from past to present and will continue to be so.

## **2. Music and Lifelong Learning**

In music, as it is in many different fields, to train highly motivated, research-oriented and updated individuals about the changes in technology is of paramount importance to promote lifelong learning. According to Harrison (2004), unable to keep up with changes in recent years, in which music style has a major change, musical education continued on its way with traditional methods. Although individualized training namely master-apprentice understanding is favored in music education, this approach should be reconsidered to improve the participation and sustainability.

According to Rineke (2009) a musician plays role in different contexts such as performer, composer, teacher, trainer, consultant and being a leader. In the direction of these roles a musician should learn how to respond to changes in environmental factors. In terms of providing an effective learning environment to form the basis of the curriculum of music schools with the concept of lifelong learning creates the opportunity for music students to take part effectively in practice. The concept of lifelong learning helps musicians to determine their own ways, make them self-conscious and to discover and reflect their own characters. With the implementation of the concept in music schools, it is possible to train open-minded, harmonious, flexible, qualified and equipped musicians.

The improvements taking place in traditional teaching methods besides music styles as a result of developments in line with developing and changing dynamics of the era show that the traditional education approaches in the field of music should be reconsidered within the concept of lifelong learning which has been strongly emphasized by Bologna declaration and policies. It should be kept in mind that gaining new perspectives in teaching methods in music is vital for the role of future generations.

### **3. Technology-Assisted Lifelong Music Education**

The importance of technology, which is an indispensable part of our lives nowadays, cannot be ignored in the progress of music as it is in many fields within the framework of lifelong learning concept. Most of the fields in education ongoing with traditional teaching methods gained a new perspective with the technological developments which make life and learning easier and accessible. In the light of developments in technology, multi-channel flow and quick transfer of information have brought a number of improvements and easier access to data in the field of music.

Leman (2008) argues that there have been fundamental changes in all fields in terms of access to music during the 20th century. As a result of technological developments, it is possible and easier to access not only to music, but also its meta-data, note, records, software and lots of other data quickly today, regardless of time and space while in the past it was only possible to access to music in real-time. Taking all these into account, the field of music is at a point where it has never been. Supported by the mobile devices as well, there are numerous contents and sources that composers, performers, teachers and amateur musicians can access via the use of internet. Some of these sources are listed below;

#### **3.1 Mobile Applications**

<http://generativemusic.com/>

<https://play.google.com/store/apps/details?id=com.maxmpz.audioplayer>

<http://www.apple.com/tr/mac/garageband/>

<https://itunes.apple.com/tr/app/av-for-izotope-iris-2-sonic/id965272279?l=tr&mt=12>

#### **3.2 Online Applications**

<http://method-behind-the-music.com/history/history/> <https://www.musictheory.net>

<http://www.musictheoryvideos.com>

<http://oneminutemusiclesson.com>

<http://www.8notes.com>

<http://freeplaymusic.com> <http://notes.tarakanov.net>

#### **3.3 Magazines**

<http://www.andante.com.tr>

<http://www.gramophone.co.uk>

<http://www.soundonsound.com>

<http://www.musicradar.com/futuremusic>

In means of technology assisted lifelong learning in music, the content listed above and other various and infinite options play a crucial role for performers, composers, teachers and amateur musicians to access various sources , to transform these sources into information and the opportunity to expand them to a wider audience aside from traditional methods.

#### 4. Results and Suggestions

Traditional education restricts not only personal development of the individuals but also their field of bracing themselves according to the dynamics of life which develop and are updated. Since there are democratic, economic and cultural changes throughout the world and there is the dynamism of personal needs, education should be a lifelong process. In the light of all these components, as in all other fields, music education, as well, should be done in line with the lifelong learning according to the developing and changing dynamics of the era regardless of individual's being an amateur or a professional. Technological developments which are among the most important elements in this process provide a lot of convenience to individuals in many ways apart from traditional ones. Variety and limitlessness of applications in areas such as flow of information, quick transfer of information, access to information and information sharing provides new perspectives to individuals. The efficiency of such applications and contents will increase if they become multilingual rather than being limited to only some particular languages and if they become free in order to enable equal opportunities. In addition to these, creating a music-based data base among the institutions which give amateur or professional music education will play a very important role in raising equipped musicians who have self-confidence.

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## Text-Formation In The Context Of Cultural Studies

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### Summary

The time when Latvian schools were mono-ethnic has gone, as different nationality students, each with his awareness and emotional attitude, study in our schools. If the same teaching methods are used as 50 years ago, the academic results will not be successful. The teacher with his vision and desire to change the learning process and change himself with his values orientation and knowledge can build a future human - free from stereotypes and prejudices against the other. The term "multicultural class" has entered our school perceived as a class which has multinational students and a cultural studies program which includes:

- \* Knowledge of other cultures
- \* Awareness of one's own culture
- \* Tolerance towards other cultures

The task of cultural studies is to discover, learn and understand the mental code of an unknown nation to tolerate its differences. Knowledge of other people's cultural heritage creates this awareness. We need immersion and to look for answers to the questions which we even do not sense at the beginning of the process. The article aims to look at various examples of cultural study texts which allow the cognition process to take place naturally and change the linear approach to the more dimensional. When students themselves put forward questions and find solutions, they advance their understanding and create a conscious working style. Activities that contribute to this process will be offered in the article.

**Keywords:** cross-cultural education, hypertext, the storyline method.

### 1. Introduction

The 21st century brings forward changes in all areas of life, including the sphere of education. The huge flow of information, the increase in the scope of studies and the new technologies entering our household expand our opportunities to learn something new. These are the processes which influence the stable and rarely changing process of acquiring knowledge. Education inflation involves more and more people and unfolds borders to foreign students – these are the factors that make the composition of audience heterogeneous. To function effectively in the rapidly changing 21st century multicultural society, today's students must be prepared to keep their identity and realize the ideals of the representatives of other nationalities. The concept of multiculturalism is more increasingly entering Latvian educational establishments. To become a new kind of European citizen – a multicultural European citizen - today's young people need other knowledge, attitude and skills.<sup>1</sup>

Before a more detailed examination of this process, it is necessary to look at the etymology of the term *multicultural education*. Multicultural education is quite complex to define since there is no universally accepted definition for it. J.A.Banks (2008) gives the following definition:

*Multicultural education* is a set of strategies and materials in education that were developed to assist teachers when responding to the many issues created by the rapidly changing demographics of their students.<sup>2</sup> Different countries use both terms *multicultural* and *inter-cultural education*. In Latvia, we use both terms. UNESCO UN European Commission suggests using the term *intercultural education* but Organization for Economic Cooperation and Development (OECD) uses the term *multicultural education*.

*Intercultural competence* is the ability to communicate effectively and appropriately with people of other cultures.<sup>3</sup>

<sup>1</sup> Mēs visi – līdzīgi un atšķirīgi? Starpkultūru izglītības antoloģija. Rīga, Sorosa fonds –Latvija, 2003 -118 lpp.

<sup>2</sup> Banks, J.A (2008). An Introduction to multicultural Education, Boston: Allyn and Bacon

In scientific literature, we can also find the term *cross cultural education*. This term determines the fact that cultures interact and influence each other. In November 2003, the 21<sup>st</sup> session of European ministers of Education conference in Athens announced cross cultural study, which emphasizes the need to implement cross-cultural education and training programs, an essential part of education process. Cross cultural education includes education policy, curriculum materials, program development, and training lessons. The contents of cross cultural education are cultural diversity.<sup>4</sup>

The communicative purpose of cultural studies, referring to the main objectives of the European language portfolio (ELP) developed by the Council of Europe, is to motivate and encourage language learning as well as cognition of other cultures.<sup>5</sup>

One can ask if we can teach culture. We can at least try to raise students' cultural awareness. *Cultural awareness* is the term that is used to describe sensitivity to the impact of culturally induced behavior on language use and communication. The study course "European Languages and Cultures" develops students' foreign language skills, tolerance, cooperation skills and promotes formation of a European-oriented culturally educated personality.

Already in the 1990s, J. Kramer (1997) justified the need to teach culture of a certain country alongside with its language and literature in his book "British Cultural Studies".<sup>6</sup>

According to C. Altmayer (2004), culture science is science of text and communication. People create impressions about a certain country by studying and analyzing texts in the target language. A deeper link with one's own culture is formed by accumulating this experience.<sup>7</sup>

## 2. Method

Text-formation is linked with the creation of text according to the author's purpose and demands of functional-communicative style and speech genre. The theoretical aspects of the text are based on C. Bereiter's (1980) established five levels of one's writing skills and K. Bereiter & M. Scardamalia's (1987) writing strategies. Possible stages in writing development (Bereiter 1980) are:<sup>8</sup>

### 1. Associative Writing

It combines fluency in written language and fluency of forming creative ideas. As a result, students write down whatever comes to their mind following the order in which it comes to mind. In other words, the students' mind dictates what to write.

### 2. Performative Writing

It consists of the integration of associative writing with knowledge of stylistic devices and means of expression.

### 3. Communicative Writing

In this case, performative writing is combined with the students' knowledge of how the information will be encoded by the readers.

### 4. Unified Writing

This type of writing takes into account not only other people's views but also the writer's own perspective as a reader. Thus, writing becomes a productive skill and not merely an instrumental skill.

### 5. Epistemic Writing

Writing is more connected to the acquisition of knowledge than to the mere reproduction of information.

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<sup>3</sup> Dirba M. Mijkultūru izglītības daudzveidība. RaKa, 2006 -139 lpp.

<sup>4</sup> Bilingvālā izglītība Latvijā: starptautiskā ekspertīze. Sorosa Fonds – Latvija, R, 2002 -92.lpp

<sup>5</sup> Eiropas Valodu portfelis (EVP). Principi un vadlīnijas ar paskaidrojumiem. Versija 1.0. Rīga: Talsu tipogrāfija, 2006. 16 lpp. ISBN 9984-9836-3-3

<sup>6</sup> Kramer, J. (1997) British Cultural Studies, Stuttgart: Fink, UTB, S.48

<sup>7</sup> Altmayer, Claus. (2004). ,Cultural Studies'- ein geeignetes Theoriekonzept für die kulturwissenschaftliche Forschung im Fach Deutsch als Fremdsprache? *Zeitschrift für Interkulturellen Fremdsprachenunterricht* [Online], 9 (3), 14 pp. Available: <http://www.ualberta.ca/~german/ejournal/Altmayer3.htm>

<sup>8</sup> Bereiter, Carl (1980) Development in writing. In: Gregg, L. W. & Steinberg, E. R. (eds.) (1980) Cognitive Processes in Writing. Hillsdale: Erlbaum, 73-93

## Hypertext formation

What is Hypertext? Bereiter & Scardamalia (1987) defined it as a difference in writing between experts and novices, as a contrast between a knowledge-telling model of writing and a knowledge-transforming model of writing. Novice writers employ a knowledge-telling strategy in which text is produced by directly retrieving contents from long-term memory and is organised solely by the sequence of content as it is stored in long-term memory. By contrast, more expert writers employ a knowledge-transforming strategy, which means solving a problem by using the goals derived during this process and evaluation of content during writing. In consequence, more expert writers show much more evidence of reflective thought during writing: they work on developing ideas before writing, modify and revise their initial drafts of texts. The end result is that more expert writers' texts address the needs of the reader. Such writers are also more aware of what they are writing about.

There is a difference between writing as "knowledge telling" and writing as "knowledge transformation". In other words, learning to write means learning to think:

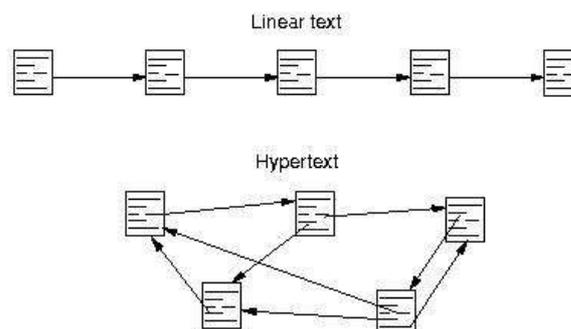
- **Knowledge-telling** is a relatively simple strategy most characteristic of children's writing. In the knowledge-telling model, the writer chooses a topic and a genre and then by using his memory creates statements about the given theme. This strategy is based on making use of the writer's knowledge about the topic and not adjusting that knowledge to the reader's or the writer's needs.
- **Knowledge-transforming** is a more sophisticated strategy characteristic of more skilled writers. When using this strategy, the writer tries to communicate a deeper understanding of the subject to generate a new ideas.

These theoretical writing strategies can also be used in hypertext formation. By using the 5-step writing model, even beginners can create a very simplified text to report meaningful information. Advancing their knowledge, students learn to raise the difficulty level of the text to improve the format of the writing, to evaluate the information critically and, finally, to analyze the thought processes comprehensively.

The described approach can be applied both to a simple linear text and in creating hypertext.

Hypertext is a text that contains links to other texts. It is a way of joining a word or image to another page, document, etc. on the internet or in another computer program so that you can move it from one place to another easily.<sup>9</sup> The term *Hypertext* was created by Theodor H. Nelson (Nelson, 1987) in the 1960s when he explained that hypertext is a non-sequential writing — text that is branched and allows choices to the reader, best read at an interactive screen.<sup>10</sup>

11  
**Tab. 1** Hypertext



If earlier this term was related to information technology, then now hypertext is multi-linear or multi-sequential. It combines networking of different media: written text, video, pictures, graphics, sound recordings, and other types of educational, informational or entertaining data.

<sup>9</sup> Cambridge Dictionary Online.[Online] <http://dictionary.cambridge.org/dictionary/english/hypertext>

<sup>10</sup> Nelson, Theodor H. (1987) *Computer Lib/Dream Machines*. Seattle, Wash.: Microsoft Press.

<sup>11</sup> Keith Andrews. *Hypermedia systems*. In: Maurer, H (1996)(Ed.) *HyperWave - The Next Generation Web Solution*. London: Addison-Wesley Longman.[Online] [http://www.iicm.tugraz.at/0x811bc82b\\_0x0005f59f](http://www.iicm.tugraz.at/0x811bc82b_0x0005f59f)

Hypertext is created by linking key words from the text with other explanatory texts. These key words are called knots (nodes). They are connected with the beginning of the text with hyperlinks.

The new concept of the term *Hypertext* entered Latvia in 2007 through project “Hypertext” which was supported by National Culture Capital Foundation and the officials of the Union of Writers and organized by the Avant-garde association *Kelvin* in collaboration with the society *Tilde*. Twenty-eight writers participated in the project. Each of them wrote a 10 000 character long story following certain rules and mutual interaction. The result of the project was that with the help of a special program, the reader could create his own stories navigating the offered existing texts. This computer program recognizes similar text fragments thus ensuring a coherent storyline development. As one of the project coordinators, Harald Matulis (2007), states that hypertext offers a fragmented world perception and way of enjoying art. It is a cultural project that provides a significant contribution to the development of the methodology of science. One of the project goals is to reach a situation in which one can freely operate with facts of different areas (science, culture, art, etc.) in hyperspace.<sup>12</sup> This kind of art experiment is a good example to relate new developments in culture with study process and to identify opportunities promised by communication in the aspect of cultural studies. The above-mentioned activity will be related to Beriter’s Epistemic Writing.

The nature of hypertext defines why nowadays working with this type of text is much more productive than with normal linear text. The endless opportunities of text formation relate to the settings of multidimensional contemporary postmodern culture. The varied activity levels, shift in time, shift in space and polysemy of meanings reflect the way we capture the world. This type of text is well known to contemporary students and no special training is required. As Ina Gode (Gode 2010) mentions in her article, one of the benefits of hypertext is that it is easy to navigate through the hyperlinks when you move forward or backward. It is easy to create new hyperlinks- users can develop their own network or to comment on a document/text. Unstructured information can be organized as both hierarchy and a network. When working in a group, it is less likely to duplicate the text. Hypertext allows students to answer questions, to create information, be active, work independently and manage their own inquiries.<sup>13</sup>

Creation of hypertext helps go into detail of the problem that often opposes the superficial and not specifically formulated linear texts. When working with hypertexts, students often have a situation when teachers do not create questions but they arise intuitively to the students. That reflects a real, natural process of cognition. Students base on their own experience and needs (Overmann 2002) in a live, dynamic and interactive learning process where autonomous and responsible learning is practiced.<sup>14</sup>

To illustrate creation of hypertext with a practical example, Austrian rock singer Falko’s song *Rock me Amadeus* is offered. By varying approach, it is possible to create different difficulty level texts and using different strategies depending on the training goals and objectives. The suggested theme is *Mozart as a representative of Vienna classic, his life and art*.

<p><b>Rock Me Amadeus</b><sup>15</sup> Falko</p> <p>Er war ein <u>Punker</u> Und er lebte in der großen Stadt Es war in <u>Wien</u>, war <u>Vienna</u> Wo er alles tat</p> <p>Er <u>hatte Schulden</u> denn er <u>trank</u> Doch ihn <u>liebten alle Frauen</u> Und jede rief:</p>	<p>Es war um <u>siebzehnhundertachtzig</u> Und es war in <u>Wien</u> No plastic money anymore Die Banken gegen ihn</p> <p>Woher die Schulden kamen War wohl jedermann bekannt Er war ein Mann der Frauen Frauen liebten seinen Punk</p> <p>Er war Superstar</p>
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<sup>12</sup> Matulis H. (2007) Hiperteksta manifests. [http://www.satori.lv/raksts/1374/Haralds\\_Matulis/Hiperteksta\\_manifests](http://www.satori.lv/raksts/1374/Haralds_Matulis/Hiperteksta_manifests)

<sup>13</sup> Gode, I. (2010) Hypertexts kā studentu patstāvīgas mācīšanās pilnveides līdzeklis profesionālās angļu valodas apguvē, Rīga, 43.lpp. [https://dspace.lu.lv/dspace/bitstream/handle/7/4814/32639-Ina\\_Gode\\_2010.pdf?sequence=1&isAllowed=y](https://dspace.lu.lv/dspace/bitstream/handle/7/4814/32639-Ina_Gode_2010.pdf?sequence=1&isAllowed=y)

<sup>14</sup> Overmann, M. (2002), Multimediale Fremdsprachendidaktik, Frankfurt am Main

<sup>15</sup> Falko. Rock me Amadeus. Songtext. <http://www.azlyrics.com/lyrics/falco/rockmeamadeus.html>

<p>Come and rock me <u>Amadeus</u></p> <p>Er war Superstar Er war <u>populär</u> Er war so <u>exaltiert</u> Because er <u>hatte Flair</u></p> <p>Er war ein Virtuose War ein Rockidol Und alles rief: Come and rock me Amadeus Amadeus, Amadeus...</p>	<p>Er war populär Er war so exaltiert Genau das war sein Flair Er war ein Virtuose</p> <p>War ein Rockidol Und alles ruft noch heute: Come and rock me Amadeus Amadeus, Amadeus...<sup>16</sup></p>
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### 1. Associative Writing

1.1. The keywords *Amadeus*, *Wien*, *siebzehnhundertachtzig* are underlined. As in mind maps, supplement these words with a short informative material such as: Amadeus - Wolfgang Mozart' name.

1.2. Find the key words again in a new sentence. *Amadeus*, *Wolfgang*, *Mozart*. The next step is finding information on the internet or reference literature such as:

1.2.1. (*Amadeus*) Trip to Italy, 1770- Mozart calls himself Amedeo Wolfgango.

Trip to France, 1777- Mozart calls himself Amade' Wolfgang Mozart.

Register of death, 1791- name Wolfgang Amadeus Mozart

1.2.2. (*Wolfgang*) Full name of Mozart- Johannes Chrysostomus Wolfgangus Theophilus.

1.2.3. (*Mozart*) one of the famous composers of Austria

1.3. In the same way, other keywords are contextualized. From the examples shown, we can see that the text is associative and not sequential. Sentence building is partial, not all sentence-building principles are observed.

### 2. Performative Writing

2.1. Work with the keyword *siebzehnhundertachtzig* (1780). In the lyrics of the song text, the venue and time of operation is given. The task is to find out historical events around the year 1780 in Vienna and create a table as Hypertext with the most important events in Vienna and the world. Sample of the table:

**Tab. 2.** Sample of Performative Writing

Events in Vienna	Events in the world
<p>1. 1740-1780 the reign of <u>Maria Theresia</u>, ruler in <u>Austro-Hungarian Empire</u></p> <p>2. The 18th century is the time when the <u>Baroque</u> and <u>Viennese Classic</u> dominated.</p>	<p>1. Period of Enlightenment.</p> <p>2. July 4,1776 independence of 13 colonies is proclaimed in America</p> <p>3. From 1562 to 1795, Latvia belongs to Duchy of Courland and Semigallia.</p>

2.2. The task is completed on the computer so individual words in the table become nodes that are explained in further texts that are connected by hyperlinks. They could be *Maria Theresia*, *the Austro-Hungarian Empire*, *Baroque* and *Wiener Klassik* (Viennese Classic). Starting a task, teacher and students have to agree on the "red thread" to keep them on the subject.

2.3. By observing the definition of Performative Writing, students learn to create tables observing the format of the table as a hypertext as well as spelling and punctuation rules.

### 3. Communicative Writing

3.1. The key words *Amadeus*, *popular*, *Superstar* and *Rockidol* will be the starting point for the task of Mozart's creative work. Students must research Mozart's composed works, semantic and etymological meaning of the key words *Superstar* and *Rockidol*, explain how they relate with Mozart and explain why the composer of the songs Falko related those attributes to Mozart.

<sup>16</sup> The text is offered in the original German language as in the English version there are not the necessary key words

3.2. The task of test-formation is to create a review of Mozart's creative work due to Mozart's 260<sup>th</sup> anniversary. As hypertext can be built not only as a written text, you can also include illustrations with captions, videos with Mozart's pieces of work and audio tracks in the review.

3.3. By working this way, you can get a wide range of summary information because you can create the text based on your interests in the common platform (Moodle) or in the individual documents. The communicative function of work is a review in which the students must reflect on the importance of Mozart's creative work.

#### 4.Unified Writing

4.1. Critical writing will be based on Mozart's personal life by using the following keywords from songs: *hatte Schulden (had debts), trank (drank), exalziert (eccentric), liebten alle Frauen (popular by women), hatte Flair (had flair)*. To better understand why these words are used in Falko's song about Mozart, you need to watch fragments from Miloš Forman's film "Amadeus"- 00:17:48-00:36:46; 01:18:02 - 01:20:50; 02:11:23 - 02:21:54 and find evidence for the keywords.

4.2. The text-formation task is to write Mozart's characteristics as personal as possible based on previously found biographical data and data from the film and song. Text nodes can be created by accenting Mozart's relationship with the following: father, mother, wife, children, the Emperor Joseph II and Vienna court composer Salieri, and by adding pictures, handwriting samples, fragments of letters, quotes, etc.

4.3. The writer must be critical and objective when treating the information that he is going to handle: the 18th century language, traditions and fashion.

#### 5. Epistemic Writing

5.1. The lyrics of the song by Falko Mozart is called a punk. Both the name of the author *Falko* and the *Punk* will be the keywords of the next task. Students must research and justify the similarities and differences between Mozart and Falko and why the word Punk fits or does not fit into the lyrics.

5.2. Students create the final text to possibly prove that Mozart and Falko had similar life stories and problems that both musicians' philosophical perception of life was similar and that it corresponds to the life perception of punk subculture of the 80s. To be able to compare correctly, students have to create a table where the statements need to be proved with facts by creating hyperlinks.

**Tab. 3.** Sample of Epistemic Writing

<b>Mozart</b>	<b>Falko</b>	<b>Subculture of punks</b>
Mozart started composing operas in German, the language and style that was close and understandable to the people. It was opposing to tradition.	Falko is one of the initiators of German hip-hop. He created his own Vienna hip-hop style instead of using the American style.	Punks did not want to be a part of mass culture.

5.3. The task in text formation promotes the thought process by linking facts and searching for evidence to solve the problem.

Talking about the strategies that students apply by doing text-formation tasks, we must conclude that the first three phases of the action focus more on knowledge reproduction and more attention is paid to information collection and transfer; but the fourth and fifth steps stress the transforming of the knowledge required to compile and synthesize new information. It is impossible to draw the line between the complexity levels of the text and strategies that are applied. In addition, in epistemic writing assignments where the most complex elements of the fact analysis are used, the initial format of the text is relatively simple. Texts that are more complex can be found in hyperlinks that can be a writer's personal opinion, facts and quotes from sources.

#### 2.2.Method

One of the ways to provide a cross-cultural method in teaching foreign languages is the **Storyline Method** that allows creating an interesting material on the culture and people of a certain nation. The approach known as the Storyline Method was developed by a group of educators at Jordanhill College of Education in Glasgow, Scotland. The development of the Storyline Method took place over years and the approach, with its simple

framework of Storyline, key questions and activities, has stood the test of time. Storyline uses the power of story

to create a meaningful real-life context through which students learn concepts and skills. Students and teachers work collaboratively to create a setting with characters and the plot evolves as they address real problems and issues that arise. All the activities involve more than one subject and advance student knowledge and skill in more than one area.<sup>17</sup>

Storyline method includes three basic components:

1. Creation of Venue – the story takes place in a certain location in its country. Students discuss the national climate, geography, vegetation, history, customs, etc.
2. Involvement of Characters in the Story - the students become familiar with the people of a certain country.
3. Characters’ Personal Traits - the relations in the family and the surrounding people, occupation, stereotypes, etc.
4. Development of the Plot - students creates a story involving characters in action. Students learn vocabulary and grammatical structures alongside with familiarizing with the national culture.<sup>18</sup>

When the story is written, it can be published in the school newspaper or issued as a booklet. The advantage of this method is that student’s gain wide knowledge spectrum of a given national culture.

**Tab. 4.** Sample of Storyline method

<b>LIFE IN A BRITISH TOWN</b>		
<b>Storyline Episodes</b>	<b>Key Questions</b>	<b>Possible activities</b>
1. The country	The U.K. as a country	Discuss: <ul style="list-style-type: none"> <li>• Geography of the U.K.</li> <li>• History of the U.K.</li> <li>• political life in the U.K.</li> </ul>
2. The towns and streets	Types of houses in Britain	Discuss : <ul style="list-style-type: none"> <li>• house types in Britain</li> <li>• etymology of place names</li> </ul>
3.The families	Typical families in Britain	Discuss: <ul style="list-style-type: none"> <li>• Interiors</li> <li>• Family traditions</li> </ul>
4. New Neighbors	Multinational population in Britain	Discuss: <ul style="list-style-type: none"> <li>• Biographies of residents</li> <li>• Immigrants to the U.K.</li> <li>• Commonwealth</li> </ul>
5.Daily life	Work Household chores	Discuss: <ul style="list-style-type: none"> <li>• Economy of the U.K.</li> <li>• Typical day in Britain</li> <li>• Eating habits</li> </ul>
6. Education	Types of educational establishments	Discuss: <ul style="list-style-type: none"> <li>• Types of schools</li> <li>• Higher educational establishments</li> </ul>
7. Free time	Free time activities	Discuss: <ul style="list-style-type: none"> <li>• Holidays and celebration in Britain</li> <li>• Hobbies</li> <li>• Sports</li> <li>• Arts</li> <li>• Cinematography</li> </ul>

<sup>17</sup>Banks, J.A (2008). An Introduction to multicultural Education, Boston: Allyn and Bacon

<sup>18</sup>Schaffer A.M. An Introduction to the Storyline Method, Danmarks Lererhojskole, 1992, p.14

### 3. Findings

The traditional teaching methods can be flexibly adapted to the contemporary demands by applying modern information and communication technologies and study platforms.

Text-formation in the context of cultural studies implies both developing students' language competences and shaping their understanding about otherness.

Depending on the objectives and tasks of the lesson, Hypertext-formation is possible for different proficiency level students in the study process. That promotes students' academic progress.

Hypertext formation helps students create their individual text scenario, teaches to differentiate the essential matters, deepens the understanding on the topic, and strengthens team work skills.

Storyline method is a strategy for developing the curriculum as integrated whole and making intercultural studies meaningful.

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## Outdoor sports recreation to improve the well-being of 45-55-year-old people

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### Abstract

Physical activity is of a fundamental importance not only for improving the physical health, but also for increasing and improving the level of well-being. Increase of beta-endorphin ( $\beta$ -EP), levels in the blood plasma depends on the load intensity, amount and type. The trends of changes in  $\beta$ -EP levels as a result of physical load are connected with  $\beta$ -EP levels before physical activity. The level of  $\beta$ -EP affects a person's positive and negative emotions. A type of physical recreation affects positive and negative emotions of a human being. In order to realize the aim of research - to discover how the natural means for outdoor recreation (biking, Nordic walking, cross-country skiing) influence the beta-endorphin levels in the body and the positive and negative emotions of the 45-55 year-old people, a total of 16 participants were tested. Before and after physical recreation (50 min with personalized heart rate frequency 65-70% of  $HR_{max}$ ) positive and negative emotions (using facial expressions analyzing tool "Face Reader 3.0" (FR)) and  $\beta$ -EP level in blood plasma (using the ELISA method) were tested. The most explicit increase of  $\beta$ -EP level was experienced in cyclists (+ 15.3%,  $p > 0.05$ ). The changes detected in Nordic walkers and skiers are similar (+ 5.9% and + 6%,  $p > 0.05$ ). Also the obtained results demonstrate the following link: for the people with relatively low beta-endorphin levels prior to performing physical recreation activities, it will be relatively lower also after such activity and vice versa ( $p < 0.05$ ). The average results of the group for the emotion of joy has increased by almost half - before the recreational activities it was estimated at  $5.6 \pm 1.8\%$  level, while after  $10.1 \pm 3.2\%$ . A similar situation was observed while analyzing such positive emotion as surprise. Before carrying out recreational activities the average percentage is  $16.5 \pm 3.4\%$ , while after it has already reached  $23.1 \pm 3.1\%$  margin. Clarifying the trends of changes in the negative emotions we found out that before the physical exercise the average negative emotion ratio is  $29.5\% \pm 6.1$ , but after it -  $28.2\% \pm 5.4$  ( $p > 0.05$ ). By analyzing separately the average changes of negative emotion in the group, "Face Reader 3.0" results demonstrate the reduction of average indicators of sorrow - 1.3%; anger - 3.3% and disgust - 2.8% ( $p > 0.05$ ). The link between levels of positive emotions - joy and surprise, and beta-endorphin levels in the blood prior to recreational physical activity (Nordic walking, cycling and skiing) demonstrate the following trends: in accordance with the correlation coefficients, the changes in beta-endorphin level has no incentive effect of positive emotions. Therefore people with more joyful emotions have lower beta-endorphin levels and vice versa - people with lower beta-endorphin levels have more joyful emotions ( $r = -0.403$ ;  $p > 0.05$ ). Analyzing the changes of beta-endorphin level and negative emotions affected by physical recreation, moderately strong correlation was found between the emotion of anger and the level of beta-endorphin before the physical recreation activities. It is understood that for the people with higher beta-endorphin level the level of anger will be lower and for the people with low endorphin level the level of anger will be high ( $p < 0.05$ ).

**Keywords:** well-being, beta-endorphins, physical recreation, emotions.

### 1. Introduction

Technology in our modern society is highly developed. Rapid integration of achievements of the science and technology into the life of a modern human life has opened up the possibility of higher standards of living and improved quality of life, affecting human lifestyle in different ways. The Western societies are becoming more and more urbanized, the work that people are doing is becoming less and less related to farming, agriculture or cattle-breeding. The need of a human being to move is rapidly decreasing, and in fact, it can be argued that a person's physical activity in everyday life disappears. During the second half of the twentieth century the attention was focused on epidemiology of physical activities and health and in many countries lack of physical activity or hypodynamic has been recognized as an important and now already a global public health problem. Too little physical activity and the lack of it has an adverse effect on human health, because one of the basic human needs is a movement. Physical activity not only safeguards the public health, but also protects the environment and is an important contribution to the future generations (Biddle & Mutrie, 2007). The topic of the

research is chosen taking into account the rapid increase in prevalence of a sedentary lifestyle, affecting more and more people, and causing serious consequences for public health in general. Physical activity has an important impact on health at any age. One of the factors influencing health is the amount, duration and intensity of the physical activity in which a human being is engaged on a daily basis. Typically with increase of age the amount of a physical activity decreases, but it does not happen to people who are engaged in a physical activity on a regular basis, so it is important to motivate the public to do regular physical activities at any age (Garatachea, et al., 2009; Eurobarometer, 2014). Lack of a physical activity interferes with normal functioning of the body and contributes to a chronic energy imbalance, creating a risk of hypokinetic diseases - health problems caused by lack of physical activity. The main reason for morbidity, disability and mortality in Latvia are non-communicable diseases. More than a half of all death cases in Latvia is caused by circulatory diseases and the occurrence of death as a result of a heart-vascular diseases begin to rise rapidly after the age of 40. One of the risk factors for heart and circulatory diseases is hypodynamy. A regular physical exercise with a proper load intensity is important for prevention of cardio-vascular diseases (Borer, 2009).

Quality of life, physical activity and health are inter-related factors. Human health includes both—the promotion of well-being and the absence of an illness. Physical activity plays a fundamental role not only in improving the physical health, but also in increasing the well-being (Ekkekakis, 2003; Biddle & Mutrie, 2007; Diener, 2009; Reed & Buck, 2009; Garcia, Nima & Kjell, 2014). The human body is not just the bones, joints and muscles; it's not just the blood or the transportation system of other body fluids. Human beings have always been curious on the question of what is the good life. Often a good life is directly related to the well-being and happiness. Well-being is a dynamic and multi-faceted concept. There are several types of well-being: physical, social and psychological, as well as sometimes the "spiritual" well-being is also being added (Maxwell, Henderson, McCloy & Harper, 2011). Maxwell and other researchers (Maxwell, Henderson, McCloy & Harper, 2011) provides five key recommendations for improving the well-being: socialization, physical activity, alertness, learning, re-skilling and giving. The same as the well-being types, also the factors contributing to well-being influence each other directly – by socialization person gives and receives, shares the experiences, gets to know oneself better, learns to be alert and other new skills. All of these five factors listed here can be implemented by doing a physical activity, thus enhancing the level of well-being.

In order to explain the beneficial effects of physical activity on well-being, several hypotheses have been put forward. The effect of the physical activity on well-being improvement can be linked to a number of assumptions, such as, distraction hypothesis: the time we spend apart from our daily responsibilities and are dedicating to physical activities, is the reason of physical activity's positive effects on well-being (Hall, Ekkekakis & Petruzzello, 2002) self-effectiveness theory - an individual's confidence in the performance of physical exercise is closely related to his or her ability to perform these activities. Therefore, the successful execution of physical activity can improve mood, self-esteem and awareness of one's abilities and self-effectiveness (Landers, 2010; Ryan, 2008; Koehl, et al., 2008) social interaction hypothesis - social relationships and mutual support to one another gives people who together do physical activities are an essential part of how physical exercises affect the well-being (Peluso & Guerra de Andrade, 2005; Crone, Smith & Gough, 2006). In the study done by Maxwell (Maxwell, Henderson, McCloy & Harper, 2011) the physical activity is ranked as one of the five key factors that improve well-being. As the other four factors - socializing, acquiring new skills and learning, giving and attentiveness to both - the surrounding world and to one's own subjective feelings are mentioned. As do the well-being types, also the factors contributing to well-being influence each other directly – by socialization a person gives and receives, shares experiences, gets to know oneself better, learns attentiveness and acquires other new skills. All of these five factors listed can be realized when doing a physical activity, thereby enhancing the level of well-being. Also researchers have discovered a relationship between physical activity and increased endorphin levels in blood plasma. Beta-endorphin release during physical activity depends on intensity and duration of the physical activity (Stych & Parfitt, 2011; Sylvester, Mack, Busseri, Wilson & Beauchamp, 2012). For example Pierce and other researchers (Pierce, Eastman, Tripathi, Olson & Dewey, 1993) argues that 70% of maximum oxygen consumption should be achieved in order to increase endorphin levels in blood plasma. Results from clinical trials with measured endorphin levels during exercise, as well as before and after exercise, are controversial: some studies have shown a significant increase, but some do not. Discrepancies in procedures and in the ways of defining, as well as in observations have prevented the established conclusions,

and since the discovery of endorphin level elevations are so ambiguous, researchers are constantly changing experimental strategies and searching for a single answer as to why the body produces endorphins and as to how these peptides are acting in the central nervous system (Duman, 2005; Leuenberger, 2006; Dishman & O'Connor, 2009; Boecker, et al., 2010).

In this thesis the outdoor recreation is chosen as a type of physical activity, since the trends how people spend their leisure time change every year, but they have a common theme - the desire to leave the city and to be in nature, alone, to relax, to have fun and to recreate. Recreation is a branch of science that studies the human leisure time and how it is spent. Between the recreation movement and the development of industrial society there always existed a close relationship. For the notion of "recreation" to appear the civilizations have to reach a certain (usually quite high) level of economic and cultural development. Many different recreational theories, definitions and explanations exist out there. They can not be classified into any clear or logical categories. The most common definition, which also are used by the most of the recreation providers, is that recreation is defined simply as an activity that people carry out in their spare time (Torkildsen, 1999; Pigram & Jenkins, 2007). People have always had a need for nature, since we are part of it. It can provide a sense of a well-being and satisfaction, growth, creativity, a sense of balanced competition, character development, mental development and physical improvement, socialization, and the ability to "cope with life." It can be concluded that by improving, promoting and satisfying people's involvement in physical and recreational activities in the right intensity and amount, their well-being and quality of life can be improved (McLean & Hurd, 2015).

**The hypothesis of research:** physical recreation outdoors influence the well-being of 45-55 year-olds people in the following ways: the means of the physical recreation (cycling, Nordic walking, cross-country skiing) outdoors increase beta-endorphin levels in the human body; the means of the physical recreation (cycling, Nordic walking, cross-country skiing) outdoors increase the positive emotions and reduce the negative emotions; people with higher levels of beta-endorphin have more positive and less negative emotions. **The aim of the research** was to discover how the natural means for outdoor recreation (biking, Nordic walking, cross-country skiing) influence the beta-endorphin levels in the body and the positive and negative emotions of the 45-55 year-old people. To reach the objective, as one of the indicators set was - beta-endorphin level in blood plasma of the subjects investigated before and after physical exercise.  $\beta$ -EP level was determining in blood plasma using ELISA method (standard curve was from 0.01-100 ng/ml, the sensitivity of 1 ng/ml. coefficient of variation <10%). The facial expressions were analyzed with the help of facial analysing tool "Face Reader 3.0" (FR). Six basic emotions were detected - joy, anger, sadness, surprise/astonishment, fear, disgust and neutral emotional state.

In this part of the study a total of 16 participants were tested - four participants who performed Nordic walking recreational activity, six participants who took a ride on a bike and six participants who did cross-country skiing. The average age was 45-55 years old. As the first method applied on the participants to be tested an interview was carried out, using FR. The interview consisted of two questions: "How do you feel now?" and "What is the cause of your sensations at the moment"? Interview with FR lasted an average of 60 sec. and its length was dependent on each individual's response length. The interview was followed by venous blood sampling. About 3-5 min. after blood sampling each study participant was equipped with a pulsometer/heart rate monitor (Polar), which had a personalized heart rate frequency 65-70% of  $HR_{max}$ . The study participant was issued the necessary equipment (skis, poles, bicycle), which was previously adapted to individual needs of each participant. Then each study participant went on doing a physical recreation activity outdoors, which lasted for 50 min (10 min warm-up and 40 min of the exercise itself in the given range of the pulse). The exercise was followed by a re-interviewing, using FR (questions and the test conditions were the same as previously), and venous blood sampling was done (approximately 4th-5th minute after the exercise). After the study the frozen blood samples, which was previously treated at Madona hospital, were placed in the specially outfitted cold boxes and transported to E.Gulbja Laboratory for the further testing, using the ELISA method.

## 2. Methods

ELISA (determination of the beta-endorphin levels in blood plasma).  $\beta$ -EP levels in blood plasma were determined, using the ELISA method (standard curve was from 0.01-100 ng/ml, the sensitivity of 1 ng/ml. coefficient of variation <10%).

For positive and negative emotions testing - facial expressions analysing tool - "Face Reader 3.0" were use. With the help of this method - 6 basic emotions - joy, anger, sadness, surprise/astonishment, fear, disgust and neutral emotional state were establish. Joy and surprise were grouped together as positive emotions and anger, sadness, fear, disgust – as negative emotions.

As physical activity – a specific outdoor recreation activities (cycling, cross-country skiing, Nordic walking) was performed. Duration 50 min with personalized heart rate frequency 65-70% of  $HR_{max}$ .

Mathematical - statistical methods - MS. Excel attachment program "Statistics 3.1" was use. The software function "Descriptive statistics" was use for normal data distribution. The descriptive statistical methods were used to describe the values and representativeness of the problem to be investigated - for example, the arithmetic mean, standard deviation, standard error, compliance with the normal distribution (confidence interval  $\alpha < 0.05$ ).

## 3. Findings

In order to reach the one of objective “Explore the changes in beta endorphin levels and in the emotions while employing a variety of forms of a physical recreation (biking, Nordic walking, cross-country skiing) outdoors, a study outdoors was carried out. The results of changes in beta-endorphin level as an affected of a physical recreation obtained on determining the effect of specific types of recreational activities on beta-endorphin levels indicate that the most explicit increase was experienced in cyclists (+ 15.3%,  $p > 0.05$ ). The changes detected in Nordic walkers and skiers are similar (+ 5.9% and + 6%,  $p > 0.05$ ) (Tab.1).

**Table 1.** Results of changes in beta-endorphin level after outdoor recreation activities

Nordic walking			Biking			Cross country skiing		
before	after	%	before	after	%	before	after	%
11,43	12,10		11,52	13,28		12,02	12,73	
$\beta$ -EP (ng/ml)	$\beta$ -EP (ng/ml)	5,9%	$\beta$ -EP (ng/ml)	$\beta$ -EP (ng/ml)	15,3%	$\beta$ -EP (ng/ml)	$\beta$ -EP (ng/ml)	6,0%

Summarizing together all subjects endorphin level in the percentage as an effect of a physical activity, changes are insignificant. Before the load test the  $\beta$ -EP level was  $11.7 \pm 0.6$  ng/ml but after the recreational activity – an average of  $12.8 \pm 1.1$  ng/ml. Analyzing data on beta-endorphin levels before and after performing a physical recreation, the obtained results demonstrate the following link: for the people with relatively low beta-endorphin levels prior to performing physical recreation activities, it will be relatively lower also after such activity and vice versa ( $p < 0.05$ ).

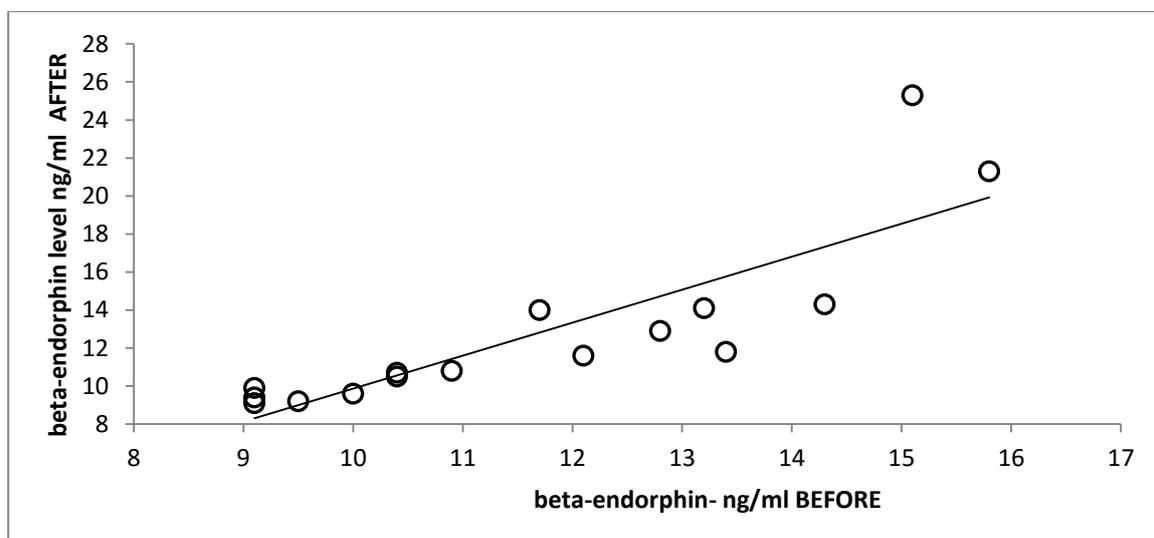
Exploring the sources in scientific literature within a framework of this research, a part of the hypotheses was put forward: means of a physical recreation (cycling, Nordic walking, cross-country skiing) outdoors increase positive emotions and reduces negative emotions of 45-55 year old people. Based on this assumption testing of the emotional state was performed before and after physical recreation activities - a facial expression detection by the program "Face Reader 3.0". Emotional state dynamics were determined: 1. testing separately six basic emotions diagnosed by the "Face Reader 3.0" - joy, surprise, sadness, anger, disgust and fear; 2. combining emotions in the groups: positive emotions - joy and surprise, and negative emotions - sadness, anger, disgust and fear. The statistical reliability of the increase of indicators was calculated using Student's criterion-related groups. The obtained results after carrying out recreational activities indicate a tendency to increase. The average results of the group for the emotion of joy has increased by almost half - before the recreational activities the emotion of joy was estimated at  $5.6 \pm 1.8\%$  level, while after recreational exercise the test results have increased

to  $10.1 \pm 3.2\%$ . A total increase in the percentage of the emotion of joy in the group is  $135.56\%$  ( $p > 0.05$ ). A similar situation was observed while analyzing such positive emotion as surprise, a universal emotion of which is joy. Before carrying out recreational activities the average percentage of the surprise emotion in study participants is  $16.5 \pm 3.4\%$ , while after performance of recreational activities, it has already reached  $23.1 \pm 3.1\%$  margin. The average increase in percentage is  $52.30\%$  ( $p > 0.05$ ). By grouping together the positive emotions - joy and surprise, the results indicate statistically significant increase. This means that the recreational activities have had a statistically significant impact on positive emotions – they have increased as a result of such activities. In order to clarify the trends of changes in the negative emotions - fear, disgust, anger and grief as a result of recreational activities, a detailed evaluation of these emotions was carried out. Adding up the sum of indicators of such emotions, the average indicator of the negative emotions of participants before and after recreational activities was obtained. Before the physical exercise the average negative emotion ratio is  $29.5\% \pm 6.1$ , but after it -  $28.2\% \pm 5.4$  ( $p > 0.05$ ). The average decrease in the percentage points of negative emotions -  $1.3\%$ . By analyzing separately the average changes of negative emotion in the group, FR results demonstrate the reduction of average indicators of sorrow, anger, disgust (sorrow -  $1.3\%$ ; anger -  $3.3\%$  and disgust -  $2.8\%$ ,  $p > 0.05$ ).

By grouping together the positive emotions - joy and surprise, the search of the interrelations between these positive emotions grouped together and beta-endorphin levels was searched. It was confirmed, whether or not the beta-endorphin levels and positive emotions are interrelated parameters. Deriving from the data obtained and described above the conclusion is set forth: if before the physical recreation activities a person show more positive emotions, then beta-endorphin levels in blood plasma of the subject is low and vice versa. Analyzing the changes of beta-endorphin level and negative emotions affected by physical recreation, moderately strong correlation was found between the emotion of anger and the level of beta-endorphin before the physical recreation activities. It is understood that for the people with higher beta-endorphin level the level of anger will be lower and for the people with low endorphin level the level of anger will be high ( $p < 0.05$ ).

#### 4. Results, Conclusions and Recommendations

Employing the means for outdoor recreation (Nordic walking, cycling and cross-country skiing), the beta-endorphin level and positive, negative emotions changed as follows: beta-endorphin levels increased by  $1.1\%$  ( $p > 0.05$ ). Between the beta-endorphin levels before and after recreational activities there is a strong correlation ( $r = 0.850$ ). The obtained results indicate the following trends - for those people with a relatively low beta-endorphin levels before the physical activity it will be relatively lower also after the physical activity and vice versa (Fig.1).



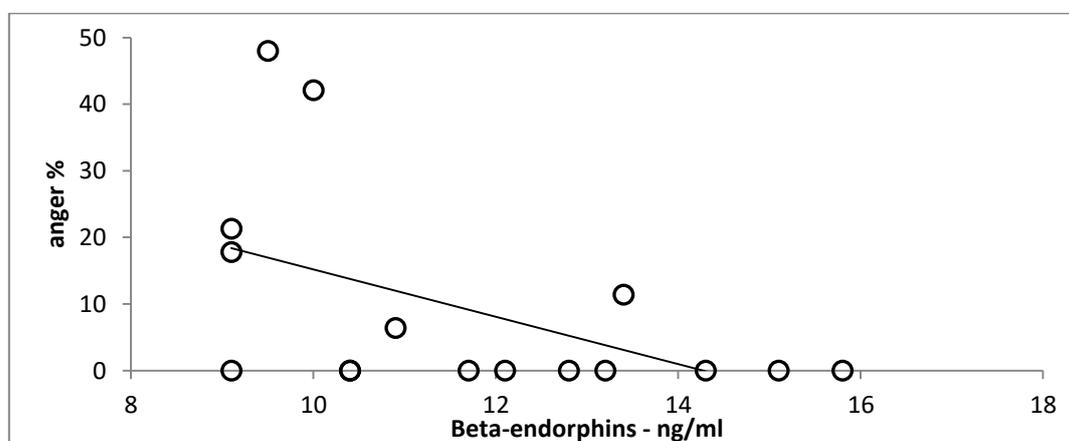
**Fig.1.** Correlation between beta-endorphin level before and after recreational activities

Analyzing the effect of certain types of recreation on beta-endorphin levels and positive, negative emotions, it may be concluded that: the most significant increase in the percentage of beta-endorphin level (+ 15.3%) and positive emotions was observed in those participants who performed a ride on a bike – increase in emotion of joy +266,4%, increase in emotion of surprise +140,6% and decrease in negative emotions - sadness -41,0%; anger -56,3%; disgust -71,2%. The only negative emotion that increased in cyclists according to the data diagnosed by FR, was fear, but the results are not statistically significant ( $p > 0.05$ ). A form of a physical recreation - Nordic walking, increases the level of joy by +121,0%, surprise level by +13,4% ( $p > 0,05$ ) and beta-endorphin level by +5,9% ( $p > 0,05$ ). In the members of this group, after employing the objective diagnostic methods of emotions, using FR, a slight increase in negative emotions was observed ( $p > 0.05$ ). An increase in positive emotions was observed in cross-country skiers – in joy emotions + 19.3% and in surprise emotions + 2.9% ( $p > 0.05$ ). Analyzing the FR negative emotions data, a decrease was observed – in sadness -24.7% and in anger -21.7%. The only negative emotion that increased according to FR diagnosed data, was fear ( $p > 0.05$ ) (Tab.2).

**Table 2.** Results of changes in positive and negative emotions

Emotions FR	Nordic walking			Biking			Cross country skiing		
	before	after	%	before	after	%	before	after	%
joy	5,00	11,05	121,0%	2,33	8,55	266,4%	9,33	11,13	19,3%
surprise	17,98	20,38	13,4%	10,87	26,15	140,6%	21,18	21,80	2,9%
sadness	4,75	9,15	92,6%	14,83	8,75	-41,0%	1,55	1,17	-24,7%
anger	4,45	6,55	47,2%	16,08	7,03	-56,3%	5,45	4,27	-21,7%
fear	23,30	25,80	10,7%	6,73	17,68	162,6%	1,13	4,82	325,0%
neutral	38,90	23,53	-39,5%	35,68	24,88	-30,3%	53,87	53,07	-1,5%
disgust	0,00	0,00		10,30	2,97	-71,2%	1,02	0,85	-16,4%

The average endorphin level in this group has increased similarly with Nordic walkers + 6% ( $p > 0.05$ ). The link between levels of positive emotions - joy and surprise, and beta-endorphin levels in the blood prior to recreational physical activity (Nordic walking, cycling and skiing) demonstrate the following trends: in accordance with the correlation coefficients, the changes in beta-endorphin level has no incentive effect of positive emotions. Therefore people with more joyful emotions have lower beta-endorphin levels and vice versa – people with lower beta-endorphin levels have more joyful emotions ( $r = -0,403$ ;  $p > 0,05$ ). In turn, the link between beta-endorphin and anger level is close. Therefore people with higher levels of beta-endorphin have lower level of anger and vice versa ( $r = -0,504$ ;  $p < 0,05$ ) (Fig.2).



**Fig. 2.** The link between beta-endorphin and anger level

The basis of the analysis of scientific literature and the findings of the study results the assumption may be drawn that to improve the well-being not only endorphin level changes play an important role, but also ambient factors and other individual human characteristics.

The results obtained during the research provide proven and practical substantiation and conclusions on: the impact of physical recreation outdoors (biking, Nordic walking, cross-country skiing) on the well-being of people in the age group of 45-55 years of age (using the optimal age-appropriate amount of recreation time (about 50 minutes) with intensity (65-70% of maximum heart rate).

Promoting people's participation in outdoor physical recreation activities in the correct amount of time and intensity, their well-being and to the quality of life will be improved. Because physical recreation – cycling, Nordic walking and cross-country skiing outdoors, with applied load of 50 minutes with intensity of 65-70% of maximum heart rate, improves the positive emotions of 45-55 year-old people and is recommended for improving the well-being in this age group. Also the study results suggest that additional studies on release of endorphins during physical activity and their relationship to well-being are required, clarifying and improving research methods and increasing the number of participants involved in the study. Also, there are some compromises being done in the external validity of currently available studies in order to ensure the internal validity - thus the results of this study should not be generalized. Many researchers have found no significant increase in endorphin levels after the physical activity, while the other studies, however, indicate the presence of such trend. Proving accurately and reasonably the evidence of an association between the release of endorphins, when performing a certain and specific amount of a physical activity with specific intensity, the public could be motivated to perform a physical activity. The research provides justification for practical use of biking, Nordic walking and cross-country skiing - informing the public about the importance of recreational activities that promote well-being and encouraging people to do physical activity in order to improve public health and contribute to the economy.

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## Instructors' Emotional Labor and Burnout

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### Abstract

The aim of the current study is to investigate if there is a significant relationship between instructors' emotional labor and burnout. The population of the study which is structured on relational survey model is made up of 126 instructors working at different faculties associated to a university in the Black Sea Region of Turkey. Emotional Labor Scale which was developed by Diefendorff, Croyle and Grosserand in 1999 and adapted into Turkish by Basım and Begenirbaş (2012) and Maslach Burnout Inventory that was developed by Maslach and Jackson in 1986 and adapted into Turkish by Ergin (1993) were used as data collection tools in this study. In the analysis of the data, in order to obtain the instructors' surface acting, deep acting, naturally felt emotions, emotional exhaustion, depersonalization and reduced personal accomplishment, average and standard deviation and to find out the if there is a significant relationship between instructors' emotional labor and burnout Spearman Rho correlation coefficient were applied. The findings of the present study documented that instructors' exhibition of naturally felt emotions was higher than their exhibition of surface acting and deep acting and instructors' emotional exhaustion, depersonalization and reduced personal accomplishment was found to be low. It was found that there is a positive significant relation in a low level between instructors' exhibition of surface acting and emotional exhaustion, depersonalization, but a negative significant relation in a low level between instructors' exhibition of deep acting and reduced personal accomplishment and instructors' exhibition of naturally felt emotions and emotional exhaustion, depersonalization and reduced personal accomplishment.

**Keywords:** Instructors, Emotional Labor, Burnout

### 1. Introduction

In today's world along with the developments in the service sector, competition between organizations has been increasing rapidly and it is getting more and more important for the universities to produce outputs with high standards. In this process, instructors have a prominent role. Jobs done in the education field show great similarity with the relations in the customer service, to put it in a different way, it can be proposed that educators serve students (Tunguz, 2016). It is a stubborn fact that employees participate in the service process with their emotional presence as well as with their physical and cognitive presence and this participation is also stated as the reflections of the emotions on the service process. Organizations should make some regulations in order that employees' reflections can be converted into positive outcomes (Türkay, Ünal and Taş, 2011). In accordance with this purpose, organizations reveal their obligations about emotional displays and employees are expected to coordinate both their emotions and emotional displays to fulfill these requirements in an active way (Chau, Dahling, Levy and Diefendorff, 2009). However, it requires more effort for them to exhibit long-term emotional display, which brings about more emotional labor (Morris and Feldman, 1996). Emotions which provide individuals with telling apart knowing from conscious will (Titrek, 2013) are associated directly with the teaching process (Hargreaves, 2000). A teacher is needed to be able to manage his own feelings effectively and create a desired emotional state in his students (Kinman, Wray and Strange, 2011). With reference to that, emotional labor can be characterized as the regulation of emotions and it is a professional necessity which is expected from teachers and instructors (Argon, 2015; Yilmaz, Altinkurt, Guner and Sen, 2015). In this context, the realization of students' learning which is the main objective of educational institutions can only be achieved by instructors' spending emotional labor in order to influence students' emotions. Furthermore, it is fundamental for the instructors to manage their feelings in accordance with the corporate policies and strategies. In their relationships with the students, instructors have to assume determined roles and behave in the manner expected from them even if they do not believe in it or they are in a very different feeling, in other words, they have to engage in emotional labor. This can lead to instructors' having negative feelings like anger or irritation which can cause an increase in their burnout as a result (Erickson and Ritter, 2001). It is really outstanding to find out the

instructors' burnout and to what extent they engage in emotional labor for the success of education. In the light of this information, the instructors' burnout and emotional labor will be discussed in this study.

### **Emotional labor**

In the last twenty years, mankind has been in a period of substantial emotional revolution in organizational sciences (Ashkanasy and Humphrey, 2011) and one of the most outstanding concepts enriched the field in this period is emotional labor. Emotional labor was firstly mentioned by Hochschild in 1983. Hochschild (1983) defines emotional labor as the management of emotions to create face and body display which can be observed by the public. According to Morris and Feldman (1996), emotional labor can be defined as the effort, planning, and control for the exhibition of the organizationally desired emotions in the service delivery. Ashforth and Humphrey (1993) define emotional labor as employees' exhibition of expected emotions while performing a service and proposes that it is observable behaviors rather than internal management of emotions. Employees are interested in emotional labor to realize business objectives and to influence the emotions of other individuals such as customers or coworkers (Diefendorff and Gosserand, 2003). Hochschild (1983) argues that there are three common features in jobs that require emotional labor. The first one is the vitality of workers' contact with the people they provide service which is face to face or vocally. The second one is the need for the employee's creation a feeling like fear or thankfulness in others. And thirdly, emotional labor requiring jobs somewhat control the emotional activities of the worker through education and supervision. Since the teaching processes in higher education institutions involve all these three properties, it can easily be proposed that lecturing is a highly demanding job in terms of emotional labor.

Emotional labor is the effort spent to deal with other people's feelings and is the core of emotion regulation (James, 1989) and it includes the enhancement, imitation or suppression of emotions to change the emotional expressions (Grandey, 2000). Researchers have different views on the dimensions of emotional labor. According to Hochschild (1983) individuals use two ways as surface acting and deep acting to manage their emotions. In surface acting, to exhibit the requested emotions by the organizations, individuals hide their current feelings or they pretend to feel the desired ones which they don't in real (Yin, 2015; Hochschild, 1983). They are likely to modify and control their emotional expressions. For example, they have to fake a smile while they are in a bad mood or dealing with an unsatisfied customer (Brotheridge and Grandey, 2002), in other words, surface acting centers on a person's observed behavior (Ashforth and Humphrey, 1993). Besides, deep acting refers to individuals' attempt to change their real feelings by using cognitive techniques (Yin, 2015). Deep acting centers on a person's inner feelings and while deep acting, a person tries actually to experience or feel the emotions he wants to exhibit by inducing, suppressing or shaping them (Ashforth and Humphrey, 1993). People who exhibit deep acting deceive both themselves and others about their feelings, but the ones exhibiting surface acting just deceive the others (Hochschild, 1983). On the other hand, due to the fact that deep acting and surface acting don't involve the genuine feelings which are required by the job, Ashforth and Humphrey (1993) introduced the need for the display of naturally felt emotions dimension which means the exhibition of the desired feelings spontaneously and genuinely without forcing oneself. Consequently, it is inevitable for the instructors to make use of these three strategies. Instructors are obliged to establish a successful communication and a positive classroom climate for the success of the education. In order to achieve these, instructors may have to hide their feelings like anger or they may have to keep calm and confident when they are confronted with an ill-behaved student or display their love and respect to praise the diligent ones.

### **Burnout**

Burnout is especially evident in jobs serving people (Pines and Aronson, 1988) like health care and education which are demanding in terms of emotional and physical aspects. The commitment required by these professions, long-term and excessive workloads or the potential conflict risk with the people who receive service such as managers, parents or students can lead to exhaustion in the employees (Maslach and Leiter, 1997).

Burnout is a state of physical, emotional and mental exhaustion resulting from people's long-term participation into the conditions which require emotional care. These emotional demands are mostly due to combination of great expectations and chronic situational stress (Pines and Aronson, 1988). According to Maslach and Jackson (1981), burnout is a physical, emotional and mental syndrome which contains an individual's negative attitudes

towards his job, life and other people and prolonged and physical fatigue, feelings of helplessness and hopelessness and negative self-concept. People who suffer from this syndrome lose their energy and enthusiasm and are not able to synchronize with their work anymore. Moreover, consuming energy, these people have difficulty in going on and the less they feel inefficacious, the more they are in doubt about their self-worth (Leiter and Maslach, 2005), their feelings and interests get dull and they behave in an apathetic, aggressive and indifferent way towards their coworkers and the people whom they provide service (Pines and Aronson, 1988).

Maslach and Jackson (1981) argue that burnout is composed of three dimensions which are called emotional exhaustion, depersonalization and reduced personal accomplishment. Emotional exhaustion is a person's feeling tired and exhausted as a result of the decrease in his emotional resources. Depersonalization can be defined as an individual's putting an emotional distance and maintaining an indifferent attitude to the people whom they provide service on account of their developing negative feelings and attitudes towards them. Reduced personal accomplishment may be explained as a person's negative feelings towards his job and feeling unhappy and unsatisfied with it (Pines and Aronson, 1988). In line with the argument of Maslach and Jackson (1981), Iqbal and Abbasi (2013) assert that teachers' burnout is made up of emotional exhaustion, depersonalization and reduced personal accomplishment. Instructors' experiencing burnout may bring about their losing energy and their tendency to evaluate their jobs negatively and feel estrangement to them. They are likely to display indifference to their students and insult them. Furthermore, they can appraise their personal skills and accomplishment and lose their self-confidence. Consequently, this can affect the effectiveness and efficiency of education in universities in a negative way.

### **The relationship between emotional labor and burnout**

Emotional labor is one of the biggest stress factors for instructors (Menon and Narayanan, 2015) who work at higher education institutions which take part in the service sector (Bektaş and Akman-Ulutürk, 2013). In conjunction with the intensification in academic work, instructors are exposed to multiple and conflicting demands of the public, their administrators and students (Ogbonna and Harris, 2004). Because their work involves emotional labor resulting in the combination of the individual's core role and the job role enhances the risk of burnout (Wharton, 1999). Instructors have many roles and duties to fulfill like creating a positive classroom climate in the teaching process. Instructors are prone to burnout due to the fact that they have to display emotional labor extensively so that they can maintain student-instructor relationships (Chang, 2009). Previous studies show that there is a significant relationship between emotional labor and burnout (Kwon and Kim, 2016; Ghanizadeh and Royaei, 2015; Yilmaz, Altinkurt, Guner and Sen, 2015; Akin, Aydın, Erdoğan, and Demirkasımoğlu, 2014; Basım, Begenirbaş and Yalçın, 2013; Noor and Zainuddin, 2011; Kinman, Wray and Strange, 2011; Zhang and Zhu, 2008; Brotheridge and Grandey, 2002). In this regard, in the current study it was aimed to investigate if there is a significant relationship between instructors' emotional labor and burnout.

## **2. Method**

The population of the study which is structured on relational survey model is made up of 126 instructors working at different faculties associated to a university in the Black Sea Region of Turkey. 50% of the participants were female and 50% of them were male. Emotional Labor Scale and Maslach Burnout Inventory were used as data collection tools in this study and both of the two measures are Likert-type scales, ranging from never to always. In order to determine instructors' emotional labor, Emotional Labor Scale which was developed by Diefendorff, Croyle and Grosserand in 1999 and adapted into Turkish by Basım and Begenirbaş (2012) was applied. In determining instructors' burnout, Maslach Burnout Inventory that was developed by Maslach and Jackson in 1986 and adapted into Turkish by Ergin (1993) was used. Emotional Labor Scale consists of three dimensions named as surface acting, deep acting and spontaneous and genuine emotion. Surface acting is made up of 6, deep acting 4 and naturally felt emotions 3 items. According to the results of the reliability analysis, after being adapted into Turkish, for the whole scale the Cronbach-Alfa coefficient of consistence was found to be .80 (Basım and Begenirbaş, 2012). Maslach Burnout Inventory is comprised of three dimensions called emotional exhaustion, depersonalization and reduced personal accomplishment. Emotional exhaustion has 9 items, depersonalization 5 and reduced personal accomplishment 8 items. Emotional exhaustion and depersonalization

dimensions are formed of positive expressions but the ones in reduced personal accomplishment are negative. The test-retest reliability coefficient of emotional exhaustion is .83, depersonalization .72 and reduced personal accomplishment .67 (Ergin, 1993).

In the data analysis process, the scores regarding reduced personal accomplishment dimension were reversely coded. Then the total scores for the dimensions were calculated by using the item scores. In order to obtain the instructors' surface acting, deep acting, naturally felt emotions, emotional exhaustion, depersonalization and reduced personal accomplishment average ( $\bar{x}$ ) and standard deviation (SS) were applied. The arithmetic mean calculated for each dimension of the Burnout Inventory has been obtained by dividing the group's arithmetic mean in that dimension into the item numbers in that dimension. Because of the fact that the score interval for Emotional Labor Scale wasn't determined in the original form, for the interpretation of the findings the maximum and minimum scores that can be got from the dimensions were taken into account. After examining the descriptive analysis, Kolmogorov Smirnov test was used. Owing to the fact that only reduced personal accomplishment dimension was found to show normal distribution, Statistics (126) = 0,076;  $p = 0,074$ ., for the correlation analysis Spearman Rho correlation coefficient was applied. Therefore, the point average used in the explication of the correlation coefficient is as follows; 0,00-0,30 low, 0,31-0,70 moderate, 0,71-1,00 high (Büyükoztürk, 2013).

### 3. Findings

**Table 1.** The descriptive statistics on instructors' emotional labor

Emotional labor dimensions	N	$\bar{x}$	Ss
Surface acting	126	12,52	5,07
Deep acting	126	11,97	4,61
Naturally felt emotions	126	12,74	2,12

The average and standard deviation on instructors' emotional labor has been given in Table 1. According to Table 1, the arithmetic means of instructors' exhibition of surface acting was found to be ( $\bar{x} = 12,52$ ), deep acting ( $\bar{x} = 11,97$ ) and naturally felt emotions ( $\bar{x} = 12,74$ ). When the arithmetic means were analyzed in details, the results reveal that the arithmetic means of instructors' use of naturally felt emotions is the highest of all, that is to say, instructors exhibit naturally felt emotions the most.

**Table 2.** The descriptive statistics on instructors' burnout

Burnout dimensions	N	$\bar{x}$	Ss
Emotional exhaustion	126	1,18	5,94
Depersonalization	126	0,81	3,34
Reduced personal accomplishment	126	1,29	4,46

The average and standard deviation on instructors' burnout has been given in Table 2. When Table 2 was analyzed, the arithmetic means of instructors' emotional exhaustion was found to be ( $\bar{x} = 1,18$ ), depersonalization ( $\bar{x} = 0,81$ ) and reduced personal accomplishment ( $\bar{x} = 1,29$ ). When the arithmetic means were analyzed in details, the findings reveal that instructors' emotional exhaustion, depersonalization and reduced personal accomplishment was found to be low.

**Table 3.** The relation between the instructors' emotional labor and burnout

Sub-Dimensions		Emotional exhaustion	Depersonalization	Reduced personal accomplishment
Surface acting	r	,243*	,237*	,029
Deep acting	r	-,081	-,039	-,297 *
Naturally felt emotions	r	-,363*	-,350*	-,386*

\* $p < .01$

The relation between the instructors' emotional labor and burnout has been given in Table 3. Analyzing Table 3, it was found that between instructors' emotional labor sub-dimensions and burnout sub-dimensions, there is a positive significant relation in a low level between instructors' exhibition of surface acting and emotional exhaustion ( $r=.243$ ,  $p<.01$ ) and between instructors' exhibition of surface acting and depersonalization ( $r=.237$ ,  $p<.01$ ), there is a negative significant relation in a low level between instructors' exhibition of deep acting and reduced personal accomplishment ( $r =-.297$ ,  $p<.01$ ), there is a negative significant relation in a low level between instructors' exhibition of naturally felt emotions and emotional exhaustion ( $r= -.363$ ,  $p<.01$ ), depersonalization ( $r= -.350$ ,  $p<.01$ ), and reduced personal accomplishment ( $r =-.386$ ,  $p<.01$ ). However, no significant difference was found between the other dimensions of emotional labor and burnout.

#### **4. Results, Conclusions and Recommendations**

The aim of the current study was to investigate the relation between emotional labor and burnout and the findings provide empirical support for previous researches that put forth the relation between emotional labor and burnout. The findings of the current study documented that instructors' exhibition of naturally felt emotions was higher than their exhibition of surface acting and deep acting, to put it in another way, instructors exhibit naturally felt emotions more often than the others. Diefendorff, Croyle and Gosserand (2005) argue that naturally felt emotions are really essential in exhibition of emotions at work and employees engage in naturally felt emotions more often than surface acting and deep acting . In line with this argument, this finding reflects that as a consequence of the interaction between the instructors and the students, the instructors don't need to engage in surface acting and deep acting as much as naturally felt emotions to manage their students' emotions. This result of the research is consistent with the study of Akin, Aydın, Erdoğan and Demirkasimoğlu (2014) in which it was found that primary school teachers engage in naturally felt emotions in their relationships with the students. Instructors' emotional exhaustion, depersonalization and reduced personal accomplishment was found to be low. Accordingly, it can be said that instructors overcome various difficulties like heavy workloads, crowded classrooms in their academic life in an efficient way. This result of the study shows consistency with the research of Ayaz (2016) where it was found that the instructors' burnout was low.

It was concluded that some dimensions of emotional labor and burnout are related significantly, which confirm previous empirical researches. For example, the study of Kinman, Wray and Strange (2011) revealed significant interactions between emotional labor and burnout dimensions (emotional exhaustion, personal accomplishment and personal accomplishment). In this study, the findings indicated a positive significant relation in a low level between instructors' exhibition of surface acting and emotional exhaustion and depersonalization, in another saying, as the level of surface acting increases, emotional exhaustion and depersonalization increase too. Morris and Feldman (1996) propose that emotional dissonance is related with emotional exhaustion. In line with this proposition, Wharton (2009) suggests that workers who are obliged to display emotions conflicting with their real feelings tend to experience emotional exhaustion. This may reflect that the instructor's hiding their real feelings and pretending to feel the preferred ones may impact their psychological situation in a negative way and cause them to feel tired and behave in an insensitive way to others. This result confirms the studies by Akin, Aydın, Erdoğan and Demirkasimoğlu (2014), Zhang and Zhu (2008) and Brotheridge and Grandey (2002) who concluded that there is a significant relation between instructors' exhibition of surface acting and emotional exhaustion and depersonalization. Moreover, Basım, Begenirbaş and Yalçın (2013) found a significant relation between instructors' exhibition of surface acting and emotional exhaustion.

In this study, the findings revealed a negative significant relation in a low level between instructors' exhibition of deep acting and reduced personal accomplishment, that is, as the level of deep acting increases, reduced personal accomplishment decreases. Hülshager and Schewe (2011) argue that deep acting is the individual's changing his inner emotional state and turning it into a positive one resulting in the person's experiencing positive emotions which may cause increases of positive affect and happiness . In line with this argument, this

result can show that instructors' trying to change their real feelings by using cognitive techniques can have them deceive themselves and feel more self-confident. This finding confirm the studies of Ghanizadeh and Royaei (2015) and Zhang and Zhu (2008) which substantiated a negative significant correlation between deep acting and reduced personal accomplishment.

The findings of the current study documented that there is a negative significant relation in a low level between instructors' exhibition of naturally felt emotions and emotional exhaustion, depersonalization and reduced personal accomplishment. In another saying, as the level of naturally felt emotions increases, emotional exhaustion, depersonalization and reduced personal accomplishment decreases. Montgomery, Panagopolou, Wildt and Meenks (2006, cited in Brown, 2011) assert that as workers exhibit positive and negative emotions, they display less burnout. This finding reflects that when the instructors exhibit their natural feelings , they don't feel exhausted, insensible and inefficacious . This result is in line with the studies of Ghanizadeh and Royaei (2015) where a negative significant correlation was observed between naturally felt emotions and emotional exhaustion and Zhang and Zhu (2008) which revealed a negative significant correlation between instructors' exhibition of naturally felt emotions and depersonalization and reduced personal accomplishment.

This study is thought to be contributing to the literature positively. The findings demonstrated that some dimensions of emotional labor and burnout are related. Instructing is one of the jobs that demands emotional labor so the instructors can be prone to burnout. The administrators of the universities may provide in service-training to the instructors working in their organizations about possible effects of emotional labor and burnout. Moreover, instructors should be informed about the appropriate use of emotional labor where necessary, which can contribute to the efficiency of the higher education institutions. Further researches can be conducted to investigate the cross - cultural effects of emotional labor and burnout or to compare the instructors' emotional labor and burnout levels working at public and private universities.

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## Adult Education Trends in the Enterprises of Latvia

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### Abstract

The article deals with the survey carried out at 27 enterprises in Latvia. The aim of this study is to find out how companies in Latvia tackle the issues of adult education and to outline the main trends in adult education in the past 3 years (that is – in the period from 2013 until the beginning of 2016). The Human Resource managers of 27 companies representing over 18 000 employees have been interviewed during the survey. The following research questions have been put forward: what the attitude of different types of organizations: private, state, municipality are towards the employees' education, what the priorities of learning are, how learning is supported, planned, and promoted in organizations.

The main conclusions are that 58% of the respondents consider there is a tendency for staff training needs to change both in quality and quantity. There are differences in state, municipal and private business training structures in terms of creativity approach. Similarly, it can be concluded that the organization of corporate creativity training – in both form and content – is largely dependent on the size of the company. The data also reveal that in general companies have no convincing mechanism to evaluate the return on investment (ROI) in employee training.

**Keywords:** adult learning, workplace learning, non-formal learning, the return on investment (ROI).

### 1. Introduction

Ever since 2002, when the work program “Education and Training 2010” was approved, it for the first time created a solid framework for European cooperation in education and training. There have been discussions about the importance of lifelong learning in a rapidly changing world of economic globalization in Europe. The European Union (EU) states are convinced that cooperation in education and training should be established by 2020 in connection with a strategic framework including education and training systems as a whole in a lifelong context. Lifelong learning should be a fundamental principle upon which the entire system is based, which is intended to include all types of learning – both formal and non-formal, as well as everyday (informal) learning at all levels: from early childhood education and schools through to higher education, vocational education and training as well as adult education.

“In order to produce the kinds of people needed for a knowledge society [if there is a knowledge society now] with a melding of people's individual aspirations, societal values, and economic development, we need to teach people how to be lifelong learners” (Vaughan, 2008: 5). In 2006, the European Council and the European Parliament ratified the European Framework for eight key competences, which for the first time at a European level defined the main skills particularly necessary for personal fulfillment and development, social inclusion, active citizenship and employment (<http://eur-lex.europa.eu>).

These key competences are essential in a knowledgeable society and guarantee more flexibility in the labor force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to workers' motivation and satisfaction and the quality of work.

This framework defines eight key competences and describes the essential knowledge, skills, and attitudes related to each of these. These key competences are (<http://eur-lex.europa.eu>):

- “Communication in the mother tongue (which is the ability to express and interpret concepts, thoughts, feelings, facts, and opinions, in both oral and written form (listening, speaking, reading, and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts);
- Communication in foreign languages (which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing);

- Mathematical competence and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge;
- Digital competence involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
- Learning to learn is related to learning, the ability to pursue and organize one’s own learning, either individually or in groups, in accordance with one’s own needs, and awareness of methods and opportunities;
- Social and civic competences refer to personal, interpersonal and intercultural competence and all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life;
- Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives;
- Cultural awareness and expression which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts)”.

The Latvian Education Law defines education both as a process and a result. “Education – systematic knowledge and skill acquisition and attitude forming process and its results. (...) Adult education – multi-faceted education process for an individual that, throughout life, ensures personal development and competitiveness in the job market” (The Latvian Education Law, Art 1, Point 1: 1998). Learning is generally understood as resulting in a permanent capacity change in people (Illeris, 2003).

The Latvian National Development Plan for 2014 – 2020 puts forward the following vision for adult education: “Develop adult education promoting an increase in labor productivity in accordance with the needs of the labor market” (Saeima 2012: 45).

**Table 1.** Measurable outcomes for the goal (National Development Plan of Latvia 2014-2020: 45)

	Base value (year)	2014	2017	2020	2030
[288] Percentage of persons aged 25 to 64 involved in adult education	5.1 (2011)	7.0	9.5	15	34

The Ministry of Education and Science (2013) recognize the following challenges:

- 1) The need to provide access to lifelong learning to citizens regardless of age, gender, previous education, location, income, ethnicity, ability etc., as well as the need to develop quality education opportunities for adults and a coordinated regulation system and effective resource (including financial) management;
- 2) The need to expand university continuing education to the regions according to the job market needs of those regions;
- 3) The need for the support for instruction for the employed, as for the period of study, the largest opportunities have been provided for the unemployed;
- 4) The need to expand the ability for schools and professional training institutions to educate adults using the resources of evening schools and continuing education and to supply stimulus and support to employers for additional education;
- 5) The need for more information to support the lifelong learning process management.

Despite this recognition and policy support, according to the OECD (2016) lifelong learning is underdeveloped in Latvia and participation is low compared to many EU countries. The results of the survey conducted to obtain information on the progress of the lifelong learning strategy implementation state that in 2011 32.4% of Latvian adults (aged 25 – 64) had participated in formal and/or non-formal educational activities (Central Statistical Bureau of Latvia, 2013). The previous survey was conducted in 2007, when the figure was 32.7%. It was concluded that

participation in educational activities was mainly related to work (86.1%), to improve work skills, and to promote career opportunities.

The context of this study is workplace learning. According to the survey 2009 – 2011 „Workplace Learning in Europa and Asia: National Survey Report in Latvia”, done by the University of Latvia (2011), there are three theoretical approaches to understanding workplace learning:

- The first one is developed in the process of international projects of Latvian vocational educators and Innovation and Research Institute Schwerin in 2000-2004, and is transferred from German best practice to vocational education at workplaces in Latvia. It is grounded in understanding of the workplace as a learning place (Schelenberg, 2006).
- The second one is grounded in the understanding of workplace learning as learning for working and life and as an individual's competence development (Tilla, 2004).
- The third one is based in organizational management theories. It started with close cooperation with Denmark and is understood as organizational learning at the workplace and as competence development (Akopova, 2005). As Ryan (2008) and Vaughan (2008) have pointed out, work is also, like school, a rich source of learning.

## 2. Method

The aim of this study is to obtain the data on how companies in Latvia understand and deal with adult education issues in the workplace, and to outline the main trends in the last 3 years (i.e. - in the period from 2013 to early 2016). The survey as a research method has been used to collect the data by interview. 92 % of the respondents agreed to a survey-based interview, while 2 companies (i.e. 7 %) preferred to answer the interview questions electronically. During the research primary data were collected. “The primary data are those which are collected afresh” and collected for the first time (Kothary 2004: 95). The advantages of the interview method are that it has helped the authors to collect more information and to restructure questions, effectively making non-responsiveness impossible, as well as controlling who has participated in the research. This method ensured that errors were practically impossible.

The following research questions have been put forward:

- Is employee training on the agenda for private, state, and municipal bodies in Latvia?
- Are there differences, and if so, what are they, in staff training solutions for state, municipal, and private companies? What are the main areas and subjects being learned by enterprise employees?
- Which lessons and courses are supported and which are not?
- How is employee training identified and planned?

27 companies, including 9 state, 2 municipal and 16 private equity companies, with a total staff of over 18 thousand, participated in a survey. The private enterprise sector was mainly represented by the banking sector and manufacturing companies, as well as companies in the information technology and communications fields. The following companies participated in the survey:

- State institutions: *The State Social Insurance Agency, the National Agency for Regional Development, the Latvian Republic Patent Authority, the Latvian National Library, the National Archives, the Rural Support Service, Latvian State Forests, the Food and Veterinary Service, P. Stradiņš University Hospital;*
- Companies with state and private shares: *Latvijas Mobilais telefons, Lattelecom* (both in the telecommunication sector);
- Municipal enterprises: *Riga City Council, Rīgas namu pārvaldnieks* (housing administration);
- Private companies: banks, production, retail, logistics, pharmacy, services, namely *Cabot, Swedbank, Nordea Bank, Baltikums Bank, Schenker, Tilde, Latvijas Finieris, Euroapteka, G4S, Cemex, Drogas, Draugiem, Cido Group, X.Infotech.*

The personnel department directors or employees responsible for organizing the training for employees of the above-mentioned companies have been interviewed. The interview was conducted in Riga and Riga district during the time period of September 2015 to March 2016. It was a semi-structured interview containing the following nine questions:

- How is employee training organized in your company?
- Have employees' needs changed over the last 3 years and how?
- Are courses/training not directly related to the profile of the company supported by the company?
- How does the company choose the providers of staff training?
- What criteria do you put forward to the providers of staff training? (teachers' qualifications and experience, the participation in professional organizations / associations, the compliance of program with the needs of the company etc.)
- How is the return on investment evaluated?
- Does the company pay for staff training?
- What portion of the annual budget is spent on training?
- Do employees value and are they motivated if the company pays for training?

### 3. Findings and discussion

The main findings of this research are that staff training needs in general have a tendency to change. 58% of the companies surveyed said that over the past three years **their needs have changed, both qualitatively and quantitatively**. 63% revealing the situation in national and municipal enterprises and 56% of private business companies found that staff training needs over the last three years have changed.

**Table 2.** The respondents' answers on the changes in employee's needs over the last 3 years (in %)

	All together	State & municipal	Private
Haven't changed	42	36	31
Have changed	58	63	56
Foreign language requirements	70	64	94

The largest and fastest changes have occurred in companies dealing with information technologies. They also have the greatest challenge to find adequate training in the Latvian marketplace. In state and local government enterprises the main training topics and needs are related to changes in laws, accounting practices and regulations, while the private sector has a marked tendency to focus on self-development courses (emotional intelligence, creativity, cooperation). 23% of the companies surveyed support courses and/or training not directly related to the needs of the company. The most often mentioned are self-development courses, which have a positive impact on the employee's personality, and which, in turn, affect their well-being and work performance. Such an approach is supported by 31% of the private and one of the public companies surveyed.

The second conclusion of the study shows **the differences in training structures** of state and municipal and private business. One group is mostly conservative, supporting traditional, specific job-related training, while the other is looking for new forms of learning and content. However, even in governmental institutions with budget limitations, there is evidence of a need for creativity. For example, the Rural Support Service each year selects a slogan with which to link all learning activities, like year 2016 has been declared as the "Safety Year". Analyzing the data by sector, it should be noted that over the last three years the majority of state-owned enterprises stressed they have significantly reduced training budget, mainly leaving room only for immediate professional training (such as changes in laws and regulations, accounting, or other areas).

The third conclusion – **the creativity of training** (in form and content) in organization is largely dependent on the size of the company. The self-development course topics, combined with new forms of learning, can be observed in large enterprises. For example, the activities in both the *Latt telecom* and *Swedbank* academies, as well as in the Latvian National Library training center, should be noted as very attractive. The idea of “corporate universities” is not new. General Electric is considered to have opened the first corporate university in 1956. Perhaps the most famous is McDonald’s “Hamburger University”. Since 1961, around 275,000 people have passed through one of its seven campuses worldwide. However, such in-house academies have become a lot more common in recent years (The Economist, 2015). Motorola University as one of the best known can be also mentioned. “Firms looking to put their managers through development programs are increasingly creating their own, rather than relying on business schools, consulting firms and the like. Companies are not only spending more of their training budgets in-house but are setting up their own “corporate universities” (The Economist, 2015).

Among the traditional courses, which remain unchanged, foreign languages occupy a leading position. 70% of respondents report that foreign language skills are necessary at present and/or have always been needed. 64% of the state and municipal enterprises and 94% of the private sector companies report the need for the knowledge of foreign languages in daily work. However, a large majority of companies, especially in the private sector, also acknowledge that, after a careful evaluation of the need to invest in language skills improvement, foreign language skills (especially English), are the employee’s responsibility. In addition to English, which has been the most requested foreign language since the restoration of independence in Latvia, there has been a growing demand for Russian over the past 3 years. Employers recognize that young people whose native language is Latvian and who are now entering the labor market have experienced a difficulty in communicating in Russian. Companies also mention the skills of customer service, presentation, and leadership skills. An ever-growing need for information technology training is also seen, particularly noted by 30% of respondents, of which 40% are state-owned enterprises.

“Establishing a workplace training system, without understanding the basis for participation, such as the workplace’s readiness to encourage, and to support that participation, may lead to disappointment for both workers and enterprises” (Billet 2001: 212).

Although it is the opinion of some personnel experts that annual discussions with staff (including staff annual evaluations) are relics of an antiquated system, the absolute majority of the interviewed business representatives said that staff training needs are mainly identified in these discussions. The employees’ initiative ranks second place in determining training needs. 62% of the companies admit that this method also works in their company. Both public and private sectors pay sufficiently great attention to identifying staff training needs by assigning that to their direct managers. This approach is particularly noted by 26% of the respondents, most of whom – 71% – are from private companies.

When selecting partners for training, 54% of enterprise managers (including all companies with state capital) admit that they buy this service taking into account the lowest price. Training costs are important for 50% of the respondents, 31% take into account the visibility and reputation of the service provider. Interestingly, two companies (or 7.6% of the respondents) mention the so-called “training brokers”, who help in the search for a training company. Although training brokerage services are not new (they have existed since the late '90s), these mediators between business companies and training providers so far have not been widespread in Latvia.

With regard to the criteria established by the companies for their training partners, a key role (92% of the respondents) is played by the teachers’ (and trainers’) qualifications and experience. In the non-formal education field, more than in others, the trainer plays a more important role than the reputation of company. This has been acknowledged by the majority (92 %) of the survey participants. The compliance of the program with the specific needs of the company, the training provider’s ability to adapt and/or develop specific programs (77% of the respondents) is of growing importance.

One important difference that has emerged in the choice of service providers by state and municipal institutions as opposed to the public sector – 45% of the state and local government authorities consider the state School of Public Administration as their main or sole training partner. The School of Public Administration is under the direct supervision of the State Chancellery, which aims to “implement state policy in the field of public administration, for the preparation of highly qualified and skilled professionals” (Cabinet of Ministers, 2015).

The fourth conclusion – enterprises in general have no convincing mechanism to evaluate **the return on investment** (ROI). 23% of the companies surveyed report that this is not assessed at all. 77% of the companies say that the return is assessed mainly by course evaluation questionnaires (which are not a direct ROI criterion) and employee performance evaluation after a given time. Certain companies have recognized the importance of this issue and are currently developing a methodology for assessing ROI. In the world of service providers, a lot has been said about the Net Provider Score (NPS), which helps to evaluate services. This score answers the question – “*to what extent would you recommend this product (course) to others?*”

However, some creative solutions for evaluating a course should be highlighted. For example, one state-owned company has developed internal tests, which must be completed 3 weeks after finishing a course. The test gives an insight into what and how much the participants in the course can do. One manufacturing company has asked the participants to fill out such tests three times – before the course, immediately after the course, and again after six months. Conversely, a pharmaceutical chain is planning a different method to evaluate training. After finishing a course each attendee will have to give a course evaluation presentation to other employees who have not attended the course.

#### 4. Conclusions

According to the National Development Plan, Latvia has set itself ambitious objectives for adult participation in education. Workplace training must be regarded as one of the components of this plan. There is still the question of whether and how the Central Statistical Bureau of Latvia and other bodies account for this non-formal education. It is also important to understand the contribution of economy in Latvia to non-formal adult education in the workplace. 92% of the companies pay for employee training. Training is fully paid for by 64% of the state and local authorities and 75% of the private enterprises, while 36% of the public institutions and 19% of the private sector partially pay for their employees’ training. Certain companies do not financially support academic training [getting a degree], whereas others pay to a varying degree to motivate employees to remain in the company for a longer time. Around 30% of the companies (both sectors – state as well as private – the same percentage) report that they pay for employees’ academic education. However, almost all representatives report that each case is evaluated separately. In one of the state-owned enterprises the payment for academic education is used to attract employees to the workplace for an extended period, entering into a contract for three years.

96% of the respondents acknowledge that employees positively assess the training if it is paid for. Certain companies have noticed that interest in teaching and learning has recently risen, but at the same time, employees have become more demanding with regards to the content.

Not all companies were willing to mention the specific amounts which are planned and spent on staff training. Most of the companies surveyed say that every year they budget a specific amount as a percentage of the payroll or personnel budget. 4 % of the enterprises admit that money for staff training is not budgeted. In enterprises, whose representatives declare a specific training budget, the amount varies between €50 per employee (in government) and €50,000 per year for all employees (information technology companies).

Vaughan (2008: 26) referring to (Billet, 2001) states „there is a need for more empirical studies in order to get a better understanding of workplace learning in different and specific contexts and industry areas, including some of the learning and benefits that are buried deep within everyday workplace practices and conditions”

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# Lifelong Learning and the Effects of Think-Aloud Protocol on Reading

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## Abstract

Research during the past several decades has demonstrated that when students interact with text while reading, reading comprehension improves. As it is already known reading is normally a silent, hidden process and researchers cannot determine what is happening in the brain by simple observation or by product-based assessment. Asking readers to provide verbal reports or protocols is the most direct way to access this process. Think aloud protocols provide language learners with a means of monitoring their own reading processes as well and characterize reading skills in which they describe each strategic step in learning or comprehending information immediately after it occurs. Although thinking-aloud differs from silent reading, it can be introduced to learners at any level or age, because lifelong learners are supposed to be metacognitive. Lifelong learning (LL) which has been introduced since decades is of vital for both educators and learners in any field and it is possible with LL for anyone to embrace different approaches, teaching and learning methods and practices. Therefore, the learners from early childhood to elder ages can be introduced with thinking-aloud protocols. The purpose of this study is to determine whether the use of think aloud protocol in language teaching has a crucial impact on learners and their achievement in reading skills. A qualitative research has been carried out to gather data for the study. The research has been implemented on B2 level Faculty of Medicine students and the study tries to determine whether there is an enhancement of reading skills via think aloud integrated reading courses.

**Keywords:** think aloud protocol, promoting reading skills via thinking-aloud, lifelong learners

## 1. Introduction

Research during the past several decades has demonstrated that when students interact with text while reading, reading comprehension improves. The impact of response techniques has been demonstrated in research involving reciprocal teaching, comprehension monitoring, think-aloud strategies, and writing in response to reading. (Kucan L. & Isabel L. B. 1996; McMahon, S. I. & Taffy E. 1997).

However this paper relies upon only think-aloud protocol to analyze reading processes of language learners for ESP. As it is already known reading is normally a silent, hidden process and researchers cannot determine what is happening in the brain by simple observation or by product-based assessment. Asking readers to provide verbal reports or protocols is the most direct way to access this process. Therefore, thinking-aloud might alter reading processes because thinking-aloud differs from normal silent reading. Frequent interruptions, or heavy cognitive load as sources of the possible alternation and disruption of the processes have also been claimed to result in reporting the ideas that can be forgotten otherwise. (Selinger, 1983; Stratman & Hamp-Lyons, 1994). Although thinking-aloud differs from silent reading, it can be introduced to learners at any level or age, because lifelong learners are supposed to be metacognitive. Lifelong learning (LL) which has been introduced since decades is of vital for both educators and learners in any field and it is possible with LL for anyone to embrace different approaches, teaching and learning methods and practices. Therefore, the learners from early childhood to elder ages can be introduced with thinking-aloud protocols.

This study empirically investigates the effects of thinking aloud while reading a L2 text on learners' subsequent comprehension guided by the following research questions:

- 1) Does thinking aloud while performing a reading task have any effect on ESP readers' comprehension when compared to their not thinking aloud reading tasks?
- 2) How does the implementation of think aloud protocol promotes learners' reading skills?

## 2. Literature Review

At the end of 19<sup>th</sup> century, with the emergence of Psychology as a scientific study, consciousness became the main concern of many researchers. The introspective studies are carried out to shed light on controversial issues concerning the inner-thoughts of human. However, for a period of time, the introspective method was disgraced and the psychological studies became more relied on other tasks performed in laboratory. But the cognitive revolution in 1960s inspired the importance of thought process and subjects were asked to “think aloud,” which emerged a new type verbal report of thinking that differed from the earlier introspective methods and became the core method of protocol analysis. (Ericsson K A, Crutcher R J 1991). Pioneers of the use of the think aloud method in knowledge acquisition were Breuker & Wielinga, (1987) and the best source on the history and validity of the think aloud method is Ericsson & Simon, (1993).

The central assumption of protocol analysis is that it possible to instruct subjects to verbalize their thoughts in a manner that doesn't alter the sequence of thoughts mediating the completion of a task, and can therefore be accepted as valid data on thinking. (Ericsson & Herbert, 1993). According to Patton (2002);

Protocol analysis or, more literally, the think-aloud protocol approach, aims to elicit the inner thoughts or cognitive processes that illuminates what's going on in the person's head during the performance of a task, for example, painting or solving a problem. The point is to undertake interviewing as close to the action as possible. While someone engages in an activity, the interviewer probes to get the person talk about what the person is thinking as he or she does the task. The basic strategy of think-aloud interviewing involves getting people who are doing something to verbalize their thoughts and feelings as they do whatever they are doing. (p.89)

This description of think-aloud procedures characterizes reading skills in which informants describe each strategic steps in learning or comprehending information immediately after it occurs. Respondents are typically intercepted at various points as they are listening and asked to describe what they were just thinking rather than asked to perform a task simultaneously while reporting on their thought processes. (O'Malley & Chamot, 88-91).

### 2.1 Types of Think Aloud Protocol

Think-alouds are generally categorized as retrospective or concurrent protocols (Schmidt, 1995). In retrospective think-alouds, after performing a task, participants are invited to recall what they were thinking in the process of completing the task. In concurrent think-alouds, on the other hand, they are asked to say out loud what they are thinking during the actual process of completing the task. Ericsson and Herbert (1984, 1993) also distinguish between reports that require subjects to verbalize their thoughts periodically and those that require subjects to verbalize additional information such as explanations and justifications. And also Bolwes and Leow (2005) refer to the firstly mentioned verbalization as non metalinguistic and the latter verbalization as metalinguistic.

### 2.2 Advantages and Limitations of Think Aloud Protocol in Reading Courses

Ample research evidence demonstrates that active reasoning while reading enhances reading comprehension and also research has demonstrated the positive effects on reading comprehension when teachers ask thought-provoking questions while students are learning to read and when reading increasingly difficult new texts. Finally, numerous studies have demonstrated that good readers are active thinkers while reading. (Davey, 1983; Kucan, L. & Isabel L. B., 1996; and Pressley, M. & Afflerbach, 1995). Afflerback (2000) also pointed out, as benefits of the methodology, that think-aloud protocol yields detailed descriptions of task-induced reader behaviors and complexity in reader's thoughts and that it also permits the effect of affective states on reader-text interaction. On the other hand as Philip states we may come across some limitations like: the mental fear students may have, thinking aloud activity may appear alien to them, they might have formed preconceptions about the strategies, problem of articulating the strategies etc. However, as suggested by Scales (2012), questioning is known to be one of key methods to develop thinking skills. Also, the thinking skills are not just for learner, they are crucial for teachers as well. Within the concept of LL, to encourage the use of thinking aloud protocols, teachers play a great

role for as mentors of the learners. Therefore, applying a problem-solving approach to learning, both teachers and the learners then take a step in lifelong learning to develop not only their developing skills, but also play a role of self-managers who can express, monitor and evaluate their own progress.

### **3. Method**

#### **3.1 Participants**

40 second-grade students enrolled in Faculty of Medicine at Trakya University participated in the study. They are all intermediate level students taking English courses, two hours in a week, as a foreign language. They basically study medical English and their curriculum heavily based on reading and vocabulary. They were applied to a placement test at the beginning of the year and assigned to B2 level class. Their educational background is homogenous.

#### **3.2 Instruments**

Throughout the experiment 5 passages selected from the book Oxford English for Careers- Nursing (Grice & Meehan, 2007) were used. The passages (see Appendix A) containing new vocabulary items were selected. Semi-structured interview questions (see Appendix B) were prepared by the researcher to obtain the views of the subjects on the effectiveness of the think aloud protocol carried out through the experiment.

#### **3.3 Procedure**

Firstly, the subjects were enlightened about the procedure of think aloud and they were instructed at the beginning of the process as follows:

This is not a test. Please relax and concentrate on what you are doing. This is a kind of experiment in order to improve your reading skills. In this experiment I am interested in what you think about when you read in English. In order to find out, I am going to ask you to think aloud as you read. What I mean by “think aloud” is that I want you to tell everything you are thinking, from the time start reading sample text I will be giving you, until you complete the reading task. I would like you to talk constantly from the time you start the sample until you finish reading. I do not want you to try to plan out what you say or try to explain to me what you are saying. Just act as if you are alone in the classroom speaking to yourself. The important thing is that you keep talking, and talk clearly and loudly enough to be heard. If you are silent for any period of time, I will remind you to talk by saying “What are you thinking?” Similarly if you begin to talk softly, I will ask you to speak more loudly. Do you understand what I want to do? (adapted from Jourdenais et al., 1995)

The courses were designed in concurrent protocol, differentiated from normal reading courses, the subjects were invited to express their opinions while reading selected texts. They were supported to verbalize whatever they were thinking as their thoughts naturally came to mind while reading and doing the assigned tasks, such as comments on language, content, task or whatever they associate with them. Below is one of the passages (adapted from Oxford English for Careers- Nursing) displaying some verbalizations made by few participants during the reading task to illustrate the process carried out:

It is for people. People who can not walk. As it is in the picture.

## Wheelchairs



Modern wheelchairs are a big improvement on the first wheelchairs, which were just wheelbarrows like the ones we use in the garden. Professor Stephen Hawking's wheelchair, for example, is a vehicle, an office, and a domestic servant, all in one.



The first real wheelchair was owned by King Philip of Spain in the sixteenth century. It had the latest technology – removable arm rests and leg rests – and was made of wood. Modern wheelchairs are made from the same strong, light metal as aircraft, and electric engines mean that users don't need to use their arms or have someone to push.

Wheelchair design made a big jump forward with the invention of a computer program that responds to voice commands. For users who cannot speak, computer technology manoeuvre a machine by small movements and breath.

Some things that able-bodied people do without thinking can be a major problem for disabled people, for example climbing stairs, entering and leaving buildings, and using toilets. A wheelchair can either help or make the problems worse. So before choosing a wheelchair there are many questions you have to ask: Will the wheelchair be self-propelled or manual? Which is more important, manoeuvrability or stability? How do you get in and out of it?

The iBOT claims to solve many of the problems of standard wheelchairs. It is a highly advanced, all-purpose wheelchair that can travel up stairs, raise the user to reach high shelves, and balance on two wheels in the shower. It is great fun to use, but beware the price – the iBOT costs as much as a luxury car.



Servants work for someone else. Get it. Yes, the wheelchair is working for someone else too. But isn't domestic something about countries?

Wheelbarrows? Umm. Do they take something from someone else? Here says, like ones we use in the garden. Weird. I did not get it.

Wood? How did they do it? And also wood is not strong.

OK. It means take one more step with the finding of computer.

Manoeuvre, manevra olsa gerek

What is voice command? Voice tone? may be.

With breath? Haven't heard before, I am not sure about it. How can a wheelchair sense breath?

Hmm. It depends whether you ride the chair or not.

I am not sure about what is the iBOT? Why there is "the" they did not even mention it before.

No way... Why people sell a wheelchair that expensive, it is offending I think.

For the first two passages, because of the unfamiliarity of the process, the participants were not restricted in terms of using L1. But as Kern states there is a number of disadvantages and advantages of making L1 /L2 connections when reading, and mental translation may lead to inaccuracies and miscomprehension if the lexical item is wrongly connected to the L1 equivalent. This is likely to happen particularly with ‘false friends’. Therefore, for the rest three passages the participants were encouraged to use the target language.

After completion of the process, 12 male and 8 female participants were interviewed about the effectiveness of think aloud. The participants were selected among volunteers. In general, they expressed their opinions and evaluated the process independently.

### **3.4 Analysis**

This study is qualitative in nature, and data collection was carried out through interviews and observation during teaching practice of five weeks. The fall term of Faculty of Medicine consists of twelve weeks, during the first half of 6 weeks, normal silent reading was followed in the courses and for the second half think aloud procedure was implemented to the courses. The observation was carried out by the researcher to figure out what kind of differences think aloud protocol lead when compared to normal silent reading.

## **4. Findings**

### **4.1 The Findings of the Observations**

According to the observations of the researcher it became clear that the implementation of think aloud protocol brought some differences to the reading courses in terms of the active participation and motivation. When compared the non-think aloud courses, think aloud implementation made the procedure more attractive and student-centered, and the participants showed more interest in the courses because they got the chance to verbalize their inner thoughts. However some participants tended to stay silent in the beginning because of the unfamiliarity of the method but after the first two think aloud courses, the procedure attracted the participants more. It can be inferred from the participations to the courses, participants’ self-confidence has increased. On the other hand, while most of the participants involved in the procedure actively, some participants hesitated to express themselves because of their different learning strategies. Instead of taking their parts in the courses, they preferred to stay silent. To sum up, the implemented think aloud procedure was observed to be mostly effective rather than non-think aloud procedure in aspects of active participations of the participants and their interest in the courses.

### **4.2 The Findings of the Interviews**

The responses of some participants towards the questions in the interview have been stated in the study. This is regarded as a crucial point since it has provided the feelings and thoughts of the participants towards the use of think aloud protocol for reading courses. The answers, reflecting both positive and negative manners toward the method, have been selected and listed below:

#### **1) Were you comfortable with the think aloud protocol?**

**Student 1:** Yes I think, I was. It was a different experience for me. Firstly, I thought do I have to share my thoughts, but then it worked for me, actually it was even enjoyable. It was enjoyable to hear the other ideas as well, sometimes it made me feel more comfortable to understand that I am not the only one who did not understand a word or a sentence.

**Student 2:** I am not sure. I think it restricted me. Because I got confused with that much sounds and I prefer quietness when I am reading. May be I can try it myself, but not in the class.

**Student 3:** It was great. I think reading courses should be like these courses. I was cool to share thoughts without any hesitations. This is me and these are my thoughts and after the courses we have taken that we stay silent during whole course, it made me to talk like crazy.

**Student 4:** No I was not comfortable because I don't like to express my thoughts in front of the class, like that. Also, I prefer to study in a silent environment especially while doing reading. It was more difficult for me to understand what I read in such a noisy atmosphere. May be it will take to get used to it.

**Student 5:** Yes I was very comfortable; actually I enjoyed the courses very much. I like to share my opinions with my friends and I think, it is much better than sitting silently for a while and then answer questions. It is boring and to be honest I usually don't read the text when it is that way. I just pretend to read.

## **2) Which one do you prefer? Normal reading process or think aloud?**

**Student 1:** I prefer think aloud because it is more enjoyable than normal reading.

**Student 2:** Of course think aloud protocol. It makes me more creative, I even come up with new ideas that I cannot think while reading silently.

**Student 3:** Think aloud because with the help of my friends and their opinions on the subject, I understand the texts more easily.

**Student 4:** I prefer silent reading, because I hesitate while thinking aloud, I feel embarrassed most of time.

**Student 5:** Both of them are OK for me. If I am supposed to read, I read. It doesn't matter whether I am thinking aloud or not.

## **3) What is the most beneficial part of process for you?**

**Student 1:** Reading the whole text once in a silent way makes me bored. When I confront with an unknown word, I feel like I cannot understand the rest of the text but with thinking aloud I feel relaxed. The most beneficial part of the process is saying all the things I think or guess.

**Student 2:** Thinking aloud is something I do in my daily life when I am trying to remember or to understand something so it makes sense for me to think aloud for reading texts. I feel as if I am doing the right thing to understand, I am talking.

**Student 3:** The most beneficial part of the process is its continuity. I mean with think aloud protocol I can keep up with the course but in other way I don't even want to read because it becomes boring after a while.

**Student 4:** First of all it gives us the opportunity to express ourselves and so we can improve our speaking skills as well. Generally we don't do any activities on speaking so it is the best thing about it.

**Student 5:** I think it has a lot of advantages but what I like most about think aloud is you can learn many interesting things and details other than the ones written in the text. I mean the extra information, anecdotes that my friends have expressed while thinking loudly.

## **4) Is there anything discouraged you in the process?**

**Student 1:** Reading is something should be done silently. It was discouraging for me to change the way I read. For years I have been reading silently and then I am asked to talk while reading. Actually it is good in means of discussion, but I think instead of saying everything we have thought, we should choose the right things to say.

**Student 2:** No, nothing discouraged me. It may be because I like thinking aloud so much.

**Student 3:** I had some problems with think aloud because I don't like to speak in front of the class like that. Actually, I am embarrassed so it was difficult for me to do reading like that.

**Student 4:** At first I liked the method very much when we were allowed to speak in Turkish, I enjoyed the lessons but later we were supposed to speak in English it was very hard for me. I was not very comfortable as I used to be.

**Student 5:** I think there was no problem. I prefer to have more courses in this method.

### **5) Do you want more reading courses integrated think aloud protocol?**

**Student 1:** Why not? It is a new method for us and new things are always attractive.

**Student 2:** Yes I do because I liked it very much. It is more fun than the other kinds of reading. Instead of reading silently or listening someone else I prefer that kind of a course.

**Student 3:** I am not sure. I think it is better for smaller groups like five or six people. If we had less people in our class, I would prefer to have more courses in thinking aloud even for my other courses.

**Student 4:** Of course I want more courses integrated think aloud protocol. As I stated before it was really beneficial for me to have that engaging courses.

**Student 5:** I don't know. Generally it was good but I don't think it always works. The courses we have taken in think aloud were different for all of us but I think that was enough.

It is clear from the responses of the participants to the questions asked that they were in agreement on the point of effectiveness of think aloud integrated courses. Furthermore, they expressed that they enjoyed in the courses in which they expressed themselves independently. The participants stated also some disadvantages of using think aloud procedure in reading courses. Some of them stated that they prefer a silent environment while reading, and another problem was that they felt inhibited to talk in front of their friends. But most of them believed that think aloud protocol had great advantages in terms of creating self-confident, expressive and creative students. Thus, the results of qualitative data indicated that think aloud protocol was considered to be effective, as stated before, in terms of an active classroom setting.

## **5 Results, Conclusions and Recommendations**

Ultimately, the analysis of think aloud protocol allows researchers to explore the cognitive process of L2 which was previously inaccessible. In a world that demands lifelong learning, encouraging learners to gain new perspectives and adapting new strategies can lead the learners to have a better chance to assess their own progress and develop cognitive skills. Think aloud protocols may provide language learners with a means of monitoring their own reading processes. Although there are some limitations of protocol analysis as a method, think-aloud protocols offer potentially valuable source of information about L2 reading to researchers.

The present study was also designed to address the issue of think aloud protocol and its effectiveness on reading. The first research question asking whether thinking aloud while performing a reading task have any detrimental effect on ESP readers' comprehension when compared to their not thinking aloud reading tasks can be answered affirmatively. According to the observations and the answers of interview questions, it can be concluded that the think aloud protocol brought some differences to the reading courses and the participants expressed that they have a better understanding of the reading texts via the protocol in general. For the second question asking whether the implementation of think aloud protocol promotes learners' reading skills was supported to some extent. Through the observations it became clear that the participants were active in the courses and also the answers of the interview questions indicate accordingly. However it is needed to collect quantitative data for a more reliable answer. To get the best and most complete data, it was ensured that learners were given instruction to become familiar enough with the task so that they can speak about what they are doing. However, learners were not so familiar with the task to become automatic and although they were able to think out loud about the task, the enhancements of reading skills could not be observed precisely. However, the aim was to introduce the learners

with think aloud protocols because as lifelong learners, anybody can embrace new approaches and methods. In the future, further research will be needed which also investigate the validity and the reliability of collected data.

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# The Opportunities of Teachers' Further Education Model Improvement in the Context of Inclusive Education Reform

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## Abstract

Publication initiative is based on two inter-related areas of the education system: inclusive education and teachers' further education. Modern teachers should be professionally competent to provide education for children with special needs in comprehensive school. The following condition includes professional skills related to the optimal learning environment provided for each pupil. At the same time the following condition causes certain discrepancies between two above-mentioned areas of the education system. In Latvia teachers' lifelong education in professional development segment is governed by the regulations. Meanwhile in inclusive education practice the influence of regulatory factor is conditioned, because each pupil is unique. Therefore the teacher should understand the expressions of developmental disorders and disabilities, contribute social integration of the child with special needs as well as provide communication with pupils, colleagues and cooperation with parents (Knauer, 1999; Maikowski, 2000; Sander, 2000). The important landmark for the quality of teachers' further education implementation is Index for Inclusion. In accordance with the following conception the foundation for the effective inclusion process is educational institution culture which influences inter-related areas: support for pupils' participation and diversity in the educational process as well as use of appropriate teaching methods and resources (Booth, Ainscow, 2002). In the following publication the aim of the research is to evaluate critically the opportunities of the current further education model to provide effective teachers' professional activity in the context of inclusive education. This is intended to make the analysis of development trend of teachers' further education and inclusive education scientific and regulatory conditions. For the basis of the current problem there have been used long time period summarized survey data of teachers – further education courses participants. Within the research there have been reflected teachers competence inclusion obtained in the further education segment for the formation of the promoting educational institution culture, the respect of pupils diversity and the use of appropriate didactic methods for individual needs. The set of results obtained during the research confirms that for the implementation of teachers' further education it is necessary to ensure a close link between theoretical knowledge acquisition process and its practical implementation in the specific educational institution. This implies the need to promote school autonomy in the implementation of further education programs. In that case there will be possibility for the observation of educational process as well as teachers' intern exchange. Implementation of such further education model is related to the structural changes in the planning and implementation of the programs.

**Key Words:** inclusive education, teachers' competences, teachers' further education

## 1. Introduction

Nowadays the education system, which includes the whole range of educational institutions, provides not only everyday teaching and learning practice. Its strategic objectives include individual social cohesion, democratic participation and spiritual solidarity. It means that schools and further education institutions in adult education must be functionally interconnected and accessible to all members of society (Lenz, 2011).

The concept of inclusive education is considered as the development trends expression of the above-mentioned education system. Its aim is to provide opportunities for all people equally be engaged into education and at the same time - also into the wider life of society, regardless of gender, cultural background and social origin, physical or mental disabilities (Frühauf, 2010). Currently Inclusive education is the key word for long-term education reform process in many EU countries. Each of them in development of an inclusive education environment has differences. However, in the latest scientific knowledge and pedagogical practices in the level of development the essential meaning is given to the issue of educational institutions in compliance with the specific needs of the individual (Maykus et al., 2014). Therefore it is not possible to formulate universal

guidelines for the implementation of inclusive education, as each child's development is unique and each educational institution has a specific environment. However, the research results confirm that the essential conditions for the effective implementation of inclusive education are (1) promoting the educational institution cultural creation: a philosophical concept that requires the development of students and educational institutions employees community, where each person's individuality is accepted and respected; (2) supporting students and staff participation and diversity in educational process is an education policy stance, which is important to both national and separate educational institution level, respecting any individual as the value with own development potential and resources; (3) enhancing teaching methods and resources delegating an important role to the pedagogical flexibility in the individual educational programs development and lessons planning with social learning elements (Boban & Hintz, 2004; Booth & Ainscow, 2002; Dyson et al., 2004). Effective implementation of the above-mentioned conditions is logically related to the teachers' professional function expansion. In the context of Inclusive education teachers try not just to teach subjects, but in the educational process planning and implementation, respect the heterogeneous pupils individual needs. This in turn means to focus the learning process on children's and young people's development needs, promote students' learning motivation and provide them the opportunities to use the gained experience in typical life situations (Meier & Lohwaßer, 2013). At the same time, teachers are confronted with the challenges associated with the suitability evaluation of comprehensive programs and teaching methods according to the certain pupils' abilities (Cameron & Cook, 2013). Thereby, the important aspect of teacher's work is the pupil's abilities and skills diagnosis in several psychological and social development areas such as language, logical thinking, behavior, etc. An important dimension of teachers' professional work in inclusive education environment is involvement into specialist consultative activities which include a number of inter-related phases: (1) indicative consultancy which provides common understanding of the child's development situation joining the educational institution; (2) pedagogical activity planning where pupil's individual education goals have been developed; (3) consultancy in the frame of individual pedagogically psychological support activities; (4) teaching performance evaluation and future educational strategy definition (Knauer, 1999; Salzberg-Ludwig, 2013; Sander, 2000).

One of the most important resources in the quality assurance of the process and results in such an ambitious pedagogical activity is teachers competences. Scientific research results confirm that the personality competence is essential in the following complex of knowledge and skills, characterized by each individual's personal conviction in the value of inclusive concept for the improvement of social living conditions. An important indicator in this context is also self-motivation. Complex knowledge and skills system establishes teachers' methodical competence. Its structure includes evaluation skills of special needs diagnosis, didactic and children's learning achievements. At the same time teachers' social competence is also important for the effective pedagogical activity in the context of inclusive environment which is characterized by the skills to work in the team of competent professionals, implement consultative activities and ensure communication between the individuals involved into the educational process (Bethere, 2012; Shyman, 2012).

Such a complex view in relation to the inclusive education concept feasibility should be the basis of teachers' education including further education, strategy for planning and implementation. This thesis is actualized in 1978, published in H. M. Warnock led The Special Needs Committee report together with 220 recommendations for the improvement of the educational and extracurricular services (The Warnock Report, 1978). The role of teachers' targeted further education is also discussed in UNESCO The Salamanca Statement which is considered as the basic document for the quality assurance implementation of inclusive education concept. Its guidelines have emphasized the need for positive teachers' attitudes towards the pupils with special needs in comprehensive school's environment. At the same time there has been formulated the demand for the professionals' understanding of the support service assurance capabilities, special needs research and effective pedagogical technological skills available to support services (The Salamanca Statement, 1994). However, an optimal result in the implementation of teachers' further education for the time being is still the future vision. This is also confirmed by published in the WHO World Report on Disability in 2011. In its content it is possible to find the indication that modern teachers' education does not correspond The Salamanca Statement to the requirements of suggested education system reforms (World report on disability, 2011). Scientific research in this context confirms the efficiency of integrated teachers' further education model. There are two phases in the following structure: (1) initial training, in which further education program participants acquire theoretical orientation of

inclusive education concept implementation; (2) practical work and its reflectance phase which, according to the needs of program participants, include individual consultation opportunities, observation of practical pedagogical activity and critical analysis (Erbas et al., 2006; Pugach & Blanton, 2009; Stayton & McCollum, 2002; Villegas, 2012).

However, scientific research in the following context, relatively limited, reflects the real functionality of the above characterized model. Latvian education system reforms related to the implementation of the inclusive education model into public schools are in a long-term development stage. Traditionally, this area is related to special education. According to the normative terms it is defined as a special way of general education that creates opportunities and conditions for learners with special needs to get an appropriate education according to their health, abilities and level of development in any educational institution, at the same time ensuring learner's pedagogically psychological and medical correction, training for work and life in society. That education can be obtained at both special and general education institutions which have licensed education programs appropriate to the learners' needs. These programs licensing rights may be acquired by any educational institution, if it has the right environment and qualified staff to provide qualitative education for learners with special needs. It is also one of the most important challenges of teachers' further education formation.

Respecting the fact that lifelong learning is a voluntary and own initiative process, this process participants' needs and interests should be the dominant conditions in the following system. However, in reality, in the context of teachers' professional development fundamental importance is given directly to formal conditions. According to the Latvian education system normative documents each teacher is responsible for his or her professional qualification improvement, acquiring professional qualification development programs, the amount of which in three years is not less than 36 hours. For this purpose, there can be used pre-coordinated further education programs. In addition, further education programs, for example, 12 to 36 academic hours are designed for the acquisition of innovation in relation to the professional field also in the context of the special education allow more flexible content planning, but provide the right to implement educational programs in inclusive environment.

This acquisition would be required for every teacher who is involved into the implementation process of inclusive education. Meanwhile for the retraining of teachers with the right to implement further education programs oriented to the specific pedagogical activity, at least 72 hours, legitimisation requires a special alignment with the national Ministry of Education and Science. In the response to the demand, both public higher education institutions and special schools - development centers, as well as privately established institutions currently provide teachers with different amount further education programs with necessary content for the inclusive education implementation. However, in social discussions, which are reflected in the social media, updated for different purposes organized conferences and other public events for special and inclusive education themes, insufficient teachers' competence is named as one of the most important disadvantages in the system. One of the main problems in this context is the lack of national experience research. This restriction is considered as an obstacle to the design and implementation of functional teachers' further education program.

Taking into consideration the importance of the problem, this publication is critically evaluating the existing forms of further education model and content options to provide teachers with knowledge and skills for effective teachers' professional work in the context of inclusive education.

The following **research questions** have been put forward:

Research Question 1: Which programs of the teachers' further education oriented to the inclusive education need improvement?

Research Question 2: What formal components respecting scientific research data and national demand indicators are required for the development of optimal teachers' further education model?

## 2. Method

For the research development there has been used the teachers' further education program implemented for a long time at the University of Liepaja, which provides course participants with an additional qualification to work in special education or inclusive education environment. It is necessary to add that for the programs implementation the teachers with practical experience in special or inclusive education and skills providing educational process for adult audience are involved as lecturers.

According to the regulatory requirements the volume of further education program is 96 academic hours and its target audience includes teachers with higher pedagogical education. Program formal structure used in the research is rather traditional for Latvian education system: a higher proportion is provided for theoretical activities (72 academic hours). Respectively, the remaining amount of time is planned to the individual work of course participants. Different from the generally accepted practices course participants for their self-education are provided with study materials availability in Liepaja University Moodle system. Further education program content meets the objectives: to provide opportunities for teachers to acquire and improve their professional competence for work with children with mental disorders and learning difficulties. Its performance indicators are formulated, as the course participants understanding of special education didactic system, knowledge of mental and social characteristics of mental disorders and learning difficulties, skills to use pedagogically psychological diagnostic methods of mental disorder for the differentiation of special needs symptoms, to evaluate the implementation of the training strategy and technology in conjunction with the child's developmental needs in the individualized educational process. The program content includes a number of thematic areas: (a) guidelines of child-centered educational process concept; (b) causes of mental disorders learning difficulties and psychological features; (c) didactic methods providing educational process for children with special needs; (d) options of educational process modification and personalization for the children with learning difficulties and mental disorders.

### Participants

The research respondent groups consist of teachers (N = 264) according to their different age, professional qualification and experience. The participants of the group of respondents represent educational institutions that are located in different regions of Latvia.

**Table 1.** The Groups of Respondents

Pedagogical work experience		Professional qualification	
Duration in years	%	Professional group	%
till 1	2.0	Pre-primary education teachers	11.4
1-5	11.2	Primary education teachers	11.8
6-10	21.1	Subject teachers	29.3
11-15	9.8	Pedagogically psychological support team staff	9.8
16-20	10.6	Other option	37.8
21-25	13.4		
26-30	11.4		
31-35	8.9		
36-40	4.9		
More than 40	6.1		

It is necessary to add that the representatives of pedagogically psychological support team staff in the group of respondents have dominantly speech therapist or school psychologist qualification. Meanwhile the indicator "other option" refers to the respondents with two professional qualifications in the field of pedagogy.

### Research procedure and design

Scientifically validated questionnaire has been used in the research, it has been developed in Siauliai University (Lithuania) for the teachers' professional competence research purpose. Questionnaire's structure includes 78 questions. To measure respondents' attitudes there have been offered 5 answers options in the way of Likert Scale by agreement type. Questionnaire used for the research design is not systemically comparable to the teachers' competence model previously described in the publication. Therefore, for the research purposes there

have been separated three teachers' professional competence characterized question groups: (1) teachers' personality competence, which includes the psychological characteristic indicators of individual personality; (2) competence providing effective education process for the students with special needs, which includes indicators related to respondents skills to diagnose pupils' special needs, develop and implement individual education as well as use effective didactic methods in educational process; (3) competence for the organization of pedagogical activity with children with special needs in comprehensive school, which includes the skills to establish effective interaction with children, colleagues and parents. The publication summarizes the data related to the characterised further education program participants self-evaluation of their professional competence acquired during the period of 2012 – 2015.

Methods of descriptive statistics, Kruskal–Wallis Test, Kendall rank correlation are used for the statistical analysis of data obtained in the research .

### 3. Findings

**Table 2.** Respondents self-evaluation of teachers' personal competence

Indicators	Complete shortage (%)	Little shortage (%)	Do not know how to evaluate (%)	May be sufficient (%)	Completely sufficient (%)
Ability to be compassionate	1,2	4,9	0	33,3	60,6
Ability to be patient in work with children with special needs	0,4	8,1	1,6	42,3	47,6
Ability to be tolerant towards other views	0,8	8,5	0,4	39,4	50,9
Skills to express clearly own ideas	1,3	8,9	2,4	48,8	38,6
Ability to establish quickly contacts with adults and children	0,4	6,1	3,3	45,9	44,3
Ability to create emotionally positive and effective interpersonal relationships	0,8	4,5	1,6	41,5	51,6
Abilities and skills to control personal negative emotions, not to lose self-control	2,0	12,2	4,5	49,6	31,7

It is necessary to add, the Kruskal-Wallis test results identified significant differences ( $p = 0.015$ ) according to the work experience evaluating *the ability to control personal negative emotions, not to lose self-control*: respondents with the work experience of 31-35 years have convincingly higher self-evaluation (Mean Rank 162). Meanwhile the lowest self-evaluation of the mentioned skills is given by the respondents with the work experience of 36 - 40 years (Mean Rank 89.88). Kruskal-Wallis Test results also confirm the significant differences ( $p = 0.028$ ) according to the respondents' qualifications connected with *the ability to establish quickly contacts with adults and children*: the highest self-evaluation is given by the pre-primary education teachers (Mean Rank 154.16), but the lowest one - the subject teachers (Mean Rank 109.99).

**Table 3.** Correlation between teachers' competence of effective education implementation for the learners with special needs

Subcompetences	r	p
Skills to diagnose special needs	0.227	0.000
Skills to develop and implement individual education plans	0.368	0.000
Skills to use efficient didactic methods in the education process	0.302	0.000

The results of data statistical analysis confirm the highest self-evaluation of diagnostic skills by the respondents with work experience of 16-20 years (Mean Rank 724.57). Meanwhile the respondents with the work experience of 36 - 40 years have the lowest self-evaluation in the following context (Mean Rank 524.63). Respectively, according to the respondents' qualification the highest diagnostic skills self-evaluation is given by the pedagogically psychological support team representatives (Mean Rank 697,50), but the lowest one – by primary education teachers (Mean Rank 576,18). In connection with the skills to develop and implement individual education plans Kruskal-Wallis Test results confirm that the respondents with the work experience of 16-20

years (Mean Rank 1,022.27) have the higher self-evaluation, but the lowest one – the respondents with the work experience of 36 - 40 years (Mean Rank 727,15).

According to the respondents' qualification the pedagogically psychological support team representatives have the highest self-evaluation of individual planning skills (Mean Rank 984,49), the lowest one - pre-primary education teachers (Mean Rank 823,80). The highest indicators of didactic skills in self-evaluation are typical to the respondents with the work experience of 16-20 years (Mean Rank 2687.20). Meanwhile, the lowest self-evaluation in this context is typical to the respondents with the work experience up to one year (Mean Rank 1881.12) and 36-40 years (Mean Rank 1970.30). Consequently, according to the professional qualification the pedagogically psychological support team representatives have the highest self-evaluation of didactic skills (Mean Rank 2539,59), the lowest one - primary education teachers (Mean Rank 2248,93).

**Table 4.** Correlation between indicators of the competence of pedagogical activity organization with children with special needs in comprehensive school

Subcompetences	r	p
Skills to establish effective interaction with children	0.212	0.000
Skills to establish effective interaction with colleagues	0.238	0.000
Skills to establish effective interaction with parents	0.254	0.000

It is necessary to add that the respondents with the work experience of 16 - 20 years (Mean Rank 2453.83) have the highest self-evaluation of interaction establishment skills with children, the respondents with the work experience of 36-40 years (Mean Rank 1830,19) and 1-5years (Mean Rank 2024,00) have the lowest self-evaluation in this context. Consequently, according to the professional qualification the pre-primary education teachers (Mean Rank 2401,53) have the highest self-evaluation of the following skills, the lowest one – primary education teachers (Mean Rank 2131,56). Meanwhile, the respondents with the work experience of 16-20 years (Mean Rank 1646,68) have the highest self-evaluation of interaction establishment skills with colleagues, the lowest one - the respondents with the work experience more than 40 years (Mean Rank 1300,49) and 1-5 years (Mean Rank 1315,18).

In relation to the professional qualification the pedagogically psychological support team representatives (Mean Rank 1516,51) and pre-primary education teachers (Mean Rank 1516,45) have relatively equally high self-evaluation of the following skills, the lowest one – primary education teachers (Mean Rank 1323,81). In connection with the skills to interact with pupils' parents within the Kruskal-Wallis Test results the most significant differences according to the work experience and qualification of respondents have not been identified.

#### 4. Results and Discussion

The assurance of the inclusive education in the schools of Latvia is both politically and socially demanded. It is undeniable that EU educational policy guidelines have big influence in this case. Probably that is why very often in the planning activities of the national structures there is attention paid to the experience and achievements of other EU countries in inclusive education. Such studies and acquisition of the ideas is not bad at all. A lasting orientation towards medically psychological approach to developmental disabilities that was adopted time before in Latvia cannot be used in the implementation of the inclusive education. Therefore, in order to avoid the continuation of the traditions of this approach, in order to implement the pedagogical activity those employed in the education system require the knowledge of the diversity of philosophical approaches (Bethere, 2012).

Regardless the philosophical contradictions there are achievements to be seen in the implementation of the inclusive education concept in Latvian education system. However, those are long-term reforms that are accompanied by the discussions, declarative political announcements on the achievements, and also complaints of the people employed in the educational system about the lack of the purposeful support. Compiling numerous reports of the education policy planners, teacher conferences and ideas from social discussions, you can identify a number of significant challenges in the implementation of the inclusive education: (1) It is outstanding to

promote inclusion, communication skills and socializing for the children and young people with special needs; (2) It is necessary to develop and offer complex inclusive activities; (3) In the process of the acquisition of the education there is deficit in the pedagogically psychological support for children and young people with special needs; (4) There is not enough supporting staff in the institutions of general and professional education; (5) Significant deficiencies identified in comprehensive schools and special education in the school teacher interaction and in the ensuring of the knowledge transfer; (6) There are improvements necessary in the field of the teacher professional development; (7) It is necessary to promote understanding about the significance of the inclusive education for broader society etc.

Positive is the fact that solution for the several of the above mentioned issues is provided in the national guidelines for the strategic development of education for 2014-2020. Within that it is planned to provide children and youth with special needs with the implementation of the integration activities in education, including providing support for personalised education plans. For this purpose, it is planned to provide support to educators and to provide them with the variety of the necessary training and methodological materials. At the same time it is planned to promote the well timed diagnosis of the accessibility of the special educational needs in all general education degrees and ways. Consequently, in the context of these measures there is also planning of the development of professional competence of educators and support staff (Izglītības attīstības pamatnostādnes 2014 – 2020).

In themselves, these educational development planning trends do not cause any objections. It is clear that educational institutions have the necessary resources and critical mass of teachers' staff that can provide pupils with special needs in the acquisition of the education. However, quantity has no special meaning, if many teachers have formal rights to implement inclusive education program, but their professional competence has specific limitations. Thus, the problem is the lack of strategic plans to evaluate the existing resources, based on the data and evidence gained in the scientifically valid studies. The research analysed in this publication is to be considered one of the few attempts to fix the above mentioned research deficit in the context of implementation of inclusive education.

To have the answer to the Research Question 1: Which programs of the teachers' further education oriented to the inclusive education need improvement, it is necessary to focus on the study of the interpretation of the findings. In this context, analysing teachers' further education course participants' self-evaluation personality competence indicators, you can display a profile of relatively positively oriented professional (see table 2 above). An important feature of this profile is the ability to be compassionate. Relatively high is also the ability to create emotionally positive and effective interpersonal relationship, as well as the tolerance towards different views. In the profile description it is uncertain to include the ability to be patient in work with the children with special needs and ability to make contact with adults and children quickly. Doubts could also be caused by the indicators of a personal expression of ideas and emotional self-control.

Individual's personal development is a complex process and short term further education program may have only a minor impact. This also applies to the personal competence of teachers. The data obtained in the research do not indicate a critical shortage of any indicators. However, a positive attitude towards children with special needs is extremely important for the teachers who are professionally working in the environment of an inclusive education. Without this component, it is impossible to ensure the quality of the educational process. In its turn the skills and ability to clearly express the ideas are equally important conditions for both effective teaching and also for the acquisition of the mutual consultation quality of pupils, their parents and colleagues. Thoughts are caused by the difficulties identified in the teacher self-evaluation of a group of respondents with the work experience of 36-40 years: in controlling personal negative emotions and not to lose self-control and limits for the ability to make contact with adults and children quickly that are specific to the subject teachers. It may become a risk group of professionals, which requires not only professional knowledge and skill development, but also a psychological training.

In relation to other teachers' professional competence dimensions: abilities and skills for the ensuring of the effective educational process, as organizing pedagogical activities with children with special needs in

comprehensive school, study findings confirm the shortcomings in all areas of sub competences. Kruskal-Wallis Test results show only moderate and weak correlations between competences indicators used in the research groups (see table 3 and 4 above). Of course, in this context, the continuation of the further education programs should be doubted. However, the authors of publication believe that further review of possible causes of the problem is necessary for the evaluation of the results obtained in the research. Analysing the respondents involved in the research, we can conclude that different professional groups of teachers with different work experience are represented in it (see table 1 above). In addition, the proportion of group of teachers-novice with little work experience is relatively small. All these teachers have higher pedagogical education, and taking into account national conditions for compulsory regular involvement in further education activities, they also have significant experience in the acquisition of variety of further education programs. Therefore, the context of the research - program for the acquisition of the 2nd qualification - is just a small episode in the biography of professional education of respondents. It is possible that these external factors are barriers for the achievement of the further education goals observed in this publication.

Particularly alarming are the indicators in the set of findings in the analysis, which confirm the low self-evaluation of the special needs diagnosis and didactic skill level of primary education teachers in the group of respondents. At the same time research results also demonstrate that this teachers' professional group has specific restrictions for the skills to create effective interaction with children and colleagues. This situation can serve as an initiative for discussion about the skills of the primary education teachers to develop and implement individual education plans. Pre-primary education teachers have also expressed a low rating in relation to the skills to develop and implement individual education plans in their self- evaluation. Especially representatives of these professional groups are responsible for the quality of inception of inclusive education and the success of the future progress for the children with special educational needs. As indicated above, in the future it is strategically planned to invest public resources directly into the improvement of the development of the individual education plans. However, identified restrictions of the professional competence of the teachers give rise to concerns about the effectiveness of investment of these resources.

The results of the research also allow identifying the internal resources of the educational institutions: self-evaluation of the support team staff confirms relatively high indicators in the areas of both diagnosis and development and implementation of the individual learning plans, and didactic skill areas. These indicators can be as the impulse for ideas, which serves as the improvement of the team work effectiveness in each institution. It might be good context for good practice experience exchange on each individual pupil's needs in education.

The data collected in this research may not serve as the evaluation of the effectiveness of teacher performance in the practice of the inclusive education. These purposes require a multidimensional and multiperspective research, which includes both the self-evaluation of the professional competence of teachers and research in relation to the professionals' ability and use of skills in particular educational institutions.

Simultaneously with the content issue revelation also activates the need to get the answer to the Research Question 2 set in this publication: What formal components respecting scientific research data and national demand indicators are required for the development of optimal teachers' further education model? Of course, the easiest answer to the question would be that such program would need bigger volume. It would be a compelling argument. However, as the results of the research confirm, teachers may also have got the opportunity to develop their professional qualifications in a prolonged period of time, but have not acquired an adequate professional knowledge and skills base. Therefore, the issue of integration of the aspects of inclusive education directly into the higher education programs that are focused, for example, on the primary and pre-primary education teachers' qualifications is put to the forefront of the discussion. The analysis of the scientific research confirms the options for use of 3 key concepts in the teacher education: (1) Infusion model, during the study process it allows general education teachers to acquire 1-2 study courses in relation to aspects of the inclusive education; (2) Collaborative model, in which there are more study courses related to the area of inclusion implemented and also pedagogical practice phases are related to them; (3) The integrated model, i.e., students of all qualifications acquire skills for teaching one programme (Pugach & Blanton, 2009; Villegas, 2012). In this

context, it may be concluded that for the continuation of the effective further education teacher would need a previous professional readiness, obtained within the studies in at least form of the collaborative model.

In its turn, planning further education programs the usefulness of the theoretical lessons should be considered. In this context, it would be preferable to refer to Kolb's (1984) developed adult learning concepts that, respecting the training cycle, outlines the 4 stages in its structure: (1) Analysis of student's life and practical experience that includes the updating of the planned results in the connection with the existing professional experience; (2) Reflection relating to the acquisition and analysis of knowledge in connection with the forecasts of the further activity; (3) Theoretical summary phase that allows you to create relationship between the acquired knowledge and present experience, generating new ideas and practical action concepts in the subjective level; (4) The pilot phase with the implementation of the ideas in practice, conclusions and decisions about the usefulness of these ideas (Kolb, 1984).

Analysing the form of teachers' further education observed in the research, it must be acknowledged that there are reflection and theoretical summary phases identifiable. Life and practical experience analysis of the course participants has no special meaning, because according to the regulations course participants can voluntarily choose their further education areas according to their personal motivation and interests. So it can be considered that the course participants undergoing the training programme have evaluated their interests and needs. Possible, that this view is misguided and in the further education program the phase in which each member is offered opportunities to engage in a discussion about the particular practice experience must be provided. However, this activity was of value only if the conclusions of the above mentioned discussions would affect the content of the programme and its implementation form. In its turn, currently adapting flexible form and content of the particular student audience is restricted by the need to coordinate the planned activities with the Ministry of Education. Usually such programs with particular formal components and content are approved for 3 years.

The teacher education program observed in the research does not envisage the implementation of the experimental phase. Perhaps, this is one of the causes for the restrictions of the teachers' professional competence development. Knowledge, which is mainly acquired in the theoretical level, further education program participants are not able to perform in the skill level and develop it further independently.

In this context the question on the change of existing requirements in the planning of the further education program is to be put forward. This means that a substantial part of it is to be implemented rather in the audiences intended for theoretical sessions, but in the particular education institutions. In this case, in order to provide effectiveness of such further education model in the intensive process of the professional competence development, not only particular teachers but all the staff of particular education institution must take part. In addition, the didactic, planning of the student's individual learning process, consultation, etc. skills must be performed under the supervision of the experts. The experts in this case could not be persons who were confronted with the concept of inclusive education only in scientific or political level. Quite the contrary: the quality of results in a further education model is possible only with the involvement of practitioners. These professionals also need research skills and experience in the field of adult education. It is understood that the implementation of such changes in the field of further education requires a longer period of time.

## **5. Conclusions**

The implementation of the concept of inclusive education in the education system of Latvia is an on-going and coordinated political reform process. The investment of resources is strategically intended for its development. However, in relation to implementation progress and results of the reform currently there is deficit of the scientifically based researches.

Purposeful promotion of teachers' further education is one of the components of the action plan for the implementation of inclusive education. Similarly, as for the above mentioned reforms, also in this context, there has been a deficit in the research of the achievements and restrictions.

The example of the teachers' further education program used in the research confirms the necessity for the improvement of its content components in all the fields related to the improvement of the teacher professional competences. Interpretation of the results of the study confirms the necessity for structural changes in the planning and implementation of the teachers' further education. Especially important are the opportunities for the teachers to update personal experience in the start of the further education programs and implement the knowledge acquired in the specially coordinated practical action process.

Questions raised for the discussion and further researches: (1) In what form and by what means multi-perspective and multi-dimensional study of the quality of teachers' further education program has to be implemented? (2) How to plan and implement the experimental phase in the environment of the inclusive education in the teachers' further education programs oriented towards the improvement of the professional competences?

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## Professional Needs as One of The Factors That Influence Quality of Work Life

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### Abstract

Quality of work life is one the most important aspects why people are satisfied with their jobs and can professionally self-realize. Studies on the quality of work life have shown that one of the essential factors that influence quality of work life is professional needs, which are the foundation of a high level of quality of work life. In everyday life, each person deals with existential issues to achieve a good quality of life, therefore quality of work life, as a part of the overall quality of life, is very important for every individual in their personal life and in their relationships with others. The human strives for wellbeing in all areas of life, including work life, but, to achieve that, various professional needs have to be provided for. The aim of this research – to find out the current professional needs of teachers and to create a model for the provision of said needs. The study included 78 respondents from the regions of Kurzeme, Vidzeme and Zemgale. Research methods – to identify the professional needs of teachers, a survey (pilot study) was developed and carried out. The survey was based on M. Burns', J. Lawrie's (2015), L. Calvert's (2016), G. V. Caprara's (2006), L. Hall's (2007) and APA's researches on teachers' professional needs. The development of professional needs provision model was based on the results of education management staff focus group discussions. The study revealed the current needs of the teachers. The most frequently mentioned needs were the need for vocational education, professional development courses and seminars, the need for creativity and related activities, the need for the latest teaching aids and IT solutions to be provided during classes, the need for adequate wages and social guarantees, the need for the school management to be understanding, supportive and appreciative, the need for friendly and supportive colleagues, and the need for a convenient, safe and psychologically comfortable working environment. The provision of teachers' professional needs activates certain aspects of the work done by the director of an educational institution. These include providing adequate working conditions and work environment, maintaining the institution's budget and spending it according to the needs of the teachers, cooperating with the teachers to achieve goals, providing information about courses and seminars, their contents and quality, provision of feedback and a safe and supportive microclimate, caring for the balance between a teacher's work load and leisure time. It is concluded that an all-round cooperation among employees, the management of the educational institution, the management of the education sector and on the international level is the primary basis for the provision of teachers' professional needs and an increase in quality of work life.

**Keywords:** Professional needs, Quality of life, Quality of work life, Teachers

### 1. Introduction

A person's professional needs and their effect on quality of work life is a very important issue, because work takes up at least half of a person's work day, therefore it is one of the main aspects of a human's life that influence other areas of life. In today's schools, requirements for the work of a teacher are increasing in accordance with the growing availability of information and technology. There are so many textbooks and internet resources that a teacher has to be well versed in, therefore it is necessary to continually develop pedagogical skills. And that shines a light on certain professional needs of a teacher, without whose provision a high quality of work life and professional wellbeing, provided by self-realization, is inconceivable.

Oftentimes students' unsatisfactory behaviour affects the teacher's work efficiency, which can lead to stress, overwork and dissatisfaction with what is going on during lessons and breaks. (Collie, 2012; Klassen, Chiu, 2010)

## **Theoretical Framework**

Quality of life is defined as a subjective evaluation of wellbeing that is based on the perception of differences between the actual and the desired living conditions. Quality of work life, in its turn, is the creation of a safe and psychologically comfortable working environment, contributing to employee satisfaction by providing them with adequate wages, job security and career development opportunities. (Feldman, 1993)

Quality of work life is looked at in conjunction with the level of professional needs provision. There are certain types of professional needs, whose provision affects the quality of work life: physical needs, which include the need for food, drink, hygiene, clothing, sleep, etc.; environmental needs, which include the need for a convenient and comfortable environment, which, in turn, requires certain material security that would allow paying for certain services to provide the appropriate working environment; asocial-psychological needs, which include a person's individual need to feel independent from others, the need for certain levels of activity, and the capacity for work; social-psychological needs, which include a person's need for a comprehensive interaction with others and the society, such as successful mutual relations with colleagues, thinking, concentration, self-esteem, negative experiences; spiritual needs – religion and personal conviction are inherent elements of a psychologically healthy and happy human. (Gowrie, 2014) A human cannot think about the realization of higher needs, if the level of comfort, offered by different types of material provisions, has not been achieved. Consequently, the quality of work life, which is a part of the overall quality of life, manifests itself in the human behaviour – both in attitude towards themselves and in their mutual relations with colleagues, in attitude towards money, in self-expression, and in attitude towards work.

Quality of work life is not only the improvement of labour productivity, but also the employee's identity, sense of belonging and pride in one's workplace. A number of quality of work life factors, that also include professional needs, have been identified:

- adequate and fair wages;
- a safe and healthy working environment
- social integration in work organization (freedom of speech, work and overall living space, social significance of the work). (Baitul Islam, 2012)

Career achievements and professional satisfaction is an important indicator of quality of work life and is one of the most interesting aspects of the quality system that motivates employees to improve themselves professionally. The need for fair wages, promotion opportunities and continuous improvement of quality of work life improves and increases an employee's willingness to work and be satisfied with their personal efforts. (Mehdi, 2010)

In a study of primary school teachers' perception of quality of work life, in which 405 teachers took part in, it was found that human relationships as social integration, internal relations and students' issues are the most important aspects of quality of work life for teachers. The research results show that there is a moderately high correlation between the quality of work life factors and peer relationships between teachers, which have the greatest impact on their quality of work life. (Gowrie, 2014)

Quality of work life is viewed from two aspects: evaluation of negative employment and working conditions, and the modification of employment and working conditions in order to improve employees' capacity for work and to promote behaviour that is important for the individual and the society. (Kotze, 2005)

In modern studies on quality of work life there are two approaches – the objective approach, which studies the quality of work life in relation to fulfilment of human needs and interests, and the subjective approach, which studies the quality of work life in relation to research of the needs and interests of specific people, therefore it is always individual and reflected in the individuals' subjective perceptions, opinions and evaluations.

Quality of work life is viewed as the extent to which employees' personal needs are satisfied not only in material terms, but also the need for self-esteem, the need to be satisfied with the work and opportunities to use their talents and to contribute to personal development. Therefore, when evaluating the employees, it is very important to take into account their professional needs, which would ensure employee satisfaction and productivity. (Baitul Islam, 2012)

The most important factor of quality of work life, that affects a teacher's satisfaction with their work and themselves, is connected with self-confidence, the ability to ensure order in the classroom, maintaining good relations with the higher-ups, with colleagues, as well as students and their parents. (Holzberger, 2012; Caprara, 2006; Klassen, Chiu, 2010)

J. Sangeeta (Sangeeta, 2004) considers that the development of professional skills, including personal development and the improvement of the level of professionalism, guarantee a better quality of work, and helps to provide more comfortable working conditions.

In order to achieve the best possible teaching job and also self-realize, educators need different skills. Thus, in order to raise their qualification, Latvian teachers obtain professional degrees, which is not a necessary condition in order to work as a teacher. To work as a teacher in Latvia, it is required to have a higher education in the specialty and a teaching qualification, in addition to that, a certain amount of hours every year has to be devoted to different training courses, but to work in the ever-changing school environment, various professional needs arise to the teachers. Latvia has not yet introduced a compulsory certificate for teachers, that acknowledge specific skills in certain areas, but this does not mean that they are not needed.

Other countries have different practices, for example, in the US, teachers are required to undergo certification to demonstrate their skills, which makes it necessary to acquire these skills. For example, Wisconsin Educators Standards include the knowledge and skills a teacher is required to have; the teacher is required to have a good knowledge of the subjects he/she teaches, to have an understanding of children's intellectual, social and personal development and range of abilities, to understand that children learn differently, that different approaches to teaching are necessary, that there are barriers to teaching and that it is necessary to adapt to meet the different needs of students. The Standards require that the teacher knows how to teach, knows and uses a variety of teaching strategies, including the use of technology, to promote the development of children, the teacher has the necessary critical thinking and problem-solving skills, the teacher know how to manage the class, he has an understanding of individual and group motivation, he has the skills to create a favourable social environment conducive to interaction and active involvement in the learning process. The Standards also include good communication skills, which include effective use of verbal and non-verbal communication, exploration of media and technology and their use in the classroom, it also includes the teacher's ability to plan different types of lessons and knowledge on how to check students' progress using formal and informal assessment strategies to assess and ensure the continuity of students' intellectual, social and physical development. (Jones, 2016)

Teachers have a crucial role to play in the shaping of the future of their students, because, in the learning process, students acquire knowledge that is related both to the specific subjects and aims of education as well as knowledge on how to deal with different life situations and emergencies. (Burns, 2015)

In 2006, in Washington, to investigate teachers' professional needs, school psychologists, in collaboration with representatives of the education sector, developed a teachers' need survey to obtain more information about what teachers needed for successful professional development and to lead students on educational attainment. The study was conducted at a distance, it involved 2,334 educators from 49 countries worldwide. The research results show that the most important are the need for professional development seminars and groups, professional development activities related to educational skills and classroom management, as well as professional development activities

related to development of skills necessary for the management of the learning process for teachers who have recently started to teach. (Report on the Teacher Needs Survey, 2006)

Nowadays, an important professional need of teachers' is the need to plan out well and successfully use their professional skills, therefore it is very important that this process never stops. Teachers need to constantly improve their knowledge by attending various courses, seminars and going on exchange trips to other educational institutions, they also have to be able to handle situations that threaten the security of both the students and the teachers at school.

A sufficient number of highly qualified teachers creates opportunities to achieve international goals in education, it creates efficiency, which could provide an excellent education system for all, because quality education provides good learning outcomes. (Dittman, Bunton, 2012)

To increase the quality of work life of teachers and promote professional development, the best available education, courses, seminars and exchange programs are necessary, regardless of where the teachers live, work and what problems they face each day. (Burns, 2015)

Teachers' work quality includes a range of skills, abilities and motivations. Data on teacher education levels is one of the few indicators that is systematically collected. This would improve the indicators of teachers' work quality, and they could be used to compare the data with that of other countries. (Millward, 2006)

It is important to understand individual motivation, for example, it is important to understand the successful management work done by the head of an educational institution in cooperation with other employees of the institution. As research shows, unlike previous generations, which were mainly motivated by big achievements, the motivation of the new generation of employees is different. Thus, it is much more difficult to achieve the unity between employees and to manage them well. Although there are similarities between generations and generational succession, in some cases, it is very hard for the education supervisor to work with his, or her, employees. One of the primary tasks of the head of an educational institution is qualitative cooperation with the teachers. It is crucial to change some things in the pedagogical process, which have been in place for a long time, and to replace them with new and even more important ones. (Dittman, Bunton, 2012)

In turn, the teacher must have knowledge not only about the syllabus, but also an understanding of different standards, evaluation systems and skills to organize activities in such a way that a student is involved in the learning process with interest. The way in which the teacher interacts with the students and organizes educational work is determined by a very variety of factors that help educate and develop each student individually. (Khan, 2013)

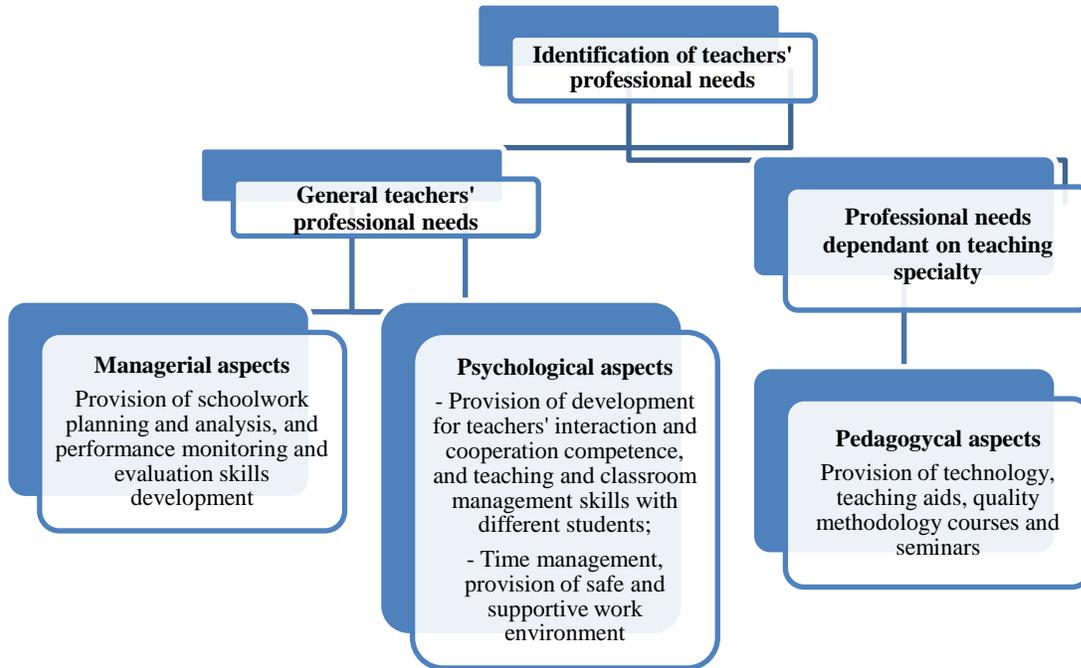
In the 21<sup>st</sup> century educational process, the teacher must possess excellent knowledge and be fully familiar with the subject he, or she, teaches, in order to skilfully use a variety of methods and, if necessary, to optimize one's work, the teacher must always endeavour to plan his, or her, teaching strategies, the teacher must be able to combine different approaches and must know how and when best to use the specific methods and strategies that would be most effective in the lesson. Teachers need a deep understanding of how learning will take place, both together with the whole class and with a student individually. The teacher must be able to work at a very high level in cooperation with other teachers and a variety of professionals from technical areas, the staff, or people who work in other educational institutions. Teachers must improve their skills in further education courses, so that they would know how to effectively use a variety of modern IT as teaching aids in lessons, by optimizing the use of digital resources in teaching. The teacher should form the ability to develop, manage and plan the learning environment in collaboration with other colleagues. The head of the educational institution should be tolerant and respect the teachers' professional needs and ensure that all students receive high-quality knowledge and feel safe and secure while at the institution. (Schleicher, 2015)

It is important to improve students' educational attainment, therefore a quality education has a decisive role in the ability to be able to compete with other schools both nationally and internationally, but such competitiveness largely depends on teachers' quality of work life. A lot depends on the quality of work life, for a teacher, it can contribute to both a positive and a negative attitude towards their work. (Collie, 2012; Demir, 2008)

Overall, the quality of work life factors are associated with the head of the educational institution's involvement in the betterment of the quality of life of the institution's employees by ensuring their professional needs, which in turn contributes to employee satisfaction and motivation to work in a particular workplace.

Most of the respondents (35 respondents) that the first and most crucial need is the need for vocational education, development courses and seminars. The second most important is the need for creativity and with creativity related activities (23 respondents). The third most important is the need for latest teaching aids and the provision of information technologies for classroom work (21 respondents). The fourth place is taken by the need for adequate wages and social guarantees (17 respondents). The fifth most important need is the need for the school management to be understanding, supportive and appreciative, and the need for friendly and supportive colleagues (15 respondents). The sixth most important is the need for a convenient, safe and psychologically comfortable working environment (14 respondents). All six needs are the most important for respondents with 20-30 and 10-20 years length of service, while for teachers with 30-40 years length of service, as well as those with more than 40 years length of service these are the least important needs. A possible explanation for this is the experience and expertise of teachers with longer length of service, while teachers with a shorter length of service have acquired their education not too long ago and have quite recently started actively working, therefore they already know most of the recent information and teaching methods, but they are still acquiring experience in work organization and environment, as well different types of guarantees.

The aim of the focus group, which was attended by six school management representatives, was to develop possible strategies for the provision of teachers' professional needs. Certain aspects of the work done by the director of an educational institution were brought to light. These include providing adequate working conditions and work environment, maintaining the institution's budget and spending it according to the needs of the teachers, cooperating with the teachers to achieve goals, providing information about courses and seminars, their contents and quality, provision of feedback and a safe and supportive microclimate, caring for the balance between a teacher's work load and leisure time. The management of educational institutions need to periodically identify the needs of teachers. These needs should be divided into two groups: needs dependant on the teaching specialty of a teacher and general needs. Then specific actions should be determined to provide for these needs (see Figure 1).



**Figure 1.** Branches of action for the provision of teachers' professional needs

The results raise the question of further research regarding quality of work life and professional needs – a more in-depth research of the current quality of work life and a research of quality of work life after some action has been taken to provide teachers' professional needs.

## 2. Discussion of Findings and Conclusion

Analysis of research data suggests that, to increase teachers' quality of work life, they need to develop a number of skills: the skill to help students work in groups, the skill to incite positive attitude in students, the ability to ensure that students, including gifted children and children with special needs, feel socially and emotionally safe in the classroom, the ability to ensure that all students actively participate in the learning process. Teachers need to develop skills to work with students with special needs or health problems, as well as problem-solving skills and the skill to modify the teaching strategy. Teachers face the greatest difficulties, when working with different students, which stresses the need to develop skills to work with different students, e.g., immigrants, ethnic minorities, talented students, students from disadvantaged families. In regards to classroom management skills, teachers need to pay special attention to the development of such skills as the skill to help students work in groups, the ability to incite positive attitude in students, the ability to ensure that students, including gifted children and children with special needs, feel socially and emotionally safe in the classroom, the ability to ensure that all students actively participate in the learning process. It is also necessary to develop skills required to work with students with special needs or health problems, problem-solving skills, the ability to modify the teaching strategy, as well as the skill to communicate with students' parents.

Teachers' professional expertise development raises the need for such skills as methodological knowledge, subject knowledge, knowledge of psychology and pedagogy, as well as knowledge in the field of research. It is possible that the most important for teachers is the need for vocational training, development courses and seminars, the need for creativity, the need for the latest teaching aids and IT solutions, the need for adequate wages and social guarantees,

the need for the school management and colleagues to be understanding and supportive, the need for a convenient, safe and psychologically comfortable working environment.

Teachers' professional development courses still have not been fully developed and well-thought out thematically, since often there are no courses or seminars, which are meant to advance the specific teachers' qualification. This is evidenced by the Oxford scientists' study, which shows that than 1,600 teachers' qualification development courses are not sufficiently adequate, hence the courses do not help the teacher use the acquired knowledge in their lessons. In the Oxford study, it is also concluded that the majority of teachers, despite the fact they use their own finances and time to attend the various courses and seminars, do not improve their professional development and pedagogical skills. (Calvert, 2016)

### **3. Method**

To identify teachers' professional needs, a survey was carried out. The survey was based on the teachers' need survey developed in Washington, in 2006 (Report on the Teacher Needs Survey, 2006), as well as on the researches on teachers' needs by M. Burns, J. Lawrie (2015), L. Calvert (2016), G. V. Caprara (2006), L. Hall (2007). The first part of the survey ascertained certain socio-demographic characteristics of the respondents (sex, age, length of service, subjects taught, age group, with which they work), while the second part was divided into blocks that identify the needs in such areas as classroom management, teaching strategies diversification, communication with students' families. 78 people took part in the survey, 70 of the respondents (90%) were women and 8 of the respondents (10%) were men, the respondents were from 7 different schools in Kurzeme, Zemgale and Vidzeme. Using SPSS 19.0, Cronbach's alpha was calculated, the result – Alpha=0.087, which, according to standardized parameters, shows that the results are reliable.

#### **The Research Question**

What teachers' professional needs are necessary to achieve high quality of work life?

What actions could be taken in order to provide teachers' professional needs?

### **4. Findings**

Evaluation of the teachers' class management skills showed that 33% of respondents (n = 26) need to improve them. The respondents felt the their best skills were the skill to ensure the safety of the students and a favourable climate in the classroom, as well as the skill to interact effectively with management on issues regarding student behaviour, performance and achievements, while 6% of respondents (n = 5) felt that they urgently need to develop the skill to effectively interact with the management on issues regarding student behaviour, performance and achievements. The most important were the needs to improve skills to help students work in groups (38% of respondents), skills to promote a positive attitude and a desire for creative expression in students (33% of respondents), the ability to plan lessons effectively and efficiently (42% of respondents), the ability to ensure that the students, including gifted children and children with special needs, feel socially and emotionally safe in the classroom (41% of respondents), the ability to ensure that all students participate in the learning process and communicate, thereby promoting interaction (38% of respondents).

The head of a school has to be competent enough in everything regarding the school's plans for development, education processes, security concerns, as well as the ability to provide teachers' professional needs. If the head is able to provide teachers' professional needs, the teachers' quality of work life increases, which, in turn, makes students learn appropriate knowledge and skills.

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## Appendix

**Table 1.** The professional needs for teacher

<b>The type of needs</b>	<b>Avarige</b>	<b>Rank</b>
The need for professional education, training courses and seminars	35,00	1
Creativity or creativity and related activities	23,00	2
The latest comprehensive training resources, as well as the IT technology support in studies	21,00	3
Adequate pay and social guarantees	17,00	4
School management understanding, support and assessment, as well as friendly, supportive collective	15,00	5
A comfortable, safe, psychologically easy working environment	14,00	6
The ability to apply in practice the pedagogical knowledge and to share their experiences with other colleagues	7,00	7
A good emotional and physical recreation, relaxation	7,00	
Good psychological knowledge	7,00	
Professional cooperation with students, parents and school administration	5,00	
Skill to motivate students to learn well	5,00	8
Good communication, collaboration and communication capabilities in the professional area	5,00	
The ability to respond to non-standard situations professionally, flexibly, rather than emotionally	4,00	9
Requirements of modern office with all the equipment	3,00	
Curiosity and willing students to learn	3,00	
Feedback link between teachers and students	3,00	10
A positive attitude from public and politicians to teachers work	3,00	
Humane treatment for students	3,00	
Love for students and their profession	3,00	
The criticism and self-criticism skills	2,00	
Students, that need to be taught	2,00	
The working load, which allows you to maximum prepare lessons	2,00	11
Management and teacher common cooperation objectives and the professional skills	2,00	
To see the positive things and opportunities, not only problems	2,00	
The training programme knowledge	1,00	
Scheduling and time management skills	1,00	
Information gathering and analysis skills, using multiple sources	1,00	12
A high sense of responsibility and the ability to adapt to new situations	1,00	
Research skills	1,00	
Parental support and involvement in school life	1,00	12
The observance of the ethical rules	1,00	
Freedom, patience and mutual trust	1,00	
Firmness and consistency	1,00	
Analysis and research capabilities	1,00	
To reduce the number of contact lessons overload	1,00	



**Educational Science**  
**School Museum in Forming Pupils' Understanding of the History**

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**Abstract**

In relation to School Museum development, Latvia has accumulated experience from the beginning of the 20th century, however, its content was influenced by historical and political processes. More contemporary activities and stock accumulation took place after the political restoration of the Republic of Latvia in the 1990's. Nowadays the importance of School Museums is growing, triggered by the research direction of microhistory, the epicentre of which is „little people" with their views on the historical periods and events that are different from the views, explanations and versions expressed formally. The research carried out is an interdisciplinary qualitative study and describes pedagogical experience gained over a long term period. The methods used are the following: theoretical (scientific literature analysis), empirical (observation, discussions, interviews, situation analysis), historical and descriptive. It is concluded that the school museum materials can be practically used in varied forms of study and methods; the involvement of pupils, parents, alumni and local community is essential in the museum development process and activities; pupils, investigating and finding out the nearest history and events, make the vision of the future – towards a city, country, as well as world history. Classes at the School Museum promote not only the knowledge of the history, but, according to a survey of senior students, they also have an educational function, they form the attitudes of students towards their school, city, and country.

**Key words:** School Museum, microhistory, historical cognition, teacher and student activity.

**1. Introduction**

In Latvia there are different types of museums: national, municipal, private museums which have completed the accreditation, and also individual collections (Muzeju likums, 2006). Museums have an important place not only for accumulation, documentation and preservation of material and non-material cultural values, but also for educating the public and for creating and deepening the interest about history and culture (Ambrozis & Peins, 2002). The historical cognition may start with getting to know the surrounding neighbourhood, and schools have a significant place in this process. Not only can the knowledge obtained in history lessons help to understand the history, but also the school museum activities. In Latvia, the activity and contributions of school museums are not assessed sufficiently, and the development of school museums is mainly based on the initiative of individual teachers, although the school museum formation and activity has quite long traditions. School museums have old traditions also in Russia (Веселова, 2013) and Germany (Oelbauer, 2010) – the countries which are linked to history of Latvia.

In the beginning of 20th century some schools of Russian Empire Baltic provinces established collections of different objects, which relatively could be called school museums. The first Central School Museum was opened in Riga in 1909, on premises of Nicholas Gymnasium (Staris, 2015). The money was provided by the Ministry of Education and also it came from voluntary donations. At that time the Tsarist Russia's government was implementing a Russification policy, which also affected the schools, and the majority of Latvian teachers did not support these activities. During the World War I, when the front line was approaching, the museum exhibits were evacuated to Russia and were never returned to Riga. In 1909, those Latvian teachers who were familiar with the progressive ideas of that time created a traveling museum, and it had branches in Madona, Cesis, Limbazi, Dobele. In 1912 a School Museum Society was established under management of Janis Greste. A storage for learning materials and visual aids was established, and these materials teachers could use in their lessons.

The activity of School Museum Society was ended during World War I, but its exhibits were stored in different places in Riga, therefore they could also be used later. Already in 1919, after proclaiming Latvia as independent state, the Ministry of Education created three institutions - Handicraft workshop, Teaching aids office, and School museum. The School museum became active in 1920 when Janis Silins became its manager. In accordance with the goals of Ministry of Education, in the early stages school museum was collecting, organizing and leasing the teaching aids to the schools of Riga and its surroundings. In 1930' the School museum's traveling department became less active, but operation of other departments expanded, especially after moving to new and larger premises especially built for the needs of Museum. The number of visitors increased each year, and it was attended by visitors of all ages. It became the educational, cultural and scientific centre not only for people of Riga, but for all citizens of Latvia. In order to expand the expositions, expeditions were organized all over Latvia. The School Museum became a popular place where pupils, students, teachers and researchers came to study and do their scientific work. From 1920's, school museums were starting to develop also outside Riga. It was Janis Grete who encouraged the teachers to gather and collect visual materials in their regions highlighting their role in socio-economic life. He invited the teachers to preserve the memories about outstanding local people for future generations. J. Grete himself travelled to different Latvian regions giving practical advice to the teachers.

During the World War II the School Museum operated with interruptions and in different status. After the war when the Soviet regime was restored, it did not accept the independent Latvia's education system and also the accumulated teaching experience. In 1951, the School museum was merged with the National Museum of Natural History keeping also its name. In the period of Soviet Latvia, especially in 1960's and 1970's, museum movement did not stop and the local school and county museums emerged. However, during the Soviet period historical research was politicized and biased, and this influenced also the content and operation of the school museums. The work was not left to its own devices, there were in-service training courses for teachers, scientific expeditions and school museum shows. Museums were established in many schools. In the end of 1970's, in

Latvia there were 362 school museums (Staris, 2015).

However, in the late 1980's, when Latvia faced new political changes and struggled for restoration of independence, the historical values were reassessed and many school museums ceased to exist. In the late 1980's only 32 museums are referred to as well-functioning (Staris, 2015). In this time of change no one led or coordinated the school museum work on the national level. In 1990's teachers got involved in the new political movements and reassessed historical facts and processes that were previously denied. In 1996, the 120<sup>th</sup> anniversary of J. Grete was celebrated. In the same year the school history researcher A. Staris organized school museum courses. In 1998, with participation of 97 heads of school museum, the Latvian School Museum Association (later School Museum Society) was established (Soboļeva, 2015). Riga School Museum was opened in 2002. In 2006 School Museum Society in collaboration with A. Kruze opened Museum of Education of Latvia University. The courses were organized for teachers who worked in school museums. From 2003 the informative methodological newspaper "Skolas muzejnieks" was issued, and methodical materials and recommendations were created for school museum pedagogues. Thematic events, work projects, seminars and conferences were organized, and a website was created. Nowadays, in comparison to the times of changes, the numbers of school museums and school museum association members have increased (in 2015 - 210). From 2010, list of professions contains also a museum teacher (Soboļeva, 2015). However, the Association's desire – to develop a museum in each school is still a dream for a distant future.

In Liepaja the process of establishing school museums has been rather slow. An important factor is the lack of teachers' interest in the matter. In the Soviet period, this work in schools was compulsory, but after regaining independence it was largely based on enthusiasm of educators. Currently museums operate in three Liepaja schools. These museums do not belong to School Museum Society, as teachers believe that these museums are in the process of development and still require lots of work in setting up the premises and organizing the resources. The teachers visit these museums with their pupils mostly as part of interest clubs and non-formal education.

However, the authors of this article believe that more active initiative from the schools would enable these museums to become a part of School Museum Society.

This article will analyse the experience of one particular Liepaja school museum. In Latvia school museums receive state accreditation, but the main factor is its activity. The school museum must work in three directions: it must develop, preserve and use the collection; must participate in projects, competitions, activities in order to maintain the identity of the school and preserve the link between generations; must carry out the communicative work, providing information to the public about the school's work (Soboļeva, 2011).

## **2. Method**

This article is reflecting a long-term pedagogical experience, and the following methods will be employed: general theoretical (analysis of theoretical literature), empirical (observation, discussion, interviews, survey, situation analysis), historical, descriptive, as well as a qualitative method.

In order to become history teachers the University students need to obtain not only theoretical knowledge, but also practical knowledge, which can be granted by experienced pedagogues. Therefore it is important to involve in the study process not only researchers, but also practitioners, as well as to get acquainted with experience of particular schools. This way all involved parties gain knowledge and enrich their experience.

In the first research stage the situation was explored in all Liepaja schools – is there a museum or not, what it contains and who are the leaders. In this stage the central person was the academic because the obtained results could be used in a particular study course. In this stage it was found that there are museums in three Liepaja schools, but their activities are performed on various levels. The in-depth interviews were conducted with the teachers who manage these museums. The interviews revealed how these museums were established, their action directions and also existing problems. It was clarified that these established museums do not cooperate with School Museum Society, and that their work is hampered by lack of human resources, and insufficient space, time and finances, but at the same time the teachers expressed great interest and acknowledged the impact these museums create for understanding the history. One of the school museums was chosen as basis for further research – a museum which has accumulated the richest experience and where one of its staff members is a history teacher with nearly 40 years of teaching experience. The research results of this phase were shared with the history teachers of other cities and also other school museum leaders during the seminar in Riga, where also the conversation took place with Z. Soboleva, a long-term leader of School Museum Society. It was concluded that the accumulated experience is positive, just the activities need to be promoted more, and a greater involvement is needed in the work of school museum association. The school museum experience, presented in the seminar, showed that by using appropriate teaching methods, school museums have a significant place in historical awareness formation and understanding of history. In cooperation with Baltic Association of Historians of Pedagogy and its leader A. Kruze, during this stage of the research the experience of Latvia University Museum of Education and Riga School Museum was studied and how this experience can be applied to teaching and learning process.

In the second stage of research the students were involved, who under the University lecturer guidance after completing the theoretical course about the basics of the museum work and museum pedagogy got acquainted with the selected school museum. The students had to explore the practical experience – the formation of the museum, its work with the resources, and to what extent the museum resources could be used for learning history and getting acquainted with the school history, as well as for the attitude formation of pupils. In this stage an important role was for the teacher, the head of the School museum, who was leading the workshop introducing the students with the school museum and her own experience.

In collaboration with the university lecturer, it was decided that this experience must be compiled, and now it is used as the basis of this article. The leader of the School museum was invited to become a co-author of the

article. At this stage also one of the senior students chose this school for her teaching practice site and the history teacher –School museum leader became the mentor for student’s pedagogical practice. The student had established the cooperation with this particular school and this teacher already before, starting to gather practical materials for her bachelor's work, and during the practice it was planned to continue in this direction. In order to find out the pupils’ views on the School museum and its place in the learning process, a survey was conducted as well as teacher and pupils’ activity analyzed during the lessons in the School museum. Part of this material is also included in this article for describing the research results. The empirical research methods were applied for revealing the processes and pedagogical work methods.

During the final phase of the research the obtained materials and results were summarized.

### **3. Findings**

Liepaja J. Cakste (Chakste) Elementary School is the only school in Latvia which bears the name of the first Latvian State president. School Museum has developed gradually. In the early 90’s of 20th century, after regaining independence, J. Cakste’s name had not yet been restored; this suggestion was expressed by former school graduates, who called themselves "chakstenieki", when meeting with the history teacher and organizing the school alumni gathering. In the beginning the School museum collection consisted of alumni donations, mostly photographs. Also museology experts point out that for the school museum to be effective, it must be familiar with its community, know its needs, and the museum's activities should be organized in the way that these needs are met (Kalnins). One of the graduates wrote a memory book about her school years, which she donated to the future museum. The idea about reestablishing the first school flag came also from the first graduates. School flag was fashioned in 1938, in accordance with then government's decision that all Latvian schools need their own flags. During the occupation years these school flags were banned, but in some cases, these flags were hidden away by the school staff or former students hoping that when the political situation changes they will be able to use these flags again. In 1997 the original school flag was found, but it was necessary to restore it, which was done using alumni donations given for their school. School flag and the story of its recovery is an essential part of the school's identity. It is the school’s tradition to start every new school year by taking the Grade 1 pupils to School museum and introduce them to the story of the school’s flag and the symbols displayed of the flag. The first alumni - "chakstenieki" felt a deep connection with their school, and their life stories were examples of the tragic fate of the Latvian nation during the occupation period.

Therefore, creating a school museum exhibition, the first showcase was dedicated to the period of 1920-1930’s in the school history, employing the materials donated by the graduates. Not only school teachers, but also the graduates supported the idea of restoring the name of the first Latvian President Janis Cakste, which was done in

1997. In their scientific projects pupils have studied not only the school’s history but also the life and work of J. Cakste and his family tree. It was found that one of his sons worked in Liepaja and has died during World War II. The descendants of J. Cakste’s family now live all over the world, and it can be linked to the destiny of many Latvian people after the Second World War. This proves that the school history research is closely linked to the history of the whole country. As it is emphasized by educational researchers, learning is an active process which requires application of the theory of multiple intelligences, linking the existing knowledge with new information, and school museums provide an opportunity for achieving this goal (Froilanda, 2005). Historical events of Latvia in the period after restoring independence echoed also in the school's history. In 1999, the square next to the school regained its historic name - J. Cakste’s square. The school museum set up the exhibition, which introduced both with President J. Cakste and with the history of the square that is next to the school. In this historical study the pupils were involved, and they had to find out how over time the square has changed its name, layout, appearance. Thus, through exploring the nearest and particular, the vision can be gained about the furthest – about history of the city, the country, the world. It has been observed also by Polish school museum pedagogues (Unger, 2003).

The second museum showcase is dedicated to German and Soviet occupation period in the school history. During the war, the learning was often interrupted, but after the war the existing school building was given to another school with Russian as learning language. The school had to move to another building. In the historic school building pupils were able to return only in 1970's, when a new premises were built for the Russian school. This is an example of education policy of the occupying power – new buildings were built for schools with Russian as learning language. The school history research confirms that the school is also a political space. It is emphasized by several school museum educators and school history researchers (Matisāne, 2014).

During the Soviet period (in 1970's) all the content of education system, including the research on school history and entire history, was ideological and had to serve the ruling power. Great emphasis was placed on political pupils' organizations – Little Octobrists, Pioneers, Komsomol. From historical periods the particular emphasis was placed on the World War II history, searching for War veterans who fought on the Soviet army side. This period in history can also be characterized by double moral standards, when after complying with the formal requirements of the ruling power, people indirectly tried to discover the historical truth (Pavlovičs, 2007). The history teacher of that time had created a corner with historical items in her classroom: some ancient Latvian tools and farmstead household objects. Part of this collection disappeared over the time, but a small part of it has survived and is placed in the current School museum.

After regaining independence, a large part of society had a negative attitude towards the Soviet regime, it seemed that everything was only bad; therefore many things were not preserved and identified. It took time for this period of history to be objectively assessed. When rearranging the school museums that were developed during the Soviet regime, the task was to assess which materials should be kept and which destroyed. In the School museum analyzed in this article there are photos that tell about the Soviet period, but the museum head admits that the occupation period is identified and explored much less than 1920-1930's. When presenting to the learners the school history of the Soviet Latvia time, the head teacher uses the memories of their parents – pupils of Soviet-era, for example, about how the school moved back to the current premises, about pupils' organizations, school events during the Soviet era. Now the pupils' grandparents will be able to give such descriptions.

The museum has preserved the objects of the former Pioneer room. The locked ballot box also tells about the Soviet period – it was used in Soviet elections when the polling station was located in the school. There are also maps and posters, which served as visual aids in lessons, and textbooks that tell about the Soviet Period. Now this material is used mostly for viewing, not for interactive lessons. In the case of necessity this material is used for better understanding of the knowledge acquired in history lessons, and also for scientific research activities. The *microhistory* approach is gaining a greater importance next to the official historical view, especially when learning the history of the Soviet period. Microhistory developed as history research direction in 1970's. German historian Alf Lüdtke (Ludtke, 1995) states that in the heart of everyday history there are people who can be called as 'little people'. The vision of little people in contrast to the formally expressed views, explanations and versions give more personal perspective of events, while also expressing the emotional attitude. Thus, it allows discovering the historical processes and events from the ordinary people's point of view. Ludtke (1995) notes that this approach in addition to the historical process documentation shows the perspective of ordinary people and makes brighter the understanding of past. It is a great opportunity for the School museum to apply this historical direction. In Latvian history 1980's were marked as a time of change, there was a folk revival movement which became particularly active in late 1980's. At this time the school had an active group of senior learners, which at least covertly tried to show the disliking towards the existing power. After graduation, in the end of 1980's, they developed a youth organization "For Fatherland and Freedom", which played an important role in the struggle for restoration of Latvia's independence. The activities of this organization are researched in pupils' scientific research projects, and its leader N. Krafts who is a graduate of this school was interviewed. Thus, it could be the start for the school museum in the field of life story research, which today has become an important historical source (Bela - Krūmiņa, 2004). The school and the museum have established a good cooperation with N. Krafts. As a big Latvian patriot he wanted to promote the patriotism also in the school. After discussing the idea with museum leader, history teachers and the administration, N. Krafts founded a Patriot

Award, and the nominees are chosen assessing not only the academic performance but also the attitude towards their school, town, and the country. The museum contains also items that can be successfully used to create an idea of the specific hidden ways of expressing information, which does not coincide with the views of existing authorities – so characteristic for the Soviet period. One example is a note written by unknown students, which was found in some book, making ironic remarks about the Communist Party Congress decisions (at the time this note was not disclosed outside the school, because otherwise the big trouble would follow for learners and teachers, and also for the school).

It is believed that the best way to learn the history is to look at the events through the eyes of peers, and use sources written by peers of another historical era. This is why the school museums are so unique, as they hold this type of material (Unger, 2003). In this particular school museum there is a question-answer notebook from the beginning of 1980's. At that time it was popular to write in the notebook several questions asking the classmates to reply on them in a written way. It was a peculiar way of surveying, and the answers showed views, interests and passions of that time students. Using these materials in the museum lesson for students, both the educational and upbringing goals can be implemented through asking the learners to compare the life perception of the Soviet period pupils and pupils nowadays, to express their attitude towards the processes and events evaluating the opportunities that young people had during the occupation period and the ones they have nowadays.

The contemporary history is particularly interested in people's daily lives in the context of different eras. Not always this is adequately described in the history textbooks, and more often pupils gain their insight from their family history by interviewing the witnesses of the events. The social life of 'a little person' and the issues and problems it raises can reveal many specific features characterizing the particular time. From the end of 1980's the School museum stores the notebook of the teacher who at that time was a head of the Trade Union, listing the names of the teachers and what they would like to buy in a case if the goods were delivered to the store. When working with this material, pupils can gain an idea of the economic system of this time, when stores were lacking goods, when there was a voucher system, some most demanded items were distributed through the workplaces not the shops, and also can learn about the role of Trade Unions of the Soviet occupation period.

The museum teacher of the analyzed school has a vast experience in using the materials of museum's collection in scientific research studies of pupils. These pupils then become the main assistants for organizing the materials, for research and analysis, and these pupils also form the core of the museum's club. In the development of the museum, pupils were involved with their ideas. This is essential because the personal involvement allows for pupils to improve their knowledge of history, demonstrate their abilities, express their opinions and ideas, as well as implement it (Unger, 2003).

For development of the school museum it is not enough to gather ideas and materials, which are often stored in the history classroom. It also requires adequate premises for exhibitions and collection storage, as well as equipment and furniture. All this requires certain funds which school budget does not have. Some schools seek a solution by asking for donations to school graduates and supporters. This particular school has repeatedly attempted to obtain financial resources through participation in different relevant projects, as well as by doing things on their own collaborating with students, teachers and school support staff. In this way – implementing a common idea a successful collaboration is possible, which strengthens a sense of community, belonging to their school, patriotism. Pupils' activity for organizing the museum was implemented as a practical project - the learners themselves drew sketches and designed the visual outlook of rooms and showcases. Another pupils' practical project was an attempt to prepare an electronic version about the school, with the future plan to digitize the most significant testimonies of the school history. The project was carried out as a group work, where pupils interested in history worked together with pupils who have appropriate information technology application skills. Working in the group the networking skills were acquired, and it was necessary to plan the work to meet the deadlines. The outcome was presented to the other students. It is hoped that this type of activity in collaboration with the learners will continue. In Latvia several schools have the experience of creating virtual school history museums, which can serve as a temporary solution in the situation when it is not possible to view the school

museum objects in appropriate premises. At the same time it is an additional opportunity for promoting the school's name in a modern way (Skolas muzejnieks, 2014).

Another possible method of how to involve pupils in school museum activities is pupil-led lessons at the Museum (Unger, 2003). In this situation, students are able to apply their knowledge of history, to improve presentation skills, experience personal involvement and interest in the process (Weber, n.d.). Exploring the local history, the students deepen their knowledge also in Latvia's and the world history. In this school museum it is possible to develop and grow in this direction, as pupils who are members of the Club like to spend time in the Museum premises and to cooperate with the teachers during extra-curricular activities.

It is important to introduce a school museum also to the parents and the local community. There is an opportunity to participate in a national event that takes place in May in the connection with the International Museum Day (Dreiblate, 2014). It is the Night of Museums, which involves not only museums but also other institutions that operate in the interests of public (schools, libraries, interest centers, etc.). In interactive way visitors get acquainted with the work of these organizations, and the large number of visitors gives the evidence that the public interest in this event is high. The analyzed school museum has engaged in this activity for last three years, and this way not only history is being promoted, but also the school and its performance.

The teacher's personality has an important place in the educational process. With his/her erudition, attitude and teaching style the teacher molds the pupils' personality and attitude towards the processes in the school and community. J. Stabins (2001) has written on the importance of teacher's work describing it as a mission. The group of authors in the book "How to create traditions?" write that the teacher must have a personal passion when talking about his/her land and natural resources, because only in this way it is possible to encourage the pupils for similar activity (Aukšmuksta, 2009). The school museum leader and history teacher of the analyzed school is not only knowledgeable in theoretical matters and creative personality in practice, but also a patriot of her school and Latvia. She also works as a guide in her town, guiding people on interesting tours during the summer period. However, the main achievement is not only her pupils' success in school Olympiads, but the development of pupils' patriotic attitude, which is also promoted by school traditions, such as field trips, participation in competitions, etc. The teacher's work has been also acknowledged on the city level, and in the beginning of 2016 she received Liepaja City Recognition Award "Gada Liepajnieks" for promoting pupils' patriotism and participation in projects and competitions.

A school museum cannot exist without an interested teacher and without its supporters - pupils. Ben Johnson (2014) believes that every teacher should find its own way of how to show and promote patriotism, saying that, for example, a teacher can begin each lesson by expressing how beautiful and wonderful is our homeland and our country. In communication process the young people want that their teachers are knowledgeable in their field, understand their students and treat them as equals (Baltušīte, 2006).

In the second stage of the research the observation and surveying of the senior students was performed. Pupils' observation took place in order to find out their attitude towards historical events and processes, assuming that a certain amount of knowledge they already have acquired in history lessons and activities in the school Museum. Pupils' observation was conducted twice - during the field trip and lesson in the School museum. Observation is one of the most common pedagogical research methods. It helps the teacher to get to know their pupils through direct perception and in natural conditions. At the end of the field trips to Riga, visiting the resting place of the first Latvian President Janis Čakste (the school bears his name) and other objects, it could be observed that the obtained information made the pupils to think and reflect about the important stage of formation of Latvian State, thus achieving the intended objective. In turn, the lesson analyzed thin this research took place in the School museum with the following objectives: 1) to promote the involvement of museum's materials in the learning process; 2) to analyze the pupils' understanding of patriotism; 3) to understand what is the best way for talking with students about patriotism. As the result of observation it was concluded that the lesson's objectives were reached and the school museum environment is favorable, and that the historical sources from museum's collection are suitable for encouraging conversations about history and patriotic values.

The questionnaires were distributed with the aim to assess pupils' understanding of patriotism and attitude towards the patriotism promoting events, including the ones organized by the school museum leader. The respondents were senior year students who have the museum leader as their history teacher, and who have participated under her guidance in the field trips and competitions, have written scientific research papers and have helped with the school museum activities. It was assumed that during the process of learning the history both educational and upbringing tasks are implemented.

The group of respondents - 73 pupils, from Grades 10 to 12. On average, 55-60% of the surveyed students believe that this particular educational institution performs patriotic education and that it is a desirable schooling model. Thus, it is clear that the upbringing work is important not only on national level, as also pupils' own interest is essential. 25 pupils acknowledge that excursions to historic sites are good for promoting patriotism, as well as November 11 annual tours to the Brothers' Cemetery in Riga organized by teacher I. Otrupe. By contrast, 24 students pointed out that teacher's actions and attitude play a crucial role in promoting patriotism. 58 of the respondents (79.5%) consider themselves as Latvian patriots, some of them have not thought about it before, however, they want to count them as national patriots. 15 pupils do not consider themselves as patriots. McLean and McMillan (2009) suggest that patriotism has always been known as love for the country and the zeal to defend it against the interests of another state, but the concept as such does not require real action, it is more as a stimulus that helps to strive for national freedom, but not for nationalism as such.

The interview with the school administration representative revealed that the school's events are organized in relation to its historical name and historical events and that the teachers act in accordance with the educational goals of the school. It echoes the view of J. Veselova who is convinced that the school museum has an important place in the educational institution, and that educational activities must be carried out jointly with upbringing tasks (Веселова, 2013).

#### **4. Results and Discussion**

During the research process through the analysis of theoretical literature and practical research, the nature, role and possibilities of the school museum were clarified. Latvian School museum development has long traditions associated with the history shared with Russia and Germany from the end of 19<sup>th</sup> century when school museums were developed there. Many Latvian school museums are part of School Museum Society, but in the whole Latvian school museum development process and activities are associated with particular schools and teachers' initiative. The main problems for school museums: insufficient human, time and financial resources, as in most cases museum educators work as interest club leaders in non-formal education settings, and the number of students involved is small. School museum development process is long and time-consuming, and the road from the school history showcase or history classroom to the museum can take a number of years.

To ensure effective work of the school museum, the co-operation with local community is essential, which means involvement of pupils, their parents and also the graduates in the museum building, at the same time respecting their interests and suggestions. There are events organized on national and municipal levels promoting the school museums, such as contests, Museum Night events, which also promote the development of the school's image in society. The pupils must be involved in all stages of school museum activity – in the developmental stage and also in gathering and analyzing the resources. School museum plays a vital role in the educational process, and the museum can be one of the learning environments and learning opportunities. Learning is an active process and school museum environment offers multiple learning possibilities, linking existing knowledge with the new information. School museum materials – both the stock and expositions can be used during the lessons in museum or in the classroom. School Museum has an important place for learning the history: by exploring the neighborhood's history the understanding can be deepened also about the history of the city and the country, as well as the interest can be stimulated about the historical processes developing an attitude towards them.

The research of the school history is related to microhistory, as it allows making the story told by a historian more humane and more understandable. 'Little people's' outlook in contrast to the formally expressed views, adds to explanations and versions a more personal perspective, at the same time expressing the emotional attitude.

There are lots of possibilities for using the School Museum materials in terms of teaching methods, and it is important to work with historic sources - photographs, documents, memories, life stories, applied sources. School Museum, when operating in unity with educational and upbringing goals of the educational institution, under the guidance of skilled teachers, can address both educational as well as upbringing functions forming the pupils' attitude towards their school, city and country, promote patriotism and contribute to civic education.

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## Analyzing Tutors and Learners Opinions Towards Adult Education in Public Education Centers: Expectations, Challenges and Solution Offers

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### Abstract

These innovations and changes in the world force people to improve and develop themselves. The knowledge that the person acquires in life is not going to be satisfactory so he/she is going to be aware of learning new things in every fields of her/his life. In this research, the opinions of the tutors working in public education centers and the adult learners attending courses in different areas were aimed to be investigated. In accordance with this aim, the tutors and learners' expectations about adult education, kinds of problems encountered and their own solution offers were tried to be defined. The research was carried out with the interview method, which is one of the methods of qualitative researchs. The semi-structured interview forms separately prepared for tutors and learners were formed in accordance with expert opinions. There are 27 tutors and 126 learners in the study group defined with the data obtained in the research was analyzed with descriptive analysis method. 1- From the point of the instructors, most of the problems are due to physical disabilities, lack of course materials, level differences among learners, curriculum (modules) and inconsistency between the learners' needs and demands 2- Related to the problems experienced the instructors suggest that learners should be separated in groups by age and level of education, the material support should be provided and curriculum (modules) should be revised in accordance with the instructors' opinions. 3- At the top of the learners' expectations are having a job, improving oneself, being beneficial to one's family and environment. 4- The problems encountered by the learners were defined as lack of course materials, small classes, over population of the learners, ignoring hygiene, long duration of the course, late ending of the courses. 5- The solution suggestions of the learners were that the buildings containing new, well-equipped, large classes should be allocated to public education centers, courses should be taught at early hours, textbooks should be given for free, repetitions should be done frequently.

**Keywords:** Public education, adult education, lifelong learning, public education center.

### 1. Introduction

Scientific research in all disciplines as in science education is a prerequisite for development. Also quantity and quality information of the research in any science contains descriptive information about the location of the area (Yıldız 2004). The background of educational assessment widely involves efforts to improve either tools to evaluate capacity or tools to evaluate academical success (Crick, Broadfoot, & Claxton, 2004).

The history of humanity began with education. Human, being as a social creature, wanted to share their knowledge and skills and transfer to next generations. "Aristotle made the point long ago in relation to performances such as 'learning' and 'inferring', that the end is built into the concepts of education" (Peters, 2010). Education is sustainable; if it could be applicabled where all different places and flexible time. There are two quotations about the purpose of education; "The object of education has be to teach us rather how to think, than what to think— rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men." ~Bill Beattie and "The one basic aim of education is to leave a man in the condition of constantly asking questions." ~Bishop Creighton (Yero, 2002; 1-2). Besides learning is a period that is adapted by people; individuals or groups (Crick, Broadfoot, & Claxton, 2004). Learning; what we believe in, we feel and we treat, it is the process of becoming aware of the reference frame.

Lifelong learning other means adult education has grown and been known over the last several years, it has been risingly significant that people understand the background of this field. This study aims at showing the adult education challenges and difficulties in lifelong learning centers. The research of adult education is growing in importance as the training of instructors of adults is being undertaken more frequently in the European countries and elsewhere (Jarvis, 1995). Educational systems, institutions and curriculums have to take the challenges of the Information Age. Today, people also know which information is useful for their job and in their daily life.

Increasing duration of lifespans and increasing leisure time have improved the formula for what constitutes a productive, useful, healthy, and satisfying life (Hancock, 1993). Due to developing technologies and information, people must update their knowledge or learn new job skills for their working lives (Anderson, 2011). So, lifelong learning has gained importance for several years.

Researchers developed an integrated view of lifelong learning that relates to two parts. Initially, researchers propose, lifelong learning concerns learning that appears in through the life duration. Other one, the researchers propose, lifelong learning concerns the essential categories of learning; formal and informal education, as well as self-managed learning (Crick, Broadfoot, & Claxton, 2004). The information-based economy, new developments and changes about technology and other areas, the growing rate of all changes and globalisation effect the needs to improve the individuals' skills and competences. In European continent, this view has been widely known for several years (Colardyn & Bjornavold, 2004). Adult learning as a period of self-managed probe (Knowles, 1970). Creating an ambiance of faith and simplification of mutual prospects with the learners. It means, a collaborative learning ambiance is couraged (Russell, 2006). Lifelong learning, not limited to school or non-governmental organizations, is in the life of the person learning. Adult education is a purposeful learning that individuals attach in throughout their lives for individualistically and professional implementaion and to enhance the standarts of their life. Nowadays' condition of permanent evolution and improvement is a curious purpose of adult learning. In order to support individuals for adult education, lifelong learning occasions and oppurtunities have to raise content of learners for self- management, meta-cognitive awareness, and adjustment towards adult learning (Dunlap & Grabinger, 2003). In generally, innovation has been a main approach in today's employment market. Business may be considered as an exception, the generality of individuals will, eagerly or not, change work and career various periods in their labour life (Colardyn & Bjornavold, 2004).

Nowadays people are faced with more duties and responsibilities than past (Martin, 2003). Individuals have various duties like being as a good match or father/mother against their family, as a good employer or employee against their work or being as a good member for their society. Unlike other students in formal education, adult learners have a different retention styles and characters (Anderson, 2011). There are many factors that influence the learning of adults. Learners' retention, satisfaction and adjustment are influenced by different kinds factors; like people, environment, out of institutions, processes, institutions and financial considerations. For being an active and powerful instructor needs to understand that how adult people learn best. Princibles of adult learning are built on worth of the anterior learning and experience of learners. Lifelong learners have various learning types which have to be estimated anterior to begininig any educational term (Russell, 2006). Individuals need to improve and keep themselves up with the times in order to adapt to an era of our rapidly changing and evolving world. Individuals who have no chance to access to formal education, can update and improve their knowledge and skills with adult education (Tekin, 1991). Also, lifelong learning means of supplying individuals with the information and abilities learners need to achieved in the rapidly growing world. The United Kingdom Government' s Green Paper about lifelong learning indicates: "In future, lifelong learners don't have to be tied to particular places. Learners will be able to study where they want like at home, at work, or in a local library or shopping centre, as well as in colleges and universities. Learner will be able to study at a distance using broadcast media and on-line access. Our aim should be to help individuals to learn wherever and whenever they choose and support them in evaluating how they are doing and where they want to go next" (Sharples, 2000).

## **2. Methodology**

The study is a qualitative research method. The concept of the study is case study which is a kind of qualitative research method. Situational study requires a study on a single topic, group or phenomena making a detailed research (Borg& Gall, 1989). Interview method was used as a method. Interview method states an individual's view, opinion, perception, sense and comment about a topic by asking systematical questions (Türnüklü, 2000; 545).

### **Working group**

The research group was stated as an objective sampling design. There are two research groups including tutors and learners. First group includes 27 tutors who are working for different brands of study in 2015-2016 educational year at Duzce Public Education Center. The second group includes 126 learners who are studying at eight different fields of study. The attendants were volunteers for the research. In the first sample group there are totally 27 people who are 19 women, 5 men and 2 managers. The attendants are from different fields of studies (music, 2 people (T1, T13) , Children Development, 2 people (T2, T24) , Clothing, 9 people (T3, T4, T6, T14, T18, T20, T21, T22, T25), (Sign Language (1 person (T5), Art (1 person (T8), Computer, 4 people (T9, T10, T16, T26), Religion (1 person, T11), Foods and Drinks Serving (1 person, T12) , Teaching Turkish to Foreigners (1 person, T15), Heating System (1 person, T19), Nursing (1 person, T23), English ( 1 person, T27), Primary School Teachers – Managers (2 people, T7, T17)The average age of the tutors is 38.10, the average year of experience is 14.07 and the average time of working at the same course is 7.25. There are 34 women and 2 men, totally 36 people, in the Children Development course (L1-L36). 10 of them graduated from primary school, 19 of them graduated from high school, one of them graduated from college and one of them graduated from university. The average age of them is 27.6. Patient and Older People Care course includes 17 women and 12 men, totally 29 people (L37-L65). 20 of them graduated from primary school and 9 of them graduated from high school. The average age of them is 37.1. There are 13 women and 3 men, totally 16 learners at the Patient Registration course (L66-L81). 3 of them graduated from primary school, seven of them graduated from high school, four of them graduated from college and two of them graduated from university. The average age of them is 24.25. Teaching Turkish to Foreigners course includes 12 people. 8 of them are women and 4 of them are men. The average age of them is 29.8. English course have eight women and 3 men learners. One of them graduated from primary school, 3 of them graduated from high school, four of them graduated from college and 3 of them graduated from university. The average age of them is 33.8. There are 8 women in the Sewing course (L105-L112). 3 of them graduated from primary school, 2 of them graduated from high school and one of them graduated from university. The average age of them is 43.5. Home Textile course includes 8 women learners (L113-L120). 4 of them graduated from primary school and 4 of them graduated from high school. The average age of them is 44.8. Music course have 3 women and 3 men learners (L121-L126). 2 of them graduated from primary school, 2 of them graduated from high school and 2 of them graduated from university. The average age of them is 31.1.

### **Data collecting process**

In the research, semi-structured interview forms used to collect data. Two different interview forms were designed for two different groups. The tutor interview form includes four demographical questions. The other 4 questions were open-ended questions about the problems they have during the education process. The questions are; (1) what is your field of study? If you train other than your department, what kind of problems do you have?, (2) What kind of problems do you have generally in the education process? (Physical, course hours, learner profile, attitudes of managers and education problems), (3) what are your solutions to that kind of problems?, (4) What do you do towards that kind of problems you have? The interviews were done face to face. The interviews were planned according to their appropriate time and day. At the same time, the interviews recorded with voice recorder with their permission. The first 4 questions of learner interview form were demographical questions. The rest are open-ended questions about their expectations and the problems they have during the education process. The questions are; (1) why did you choose that course? (hobby, occupational), (2) what are your expectations about the course?, (3) Is that education enough for you? Why? (4) Was the education you had fit enough to your expectations? Why? (5) Are there any problems during the education process? If yes, what are they? (6) Could you please explain your solutions to these problems? The data was collected by written forms. The researchers copied the forms, delivered them to the learners and after giving them enough time, the forms were collected from them.

### **Data analysis**

Descriptive analysis method was used for the study. In the descriptive analysis method, the data was arranged according to the themes decided before. Descriptive analysis has four processes. These are; design a frame, process the data according to the thematic frames, describe the findings and comment on them (Yildirim &

Simsek, 2013:256). The frame of the research formed with interview questions. The data arranged by reading according to that frame. If necessary, the arranged data supported with direct quotations. In the last process, the findings were discussed by explaining them.

### Validity and reliability

The semi-structured interview form, which was prepared for the research, was examined by five educators and they were regulated if necessary. The tape records were listened and they were transformed into written forms. The confirmation from attendants was taken. The two different data sets (learners and tutors) were coded by two researchers according to the described themes. Agreement percentage was calculated for coding consistency.  $\text{Agreement percentage} = \frac{\text{agreement quantity}}{\text{agreement quantity} + \text{disagreement quantity}} \times 100$  (Turnuklu, 2000). Two agreement percentages were calculated for two different interview forms. The agreement percentage for learners was calculated 81.25 % and 87.50 % for tutors. According to data analysis results, it can be said that the results were reliable. Approximately, agreement can be admitted as reliable (Keeves & Sowden, 1994). Besides, direct quotations were used to support the findings were necessary.

### 3. Findings

The findings acquired from the research are presented in the interview questions frame below.

Tutors' opinions about teaching in a different field from the fields that they take education are as below. There are 9 (T3, T4, T6, T7, T17, T18, T22, T23, T25) tutors who educate different fields from their main fields. Almost all of the tutors expressed that they generally don't encounter any difficulty while they are educating different fields. One of the tutors stated that she had difficulty only in at the first year and said: "I am clothing teacher. I give lectures about family education. In the earlier stages I had difficulty while transferring information. Learning this, took my one year. Now, it is easier for me. (T3)" The tutors who expressed they have no difficulty states that they have no difficulty because of educating close fields with their main fields. "I give lecture about patient and elder care as a nurse. I didn't have much difficulty because it is related to my job. (T23)" "My Professional field is clothing but I work in embroidery field because of heavy demand. I don't have difficulty because I improve myself in this field. T6"

Tutors' views on problems in teaching process are presented in table 1.

**Table 1.** Tutors' Views on Problems in Teaching Process.

Category	Views	f (expressing frequency)
Physical opportunities	Lacks of lesson materials	11
	Classrooms are insufficient	7
	Technical equipment is insufficient	7
	There is no course book	1
	Total	26
Learner	Absence rate is high	6
	There are level differences (readiness levels are different)	5
	Classroom management is hard	5
	Adaptation problem	3
	Indifference raises in time	2
	Quantity is over	2
	Public is uninformed of courses	1
Total	24	
Curriculum	Theory based	4
	There is not equivalent with lesson time	4
	It is not proper with lesson time	3
	Information is old	2
	There is controversy with course book	1
Total	14	
Management	Administrative transactions are slow	3
	There is no solution for problems	3
	There is over course load for educationists	1
	There is not enough information	1
	Total	8

When table 1 is analyzed, problems that tutors encountered were tackled in categories as physical opportunities, learner, curriculum and management. Tutors mostly had difficulty in physical opportunities and learner. Lack of course material was the most trouble something in physical opportunity. Insufficiency of class and technical equipment were also come into prominence.

High absence rate of learners, level difference of class, and difficulty of class management were the most common problems for learners. Being theoretical of modules that are related to curriculum, lack of equivalent between the modules and lesson time and the modules' inadequacy for meeting the learners' demands were the prominent problems. As managing problems, crawl of administrative act and incapability of finding solutions came into prominence. Some quotations from tutors' review presented below.

"Students' lack of continuity can be a problem. I think, they are absent from school because of special problems not unwillingness. T4"

"My branch is music and I teach baglama course. Learners start with the opinion that is easy but they give up when they have difficulty in this. Lessons like music should be worked one-to-one or in small groups but it is tried to be worked in large groups. For this reason it is not very productive. Also the classes are not designed for music courses and there is lack of equipment. The projects in modules it is planned to teach much in short time periods. I don't think that it is possible to provide training for music. T13"

"It is impossible to give lecture according to curriculum. You have to behave according to learner. I teach clothing course in industrial machines atelier because there is only one clothing atelier in the building. I am in a big trouble because of lack of equipment like table etc. T20"

"It is a classical problem in public education that learners don't come to courses regularly. In any event, there are problems because of level differences between the learners. When they don't come courses regularly, they fall behind. The learners are adults so classroom management is another problem. Gaining dominance on the classroom is hard. Also I think them modules are not very appropriate to public education learners. There are differences between the modules and learners' wishes and abilities. T21"

Tutors' views regarding their own solution suggestions on encountered problems in education period are presented in table 2.

**Table 2.** Tutors' Views Regarding Their Own Solution Suggestions on Encountered Problems in Education

Category	Views	f (expressing frequency)
Physical opportunities	Lesson materials should be completed	6
	Classroom environment should be made something eligible for education	4
	Classrooms should be more equipped	4
	The government should allocate more resources for public education centers	2
	More convenient buildings should be provided for public education centers	2
	Making collaboration with other foundations is a necessity	1
	Total	19
Learner	Level classes should be formed in terms of educational status	8
	Course announcements should be made effectively to public	2
	Total	10
Curriculum	Modules should be updated according to learners' profiles	5
	They should contain new improvements	3
	They should be practice emphasized	4
	They should be prepared convenient to educationists' views	2
	Total	14
Management	Adults should be appointed as manager for adult education	2
	Total	2

According to table 2 tutors emphasized the necessity of completing materials, make classroom environments eligible for education, and setting more equipped classrooms as solution suggestions for problems about physical opportunities. Stratification of learners according to their age and education levels is the most prominence necessity about problems of learners. The views of updating modules of curriculum by taking into consideration of learners' profiles, concentrating on practice and containing recent developments are the prominent views. For management based problems in the public education centers it is emphasized that managers should be selected from competent candidates for adult education. Some of the opinions of tutors are presented below.

“Curriculum mostly includes theoretical knowledge. There should be more concentration on practice. Especially learners' levels, wishes and abilities should be taken into consideration while planning a curriculum. Practice should be more important than theoretical knowledge. T12”

“Public education centers should be transferred to the buildings that bigger, contain more and improved classrooms and technological infrastructure. All the materials should be current and new. Also computer laboratories should be modernized. T16”

“I am not supported by management for problems that I encounter in public education centers. Besides, I don't think that the managers understand us. Because they are generally primary school teachers so they cannot be so effective. Their period of office finishes until they understand public education. For this reason, I think, more experienced and informed educationists about adult education should be manager. T18”

“There should be special classrooms for each branch and materials should be completed. T27”

Tutors' views related to encountered problems and the practice about them are presented in table 3.

**Table 3.** Tutors' Views Related to Encountered Problems and The Practice About Them

Category	Views	f (expressing frequency)
Physical opportunities	We try to provide lesson materials on our own	6
	I research and find course book on my own	1
	Total	7
Learner	I try to give lecture according to learners' levels	6
	I try to conduct a series of activity that attract their interest and attention	2
	I want the learners to give information their environment	2
	I try to solve the problems by speaking especially to the other learners	2
	Total	12
Curriculum	I try to do more exercises and practice during the lesson	5
	I give current examples during the lesson	2
	I teach the lesson according to learners' demands	2
	Total	9

According to table 3 tutors' practice related to problems that they encounter, trying to provide lesson materials related to physical opportunities, trying to giving lecture appropriate to learners' levels related to learners and trying to do practice and exercises related to curriculum come into prominence. Some of the opinions of tutors are presented below.

“I change my teaching style according to students. I try to additional practices to provide better perception. T2”

“When I have a problem with students in the class I try to solve the problem by talking to them. We try to complete the missing materials on our own. T6”

“I narrate new technologies by giving current examples because the knowledge in the curriculum is old. T16”

“We don't have the chance to practice curriculum one-to-one in the lessons. I generally do practice according to learners' demands. I am a clothing tutor and we work on models that learners want instead of ready-made forms in the curriculum. Learners don't want to work on ready-made forms, they want to work on something that useful for them. T20”

The reasons for learners preferences in education fields are investigated in categories such as; profession, hobby and self development. The reasons for their preferences showed difference according to the courses. The reasons for learners preferences in courses are shown in table 4.

**Table 4.** Learners Opinions About The Reasons for Course Preferences

Education Field	n	Preference Reason	f (Frequency of being stated)
4-6 years children development activities	36	Profession	30
		Hobby	5
		Self Development	1
Patient and Old People Care	29	Profession	29
		Hobby	-
		Self Development	-
Patient Registration Reception	16	Profession	16
		Hobby	-
		Self Development	-
Teaching Turkish to Foreigners	12	Profession	2
		Hobby	-
		Self Development	10
English	11	Profession	4
		Hobby	6
		Self Development	1
Hand Embroidery	8	Profession	-
		Hobby	7
		Self Development	1
Home Textile	8	Profession	3
		Hobby	5
		Self Development	-
Music (stringed instrument)	6	Profession	-
		Hobby	6
		Self Development	-
Total	126	Profession	85
		Hobby	28
		Self Development	13

In table 4 It is seen that courses that are chosen for profession are; 4-6 years children development activities, patient and old people care and patient registration reception courses. Courses mostly preferred as hobbies are; English, home textile and music courses. Courses chosen for self development are Turkish courses for foreign people.

According to the investigation for learners expectations from the education given is determined that the expectations and reasons for their preferences are coincided. Learners expectations from courses chosen for profession are stated as getting a job and progress in job. Learners expectations from hobby courses are stated as effective spending of their free time. Learners whose expectations from the courses is self development stated that courses should continue in advanced levels. According to the investigation for learners opinions about the education sufficiency, almost all of the learners (n=124) stated that the education is sufficient, others stated that they will evaluate whether the education is sufficient or not later in their careers. Some of the learners opinions are as follows;

“I want to improve myself about children development to be helpful to my family.” L12

“I preferred to take education to find a job in hospitals. Nowadays it is difficult to find a good job. I hope I could find a job in this field after I got my certificate. I think that the education we took is sufficient. Subjects are taught and described in details. I am satisfied with the education for now. I suppose that it will have too much contribution in my job.” L43

“We came from Syria. We have to know Turkish well as we live in Turkey. That is why I preferred this course. I am happy that I learn Turkish. It will have too much contributions to me, I could continue my education. I loved my teacher and I am satisfied with the lessons. We learned a lot of things in a short time.” L85

“I am a housewife. I preferred hand embroidery course to spend my free time effectively. I had a good time here as well as I sold products I made. We handle and made varied patterns and motifs. I think that the things we learned are sufficient and useful for us.” L108

Problems faced by learners during the education process and their offers for solutions are shown in table 5.

**Table 5.** Problems Faced by Learners During The Education Process and Their Offers for Solutions

Categories	Opinions	f (frequency of being stated)
Problems	Lack of course materials	89
	Lessons finish late	69
	The number of the students in classes are too much	56
	Classes are too small and inefficient	55
	Lack of cleanliness	52
	Transportation problem	45
	Breaks are too short	32
	Total course duration is too long	29
	The lessons are mostly verbal	14
	Age difference	12
	Lack of equipment	11
Offersfor Solutions	Course materials should be completed	61
	Lessons should finish earlier	45
	The number of the students in the classes should be reduced	42
	Cleaning should be done carefully	37
	Breaks should be longer	30
	Absenteism duration should be increased	28
	Lessons should be repeated and reviewed by teachers	16
Course books should be free	12	

In table 5 it is seen that lacking of course materials is one of the most important problems faced by learners during the education process. However, late finish of the lessons, crowded and small classes and lack of hygiene are among the important problems. Completion of the course materials comes first among the solution offers suggested by learners. Also early finish of the lessons, reducing the number of the students in classes and giving importance to the cleaning are important solution offers given by learners.

Some of the learners opinions are as follows;

“Our computer is broken since the beginning of the course. We could not make our lessons needed to be done practically by computer. We finish the course late and it is a problem to go home late. Courses starting-finish times should be arranged. Lack of materials should be completed and computer should be supplied. Cleaning should be done carefully and regularly. For example, rubbish bins are not emptied, classes are not mopped and toilets are not cleaned regularly. Also the numbers of toilets are insufficient.” L54

“We do not have enough materials for courses and sometimes we do not have any. I think that materials should be supplied as soon as possible. I go home at about 21.00 o'clock after the course and to me it is too late. Lessons durations should be shorter and breaks should be longer. Also I think that the whole course duration should be shorter than 6 months.” L76

“I think that classes are not efficient. There are lots of learners but classes are too small. Ages of the learners are different and because of this some of them understand the lessons easily in a short time whereas others could not understand at the same time. So that reviews should be done frequently by teachers. There is not enough technological equipment in classes. There should be technological equipment for presentations. There should be extra classes inside the building. The whole building and toilets should be cleaned carefully and regularly. Even soap is not available in toilets most of the time.” L94

#### 4. Discussion and Conclusion

The results obtained from the research are commented below clause by clause.

1. It is obtained that 9 of the 25 tutors who are attended in public education centers give lectures out of their fields. However, they don't have difficulty in general because they give lectures similar fields with theirs. It is detected in the study of Gültekin-Toroslu, Saraçoğlu and Akcan (2008) that some of the tutors give lecture out of their branches. In the study, which is made by Yayla (2009), on managers, assistant managers and teachers, it is appointed that half of the participants don't think tutors are qualified on the fields that give lectures. In addition to this, it is expressed that tutors don't have sufficient information about principles and methods of adult education.

2. It is detected that tutors have problems about physical means, learners, curriculum and managers during the education process. Most of the problems are about physical means and learners. In terms of physical means, they have problem mostly about lack of course materials. Also, inadequacy of classes and technical equipment come into prominence. High absence rate of learners, level difference of classes and difficulty in class management are the most important problems in terms of learners. As the other problems that come into prominence curriculum modules are theoretical, there is no equivalence between modules and lesson period and the modules cannot afford learners' demands. In terms of major management problems, administrative transactions are in slow progress and managers cannot find a solution to the problems. According to scientific study, which is based on views of public education managers, assistant managers and learners that was done by Yayla (2009), it is detected that classes are not appropriate for adults there is not sufficient adult education curriculum according to scientific norms and managers are ill-informed about adult education principles and techniques. It is expressed under seven title in the study done by Türkoğlu and Uça (2011). These headings are lack of budget, lack of physical means, lack of staff, lack of connection between formal and informal training, inadequacy of curriculum content and being not functionality of courses. The detected problems in workshop about problems of adult education, which is done by the participants from Spain, Denmark, Republic of Estonia, Portugal and Cyprus, are put in order as follows. Classes are small and inappropriate for adults, technological equipment is insufficient, source books for students are insufficient or not available, there is great difference between classmates' knowledge level, learning level and learning styles, students have weak motivation, curriculums are based on memorization, there are not adult-oriented techniques in practice, students cannot devote sufficient time for education because of their families and jobs and governments don't support enough adult education (DELAC, 2010).

3. Tutors own solution offers to the problems that they encounter are as follows. In terms of physical means, completing course material, making classroom environment eligible, and setting up well-supported classes; in terms of learners, separating learners into level classes according to their ages and education levels, updating curriculum's modules by taking into consideration learners profiles, concentrating on practice and containing current improvements; in terms of management, public education centers' managers should be chosen from qualified people on adult education. Yayla (2009) stated in his study that managers, assistant managers and tutors should solve the problems that originated from building, classes and substructure in public education centers. There should be more in-service training and workshops and specialist in their fields should be appointed to public education centers as manager and tutors. In public education centers, from curriculum to materials are same as formal education. In addition to this, tutors and managers in public education centers have training for formal education. However, qualified personnel in adult education should serve public education centers (Kaya, 2015). It is stated in the workshop, which is done abroad with participating 5 countries, big classes should be designed, learners should be separated into level classes, individualized education programs should be prepared, different teaching methods should be used, visual and collusive techniques should be preferred and qualified personnel in adult education should be appointed (DELAC, 2010).

4. Tutors try to provide course materials by themselves to solve physical problems, try to teach lessons according to learners' levels and try to do more practice and activity during the lessons.

5. Learners prefer their educational fields avocationally. These programs are 4-6 age child development and training, nursing of old person and patient record. Course training programs attended as hobby are mostly English, home textile and music. The program chosen in order to improve oneself is Turkish teaching to foreigners. Besides, learners' expectations from the education match up with their reasons of course preferences. Learners' expectations, who attend the course for occupation, are getting a job and career advancement. Learners' expectation, who attend the course as a hobby, is using their spare time effectively. Learners' expectations, who attend a course to improve himself, is continuing the course in advanced levels. Also, almost all of the learners find the education sufficient. Basic functions of public education are expressed as gaining craft knowledge and occupational ability, providing self-improvement and providing socialization. In addition to this, providing individuals with occupation within vocational and technical training or making progress in career takes part in public education programs. Also, cultural programs like music, fine arts, literature, art and handicraft are available (Celep, 2003). However, it is detected with the study done by Miser and Arslan (2015) most of the courses in public education centers on vocational education. Although recreational courses increase numerically in time, they have 44 per cent of all the courses. Recreational courses are sport (badminton, judo etc.), art (drama, oil painting, painting etc.) and educational (foreign language, family life education etc.). It is detected in the study done by Gültekin-Toroslu, Saraçoğlu and Akcan (2008), 49 percent of learners attend the courses to have an occupation.

6. The most important problem of learners at the beginning of the education process is lack of course materials. Besides, the problems of late rush hours, crowded classes, insufficient and narrow classes and uncleanliness are come into prominence. Completing course materials, move to an earlier time the rush hours, decrease the number of students in the classes and caring about building clearance are learners' solution offers. It is detected in the study, with which lifelong learning in Turkey is investigated, done by Gülmez, Titrek and Özkorkmaz (2015) that public education centers are few in numbers, classes are crowded and the buildings are unclear. For these reasons, there are problems depending on shoestring budget. Oriented with these results, with the adequate budget support, devoting qualified and equipped buildings appropriate for adult education, evaluating curriculums and according to obtained results revising the curriculums, identification of training need of adults and opening courses in every field, providing in-service training and giving seminars for staff can be suggested.

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## Development of Music Therapists' Professional Competence in the Pedagogical Process

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### Abstract

The aim of this research is to clarify the music therapist's professional development opportunities in the context of lifelong learning. Professional competence includes the actual work experience, obtained skills and abilities during the work process, as well as academic knowledge (education, courses, seminars, foreign languages, computer skills, etc.) and its role in the professional advancement process. Professional competence reveals the employee's attitude towards work, his/her ability to improve and willingness to obtain new knowledge. This research was organized in order to clarify whether the new specialists with music therapist's qualification consider themselves as sufficiently competent in their profession, as well as to clarify the missing or insufficient knowledge, skills and competence of their therapeutic activity. Music therapist's professional competence can be described as integrative that implies a set of sub-competences and practical abilities, where the musician, medical practitioner, psychologists and teacher's skills are in continuous interaction. In music therapy in Latvia the integrative eclectic approach is recognized, and above mentioned professional competence is necessary for its successful implementation. For this study a survey was carried out with participation of professional music therapists. The survey questions inquired about the obtained professional skills and abilities and about the ones that still need perfection in order to improve music therapist's professional competence. Music therapists rated their professional competence according to specified criteria. When asked to name the lacking or insufficient knowledge, skills or competence to which the study programme should pay more attention in order to develop them, the graduates suggest to devote more time and space for acquiring different techniques and methods, and to provide deeper insights for work with various groups of clients/patients both individually and in the group. Similarly, the new specialists recommend to increase the amount of practical classes, to pay more attention to mastering arts-based assessment instruments (assessment diagnostic), as well as to practical application of principles of short-term music therapy process. Summarizing the survey results it can be concluded that the knowledge and skills acquired during the study process at University make up the core competence of music therapist, however, for professional development and professional maturity the further education is needed, which is provided both by the certification process and participation in supervisions.

**Key words:** music therapist, professional competence, integrative eclectic approach.

### 1. Introduction

Professional competence is constant and intelligent use of communication, knowledge, technical skills; clinical reasoning; application of emotions, values and reflexions in everyday practice for individual and social needs (Epstein&Hundert, 2002).

"Competence depends on habits of mind, including attention, critical curiosity, self-confidence and presence", and interaction of knowledge, skills and values during professional activities (Falender&Shafranske, 2004). Professional activity competence essentially is integrative and implies a set of sub-competences or practically a group of abilities that are necessary in music therapy field.

Music therapist is a new profession in health care in Latvia that can be mastered in 2 institutions of higher education: Liepaja University (LiepU) in study programme "Music therapy" and Riga Stradins University (RSU) in study programme "Arts therapy"<sup>1</sup>.

Nowadays active is question - how to educate music therapists more purposeful and qualitative way: with academic music, maybe folk music, teach to learn one instrument or more, to pay attention to musical

performance or improvisation. The objective of study programme's "Music Therapy" standard is to balance all these various elements and in result make sure that by completing this study programme, future music therapist:

has mastered academic and scientific basics;

has obtained musical performance and improvisation skills;

has mastered necessary medical knowledge, is confident about this knowledge;

is professionally competent enough to start working without assistance and to be able to evaluate, analyse and report on the results of work;

is informed about all ethical aspects of work; is confident and mature as a personality;

is therapeutically attentive, insightful, empathic, with developed intuition.

That is the goal of music therapist educating. To successfully develop therapeutically and musically professional identity, it is necessary to be able to associate and integrate all these elements in three main areas:

1. therapy- therapeutic understanding and insight;
2. art – clinical application of musical skills;
3. science – academic, clinical and professional competence.

Even though in Latvia art and music therapist has united professional standard, further in text term "music therapist" will be used. To form and stabilize study programme "Music Therapy", profession development fundamentals should be studied. Music therapists' purpose and essence or even mission must be clearly understood. Music therapist standard description is presented in multiple documents<sup>2</sup>. To work as a music therapist and to offer art therapy services, the corresponding education and professional qualification must be obtained.

In music therapists work description relevant conditions are stated for description of profession. Music therapist must have second-level professional higher medical education in arts therapy, must be registered in health care provider registry and certified. As a professional therapist must have practical experience in corresponding field or with similar client group; knowledge of applicable instruments in work and technique in music therapy process; ability to comprehend and apply non-verbal communication; to work with clients reflexions on creative process and its results; ability to determine music therapy goals that are the base for therapeutic interventions; ability to provide secure, correct and effective client centred music therapy process. Ability to be perceptive, active, interactive and creative. Ability to plan, organize and conduct tasks and determine their priorities. Ability to competently apply the range of music creation technique and to help client express himself in music, and to analyse the music created by client. Good interaction and communication skills, client oriented activity and orientation to positive result in work. Ability to work in psychologically complicated situations. Arts/music therapist competencies are described in Regulations No.268 issued by the Latvian Cabinet on 24<sup>th</sup> march in 2009 „Regulations on health care practitioners' and students' of first or second degree higher medical education programmes competencies in health care and capacity of their theoretical and practical knowledge" in section 7.6. (articles No 585-589), (Table No.1)

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<sup>1</sup> Both study programmes in Latvia are reglamented according to unified profession standard "Arts Therapist", LiepU offered qualification is arts therapist in music therapy, RSU – arts therapist with specialization in music.

<sup>2</sup>National employment agency (*Nodarbinātības Valsts Aģentūra*):

[http://www.nva.gov.lv/karjera/index.php?cid=10&mid=118&mode=prof&pr\\_id=2065](http://www.nva.gov.lv/karjera/index.php?cid=10&mid=118&mode=prof&pr_id=2065) Profession standard, Profession classifier

**Table 1. Arts therapist competencies**

Articles of law	Arts therapist competence implies:
<b>586. 1.</b>	conducting patient's observation / assessment
2.	according to observation / assessment findings implement arts therapy process in one of these specializations:
2.1.	in visual plastic arts therapy
2.2.	in dance and movement therapy
2.3.	<b>in music therapy</b>
2.4.	in drama therapy;
3.	with applying arts form of corresponding specialization as an instrument in therapeutic work help patient to overcome health disorders, social difficulties, stimulate development and bio-psycho-social wellbeing.
4.	inform patient, his relatives or caregivers and other involved health care professionals about art therapy (according to specialization) process and its findings;
5.	inform society about arts therapy services and explain them.
<b>587.</b>	to conduct health care activity, arts therapist has theoretical knowledge and practical skills in these matters:
1.	patients observation and (or) assessment – systematically analyse patients difficulties and needs;
2.	evaluation of patients skills and resources, that can be used in arts therapy process;
3.	formulation of appropriate arts therapy process goals and objectives according to
4.	creating arts therapy treatment plan according to one or various theoretical conceptions and in collaboration with patient;
5.	selection of suitable arts therapy intervention, methods and techniques and their application to arts therapy process according to specialization;
6.	collaboration with patient, his relatives or caregivers in explaining the arts therapy process and its results;
7.	collaboration with other specialists, becoming a part of multi-professional and (or) interdisciplinary team work;
8.	professional activity's ethical and juridical foundation.
<b>588.</b>	Study duration for arts therapy specialist is at least two years.
<b>589.</b>	During the studies theoretical knowledge and practical skills are acquired of human anatomy and physiology, organism function regulation and pathology, health care and medical rehabilitation, first aid and emergency medical help, psychiatry, psychodynamic psychiatry, psycho-somatic medicine, personality development psychology, clinical psychology, individual consulting and psychotherapy, group consulting and therapy, medical and biomedical rights and ethics, multi-professional and interdisciplinary team work, scientific work methodology, professional activity and ethics of arts therapy, business basics; according to specialization – art therapy theories and concepts, creation and analysing of art, observation and assessment in arts therapy, arts therapy methods and techniques, arts therapy work with different client/patient groups in psychiatry, rehabilitation, social care, general, professional and special education; arts therapy documentation, individual training therapy, supervised practice, movement improvisation (only in dance, movement therapy specialization), instrument play, vocal skills and improvisation (only in music therapy specialization), art creation techniques (only in visual plastic arts therapy specialization), drama conceptions and techniques (only in drama therapy specialization)

Art/music therapist works in health, social care or education fields with clients/patients who have somatic, mental disorders or psychological difficulties. If arts therapist works in a health care institution and is directly involved in health care process providing, he carries out his professional activity in multi-professional team. Art/music therapist can work also with people who want to stimulate their personality development in a creative way, encourage group solidity in organization, etc. Therefore it is possible to relatively distinguish arts therapy realized in health care<sup>3</sup> (*medical art therapy*), and creative music therapy. (This division does not apply to other profession representatives, who utilize in their work art or different creative activity forms<sup>4</sup>).

<sup>3</sup> For instance, term medical art therapy is used in USA.

<sup>4</sup> More information in *Mākslu metodes un tehnikas profesionālajā darbībā* (2010). K. Mārtinsone (ed.). Rīga: RaKa. p6

## 2. Method

To establish music therapists professional competence development resources in a lifelong education context during the time period from 16.03.2016 to 03.04.2016, a survey was carried out, were professional music therapists – LiepU in profession working graduates, took part. In survey were included questions about already obtained and yet to develop professional knowledge and skills, that are necessary for development of music therapist professional competence. In electronic survey were involved 17 respondents with music therapist qualification, 2 of them were men and 15 – women in age of 24 – 57.

## 3. Findings

Findings show, that LiepU study programme “Music Therapy” graduates:

most frequently have worked in multi-professional team in health care institutions with individual client/patient – child, adolescent or adult;

have applied integrative eclectic approach to the therapy, conducting process in up to 10 sessions,

have been hired as socially insured (regular) or self-employed employees and have worked in arts therapist profession 2 – 4 days a week.

Their knowledge, skills and competence in profession graduates mostly evaluate as *rather sufficient* or with certainty as *sufficient* (for instance – ability to understand the professional limits and search for help, ability to understand and solve ethical problems, ability to create therapeutic relationships and environment, etc. described in results section). But in separate cases competencies are evaluated as *rather sufficient* or *rather insufficient*, and they are:

ability to recognize patients condition and recovery prognosis, after getting to know diagnosis and provided findings of other specialists involved in treatment,

ability to document work according to institution’s/ practice’s requirements,

ability to discuss and explain the art therapy process, its results and influence on health with the patient, his relatives/ caregivers,

ability to become part of specialist team, collaborate with other involved specialists and explain arts therapy process and results.

Knowledge, skills and competencies acquired during the studies, which have proved themselves the most useful in graduates professional life, are summarized in Table No.2

**Table 2.** Acquired knowledge, skills and competencies, which have proved themselves the most useful in graduates professional activity (open question):

Knowledge, skills and/or competence	Number of respondents who mentioned it
Practical studies/methods in specialization	14
Individual consulting skills	12
Clinical practice	10
Psychodynamic basic concepts	8
Psychiatry	8
Individual psychotherapy	6
Assessment based on art	6
Professional/personal development in group	5

Ability to create therapeutic relationships	4
Knowledge of work with groups and its dynamics	4
Plan preparation	4
MT goal formulating and process	4
Professional ethics	3
Different therapeutic approaches	3
Methodology and research	2
Insight of medical reahabilitation	2
Practice abroad	2
Insight of client/patient group	2
Orientation in professional literature	1
Ability to explain MT essence, meaning, goals	1
Clear understanding about collaborative team work	1
Insight of client/patient centred work	1
Every experience was enriching, but real life differs from what is taught in studies	1

In most significant knowledge and skills graduates include individual consulting skills, in specialization learnt methods and techniques and assessment based on art, psychiatry and psychodynamics basics, clinical practice experience and individual psychotherapy (individual training therapy).

Answering on question about missing or insufficient knowledge, skills and competence, that should be developed more in study programme, graduates recommend to find more time for technique and method training in specialization, provide more profound insight into the work with different client/patient groups, and also in working with groups. It was also recommended to provide more practical studies, pay more attention to general and in art based assessment, and also to learning short-term therapy principles (Table No. 3.).

**Table 3.** Missing or insufficient knowledge, skills and competence

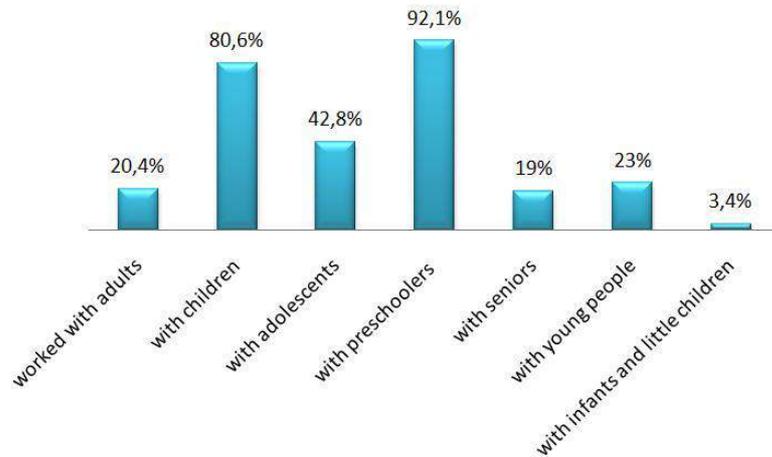
Knowledge, skills and/or competence	Number of respondents who mentioned it
Techniques and methods in specialization	12
More insight in different client/patient group specifics	10
More theory and practice for working with groups (different phases, lack of motivation, open groups)	9
Lot more practical activities	8
General and in art based evaluation and assessment	7
Short-term therapy, useful for working with very few sessions	6
Presenting the profession to patients and specialists in health care, speaking in them understandable language	4
Documentation writing	3
Theoretical approaches in arts therapy in general and in specialization	3
Creating art/ creative expression/ technique aquisition	3
Health care courses in accordance with music therapy	3

#### 4. Results

Analysing the answers of graduates it is possible to distinguish a number of significant findings. In answers to the question: of what age clients/patients have they worked with during the latest years, it was found that the most of respondents have worked with preschool children, but least music therapists work with with infants and little children (Figure 1)

- a. 20,4% respondents work with adults (age 26 – 60)
- b. 80.6% respondents work with children (age 7 – 10)
- c. 42,8% with adolescents (age 11 – 16)
- d. 92,1% with preschoolers (age 3 – 6)

- e. 19% with seniors (older than 60)
- f. 23% with young people (age 17 – 25)
- g. 3,4% with infants and little children (to 2 years old)



**Figure 1.** Percentage of music therapists who worked with mentioned age groups Research established the most used therapy forms during the last year:

- a. 94.6% - with client/patient individually
- b. 38.6% - with groups
- c. 5,2% - with families or children and their parents

In question about client/patient difficulties, with which respondents have worked most frequently during the last year, answers show that the most frequent are emotional difficulties.

- a. 93.9 – emotional
- b. 54.5% - physical/somatic
- c. 48.5% - learning difficulties

Many concrete answers were received on question about theoretical approach application in music therapists work during the last year. Therefore research shows the tendency that in Latvia the most frequently used is the integrative eclectic approach.

- a. 90,9% - integrative eclectic
- b. 60,2% - humanistic
- c. 18,3% - psycho-dynamic

Arts therapists profession standard permits Latvian music therapists working in various environments: in education, social and health care. Respondents state, that they work at more than one environment.

- a. 55,7% - in health care environment
- b. 34,4% - in private practice
- c. 32,3% - in social care institution
- d. 25,6 – in special education institution
- e. 7% - in general education institution

## 5. Conclusions and recommendations

Profession of music therapist is unique because people who want to work in health care domain have to be gifted with ability to evaluate oneself, one's actions and their conformity with a specific situation and at the same time critically and objectively relate to work of colleagues and their of evaluation of therapist, so that he could work both individually and in team, maintaining also the objective regard towards universal values.

Important aspect of music therapist's education is resources and quality of teaching personnel. Therefore unusual is the situation when only few professors are professional and experienced music therapists, but the rest are invited to teach from other domains, which makes the study process confusing – full of differing standpoints.

To develop therapeutic and musical professional identity the elements of three main domains must be interrelated and integrated: in therapy those are therapeutic understanding and observation; in art – clinical application of musical skills; in science – academic, clinical and professional competences. The *model of music therapist becoming a professional* is a basis for dividing professional development of art therapist into developing stages – accordingly to duration of professional activity and accumulated work experience.

The theoretical researches are based on therapeutic thinking, attention and evaluation. Dynamic didactic practice (lectures, seminars and study process in general) stimulates future specialist's self-experience, self-development and emotional maturity, but work in clinical environment, monitored by supervisor, enables the professional competence formation. In the studies of music therapy the theory, personal development and supervision practise are purposefully integrated.

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# The Relationship between the Children Aged Five and Six Who Have Compliant and Aggressive Behavior According to Views of Their Teachers and the Emotional Intelligence of Their Mothers

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## Abstract

The first social relationship of a baby born into the world is established with its mother. Children acquire their first social experiences through their observations of first their mothers and then the other members of the family. Therefore, the interaction a child establishes with his/her mother is crucially significant in developing his/her social relationships later in life. The fact that the mother has a healthy emotional life and positive emotional behavior also help the child to develop healthy and positive emotional attitude. The general purpose of the study is to determine whether there is a relationship between the compliant and aggressive behavior of children aged five and six attending pre-schools and the emotional intelligence of their mothers. The universe of the research was composed of children aged 5 and 6 who attended the pre-school education institutions of Bursa Provincial Directorate of National Education in the 2015-2016 Academic Year, and the mothers of these children. In order to comprise the sample of the study, twelve pre-school teachers were interviewed and were asked to determine compliant and aggressive children among the students in their classes taking into account the items available in a questionnaire prepared by the researchers containing characteristics of compliant and aggressive children. Therefore, within the scope of the study, a total of 160 subjects 80 of whom were children, 35 female and 45 male, who had compliant and aggressive behavior and 80 mothers of these children. As a data collection tool in the research, the Bar-On Emotional Intelligence Test developed by Bar-On and Parker (2000), and translated and adapted into Turkish by Fûsun Tekin Acar (2002) and Karabulut (2012) was used. t-Test was used to acquire findings from the data obtained from the Bar-On Emotional Intelligence Test used to determine whether there was a significant relationship between the emotional intelligence levels of mothers and compliant and aggressive behavior of their children. The findings obtained were illustrated by tables and then interpreted on them. Based on the findings obtained from the study; the emotional intelligence level of the mothers whose children had compliant behavior was higher than those of mothers whose children had aggressive behavior. Furthermore, a significant relationship was found between the aggressive children and "personal awareness" and "compliance with the conditions and environment" sub- sections of the emotional intelligence of their mothers. In other words, it was revealed that the "personal awareness" and "compliance with the conditions and environment" level of mothers whose children had aggressive behavior was lower than the "personal awareness" and "compliance with the conditions and environment" level of mothers whose children had compliant behavior.

**Key Words:** Emotional Intelligence, Compliant Behavior, Aggressive Behavior, Pre-School Period, Social Development.

## 1. INTRODUCTION

The first social relationship of a baby born into the world is established with its mother. After birth, the child tries to harmonize with the social environment s/he is in. The child needs to acquire the social behavior necessary to harmonize with the society (Kotil, 2010). Children acquire their first social experiences through their observations of first their mothers and then the other members of the family. Therefore, the interaction the child has established with his/her mother is crucially significant in developing his/her social relationships later in life. The fact that the mother has a healthy emotional life and positive emotional behavior also help the child to develop healthy and positive emotional attitude (Bařal, 2012).

The fact that the child manages to establish a balanced, emotional and strong bond with his/her mother and grow up in an environment of love and trust enable him/her to develop a strong personality, and help him/her to establish balanced relationships with other in the future (Yavuzer,1994). Interpersonal communication skills are the important indicators of social harmony (Kotil, 2010). The children who easily adopt the environment s/he is in are generally participatory and active; at the same time, they are successful in close relationships based on trust with their peers and teachers (Gûlay, 2011). Those who are socially non-compliant, on the other hand, tend to develop more negative personality in comparison to these children (Bilen,1989).

It is commonly observed that the children who grow up in environments where there is lack of social relationships and where children do not have good role models fail to establish effective relationships and have problems in developing and maintaining their social relationships (Kesicioğlu, 2015). As a result of the problems experienced, children may demonstrate what seem to be negative attitudes such as bad temper, nervous temperament, contentiousness, disharmony, continuous insubordination and violation of general rules (Kadan, 2010).

Aggression is generally an important indicator of social relationships. We are faced with aggression as a byproduct of inhibition and it differs in the pre-school period, school period and in the adolescence period. It is seen in the form of making a lot of noise, hitting the peers and inflicting damage to property in children aged 2-5 (Başal, 2012). Aggression in infants and young children emerges more commonly when adults constantly interfere with their behavior and attitudes (Derman & Başal, 2013). During the infancy period, the parents of children actually make them aggressive by interfering with their feeding, toilet training, sleeping and snatching the toys from them. As a result, the reaction of the infant to its environment seems to be crying and convulsion (Başal, 2012). Child's aggression is initially directed towards the immediate environment of parents and the brothers/sisters in time, and then towards the peer group. Children aged 2-4 demonstrate behavior of verbal attacks (Seven, 2008).

Some deficiencies are observed in the social skills (Başal, 2012; Pakaslahti, Asplund-Peltola, Keltikangas-Järvinen, 1996) and interpersonal problem solving skills (Kesicioğlu, 2015) of children to have aggressive behavior patterns. Furthermore, deficiencies in the empathy skills have been proved to be related to aggressive behavior as well (Kaukiainen, Björkqvist, Lagerspetz, Österman, Salmivalli, Rothberg, Ahlbom, 1999). In addition to all these, the impact of parents' behavior (Keleşoğlu, 2008) over the behavior patterns of children is clearly seen.

Emotional intelligence involves numerous skills in assessing the feelings of him/herself and others, controlling them and knowing how to make use of one's feelings beneficially (Acar, 2001). Emotional intelligence is not having feelings; at the same time, it is important know and understand what feelings mean (Mumcuoğlu, 2002). Psychologists and educators investigate the impact of Emotional Intelligence in one' daily life and how it resonates in interpersonal relationships. There are also studies that have examined the impact of emotional intelligence over the social behavior of children (Trinidad & Johnson, 2001). Furthermore, there also exist studies that have revealed the impact of emotional intelligence over the negativities and non-compliant behavior in peer relationships (Brackett, Mayer and Warner, 2003). Healthy emotional life and positive emotional behavior of the mother help the child to develop healthy and positive emotional behavior as well (Başal, 2012). Moreover, it also observed that the democratic attitude of the mother has positive impact over the social skill levels of children (Özyürek, 2015).

Related researches (Keleşoğlu, 2008; Özyürek, 2015) show that positive attitudes of mothers have positive impact on children's social behavior. The general purpose of the study is to determine whether there is a relationship between the compliant and aggressive behavior of children aged five and six attending pre-schools and the emotional intelligence of their mothers. For this purpose, answers to the following questions have been sought:

1. Is there a significant difference between the emotional intelligence of the pre-school children's mothers and their children's aggressive behavior?
2. Is there a significant difference between the emotional intelligence of the pre-school children's mothers and their children's compliant behavior?
3. Is there a significant difference between the sub-dimensions of children's mothers emotional intelligence such as "personal awareness", "interpersonal relationships", "compliance with the conditions and environment", "stress management", "general mood" and the aggressive behavior of children?

## **2. METHOD**

This a descriptive study that aims to is to reveal the relationship between the aggressive behavior of children aged five and six and the emotional intelligence of their mothers. Descriptive studies try to describe the incident, individual or object of the research within its unique conditions and the way they already are (Karasar, 2014).

The universe of the research was composed of children aged 5 and 6 who attended the pre-school education institutions of Bursa Provincial Directorate of National Education in the 2015-2016 Academic Year, and the mothers of these children. In order to comprise the sample of the study, twelve pre-school teachers were interviewed and were asked to determine compliant and aggressive children among the students in their classes taking into account the items available in a questionnaire prepared by the researchers containing characteristics of compliant and aggressive children. Therefore, within the scope of the study, a total of 160 subjects 80 of whom were children, 35 female and 45 male, who had compliant and aggressive behavior and 80 mothers of these children.

As a data collection tool in the research, the “Bar-On Emotional Intelligence Scale” was sent to the mothers. The data were collected based on the responses given to questions on the Bar-On Emotional Intelligence Scale and transferred onto the computer.

**Bar-On Emotional Intelligence Scale:** As a data collection tool in the research, the Bar-On Emotional Intelligence Test developed by Bar-On and Parker (2000) and translated and adapted into Turkish by Füsün Tekin Acar (2002) and Karabulut (2012) was used. The Bar-On Emotional Intelligence Test was five-point Likert type scale composed of 88 questions. The test filled in by the respondents had the following scale options; (1) Completely Disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) Completely Agree. The mothers were asked to choose one of the five options most appropriate for them for each question.

**The Questionnaire Form for the Teachers:** Taking into account the items available in a questionnaire prepared by the researchers containing characteristics of compliant and aggressive children, the teachers were asked to determine the compliant and aggressive children among the students in their classes. In order to determine the children with aggressive behavior, the teachers were asked to make assessment taking into account the behavior of students in their classes such as hitting their classmates, calling names to them, showing noncompliant behavior, violating the general rules and using coercion to get their wishes accepted. According to the opinions of teachers, the students who had the above-mentioned behavior were considered to demonstrate aggressive behavior; the children who did not have these behaviors were assessed to be compliant.

The statistical procedures of the research were performed using the SPSS. Frequency tables were created based on the gender and behaviors of the children. Independent Sample t-Test was used to reveal whether there was a significant relationship between the aggressive behavior of children and the emotional intelligences of their mothers and at the same time, the sub-dimensions such as the personal awareness, interpersonal relationships, compliance with the conditions and environment, stress management and general mood.

### 3. FINDINGS

The findings obtained as a result of the study carried out to determine whether there was a significant relationship between the emotional intelligences of the mothers and the level of compliant and aggressive behavior of their pre-school children are presented below.

**Table 1.** Frequency and Percentage Distribution of Children’s Behavior Based on the Gender Variable

	<i>f</i>	%
Compliant Girls	29	36.25
Compliant Boys	24	30
Aggressive Girls	5	6.25
Aggressive Boys	22	27.5
Total	80	100

As Table 1 illustrates, 36.25% of the participating children were compliant girls and 30% compliant boys; and 6.25% were aggressive girls and 27.5% aggressive boys.

The results of the t-test carried out to reveal whether there was a significant relationship between the emotional intelligences of the mothers and the aggressive behavior of there are illustrated children are illustrated in Table 2.

As a result of the Bar-On Emotional Intelligence Scale implementation, it was found that there was a significant relationship ( $p < 0.05$ ). The emotional intelligence level ( $\bar{X} = 337.28$ ) of mothers of the children with compliant behavior was higher than the emotional intelligence level of mothers ( $\bar{X} = 319.11$ ) of the children with aggressive behavior. This particular finding demonstrated that there was a significant difference between the aggressive behavior of children and the emotional intelligence levels of their mothers.

The results of the t-test performed to identify whether there was a significant difference between the sub-dimensions of children's mothers emotional intelligence such as "personal awareness", "interpersonal relationships", "compliance with the conditions and environment", "stress management", "general mood" and the aggressive behavior of children are presented in Table 2. As a result of the Bar-On Emotional Intelligence Scale implementation, it was found that there was no significant relationship between the aggressive behavior of children and "stress management", the sub-dimension of mothers' emotional intelligence ( $p > 0.05$ ).

**Table 2.** The t-test results based on whether there is a relationship between the emotional intelligence scale scores of mothers and the aggressive behavior of their children

<i>Total of General Scores</i>	N	$\bar{X}$	S	sd	t	p
Compliant	53	337.28	26.30	78	2.46	.016*
Aggressive	27	319.11	39.27			
<i>General Mood</i>						
Compliant	53	48.18	5.77	78	1.37	.173
Aggressive	27	45.96	8.60			
<i>Stress Management</i>						
Compliant	53	43.45	7.09	78	0.93	.931
Aggressive	27	41.81	8.10			
<i>Compliance with the Conditions and Environment</i>						
Compliant	53	57.16	4.44	78	2.22	.029*
Aggressive	27	54.22	7.40			
<i>Interpersonal Relationships</i>						
Compliant	53	76.54	9.28	78	1.52	.130
Aggressive	27	73.11	9.93			
<i>Personal Awareness</i>						
Compliant	53	111.92	9.85	78	2.71	.008*
Aggressive	27	104	16.18			

\* $p > 0.05$

As a result of the Bar-On Emotional Intelligence Scale implementation, it was found that there was no significant relationship between the aggressive behavior of children and "general mood", the sub-dimension of mothers' emotional intelligence ( $p > 0.05$ ). In contrast, there was a significant difference between the aggressive behavior of children and "compliance with the conditions and environment", the sub-dimension of mothers' emotional intelligence ( $p < 0.05$ ). The sub-dimension of "compliance with the conditions and environment" concerning the emotional intelligence level ( $\bar{X} = 57.16$ ) of mothers of the children with compliant behavior was higher than the sub-dimension of "compliance with the conditions and environment" concerning emotional intelligence level of mothers ( $\bar{X} = 54.22$ ) of the children with aggressive behavior. Based on this particular finding, it is possible to say that the mothers of children with compliant behavior were more flexible, realistic and successful in problem-solving regarding the issue of "compliance with the conditions and environment".

As a result of the Bar-On Emotional Intelligence Scale implementation, it was found that there was no significant relationship between the aggressive behavior of children and the "interpersonal relationships" sub-dimension of mothers' emotional intelligence ( $p > 0.05$ ). Similarly, no significant difference was found between the aggressive behavior of children and the "personal awareness" sub-dimension of mothers' emotional intelligence ( $p < 0.05$ ).

#### 4. RESULTS AND DISCUSSION

Based on the results of this study, it is clearly seen that there was a significant difference between the aggressive behavior of children and the emotional intelligence of their mothers. It is also observed that the emotional intelligence level of mothers who had children with compliant behavior was higher than the emotional intelligence level of mothers who had children with aggressive behavior. Briefly, as the emotional intelligence increased, aggression decreased.

It was found that there was no significant difference between the aggressive behavior of children and the “stress management”, “general mood” and “interpersonal relationships” sub-dimensions of mothers’ emotional intelligence. In contrast, it was found that there was a significant difference between the aggressive behavior of children and the “compliance with the conditions and environment” and “personal awareness” sub-dimensions of mothers’ emotional intelligence.

In line with the results of this study, given the results of the previous studies done on this subject, in his study, Kotil (2010) investigated the impact of mothers’ parental self-sufficiency perceptions and the level of compliance with the schools’ expectations over the level of social adaptation of children aged 5 who just started the pre-school. The study concluded that the social-emotional adaptation level of children’s of mothers who did not work and those mothers who went to kindergarten when they were young differed. Keleşoğlu (2008) investigated the relationship parenting behavior of individuals and their emotional intelligences. The results of the study indicated that there was a significant relationship between the parenting behavior of individuals and their emotional intelligences and as authoritativeness increased in parenting behavior, the emotional intelligence level of individuals decreased. Similar results were reported by the study of Özyürek (2015). According to the results of this study, it was concluded that the democratic attitude of the mother had a positive impact over the social skill levels of children.

Gülay (2011) investigated the relationship between the school adaptation levels of children in the pre-school period and the different dimensions of peer relationships. The study concluded that as the children adapted to the school more, their positive social behaviors increased; and as their level of school adaptation decreased, their positive social behavior decreased. Derman (2011) investigated the impact of empathy training program implemented on aggressive children aged 10-11 from different socio-economic levels over their existing level of aggression and as a result of the implemented training program, the children from lower social-economic levels were affected more positively in comparison to the children from middle and upper socio-economic levels.

Kadan (2010) investigated the factors that affected aggressive behavior of children aged 4-6 according to various variables. The study concluded that the children who did not go to kindergarten were more aggressive in comparison to those who went to kindergarten; and the children whose parents were divorced were more aggressive than those children whose parents were still married.

According to the findings obtained in the present study, it was found that the emotional intelligence levels of mothers whose children had compliant behavior were higher than the emotional intelligence levels of mothers whose children had aggressive behavior. Furthermore, it was found that there was a significant difference between the aggressive behavior of children and the “personal awareness” and “compliance with the conditions and environment” sub-dimensions of mothers’ emotional intelligence. In other words, the “personal awareness” and “compliance with the conditions and environment” levels of mother whose children who had aggressive behavior was lower than the “personal awareness” and “compliance with the conditions and environment” levels of mother whose children who had compliant behavior. It is clearly seen that results of the present study has parallels with those reported in the relevant literature (Kadan, 2010; Keleşoğlu, 2008; Kesicioğlu, 2015; Kotil, 2010).

Positive and democratic behaviors of the parents are crucially important for their children to develop positive social relationships (Keleşoğlu, 2008; Özyürek, 2015). Furthermore, it was found that empathic behaviors of the

parents towards their children decreased the aggressive behavior of the children (Derman & Başıal, 2014). In an attempt to decrease the aggressive behavior of the children, the parents could be provided training for positive parenting behavior and empathy skills. The activities geared towards helping the parents to develop their empathy skills could be included within the family participation activities in schools. Empathy training could be offered as a practical course at teacher training institutions at the universities.

It was revealed that trust, democratic behavior, strong communication, positive child-parent relationship within the family positively affected the social skills of children. Therefore, emphasizing activities that support the relationships between children and their parents in the pre-school institutions will enable the children to develop themselves socially and become more compliant individuals with social environment they live in.

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# The Comparative Study of Married Couples' Marital Adjustment and Depression Levels

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## Abstract

The main purpose of this study is to study the relationship between the depression levels and the marital harmony of the married couples. Studying the effects of demographic variables on marital harmony and depression is another purpose of this study. The researcher of this study worked with a total of 348 individuals, 178 women and 170 men, gathering demographic and socio-economic variables with survey conducted by the researcher. To examine the harmony of the married couples *Marriage Adjustment Scale*, to examine for the depression levels of couples *Beck Depression Scale* applied. The survey is limited with those couples living in Çorlu, a town within the territory of Tekirdağ City, Turkey participants' ages were between 26 to 55. According to the results of the study, gender and education level of participants have a significant effect on their depression level, ages of couples, marriage duration, ages of couples at that they were married, the type of marriage whether marriage after a friendship or an arranged marriage does not have any significant effect on depression levels of couples. Whereas being in a big or an elementary family, the number of child in the family, having a permanent job or not, income level, the frequency of fulfillment of expectations related to care and respect of the couples to each other, the level of the family arguments have a significant effect on the level of depression. The results obtained after those statistical analyses are discussed in relation to the literature and all those studies in the field.

**Key words:** Marriage, Marriage Adjustment, Depression, Demographic and Socio-economic factors.

## 1. Introduction

Marital adjustment, because of its functions, is one of the factors that ensure the continuation of a marital relationship. Harmony in marriage positively affects emotional health and emotional health also positively affects harmony in a marriage. People consider problems in their marriages as the causes of other problems in their life.

Factors that may have an effect on marital adjustment are classified as individual variables, family-related variables, and socio-economical variables. Features such as sex, age, the number of marriages, first marriage age, health situation, physical appearance, etc. are among the individual variables. Features such as age difference between spouses, marriage type, having kids or not, sharing emotions and thoughts with the spouse, sexual satisfaction of spouses, etc. are among the family related variables. Lastly, socio-economic variables constitute features such as monthly income of all family, the level of competence of income, education level of spouses, the contribution of each spouse to family income, the occupation of spouses, etc.

Problems encountered in marriages are considered as the main problem that pushes people to seek help and these problems have significant destructive effects on physical and psychological health.

We considered that a thesis study, which investigates what kind of relation depression and marital adjustment have and the influence of socio-demographic variables on this association, would be beneficial. Additionally, we thought that this study would shed a light to family consultants, psychologists, and researchers in their research on marital adjustment.

## 2. Method

In this study, which was conducted on a total of 348 people (178 female and 170 male), demographic and socioeconomic variables were investigated with the data obtained by a questionnaire that was created by the researcher. ‘Marital Adjustment Test (MAT)’ was used to evaluate marital adjustment of married individuals and ‘Beck Depression Inventory (BDI)’ was used to evaluate depression level.

### Demographic information form

By using demographic information form, we aimed to gather information on sex, age, working situation of spouses, education level of spouses, perceived economic level, duration of the marriage, first marriage age, marriage type, the number of kids. The researcher prepared the demographic information form.

### Marital Adjustment Test – MAT

It was developed by Locke and Wallace (1959) (Tutarel-Kışlak, 1999). MAT, which is widely used to measure the quality of a marriage, was adapted into Turkish culture by Tutarel-Kışlak (1999). MAT, which comprises 15 items, both measures overall marital satisfaction or quality and agreement or disagreement on different subjects (family budget, expression of emotions, friends, sexuality, rules of society, life philosophy) with relationship type (spare time, out-of-home activities, conflict resolution, trust). The test score ranges from 1 to 58.

### Beck Depression Inventory

It was developed by Beck, Rush, Shaw, and Emery (1978) and aimed to measure somatic, emotional, cognitive, and motivational findings of depression. There are 4 choices in each item of BDI, which comprises 21 items. Each item has a score between 0 and 3. Depression score was calculated by summing up these scores. The highest possible score is 63. The total score shows the level or severity of depression (Savaşır and Şahin, 1997).

## 3. Statistical analyze

We used SPSS software 15.0 for statistical analyzes of the data obtained in this study. We used *t*-test or variance analyzes to investigate the association between BDI and MAT and to detect whether a differentiation has occurred in BDI and MAT scores in terms of socio-demographic variables (sex, age, education level, marriage duration, economic level, etc.).

## 4. Results

**Table 1:** The results one-way analysis of variance (ANOVA), which was performed to evaluate whether marital adjustment differed in married people with regards to depression level

Marital adjustment	Sum of squares	Degree of freedom	Mean of squares	F	p
Between groups	5246.59	4	1311.64	20.18	<0.001
Within groups	22293.22	343	64.99		
Total	27539.81	347			

According to the table, since  $p < 0.05$ , it can be said that there’s a statistically significant difference between depression levels and marital adjustment in married people.

**Table 2:** Marital adjustment averages of married people with regards to depression level

Depression Level	n	$\bar{X}$	SS
Normal	246	47.54	7.55
Mild Mood Disturbance	61	42.42	8.16
Borderline Clinical Depression	14	40.35	11.24
Moderate Depression	19	36.00	8.25
Severe Depression	8	31.50	14.31
Total	348	45.35	8.90

As seen in Table 2, married people, who had normal depression level, had the highest level of marital adjustment with an average score of 47.54, on the other hand, married people, who had severe depression level, had the lowest level of marital adjustment with an average score of 31.50. In conclusion, marital adjustment is high in married people without depression, while the marital adjustment decreases with the increase of depression level.

**Table 3:** Depression level averages of married people with regards to marital adjustment

Marital adjustment	n	$\bar{X}$	SS
Unadjusted marriage	111	12,61	8,99
Well-adjusted marriage	237	6,34	5,63
Total	348	8,34	7,47

As seen in Table 3, married people, whose marriage is unadjusted, had a mean depression level of 12,61, while married people, whose marriage is well-adjusted had a mean depression level of 6,34.

**Table 4:** The correlation between marital adjustment and depression level in married people

		Marital adjustment
Depression Level	r	-0.48
	p	<0.001

As seen in Table 4, the correlation between marital adjustment and depression level in married people was investigated. A significant negative correlation was found between marital adjustment and depression level ( $r = -0.48$ ,  $p < 0.001$ ). According to this finding, it can be said that high depression level affects marital adjustment unfavorably in married people.

## 5. Conclusion

According to the findings of this study, it was found that individuals without depression had higher marital adjustment level. Additionally, it was found that marital adjustment decreased with the increase in depression level.

Depression level had a significant difference in terms of sex and education level, but it was seen that age, marriage duration and marriage age of married people, and situations such as marriage type (autonomous vs. arranged) did not show statistically significant difference on depression level.

We can say that having an extended family or nuclear family, number of kids they have, having a job or not, having a high or low income, the frequency of their thoughts being appreciated by their spouses, getting the expected interest from their spouses, the level of arguments and fights within the family caused a significant difference on their depression level.

Furthermore, in this study, marital adjustment of married people showed statistically significant difference with regards to the participants' sex, age, education level, marriage duration, marriage age, marriage type, and working situation.

Marital adjustment of married people showed statistically significant difference with regards to their family structure, the number of kids they have, income level, appreciation of their thoughts by their spouses, getting the expected interest from their spouses, conflict level within the family.

## 6. Recommendations

Depression and distresses encountered in marriages are significantly overlapping problems. It was proved by previous studies that there is a strong association between lack of harmony in marriages and depression.

Within the context of this study, the data were collected from married people and the spouses of participants were not included into the study. We think that, due to the fact that spouses will affect each other, it is important

to gather information about the spouses of the participants and if possible to include the spouses of the participants into the study as well in the future studies on this subject.

Marital life of a depressive individual also affects the course of the disease at certain points. While the depression of the spouses unfavorably affects their relationship, decrease in marital adjustment may lead to the emergence of depressive symptoms or an increase in the severity of existing depression. It will be beneficial to investigate in detail the association between marital adjustment and depression in terms of creation of additional stress by marriage in a depressive individual or negligence of the main cause of the disease, spouse's emotional and social support or avoidance of them, approval or repression of individual's self respect and feeling of existence within the marriage.

It should be enabled for individuals, who are planning to marry, to know each other very well and to get information about all variables, which are considered important in marriages, and problems that may become a stress source. In addition, planned educations to develop conflict resolution skills in marriages should be given. It is thought that pre-marriage counseling should be put on the agenda and should serve in a functional and applicable platform.

On the other hand, it was detected that variables such as low education level, low family income, and high number of kids directly affect marital adjustment and accordingly individuals' psychiatric health. Looking at this result, we think that there is a need for interventions to increase the education level and quality, family income, and women's status in the society in our country.

Family, which includes marital relationships, is one of the institutions that are affected by changes in the society. Several factors such as economic developments, increased education level and women's entrance into working life increasingly can be listed among important social changes (Fişek and Scherler, 1996). Because of its sensitivity to these changes, the investigation of marital relationships regularly and the attempts to define the current status of marital relationships seem important. Since the association between marital adjustment and depression has not been investigated enough in our country, future studies with larger sample sizes are recommended.

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## Teachers' Job Dissatisfaction and Administrators' Role

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### **Abstract**

The purpose of this study is to reveal the reasons of job dissatisfactions of teachers and examine the effect of administrators on this dissatisfaction. The study group consists of 63 teachers and administrators who work at different schools in Akçakoca. Descriptive analysis and content analysis, two of qualitative data analysis technique, were used to analyze the data, collected with semi-structured interview form. The results show that teachers experience job dissatisfaction because of problems originating from administrators, process, materials, parents and themselves. The majority of teachers have job dissatisfaction problems originating from administrators and this situation effects schools' climate, academic and group working success and productivity in a negative way. Teachers show reactions like disagreement, impatient, aggressive and opponent attitudes or work stoppage as results of dissatisfaction. They suggest school administrators should be assigned according to merit based, modern administration approach should be adopted and strong communication canals should be used.

**Keywords:** Job Satisfaction, Job Dissatisfaction, Teacher

### **1. Introduction**

Human resources' importance for work environment has been accepted lately and it caused to be understood that administrators' most important duty is to develop strategies improving these resources and reviving the work. Because human, feeling and making feel, leaves his/her own traces to the environment where s/he belongs and tries to comply with the speed of new world. Community development starts even with the smallest organization and human resources are the key factor of organization success. This fact requires that it is necessary to both consider human resources' features and to satisfy their needs. Hence, human with his/her multi-dimensional presence, can be beneficial to both organization and him/herself when their needs are satisfied in the organization environment to which s/he wants to belong. Creating and satisfying the needs of belonging for human means motivating people in different ways. Because motivated people present their superior existence characteristics leaving the routine of organization and creates the impulse of achieving organization goals.

One of the most important matters for organizational success is employees' happiness. People' happiness about their jobs vary from person to person and it brings some terminal behaviors like motivation, job satisfaction and organizational commitment. Motivated people' job satisfaction level increases and this increase effects their organizational commitment also and it gets easier to reach the organizational aims (Millan, Hessels, Thurik, & Aguado, 2013; Imran, Arif, Cheema, & Azeem, 2014). On the other hand, job satisfaction, reflection of complex human life, dynamic and social phenomenon, plays a vital role for morale and work performance. Because, satisfied employees are much more motivated about improving their working behaviors (Saiti & Papadopoulous, 2015). This situation requires organizations' caring about job satisfaction.

There are two factors effecting employees' job satisfaction and feelings about their jobs. The first one individual features like personality, gender, age, marital status and they are originated from the employees him/herself. The other one is external qualities like organization culture, salary, administration and organizational communication and they are originated from work environment (Olcum & Titrek, 2015). Also, recognition, job's quality, responsibility and professionalism concepts should be added to these determinants creating job satisfaction. Thereby, employees' job satisfaction is related with job's quality and their relation with job. Employees' job satisfaction or dissatisfaction arises with administrators' influence at administrative practices.

With Herzberg's Two Factors Motivation Theory the factors are motivational factors which cause employees' job satisfaction and also hygiene or maintenance factors which should be enough to bring into force these factors (Aydın, 2013). Job dissatisfaction which can be defined as the absence of motivational factors and the multitude of parameters creating the dissatisfaction is formed with environmental conditions that can be called also as hygiene factors (Aydın, 2014). On the other hand, the absence of these facts decreases the level of job satisfaction, it doesn't mean that they cause job dissatisfaction (Aydın, 2014). In other words, job satisfaction and job are not each other's opposite (Whitseh & Winslow). People shape their thought, feelings and behaviors with social environment and in this direction, they can better and worsen their lives. (Cherniss, 1995 cited in Zembylas & Papanastasiou, 2004) . So people's attitudes towards job and their relation between these attitudes and environment determine employees work behaviors (Tunacan & Çetin, 2009).

With regard to human resource, in order to get production inputs with the highest quality and efficient these inputs also should have high quality. So education process is necessary to have qualified human resources. Teachers' and students' roles at achieving high quality education are stubborn facts. For this reason job satisfaction is much more important for education employees rather than others. Because the relation between job satisfaction and education is efficient to improve productivity for country development (Saiti & Papadopoulous, 2015). This situation increases teachers 'professional responsibilities much more as they are leading actors of education organizations. Teachers' aim is training human and their probable mistakes' compensation is too difficult (Ceylan, 2009). Teachers who choose their jobs voluntarily and love it not only improve themselves but also they turn these improvements into permanent traces on their students. Teachers touching human and society' life need motivation and job satisfaction.

Teachers and administrators' job satisfaction effects their work performance also. Problems with administration, extra paperwork, students' assessment, evaluation and discipline process, communication problems with colleagues and administrators, low wage, lack of career opportunities and teachers' descending prestige are reasons for job dissatisfaction (Zembylas & Papanastasiou, 2004), and these factors are directly related to decreasing productivity. Enthusiasm, excitement and morale are necessary for education organization to achieve goals and for teachers to work fruitfully as their exhaustion, resentment and offence effects productivity badly (Kocabaş & Karaköse, 2005).

School managers' administrative skills, attitudes and behaviors effect teachers' performance and feelings about job. Indeed, administrators' role at school and organizational climate have influence on teachers' job satisfaction (Saiti & Papadopoulous, 2015). Administrators' sharing administrative process with teachers and caring about them increases their positive feelings. Also administrators become more efficient when they respect differences, look for healthy communication ways, accept conflicts as the nature of administrative process and solve, show empathy towards teachers' needs (Aydın, 2014). Teachers' participation to decision making and having flexible environments to show their skills freely can increase their satisfaction levels. Every work environment has its own advantages and disadvantages however administrators' real duty should be improving these conditions. To achieve this aim administrators should consider teachers' expectations (İnanđı, Ağgün, & Atik, 2010). While meeting these expectations, being equal and professional depends on administrators' leadership qualities. Thus qualified administrators have to consider teachers'' needs, organization's characteristics, aims, strong and weak sides while trying to satisfy teachers.

Administrators' management styles and their power sources also effects teachers' job satisfaction. As a power source, reward power effects teachers' job satisfaction in a positive way while legitimate and coercive power have negative effects (Yılmaz & Altınkurt, 2012). School climate like administrator's power effects job performance and satisfaction (Treputtharat & Tayiam, 2014). School climate's being healthy at a desired level has positive effects on productivity and achieving aims; also there is a harmony of superior-subordinate relationship and advisable communication at these schools. In order to achieve this harmony, administrators should know and understand their employees sophisticatedly (Kocabaş & Karaköse, 2005). As builders of school climate, happy and satisfied teachers need their administrators' support, understanding and justice. In this situation job satisfaction can be said as the indicator of school's efficiency. Because people improve social and environmental climate while social and environmental climate improve people's development. Teachers who have job dissatisfaction are believed to influence negatively especially students. Providing that the aim of

education organizations is to train today's students, tomorrow's adults most correctly, it should not be forgotten that such kind of a negative influence will not be limited with only individual dimension and it will overshadow tomorrow's society in general. As a consequence of that teachers' job satisfaction levels and effective factors should be analyzed (Demirtaş, 2010).

An important factor of human resources practices, for education organizations employees' job satisfaction issue has been analyzed in many respects, teachers and administrators' job satisfaction levels have been determined with qualitative and quantitative studies and many ideas have been suggested. However, with literature search it can be seen that for teachers and administrators job dissatisfaction has not been dealt and analyzed directly. Studying teachers' job dissatisfaction, whose sphere of influence is wide, is thought to enlighten problems about this matter.

Therefore the purpose of this research is to present the reasons of teachers' job dissatisfaction and administrators' influence on this process. As a result, the answers to these questions have been searched with this purpose:

1. a- What are the cases causing teachers' job dissatisfaction at schools? b- Please put in order these cases starting from the most effective.
2. How does teachers' job dissatisfaction arising from their administrators influence school environment?
3. How does a teacher experiencing job dissatisfaction arising from administrators feel? How does s/he react and what does s/he do to solve this problem?
4. What should be done to prevent teachers' job dissatisfaction arising from their administrators?

## 2. Methodology

**Research Model:** The study utilized case study, a method of qualitative research. Case study is a kind of qualitative research that focuses on detailed explanations and analyzes about one or more cases (Johnson & Christensen, 2014). With this method the environment where a case is effective, dependents, events and processes are examined in an integrated approach and how they affect the case or how effected they are presented (Yıldırım & Şimşek, 2013).

**Working Group:** The working group of the paper consisted of 63 voluntary teachers who attended various high schools in Düzce province, Akçakoca district during the 2015-2016 academic year. 30 of participants are male, 33 of them female; 39 of participants are branch teachers and 24 of them are elementary school teachers.

**Data Collection Tool:** Interview technique has been used in order to state teachers' opinions about rotation implementation. Semi-structured interview form, used at research, was broached to domain experts in order to ensure the content validity. With experts' ideas and suggestions, interview form was put into final form.

**Data Analysis and Interpretation:** Collected data have been examined with descriptive analysis and content analysis. Descriptive analysis is used with researches of which conceptual form is determined formerly (Yıldırım & Şimşek, 2013). On the basis of research questions a frame and themes under which data will be examined has been created for data analysis. Data examined according to themes have been categorized. On the basis of ethical principles, participants' identities were kept private and given codes like K1, K2 ...K63. In the process of content analysis, participants' opinions quoted using their codes and descriptions have been enriched. The main purpose of content analysis to examine deeply the conceptual framework which is generated with descriptive analysis and organize the themes in a logical order (Yıldırım & Şimşek, 2013).

Coding has been done according to concepts that are determined with inductive analysis and this codes have been turned into meaningful wholes. According to determined codes and themes data has been described, quotations have been used, exemplified, tables have been formed, frequencies were added to tables and explained and interpreted. Participants has given more than one opinions so total frequencies have not been taken in tables. In the light of findings conclusion has been reached using also theoretic data.

### 3. Findings

#### Cases causing teachers' job dissatisfaction at school and rankings

**Table 1.** Teachers' opinions about reasons of job dissatisfaction

Themes	Codes	n
Problems originating from administrators	Lack of communication and unmotivating management	28
	Being inadequate	25
	Nondemocratic, oppressive administrative mentality	25
Problems originating from process	Being not fair	19
	Favoritism attitude	16
	Not having the makings of a leader	15
	Not giving support	8
	Not including decision-making process	6
	Not presenting guidance and in-service training opportunities	3
	Discipline problems	30
Problems originating from materials	Problems about performance assessment and rewarding processes	29
	state of flux and uncertainty at education system	10
	Wrong bureaucratic practices and officialism	7
	Not having career opportunities	6
	Monotony	2
Problems originating from parents	Physical inadequacy	18
	Salary inadequacy	16
	Disfavor of profession	9
Problems originating from teachers	Parent indifference	20
	Parent intervention	13
	Personal problems	12
	Professional indifference	1

According to Table 1 teachers express their reasons for job dissatisfaction with 5 main themes. Under the theme of Problems originating from administrators the most repeated codes are Lack of communication and unmotivating management (n=28), Being inadequate (n=25), Nondemocratic, oppressive administrative mentality (n=25). Being not fair (n=19), Favoritism attitude (n=16), Not having the makings of a leader (n=15). Under the theme of Problems originating from process high point codes are Discipline problems (n=30), Problems about performance assessment and rewarding processes (n=29), state of flux and uncertainty at education system (n=10). Problems originating from materials include Physical inadequacy (n=18), Salary inadequacy (n=16), Disfavor of profession (n=9). Of the problems originating from parents parent indifference (n=20) and parent intervention (n=13) are remarkable. The last theme about problems originating from teachers gives personal problems (n=12) and professional indifference (n=1) as reasons of job dissatisfaction.

Of the participants K18 summarized the reasons of dissatisfaction saying “*state of flux and uncertainty at education system causes such a chaotic environment that teachers lose their excitement and happiness. Administrators who don't care teachers' opinions and sees them as the sole reason of failure, low salaries, and physical inadequacies of classrooms increases teachers' job dissatisfaction level.*” K15 drew attention disruptive effects of uncertainty saying “*reflection of territorial politics on education mentality changes the keystones constantly so it leads job dissatisfaction.*” K8 remarked discipline problems with her opinions “*system's restraining teachers from training students with discipline which causes students' failure in the future and Disfavor of profession are reasons of job dissatisfaction*”. K25 expressed rewarding is important saying “*it is necessary to define who is working who is not working*”. K29's “*constructivist education system foresees process assessment but now we don't know according to what and how we are assessed so this makes teachers unhappy*”, K35' “*impossibility of producing entails job dissatisfaction*”, and K53's “*administrators do not treat equally*” opinions are examples of Teachers' opinions about reasons of job dissatisfaction.

**Table 2:** The order of importance job dissatisfaction reasons according to teachers

Order of participants' opinions	n
Dissatisfaction originating from students	35
Dissatisfaction originating from parents	32
Dissatisfaction originating from administrators	32
Physical conditions	26
Teacher relations	17
Salary	16
Performance assessment	13

In table 2, when examined the order of importance of job dissatisfaction reasons, Dissatisfaction originating from students is placed on the top, rank number two and three is Dissatisfaction originating from parents (n=32) and Dissatisfaction originating from administrators (n=32). The other reasons follow respectively Physical conditions (n=26), Teacher relations (n=17), Salary (n=16) and Performance assessment (n=13). As is seen, teachers presented many reasons for their job dissatisfaction. Of all these situations reasons originating from students, parent and administrators come at the top. As a result, it can be understood that teachers live dissatisfaction originating from people much more.

### Effects of teachers' job dissatisfaction arising from their administrators on school environment

**Table 3.** Teachers' opinions about effects of job dissatisfaction arising from administrators on school environment

Job dissatisfaction arising from administrators	Participants' opinions	n
I am experiencing (n=58)	Unhealthy climate	34
	Academic failure	23
	Failure at group works	19
	Unproductiveness	17
	Deviation from organizational aims	5
I am not experiencing (n=5)	-	-

According to Table 3, 58 of participants stated that they experience job dissatisfaction while 5 teachers remarked that they do not experience such kind of dissatisfaction. When teachers' opinions about job dissatisfaction originating from administrators are examined, the negative effects of this case on the school environment can be seen as follows; Unhealthy climate (n=34), Academic failure (n=23), Failure at group works (n=19), Unproductiveness (n=17), Deviation from organizational aims (n=5). Of the participants K2 "Conflict between bilateral relations is inevitable when teachers lose confidence in administration", K4 "Teachers having low efficiency cannot give many things to class and school", K8 "students become the victim" and K35 "Team and group conscience disappear" present their opinions about effects of job dissatisfaction arising from administrators on school environment.

### Feelings, reactions and solutions of teachers experiencing job dissatisfaction arising from administrators

**Table 4.** Teachers' opinions about feelings, reactions and solutions of job dissatisfaction arising from administrators

Teachers' reactions	n	solutions	n
Conflict with administrators, teachers and students	24	Leaving school, asking for appointment	41
Having impatient, aggressive and opponent attitudes	19	Finding solutions	17
Going slow or work stoppage	15	Desensitization, Becoming introverted	16
Decreasing performance	15	complaining	11
Getting away from school environment	14		
Becoming introverted	13		
Working reluctantly	9		
miscommunication	7		
Changing schools	7		
Forming groups	3		
Complaining to higher authority	3		

According to Table 4, reactions of teachers experiencing job dissatisfaction arising from administrators can be sorted as conflict with administrators, teachers and students (n=24), having impatient, aggressive and

opponent attitudes (n=19), going slow or work stoppage (n=15), decreasing performance (n=15), getting away from school environment (n=14), becoming introverted (n=13) and working reluctantly (n=9). Solutions that teachers find for job dissatisfaction are Leaving school, asking for appointment (n=41), Finding solutions (n=17), Desensitization, Becoming introverted (n=16) and complaining (n=11). Three of these solutions are negative and only 17 teachers try to produce positive alternative ways to solve problems.

The examples of participants' opinions are K1 "*clash environment is felt at each level of school as result of this problem*", K2 "*teacher's lack of motivation and bad mood reflects on students, parents and the other employees*", K5 "*teachers who feels nonchalance, disappointment may live emotional exhaustion finally*", K16 "*teachers who avoid producing new ideas lose their belief, assertiveness and finally they turn into passive personalities*" and K23 "*they lay down on the job, resist to change and lose interest*". Participants' opinions about solutions can be exemplified as follows: K4 "*a constructive teacher try to solve the problems about job dissatisfaction via communication. Solution-avoiding teachers may prefer desensitization, changing schools or complaining to higher authority*", K5 "*teacher tries to talk to administrator to resolve the problem and to get support. This can be possible only with administrators having the makings of a leader and in fact job dissatisfaction is a rare situation with these administrators*" and K36 "*teachers and administrators are sustenance factors of schools. A teacher's bad mood or behaviors prevent school's stability and make it insensitive*".

### **Actions to be taken to prevent teachers' job dissatisfaction arising from their administrators**

**Table 5.** Teachers' opinions about actions to be taken to prevent teachers' job dissatisfaction arising from their administrators

<b>Participants' opinions</b>	<b>n</b>
Administrator appointments based on adequacy	26
Adoption of modern administration understanding	20
Qualified administrator	18
Strong communication and emphatic approach	17
Democratic administration understanding and participation	11
Professional development and supporting career planning	9
Healthy management of reward and punishment mechanism	7

Table 5 presents opinions intended actions to be taken to prevent teachers' job dissatisfaction arising from their administrators and at the same time clears research's suggestions. When these opinions are examined, it is seen that administrator appointments based on adequacy (n=26) is the most repeated code. Adoption of modern administration understanding (n=20), Qualified administrator (n=18), Strong communication and emphatic approach (n=17), Democratic administration understanding and participation (n=11), Professional development and supporting career planning (n=9) and Healthy management of reward and punishment mechanism (n=7) follow respectively the first code.

Participants' opinions about actions to be taken to prevent teachers' job dissatisfaction arising from their administrators can be exemplified as such: K10 "*it is necessary not to discriminate people according to their religion, language, race, thoughts, ideology and union membership etc.*", K 15 "*school administration's duty is to create suitable environment where teachers can realize and improve themselves*", K16 "*Administrator appointments procedures must be revised totally and administrators must be educated for the post. This education shouldn't be limited to in-service trainings and master or doctorate degrees should be encouraged. Even special talent and psychology trainings should be obligatory*", K22 "*I believe showing empathy can solve many problems. With mutual empathy and respect job dissatisfaction can be prevented*", K31 "*choosing administrators with merit based, assessment of their efficiencies and evaluation of this situation systematically can solve the problems*", K1 "*don't think that if everybody treats with justice, skilled people are supported, empathy and communication is important at school, nobody will have such kind of problems*", K58 "*it is necessary that administrators should be supervised regularly and teachers should be included into this supervision process*".

#### 4. Conclusion, Discussion and Suggestions

Development process of a country, society starts with teachers' knowledge and this knowledge cannot be reached without teachers' help. For the very reason teachers are the architects of next generations (Ahmed, 2012). Such an important value is entrusted teachers so their emotional, social and physical needs' fulfillment should be education organizations' duty. At this point, job satisfaction shouldn't be thought not only as safe path to achieve organization's goals. Teachers training human shapes both their organizations and whole society on the other hand they craft pleasure of teaching to their masterpieces. However when conditions are negative, inadequate and they cannot attribute a meaning to their job, teachers are driven to individual exhaustion firstly then they reflect this exhaustion their work. Job dissatisfaction can be defined as also teacher's teaching dissatisfaction. Teaching dissatisfaction, relation between what a person expects from job and his/her sensing about teaching (Demirtaş, 2010), can be effected by a lot of factors. These factors can be summarized like environmental (job's itself, working environment), psychological (personality, behaviors and attitudes) and demographic (age, gender). Teachers' job satisfaction is shaped by recognition, respect and support of administrators and colleagues and person's feelings about his/her job (Crossman & Harris, 2006). In this regard unlike the general belief, teachers need spiritual satisfaction tools rather than materials and the lack of these spiritual things causes unhappiness, unproductivity, losing interest in students, studying environments and educational processes and finally alienation of teachers (Erjem, 2005).

According to research results, it is obvious that majority of teachers experience job dissatisfaction at school and they ascribe this problem to education system, administration and environmental conditions. Students' discipline problems and administrators' attitudes and manners are the most important reasons for teachers' job dissatisfaction. Lack of student interest in lessons and their discipline senses effect badly teachers' motivation. The basic reason of this case can be seen as the changing student profiles. As majority of these students are from generation Z and their education perspective has changed and teachers are not good at adopting this change. Indeed teacher's duty is to equip students with knowledge and prepare them for the future. So adopting to this different student profile and creating new methods for them should be teachers' mission. Because classic teaching methods' imposing unwilling students is an attitude far from education. Teachers should know that each student can learn something and if they individualize the education environments according to students, both students and teacher will get pleasure and the aim will be achieved.

A successful administrator is a person who takes school's aims to the forefront, and while doing this, s/he never ignores teachers' needs as these teachers are the most important factors that build education and achieve the goals. Should an administrator want to lead the school with all dimensions to success, s/he must look for the answer of how to increase teachers' performance. When productivity becomes an organizational necessity, administrator indulges in walking on this path with his/her teachers (Yılmaz & Ceylan, 2011). On the basis of this truth, teachers' sensing the administrator attitudes and inadequacies as the reasons of their job dissatisfaction is not surprising. Participant teachers present lack of communication, being far from motivating, not including employees into decision-making process and being oppressive as administrators' manners resulting job dissatisfaction of teachers. Each organization needs administrators, innovative, having leadership qualities, having gained employees' trust. Teachers' job satisfaction perception fuels with their own opinions and senses. So if an administrator is not perceived as leader by teachers, it does not mean anything no matter what kind of qualifications the administrator has (Yılmaz & Ceylan, 2011). This fact emphasizes that the images of administrators cannot be changed easily and its effect area is pretty wide. All participant teachers agree on the idea that school administrators should be assigned according to merit based, transparent and skill-based criteria. However recently in Turkey, a perception emerged about unfair and favoritism based process of administration appointments. This case damages organizational climates, administrators' prestige and detract teachers from school goals. It can be said that assigning administrators as to democratic and fairness methods and administrators' being approved by employees will decrease job dissatisfaction levels of teachers.

Education system's being in a constant change, wrong bureaucratic practices, and extra officialism constrain teachers from investing for future both individually and professionally and finally causes job dissatisfaction. Most of the participants agree on unwieldiness and bias of performance assessment and rewarding process.

When an appreciation of success is a motivator and increases performance, it is important that performance assessment and rewarding must be done under equal conditions for everybody. One of the factors effecting teachers' job perceptions is parents profile as teachers stated that parents' over-intrusiveness or their irrelevance are both reasons for job dissatisfaction. At this point, importance of education is clear once more time and it should be known that today's students are tomorrow's parents. With right education style teachers will shape next generations so communication with parents is essential to decrease dissatisfaction of people.

The most esteemed job in society, teaching profession's loss of reputation is a distracting matter for teachers. Teaching should be perceived far beyond financial beyond however its image in the eyes of public is rather irritating and unfair. Reactivation of teachers' dignity they deserve will reflect credit on teachers' job satisfaction. Regarding this issue another point is teachers' salary and promotion opportunities. Although it looks as if teachers' job satisfaction shapes according to their salary, absence or lack of promotion and career opportunities is more efficient. Being promoted presents not only financial gains but also an opportunities for high social status for teachers and this serves as positive effect on teachers' job satisfaction. Also, social rights at work life effect job satisfaction (İnandı, Ağgün, & Atik, 2010). Contrary to what is believed wage is at the late of determinant list of teachers' job satisfaction. At this research also only 16 teachers stated wage as determinant of job dissatisfaction and they did not set it at the beginning of list. The reasons of this approach are teaching profession's being a moral compass and voluntary basis job. Thus also in literature salary factor is found not so much efficient for job satisfaction and not enough to motivate teachers solely (Bishay, 1996). Despite all, it should be considered that people feeling safe and comfortable financially are happy at working life also.

Teachers' job dissatisfaction's effects will not be limited to only individual level. Socialness, natural at organizational culture is at top level at education organizations. The first factor to spoil this social structure will definitely be problems at people relations. While job dissatisfaction effects people's inner world, it will destroy also group working awareness, the most important power of organization. In time this negative atmosphere will reflect badly on organization and organization climate will get harmed, aims will hardly be reached and composed unproductivity will cause failures. This process will turn into academic failure and also students' and employees psychological developments and variances will be injured.

When it is considered that attitudes are preferences, likings, denials, presuppositions, and even prejudices which are developed as manners starting with family, going on at school and social life (Argon & Yılmaz, 2016), it is inevitable that teachers' job dissatisfaction turns into reactions. Although teachers' reactions varies from person to person, generalizable results were presented at the research. One of the teachers' first reactions arising clash environment. When a person feels hard done by, s/he sometimes tries to find a solution via conflict. However constructive people prefer seeking solutions based on communication. The relation between job satisfaction and life satisfaction is reciprocal. Person's happiness at work reflects to his/her life also (Saiti & Papadopoulous, 2015). Teachers getting unhappier at work day by day are overcome with organizational cynicism. Organizational cynicism can be identified as employee's belief on organization's lack of integrity, negative feelings and with these beliefs and feelings employee's taking negative attitudes consisting insulting and critical behaviors against organization (Dean, Brandes, & Dharwadkar, 1998). All these negative beliefs and attitudes cause teachers' either being disagreeable or turning in on oneself. Its indicator is that generally teachers who do not or cannot cope with problems prefer leaving school as a solution. This leaving is an obligatory decision for teacher and it may possibly affect teacher's next job environments. As each individual has his/her own style to cope with problems, administrators should know their employees well and take precautions for possible negative reactions for the sake of school climate and success.

Teachers' suggestions about preventing job dissatisfaction arising from administrators are on administrators' assignment methods, increasing their efficiencies and trainings. An administrator who can be self-critical and emphatic will feel job satisfaction and make employees feel also both individually and organizationally. Fair and democratic administrators adapting to changing world conditions easily, communicating with employees can be correct role model for their teachers. When administrators caring their own professional development and having leadership skills support teachers' career planning and professional development and appreciate the

right person at the right time, they will be accepted by employees. This acceptance not only brings individual satisfaction but also makes it possible to achieve school aims so new generations will have healthy school environments.

In accordance with the results of research suggestions have been developed as following:

- 1- Based on the truth of that healthy school climate starts with communication, transparent and respectable communication ways should be internalized for everybody constituting school.
- 2- Teachers should be included decision making process so they will adopt organization aims and with this sense of belongings teachers can work willingly and achieve individual and organizational success.
- 3- A new and constant system with fair methods should be formed to assign fair administrators who have leadership skills, and respecting human honor.
- 4- School administrators should avoid favoritism and appreciate working teachers on time.
- 5- Teachers' career opportunities should be broadened and their professional development works should be supported by administrators.
- 6- Teachers' working conditions and salary should be increased to developed countries' levels.
- 7- Necessary precautions should be taken to revise teaching profession's dignity in the eyes of public.
- 8- Innovative, realistic, scientific and creating awareness curriculum should be developed to have teachers get teaching satisfaction.
- 9- Teachers' opinions about job dissatisfaction should be searched with qualitative and quantitative researches in different places to get more detailed results.

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## **Increasing the Stability of the Organization: Spreading the Fundamental Knowledge of Management**

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### **Abstract**

The proposed concept is aimed at identifying the organization's ability to respond promptly to the influence of the large-scale external circumstances, due to the timely preparedness of management to act on their negative manifestation. Solving the problem is carried out in the framework of the full scale strategic management contour in the context of advance adaptation problem and continuing education negotiation. This is a new methodological approach, the accumulation of knowledge about management in process of eliminating serious errors and organizational problems. As fundamental bases the positions of constructing purposeful systems in terms of ensuring business resilience is used. Such positions make it possible to identify the levers of organization growth and with their help to develop measures of controlling system transfer to a new level of quality. Thus, an improvement of objective means of diagnosing the state of the organization occurs. The introduction of such facilities helps to prevent the effects of negative trends and guide the saved resources to the development of the organization. During the implementation phase the interaction of all parties involved in organizations are worked through. Such interaction is assessed taking into account the principles of collective responsibility and achieving overall efficiency of the organization. A full-scale assessment is made on the basis of cost control mechanisms and is carried in the long term perspective from the point of synchronization of business coverage assessment tools. Developed mechanisms are considered as tools to improve the structure of the organization during the support of conformity of unified leadership and overall management of the process. This tool is being finalized on the basis of the description of the identified large-scale circumstances in terms of education and skills training for staff behavior in the event of their reappearance. During the training, fundamental knowledge about performance management are accumulated. Such management is focused on the formation of effective leadership through the acquisition of skills to timely determine the fault status and to configure the control system on a timely warning for detected fault. In the course of adjustment the level of prevented losses are determined as well as the forms of promotion for the ones who find the fault are developed. In this case, not only the professional consciousness of people who are not afraid to be punished for the mistakes is changing, but the level of trust to the leadership during the formation of the collective knowledge of the management is also increasing.

**Keywords:** purposefulness, diagnostics, errors, amending, training

### **1. Introduction**

Management errors spread to other areas of activity. Timely error localization forms methodological base for the research of complicated problems. The accumulation of information requires the use of tools that allows turning the whole amount of information into capacious form of thought.

The technique of constructs is applied to fulfil this task. The constructs are practiced in order to create the mechanisms of building unique organisations. Their uniqueness is manifested in the fact that along with the correction of errors new knowledge about the management are accumulated. This knowledge not only becomes a part of the governing structure of the organization, but the new management rules are formed on its basis.

Currently, there are two business design technologies: the bottom-up and top-down. On the one hand top-down technique is applied, which is aimed at building a hierarchy of key factors, based on which the strategy of the company is developed (Porter, 2008). In contrast, bottom-up technology is aimed at building a strategically focused organization (Kaplan and, Norton, 2008). In the first case we have to deal with external mechanisms for goal setting (vision, mission, strategy and objectives), whereas in the second case, productive management systems are established (includes the development of tools to assess internal synergetic process, accounting the contribution of the various components in the cost of the organization). However, regardless of the technology used, the effectiveness of the implementation of the strategy in practice remains low: less than 3% of the enterprises are in need of mission (Prigozhin, 2007), 2% of the available information about the business (Cokins, 2004), assessment tools allow to cover less than 2% of the business (Senge, 1990). The cause of the failure is associated with a high degree of uncertainty (Neave, 1990). Taking into account applied aspects of management it was found that new

business improvement is not always synchronized with the changes occurring in the environment. Moreover, it should be noted that the level of uncertainty increases during the introduction of new assessment tools. According to the authors such phenomenon, receiving massive scale, is the "paradox of innovation." The point is that in order to prove a certain business process improvement a project approach is used, within which the advantages of the new method are shown. Such method reveals the signs of innovative improvements. In other words, when assessing the effectiveness of the method the efficiency of the organization is not taken into account (Barnard, 1938). As a result, innovations lead to the destruction of established bonds (Laloux, 2014), introducing additional uncertainty. The resolution of the paradox of innovation is considered taking into account the principle of system openness and communicative patterns. At the same time the organization's management system must form a coherent whole with the environment surrounding it. To ensure the performance of the management system it is required to conduct analysis of the factors from the perspective of the existence of a kind of super system. Such analysis demands coordination of structuring characteristics defined in different spaces of initiation purposes.

### 1. Detection of management problems

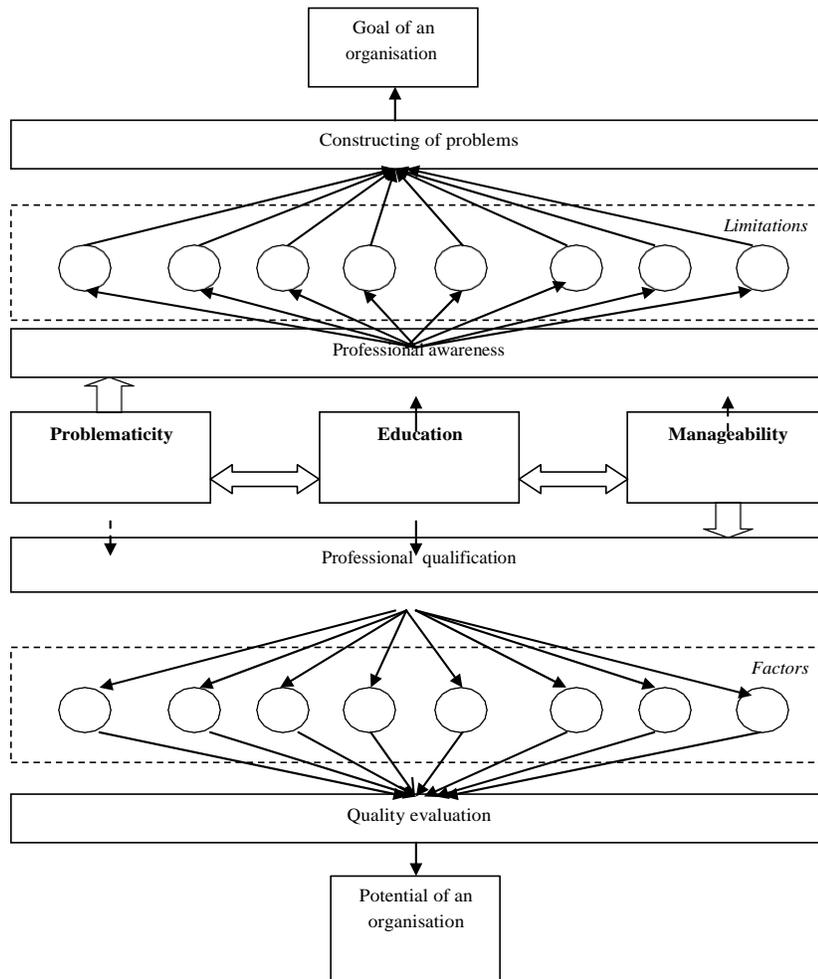
Against many of the existing management problems (Deming, 1982; Beer, 1991; Bilton and Cummings, 2010; Litvak, 2012) we highlight two the most important:

- problematycity,
- manageability.

The problem of problematycity characterizes the understanding of the content of the problems, the ability to identify and solve the problems, as well the ability to set the task in compliance with the identified problems. This all is contrasted to the application of ready-made recipes and statements, and forms the methodological position which is aimed at the solution of non-standard tasks. This position is oriented on the acquisition of management through problem-solving, which requires a specific organization of activity and thinking.

The problem of manageability manifests in the research of the factors of management quality. Revealing the content of this problem, it is worth to consider the contradiction, which is associated to the screening of the key factor and focusing attention on secondary factors. This takes place in the conditions of generation and implementation of an innovation idea, or a new technology, or the distribution of a new specialization, focusing attention on one of customer's requirements, or because of impossibility to use an important factor. Confronting the two highlighted problems, it should be admitted that they have common grounds. In the first case the problem of problematycity arises due to the low level of general education, in the second case the problem of manageability is caused by the insufficient quality of educational preparation. If we consolidate the content of both problems around the educational topic, it shall be stated that a manager's professional awareness must meet the level of his professional qualification. Further detalisation of the outlined compliance leads to the fact that the goal of an organization is justified in accordance with the estimated potential (Fig.1).

**Figure 1.** Scheme of tuning of an organisation’s potential on the achievement of the substantiated goal



The proposed scheme allows outlining the way for the solution of an important problem. This way defines the trajectory of the achievement of a strategic goal in the conditions of the set limitations and evaluated facts. First of all, it is necessary to distinguish the strategic factor and evaluate the succession of a number of circumstances. It should be noted that identifying of the strategic factor is considered to be a certain act of management. The strategic factor is the one, the presence of which in the desired form in the right place and at the right time creates the set of circumstances that provide the achievement of the goal.

Matching the factors of management quality and limitations leads to the reductions of options for the achieving of goals. With the limited number of such options the achievement of the goal occurs with the improvement of an organisation’s potential. The mechanisms of quality evaluation and problems’ construction allow not only to achieve the goal, but also to eliminate the resistance of the participants, who create preliminary problems. This is achieved in the course of collective training, creation of specific settings and distribution of efficient incentives.

Thus, the complementing problems of problematicity and manageability make it possible to identify an organisation’s potential and to compare it to the possibility of the strategic goal achievement, as well as to actualize a new goal if necessary.

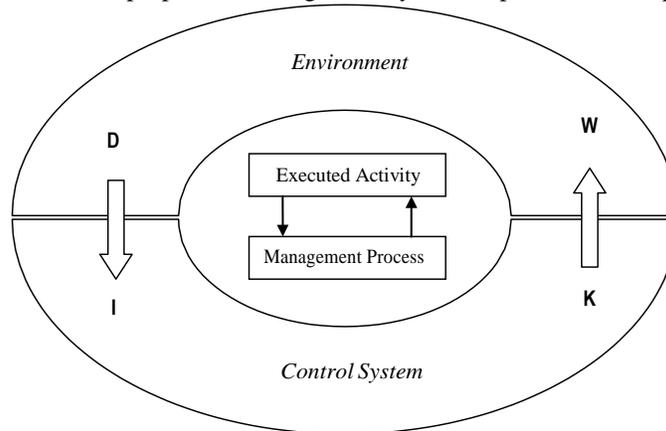
## 2. Method

### 2. Supplementation of management problems to the problems of business

New circumstances occurring in business cause certain complications until these circumstances are studied preliminary. The nature and essence of the circumstances are revealed in the content of the developed management system (fig.2). Since all circumstances cannot be foreseen and, moreover – predicted, there is the need to create special conditions for persons making decisions in business (PMDB). In these conditions the preliminary adaptation of PMDB to the emergence of new circumstances takes place, and the circumstances are matched to the intentions of business owners. This is achieved in the framework of specific organization of business, which is ensured by modifications, which allow the functioning of this organization in the following version of embodiment. By analogy with the new generation of a living organism, each new version of the organization of business contains adaptation mechanisms. Such mechanisms improve from version to version, due to accounting errors, which have been disclosed in previous versions – generations. In other words, an organization is prepared for the emergence of unforeseen circumstances, and PMDBs, who are appointed in each following version of an organization, receive corrected behavioural instructions in various situations, including non-standard ones. In addition to instruction, the training of PMDBs also takes place. The training is based on the new thinking methodology, which is oriented on the revealing and implementation of the owners’ intentions in the conditions of the evaluated circumstances.

A conceptual scheme for solving assigned task is illustrated on Figure2. Management style, in this case, provides determination of the organization.

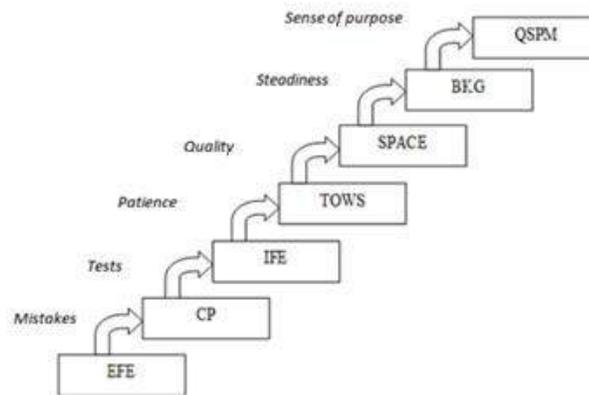
**Figure 2.** Conceptual scheme of purposeful management system response to the impact of the environment.



The unity of an integrated leadership and overall management process is studied from the perspective of the impact of the external environment on the key variables of purposeful management system (DI transition), which, in turn, responds to the manifestation of all external influences (KW transition). Each of such impacts is estimated within a widespread modified circuit of strategic management, which includes a system consisting of seven interlinked tools (David, 2015). A special feature of this circuit is the inclusion of approaches allowing timely detect and neutralize a manifestation of the external circumstances.

Figure 3 illustrates the general procedure for diagnosing the state of the business, which includes step by step transitions, showing the sequence of the application of individual approaches.

**Figure 3.** Diagnostic procedure of state of business as a part of a large-scale circuit of strategic management



On the basis of this procedure a technology of designing a sustainable business that allows assessing the readiness of the control system to get out of an unmanaged state in a timely manner is being developed. In case if the control system is not able to do it independently, then there is a need for its improvement. As a result, the state of business is defined as unstable, whereas in the management system the fact of error existence that could destroy the existing organization is stated. Further on measures for localization of the errors identified are being developed, and their removal is based on the principle of maintaining system integrity (Kamforina, 2015).

In other words, each improvement made should not violate the requirements of the purposeful systems (Ackoff and Emery 1972). Thus, from the perspective of the theory of organizations it is established that the effectiveness of a particular element, including a specific party of the environment, should not contradict to the overall effectiveness of the control system (Barnard, 1938). In terms of systems theory the support for business stability is provided by taking into account the coincidence of signs of actions undertaken towards the control system before and after. Each of these reactions characterizes a specific factor. It should be noted that in a large-scale assessment of the state of business sustainability, in view of its commitment in the medium term, more than 300 factors need to be taken into account, of which less than three per cent (this is about key factors) provide more than 90% of the results (Kopitov, 2012). As a result, the omission of the key factors and the absence of a detailed description of its manifestations are the main causes of the poor performance of practical implementation of the strategies (Neave, 1990; Christensen, 1997; De Gues, 1997; Doyle, 2000; Christensen and Raynor, 2003; Cokins, 2004, Kaplan and, Norton, 2008; Daft, 2012).

In fact, we are dealing with the destruction of the organization, which from the economical point of view, is in a state of financial insolvency (Lee C. and Finnerty J., 2000).. In this regard, in each of this kind situation it is necessary to have productive means enabling to restore the features of destroyed organization according to its characteristic features.

**Restoring features of damaged organisation**

In this study the issue is not about changing, but about the restoration, and not even about a replacement of the organization. The fact is that when the problem of the fracture of organization has been defined, it is necessary, first of all, to restore its functionality, and only after to carry out reasonable improvements. Otherwise, if we leave a serious fault in management system, the consequences of doing business in the future become threatening. In fact we have to deal with unexpected event, the history of which, the source, location, and zone of spread of the fault are outside the management systems control. Therefore, the reason for failure is detected at the level of the particular error and its correction is carried out in the framework of a purposeful system output to a new level of quality. New quality in relation to its previous state is perceived as a management system failure to meet the established and consumable needs. This inability of the system in the new variables is characterized as a "loss of control." To overcome this limitation it is required to restore the features of management system. The formalization of the recovery process of the features is carried out taking into account the proposed procedure, but described in terms of DIKW model belonging to the class of purposeful systems (Ackoff, 1989). The requirement of purposefulness is caused by the fact that the issue

is just about a new quality of the system, rather than the development of a fundamentally new system, which has a completely new purpose.

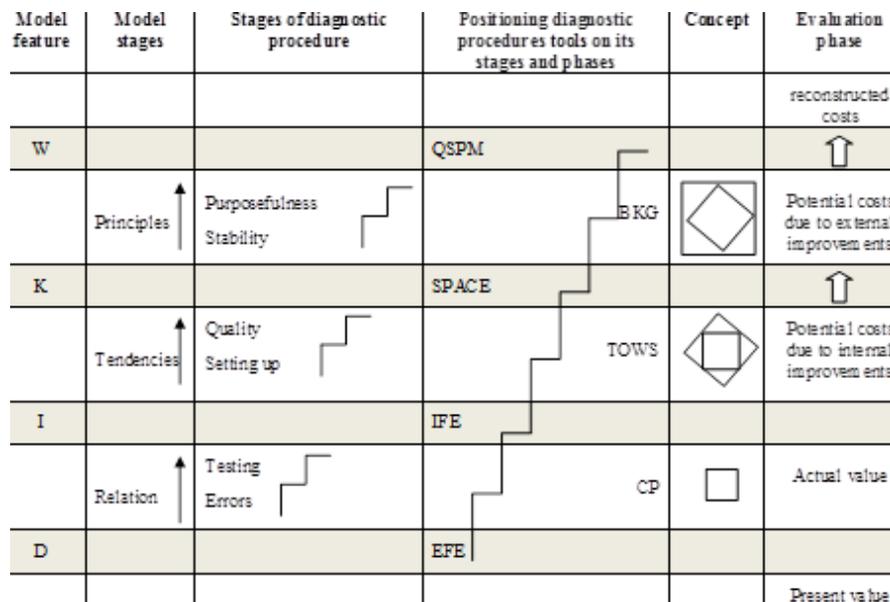
In the course of formalizing common elements are identified, on the basis of which the phases of sustainable business designing technologies are formed (see Table 1).

**Table 1.** Phases of formation of elements of design technologies for sustainable business

No. of the level in the hierarchy	Business condition diagnostic stage	Bindsthe tools of conceptual scheme	Combines DIKW transition	DIKW Model phase
6	Purposefulness	BKG & QSPM	Principles	W& K
5	Stability	SPACE & BKG		
4	Quality	TOWS & SPACE	Model	K & I
3	Setting up	IFE & TOWS		
2	Probation	CP & IFE	Connections	I & D
1	Errors	EFE & CP		

Taking into account the nature of the system-wide stability, recovery of the system features is determined by taking into account the preservation of its symptoms through the influence of circumstances, requiring specific recovery actions (but not changes), due to key factors. It should be noted that, generally, the existence of large-scale error area is outside the control system boundaries. This gives rise to a complex task requiring not only finding and fixing the error, but after careful testing to set up purposeful management system for sustainable business in the new environment. In the course of solving this type of problem it is necessary to present a reasoned response to the question: "How is the danger, that threatens the system, revealing its potential the best?" This is accomplished by deriving the management system to a new level of quality with the expansion of the boundaries surrounding organization. In response to the large-scale manifestations of circumstances, certain actions are performed on the design of the environment. Figure 4 shows the process of the design, carried out within the framework of the proposed technology of designing a sustainable business

**Figure 4.** Description of the main components of design technologies for sustainable business



Expansion of the external environment space is characterized by the concepts of technology. Such concepts are not only semantic units of the meta-language of technology, but also constitute grounds for removal of uncertainty that arises around each emergency. With the help of introduced grounds description of each stage of DIKW model occurs.

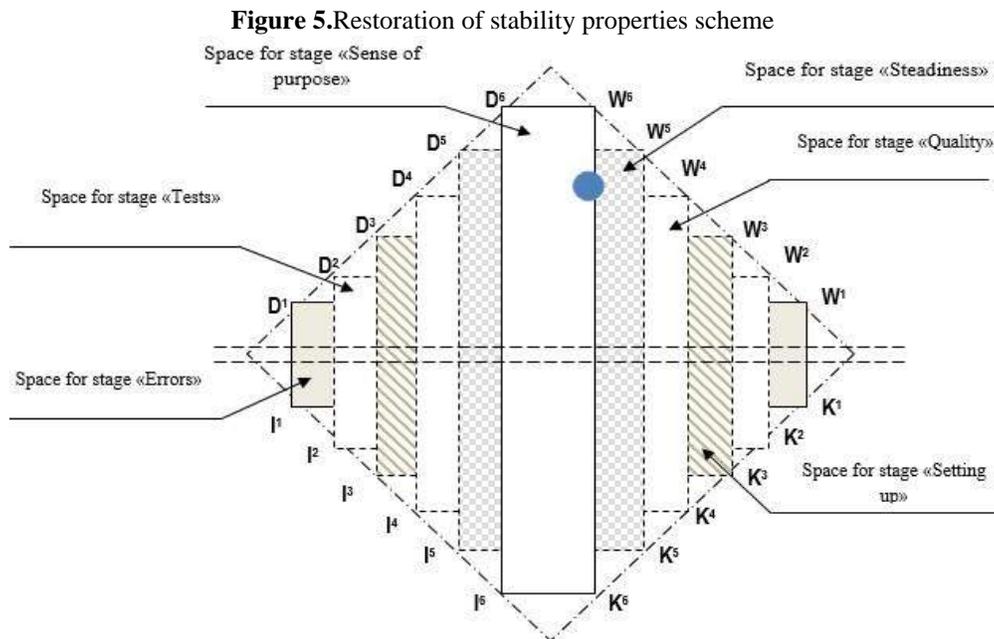
Apart from this, the rules on the study of model parameters are formed (such as: D, I, K, W). Investigation carried out for each parameter is based on the collection of processing and dissemination of knowledge about management, which accumulate on the basis of related diagnostic procedures tools. DIKW model parameters are the key points of the technology life cycle, and their conditional passing begins and ends with the assessment of enterprise value (from the current value to the reconstructed value). This assessment is made in accordance with the value of the pentagram (Copeland and Dolgoff, 2006). By the value of cost growth not only the efficiency of organization recovery implementation can be estimated, but also the degree of its destruction can be determined.

### 3. Findings

#### 3. Ensuring multi-level security of the management system

The real needs of an organization and the requirement of loyalty imposed on managers are oriented on the creation of overall integrity. Herewith the opposite character of the manifestation of the two phenomena must be taken into account: business and management. Such conditions are detailed during the setting of business tasks, where the understanding of opposite objects and phenomena is revealed taking into account their interrelations. Relating management problems to business tasks is implemented in the single circuit of management system. This allows not only identify the common object, despite the polar difference of the properties of business and management.

The transition from one circuit to the other is a laborious process that includes six stages of the developed diagnostic procedure. Consistent implementations of the actions set for each stage of the procedure, collectively, not only remove part of the current uncertainty, but also forms another level of protection in the organization's management system. In addition, each such level restores a certain facet of the lost stability features. Thus, at the disposal of the organization additional resources are transferred allowing responding to unforeseen circumstances. Figure 5 represents a recovery of stability features scheme.



During the recovery of the lost properties of stability extension of the so-called "area of situation control as a part of the management system" occurs. In fact, it is better to describe this state from the perspective of the systems theory as "a state in which better understanding of the management structure relations is acquired." The work in each of the six circuits is forming a certain space, which reflects the level of coverage of a particular business. The term business coverage is used by P. Senge (Senge, 1990), in his work, where he invests in its content "a sense of an objective assessment of the situation." The term "coverage" characterizes the accumulated fundamental knowledge of

management.

Table 2 lists the main characteristics on the basis of which it is possible to evaluate the degree of business coverage. These characteristics were measured in the process of restoring business stability features by using cost pentagram. At the same time enterprise value serves as a measure of stability.

**Table 2.** Characteristics of the degree of business coverage distributed through the stages of business diagnostic procedures

No of hierarchy level	Stage of business condition diagnostic procedure	The circuit stage shown in Figure 5	The contribution of the stage in the overall business coverage	Business coverage level	Contour coverage area shown in Figure 5	Tools Proportion of the stage in the general level of business coverage
6	Purposefulness	D <sup>6</sup> T <sup>6</sup> K <sup>6</sup> W <sup>6</sup>	13.06%	43.32%	D <sup>1</sup> T <sup>1</sup> T <sup>2</sup> T <sup>3</sup> T <sup>4</sup> T <sup>5</sup> T <sup>6</sup> ...D <sup>6</sup> ...D <sup>2</sup>	30.14%
5	Stability	D <sup>5</sup> T <sup>5</sup> K <sup>5</sup> W <sup>5</sup>	10.54%	30.26%	D <sup>1</sup> T <sup>1</sup> T <sup>2</sup> T <sup>3</sup> T <sup>4</sup> T <sup>5</sup> ...D <sup>5</sup> D <sup>4</sup> D <sup>3</sup> D <sup>2</sup>	24.33%
4	quality	D <sup>4</sup> T <sup>4</sup> K <sup>4</sup> W <sup>4</sup>	7.91%	19.72%	D <sup>1</sup> T <sup>1</sup> T <sup>2</sup> T <sup>3</sup> T <sup>4</sup> K <sup>1</sup> ...D <sup>4</sup> D <sup>3</sup> D <sup>2</sup>	18.25%
3	Setting up	D <sup>3</sup> T <sup>3</sup> K <sup>3</sup> W <sup>3</sup>	5.74%	11.81%	D <sup>1</sup> T <sup>1</sup> T <sup>2</sup> T <sup>3</sup> K <sup>1</sup> K <sup>2</sup> K <sup>3</sup> D <sup>3</sup> D <sup>2</sup>	13.24%
2	Testing	D <sup>2</sup> T <sup>2</sup> K <sup>2</sup> W <sup>2</sup>	3.19%	6.08%	D <sup>1</sup> T <sup>1</sup> T <sup>2</sup> K <sup>1</sup> K <sup>2</sup> W <sup>1</sup> W <sup>2</sup> D <sup>2</sup>	7.37%
1	Errors	D <sup>1</sup> T <sup>1</sup> K <sup>1</sup> W <sup>1</sup>	2.89%	2.89%	D <sup>1</sup> T <sup>1</sup> K <sup>1</sup> W <sup>1</sup>	6.66%
<b>Coverage level (total):</b>			<b>43,32%</b>		<b>In total:</b>	<b>100%</b>

From the contents of the table above it can be seen that each later stage of the procedure makes an additional contribution to the overall level of business coverage. This is achieved by fixing a certain relations and ties established between the structure elements. From the position of uncertainty it manages to overcome 57% threshold (at an initial level equal to 98%). In other words, at the disposal of the company managers the means for recognition of emergencies appeared, including very large-scale circumstances, that can destroy the organization. Instead of the usual 98% level of interference, we are dealing with 57%.

This is achieved on the account of timely initialization of the key variables of the management system: intentions, business technologies, circumstances, factors, management technologies, limitations. We associate the term "initialization" with the process of unusual bringing of the object of management to the "ready" mode, which is achieved by preliminary fulfilment of resource requiring operations. These operations ensure the change of the content and status of the indexes of the key variables ranked in the situation like "chain reaction".

Thus, the proposed stability feature restoration approach allows going to the 43% business coverage instead of failing two per cent business coverage. During initialization the synchronizing of six important sets of variables takes place and lets to solve the main problem, which requires changes, on the track "organisation's goal – organisation's potential –organisation's goal", using actual means of quality assessment. The accumulation of an organisation's potential occurs by the improvement of learning and adaptation abilities and skills of the members of a management team in the process of joint construction of problems in the conditions of updated characteristics of the system's quality. The evaluation tools are at the disposal of the performers, which allows conducting the comprehensive

diagnostics of an organisation. The tools are based on the mechanisms of the cost management  $PV_{project}$ :

$$\frac{A_1, \dots, A_5}{Ros}, \text{ where } PV_{project} - \text{present value of an organisation, } A_1, \dots, A_5 - \text{a set of axioms, } Ros - \text{measure}$$

of an organisation's reliability, supplemented by algorithms of response to tempo indicators  $T_C < T_S < T_P < T_V$ , where  $T_C$  - the rate of change of capital,  $T_S$  - the rate of change in sales,  $T_P$  - the rate of change in profit,  $T_V$  - the

rate of change in value, a sustainable growth rate (SGR ) (Kopitov, 2013).

Thus, the stable functioning of business requires not only its continuous improvement, but also the constant improvement of management system. This pattern is observed in the process of transition of a management system to the new qualitative level of its development. This is achieved in the spread of fundamental knowledge on the management transferred from the position of business stability evaluation in ensuring its purposefulness.

#### 4. Results, Conclusions and Recommendations

The proposed conceptual approach is a new approach for building successful self-learning organizations. Its use can not only improve business sustainability, but also to improve the level of professional management training. This is achieved through continuous improvement of management system, capable of responding promptly to the challenges of the external environment, and to be ready to operate within the rules-based determination. Thus, with the accumulation of diagnostic knowledge on development of organization the level of reproducibility of future activities of the organization increases. This makes it possible to ensure effective management of the company being in the new educational environment.

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## The Evaluation of Teachers' Perceptions about Multicultural Education In Terms Of Abroad Experience Variable

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### Abstract

The purpose of the study is to define multicultural education perceptions of teachers who have abroad experience and who do not with Erasmus+ programs. The study group consists of 40 teachers who have abroad experience (n=20) and who do not (n=20). The participant teachers work in Düzce, Akçakoca. Descriptive analysis and content analysis, qualitative data analysis techniques, were used to analyze the data, collected with semi-structured interview form. Some of the research results are as following: the most used concepts for multiculturalism concept are race, ethnicity, culture, language, religion, giving different point of view, cultural richness, transfrontier interaction, empathy, tolerance-respect, overcoming prejudice, human rights- democratization etc. concerns about multicultural education are stated as teacher efficiencies, cultural erosion, biased manners of decision makers- practitioners etc. probable problems are also intolerance, prejudice, conflict of value judgement, racist attitude, political obstacles etc. most of the participants find themselves inadequate. The obstacles to implement multicultural education in Turkey are political and racist manners, social structure and prejudice etc. in order to overcome these obstacles education programs and laws should be organized. This training program should include nongovernmental organizations and media.

**Key words:** Erasmus+, Multiculturalism, Multicultural Education, Teachers' mobility

### 1. Introduction

While successful education systems require all educators' having strong professional standards for qualified and egalitarian education (Darling-Hammondi, 2013), apriority of the reforms' being practiced featly is teachers' accepting and implementing these reforms (Stewart, 2012). Because upskilling people is about teachers' efficiency. In Turkey the problems of choosing pre-service teachers, pre-service and in-service education, criteria of assignment to profession and professional efficiencies have not been solved (10<sup>th</sup> five year plan, 2014) and teaching profession is occupying the agenda of Turkey. In Turkey, where demand and participation to in-service education levels intended at professional development fall behind OECD countries (10<sup>th</sup> five year plan, 2014), professional development is left people's preferences whereas it is obligatory to get promotion, salary rise or build career in most of the European countries. (European Commission/EACEA/Eurydice, 2013). However the awareness of the relationship between education quality and teacher training efficiency has considerably increased lately in Turkey (ERG, 2015). Especially National Teaching Strategy draft's being prepared (MoNE, 2011) and decisions' being taken about professional development at 19<sup>th</sup> National Education Council are indicators of this situation. Because prepared draft's targets are to deliver the most qualified teacher to each classroom, improve and sustain teachers' professional commitment, empower professions' perception and status, to prepare professional development programs based on teacher efficiencies and to dynamise these efficiencies starting with pre-service period. However it is an important criticism issue about education politics that this draft has not made actual yet. In Turkey, some studies are carried on to support teachers' qualifications development both nationally and internationally. Erasmus+ is one of these programs.

Erasmus+, as part of Lifelong Learning Programme starting in 2007, is a programme for which European Union grant the projects about education, culture, sport etc. (Ulusal Ajans, 2016). Programme has been planned to continue till 2020 and mobility activities have been prepared for administrators, teachers and students mutually between participant countries in order to improve collaboration of these countries education employees. Another grant programme is staff mobility projects of school education (KA1) programme is

prepared to increase teachers' qualification and to reach the aims of Europe 2020 strategy at education (Ajans, 2016). This program is important to improve school staff efficiencies and it aims to support teachers' professional development, improve their language competence and organizations' international interaction capacities. A lot of schools and education staff make use of these programs.

Teachers, included in any mobility program as part of Erasmus to carry on their professional development, interact with other people from different cultures during project and they contribute creating respect, tolerance, understanding and peace within the frame of world citizenship concept. Because program's ultimate aim is to increase cultural interaction and tolerance in EU (Kabakçı & Şimşek, 2015). It is a truth that when teachers are suck kind of environments where there is no discrimination of ethnicity, religion, language, gender and political ideas, they face with respect for diversity, empathy, multiculturalism concept and they treat with respect them within the frame of human rights (Demir & Demir, 2009). Also such kind of international mobility programs are important with regards to recognition, presentation and increasing of awareness towards other cultures (Dağlı, 2007). Stated processes are main target of all countries who have fair and democratic education understanding. As globalization removes the borders, it brings a reform movement emphasizing all students' taking equal education without discrimination of social class, gender, race, ethnicity or culture (Banks, 2013). Multicultural education, a result of this reform movement, has been an important concept lately. International mobility programs like Erasmus+ both live and let live multicultural education.

Multiculturalism was used as a concept to emphasize the feature of society varieties in Canada and Australia to define a group consisting of free and unprejudiced for the first time in 1941 (Doytcheva, 2013). Multiculturalism which is awareness of race, language, gender, religious and sexual orientation, disability can be assessed as an identity policy formed in the frame of APA (2002), human rights and equal citizenship. Because multiculturalism is being as how everybody is or a struggle of recognition of association with people at public arena (Modood, 2014). Parekh (2002) defines multiculturalism as an identity policy and a set of beliefs with which a new group of people understand themselves and the world and design individual and social life with identities and differences engaged with culture. Multiculturalist concept is argued much more today and new politics are being developed about it because of some problems like minorities looking for solutions in line with cultural differences, language rights, political representation, migration and naturalization policies, usage of national symbols at public arena and curriculum change (Kymlicka, 2015). Because cultural differences are important to deal as both international and national issue. The fact that many countries have multicultural construct and there is a wide belief that conflicts of these societies are results of suspicion, misunderstandings and lack of trust (Aydın, 2013) increases the importance of the concept.

Multiculturalism concept has been important for education also because erosion of nation state understanding has started, advanced industrial societies are involved in an expansion sensitive and respectful to cultural differences at public arena in the frame of congenerous citizenship (Taylor, Appiah, Habermas, Rockefeller, Walzer&Wolf, 2014) and in social and political life different groups' demand for active participation to decision-making process has been accepted. Because multicultural education's reason for being is its antiracist, emphasizing social justice and critical pedagogical sides (Aydın, 2013). The goals which make necessary multicultural education can be listed as following: expanding awareness about global problems and issues, ensuring cultural awakening, giving different cultural and historical points of view, encouraging critical thinking, removing prejudice and discrimination. Students come across different cultures from shopping to game or education practices to social media and students' understanding these cultures, communicating in a healthy way and minimizing probable prejudices and conflicts make multicultural education an obligation. Thereby components that should be considered by multicultural education are learning environments supporting relation between diversities, multicultural curriculum, positive teacher expectations, administrator's support and teachers' training workshops (Aydın, 2013).

International mobility programs like Erasmus+ contribute teachers' professional development and they are also important opportunities for increasing the productivity of education using different mental sources which are benefits of multicultural education, improving problem solving abilities with different aspects, minimizing prejudices via communicating with different people directly or indirectly, developing positive relations with

achieving common purpose, respect, appreciation, and commitment to equality (Aydın, 2013). Thus, probable demographic changes and developments in the world and Turkey necessitate the existence of people who can adapt these developments. Otherwise clash environment will be inevitable as a result of discrimination and othering. Teachers' aim is to educate students according to the necessities of time and in this way their vision about multicultural education is really substantial. With this point of view in this study it is tried and discussed to define multicultural education perceptions of teachers who have abroad experience and who do not with Erasmus+ programs which are important experiences for professional development.

### **The purpose of the study**

The purpose of this study is to define multicultural education perceptions of teachers who have abroad experience and who do not with Erasmus+ programs and determine if there are differences between their perceptions. Multicultural education's being a newly discussed subject in Turkey increases study's importance. Because probable problems at practice should be avoided before they arise and essential steps should be planned in advance. Teachers are the basic reference source for this issue.

## **2. Methodology**

**Research Model:** The study utilized qualitative research method which examines deeply events, facts, norms and values with the aspects of participants of study and concentrating on participants' thoughts for these concepts (Ekiz, 2013). Qualitative research is an approach used to examine people who are at their natural environment and certain situation and it depends on multi subjective data type (Christensen, Johnson, Turner, 2015).

**Working Group:** Working group of the study was stated with purposeful sampling which provides data appealing the purpose of the study. Accordingly, 20 teachers who have Erasmus+ experience and 20 ones who do not participated to the study willingly. These teachers work in Düzce, Akçakoca in 2015-2015 education year. 15 Of the Teachers having Erasmus+ experience are male, 5 of them are female. 18 of these 20 teachers are branch teachers and 2 of them are primary school teachers. 12 Of the Teachers not having Erasmus+ experience are male, 8 of them are female. 16 of them are branch teachers, 3 of the primary school teachers and one of them is special education teacher.

**Data Collection Tool:** Research data was collected via Semi-structured interview form accordingly standardized open-ended question technique. With semi-structured interview form it is aimed to get data achieving participants' natural language and world, their answering in a detailed way and deep analyzes. Open-ended questions are important when researcher need to understand what participant thinks and dimensions of variables cannot be identified clearly. Participants give answers with their own words so it is accepted as rich data source (Johnson & Christensen, 2014). Participants are asked to express their opinions and emotions without any limitations. Personal info is stated in the first part of the form. Interview form includes these questions;

- 1- What does multicultural education mean? Is it necessary? If yes why is it necessary?
- 2- Do you have worry for multicultural education? If yes what are these worries?
- 3- What do you think about probable problems of multicultural education?
- 4- Do you feel yourself and your administrators competent enough for multicultural education?
- 5- Do you configure learning-teaching process in the frame of multicultural education? Why?
- 6- What are the obstacles to multicultural education in Turkey? How can these obstacles be overcome?

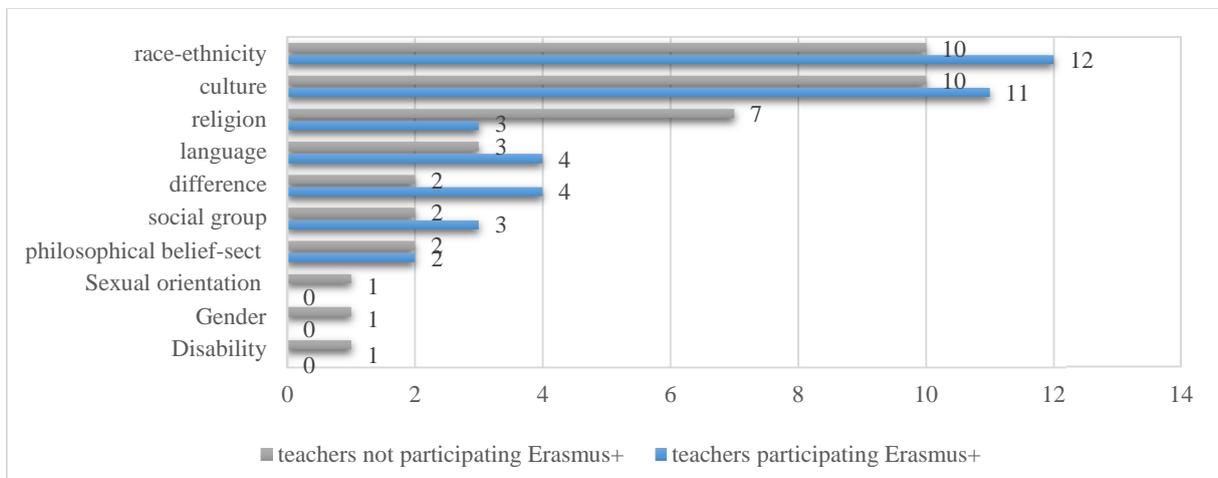
**Data Analysis and Interpretation:** In order to ensure validity and reliability of the study, transmissibility, consistency, persuasiveness and verifiability (Yıldırım & Şimşek, 2006; Johnson & Christensen, 2014) strategies of researcher trilogy and participant feedback were used. During the research several researchers' opinions were consulted at data collection, analyzing and interpretation and participants' feedbacks were

frequently called on to clarify incoherent issues and prevent mistakes. During the research data collection and reading these data, sortation, coding, creating themes, tabulating, digitizing and getting the results were respectively carried on and researcher trilogy, interpretation and participant feedback were continuously controlled. Collected data were examined with descriptive analysis, content analysis and digitizing of qualitative data methods. Content analysis method is used when researches cannot be stated clearly or deeply theoretically and similar data is band together within the frame of significant concepts and themes to achieve concepts and relations explaining collected data (Yıldırım & Şimşek, 2006; Johnson & Christensen, 2014). Participants' words that they used in interview form created analysis unit. Categories were formed considering the codes used in the literature. In descriptive analysis participants' opinions were included without any changes and participants were chosen from the teachers who participated and didn't participate to Erasmus+ programs in order to increase external validity (transmissibility). In order to increase internal validity all findings were given as they are, collected data was presented to Education administration experts to get suggestions about coding, analysis and reporting processes. Research findings and themes acquired during analysis process were compared with literature findings. Ethically participants' identities were kept secret and codes were given to the teachers who participated Erasmus+ programs like E1, E2, E3...E20; the teachers who didn't participate Erasmus+ programs were coded like Ö1, Ö2, Ö3 ... Ö20. In the light of findings, it has been reached to conclusions using also literature data.

### 3. Findings

#### Meaning of multicultural education and its necessity

**Graphic 1:** Participants' expressions while identifying multicultural education



According to graphic 1, teachers describe multicultural education with “race-ethnicity” concepts at most. While Teachers who experienced Erasmus+ used respectively concepts of race-ethnicity (n=12), culture (n=11), language (n=4), difference (n=4) etc., teachers who didn't experienced Erasmus+ used similarly race-ethnicity (n=10), culture (n=10), religion (n=7), language (n=3). None of the teachers who have Erasmus+ experience used gender, sexual orientation and disability concepts.

**Table 1.** Participants' Multicultural Education Descriptions

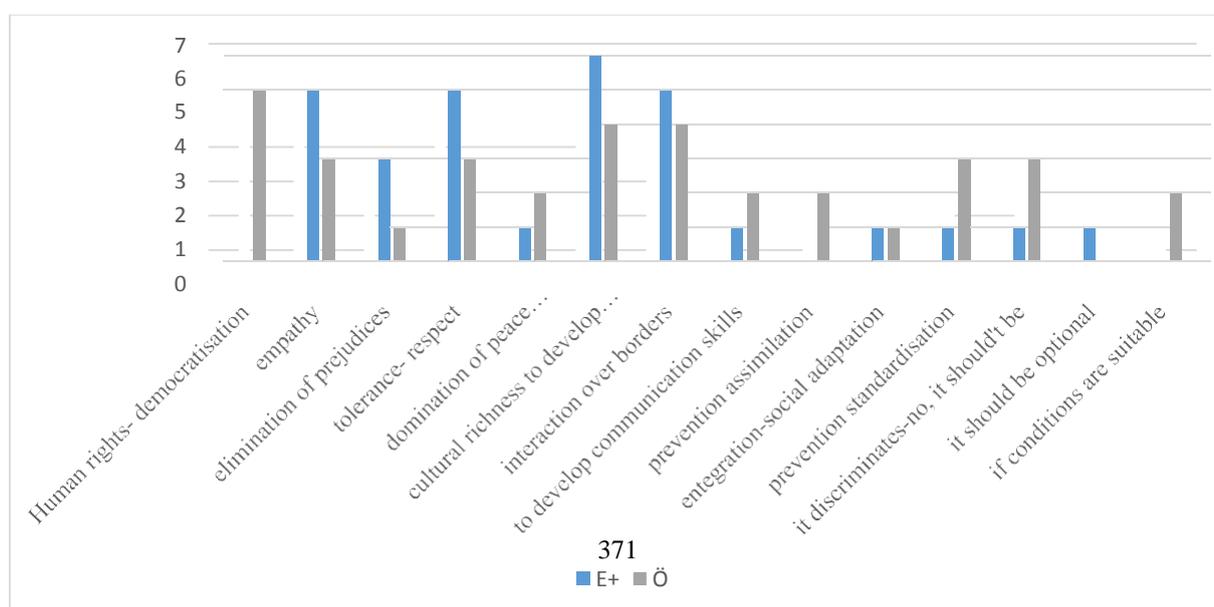
Participants' opinions	Participants E	n	Participants Ö	n
Education environment where there are different cultural constructions	E1,E2,E3,E4,E7,E13, E15,E16,E18, E19	10	Ö1, Ö2,Ö3, Ö5, Ö6, Ö7,Ö8, Ö9, Ö10, Ö11, Ö12, Ö13, Ö16, Ö17, Ö19	15
Education environment where equal opportunities are provided to different cultural elements, exceptions are considered	E6,E8,E11,E14,E16,E17	6	Ö13,Ö14	2
Education which implements teaching program considering differences	E5,E8,E9,E12,E17	5	Ö2, Ö8, Ö16	3
Recognizing identity and empathy towards differences, elimination of prejudices	E4,E10,E17,E18,E20	5	Ö17	1
Education that gives conscience of world	E10,E12,E18,E20	4	-	-
Education ensuring interaction between cultures	E13,E19	-	Ö3	1
Education blending shared values	-	-	Ö4, Ö9, Ö10, Ö15, Ö18	5

In table 1. Teachers with Erasmus+ experience emphasized on social adaptation and equal opportunities of multicultural education as this education is carried on in line with differences. Besides them, showing empathy towards recognizing own identity and differences, elimination of prejudices, creating respect culture, preparing curriculum according to differences are teachers' definitions about multicultural education. World citizenship concept is the least repeated one. Most of the teachers without Erasmus+ experience emphasized education concept with which different cultures can be considered and synthesized to curriculum and shared values. Education which implements teaching program considering differences, Education with which equal opportunities are provided to different cultural elements and education with which exceptions are considered are other types of multicultural education definitions.

Participants' views about multicultural education definitions as the following: E13 “*different education approach for education environment consisting of various race, ethnicity and social groups*”; E16 “*giving opportunities to students who have different cultural values*”; E20 “*education environment where people find opportunities to preserve and protect the identities that they feel belonging like culture, religion, race etc.*” are views of teachers with Erasmus+ experience; O2 “*an education model that let individuals from different cultures live in public arena and get awareness about this issue*”; O9 “*connective education with which each person synthesize his/her own culture with other cultural elements*”; O13 “*Education which implements teaching program considering different race, language, religion etc. of people and ensure equal rights to everybody*”; O15 “*education which melting persons with different cultural norms creating a culture mosaic*” are examples of views of teachers

**Necessity and reasons of Multicultural education**

**Graphic 2:** Reasons Of Multicultural Education's Being Necessary

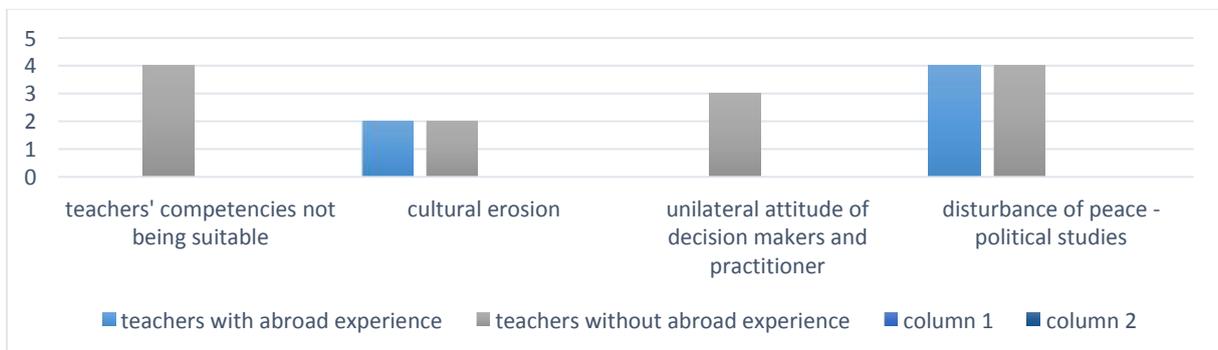


According to graphic 2, teachers with Erasmus+ experience stated that multicultural education is necessary because it brings different point of views to person and it is cultural richness (n=6) and added some reasons like interaction over borders (n=5), tolerance and respect (n=5), empathy (n=5), elimination of prejudices (n=3) and by force of information society (n=2). Only one of the teachers with Erasmus+ experience stated that multicultural education has the risk of discrimination and another one declared that it should be stay as optionally. On the other hand, teachers without Erasmus+ experience indicated some reasons in terms of multicultural education like human rights and democratization (n=5), giving different point of views (n=4), interaction over borders (n=4), empathy (n=3), tolerance and respect (n=3), prevention of standardization (n=3), domination of peace environment (n=2) and prevention of assimilation (n=2) etc. other reasons of teachers without Erasmus+ were also added as multicultural education's being discriminative (n=3) and because of this it shouldn't be given and "I am hesitant, if conditions are suitable it may be possible" (n=2).

Examples of opinions of teachers with Erasmus+ experience are: E3 "it is necessary because students shouldn't be prejudices in the future"; E5 "it is in terms of thinking, enlightenment and information society and finally world citizenship"; E8 "it is necessary as it can prevent egocentric understanding and standardization of people"; R13- E19 "it is necessary as it can give different points of views and develop interaction between cultures". O2 "I believe multicultural education is a human right, by this means person will create his/her own mental world and complete healthy personal development without alienation to his/her own culture"; O15 "it is necessary as it causes our development of emphatically understanding and increases our respect to differences" are examples view of teachers without Erasmus+ experience. While 5 teachers without Erasmus+ experience perceived its necessity in terms of human rights and democratization, none of the teachers with Erasmus+ experience stated this as reason.

### Multicultural education oriented worries and reasons

**Graphic 3:** Multicultural education oriented worries according to participants



According to Graphic 3, while teachers with Erasmus+ experience stated their worries about multicultural education with the concepts of disturbance of peace and political studies (n=4), cultural erosion (n=2), teachers without Erasmus+ experience declared their ideas as disturbance of peace (n=4), teachers' competencies not being suitable for multicultural education (n=4), unilateral attitudes of decision makers and practitioners (n=3) and cultural erosion (n=2).

Examples of opinions of teachers with Erasmus+ experience are: E20 "because of conflicts between cultures in the world, there is a risk of fanaticism and increased conflicts with multicultural education rather richness"; E13 "negative political relations which societies and countries brought form the past". O13 "educators who will implement multicultural education should be open to innovation, change; respectful to social justice and human rights and believe democracy. Otherwise negative results can occur"; O15 "people who couldn't gain their own cultural values may be estranged and live cultural erosion" and O 20 "Turkey can face to difficulties because of both its internal structure and its residence area" are examples of views of teachers without Erasmus+ experience.

## Possible problems about multicultural education

**Table 2.** Possible problems about multicultural education according to participants

Participant views	Participants E+	n	Participants Ö	n
intolerance-prejudice	E3,E5,E6,E7,E8,E10,E18,E 20	8	Ö2,Ö11,Ö12,Ö14,Ö15,Ö16,Ö17	7
Conflict of value judgment, disintegration	E3,E4,E5,E8,E11,E13,E15	7	Ö4,Ö5,Ö7	3
Language and communication problems	E1,E10,E11,E19	4	Ö5, Ö13,Ö14,Ö15	4
Oppressive cultural elements, racist attitudes	E4,E7	2	Ö8,Ö10,Ö13,Ö16,Ö19	5
lack of sensibility at students and parents-adaptation problems	E17	1	Ö9,Ö13,Ö14,Ö16	4
Teacher competencies	E8,E11	2	Ö2,Ö9,Ö12,Ö17	4
Political obstacles- disturbance of peace	E6,E7,E7	3	Ö9,Ö13,Ö17	3
discrimination	E6,	1	Ö2,Ö5	2
Cultural erosion	E2,E14	2	Ö15	1
Not perceiving multicultural education as a requirement	-	-	Ö16	1

According to Table 2, teachers with and without Erasmus+ experience stated tolerance and prejudice (n=8;n=7) as problems about multicultural education in the first place. While teachers with abroad experience added Conflict of value judgment, disintegration (n=7), Language and communication problems (n=4), Political obstacles- disturbance of peace (n=3) etc. to these problems, the others identified these problems with Oppressive cultural elements (n=5), racist attitudes (n=5), teachers' competencies (n=4), language-communication problems (n=4), lack of sensibility at students and parents-adaptation problems (n=4), Conflict of value judgment, disintegration (n=3) and Political obstacles- disturbance of peace (n=3).

Examples of opinions of teachers with Erasmus+ experience are: E15 “*education system’s being deprived of program that enables such kind of education may result in discrimination in education*”; E18 “*our society is open to misunderstandings so intolerance may be irritating*”; E6 “*othering can occur*”. O8 “*when the balance isn’t redressed well, majority may be oppressive on minorities*”; O13 “*multicultural education isn’t a problem at education environments but family and school neighborhood may be problems*”; O16 “*if teacher doesn’t find such kind of education necessary, nothing can be done*” are views of teachers with Erasmus+ experiences.

## Teachers and administrators’ competence levels in terms of multicultural education

According to Graphic 4, 5 of participants find administrators competent enough, 4 of them find partial enough, 24 of the teachers find incompetent. 7 teachers are indecisive. 11 of teachers find themselves competent for multicultural education, 6 of them find partial enough and 22 of the teachers find themselves incompetent.

## Case of configuring learning-teaching process in the frame of multicultural education

**Table 3.** Case of configuring learning-teaching process in the frame of multicultural education

	Participant views	Participants E+	n	Participants Ö	n
yes	For social structure	E7,E15,E20	3	Ö19, Ö9,Ö8,Ö6	4
	To raise respectful and tolerant individuals	E18,E2	2	Ö13	1
	For nature of teaching	E16,E8,E9	3	Ö15	1
	Not to raise monotype students	E8,E6	2	Ö11	1
	For human rights	-	-	Ö10	1
	To give emphatic insight	E6	1	-	-
	To give broad point of view	E10	1	-	-
no	Structure of curriculum	E1,E3,E4	3	Ö2,Ö3,Ö4,Ö7,Ö17	5
	Official ideological point of view- centralist understanding	E1,E14,	2	Ö2,Ö3 Ö16,Ö20	4
	For my course content	-	-	Ö12,Ö18	2
	I have no students with different culture	E12,E13,E19,E17	4	Ö1,Ö14	2
	Not having taken training about multiculturalism	E5	1	Ö17	1
	I have no idea	E11	1	Ö5,	1

According to Table 3, 10 of teachers with Erasmus+ experience stated that they configure teaching-learning environments in the frame of multicultural education and 9 of them stated they do not consider this issue. 8 of

teachers without Erasmus+ experience stated that they configure teaching-learning environments in the frame of multicultural education and one of them stated s/he does not consider this issue. Teachers with Erasmus+ experience stated their reasons for this configuration with these ideas: social structure nature of teaching (n=3), not to raise monotype students (n=2), to raise respectful and tolerant individuals (n=1). Teachers who do not take into consideration stated their reasons with the concepts of students' different cultural structures (n=4), Structure of teaching program (n=3) and centralist education understanding (n=2). The reasons of the teachers without Erasmus+ experience for considering multiculturalism are social structure (n=4), to raise respectful and tolerant individuals (n=1), nature of teaching (n=1), Not to raise monotype students (n=1) and human rights (n=1). The reasons of teachers in this group who do not consider multiculturalism are structure of curriculum (n=5), centralist understanding (n=4), course content (n=2), not having students with different culture (n=2) and not having taken training about multiculturalism (n=1).

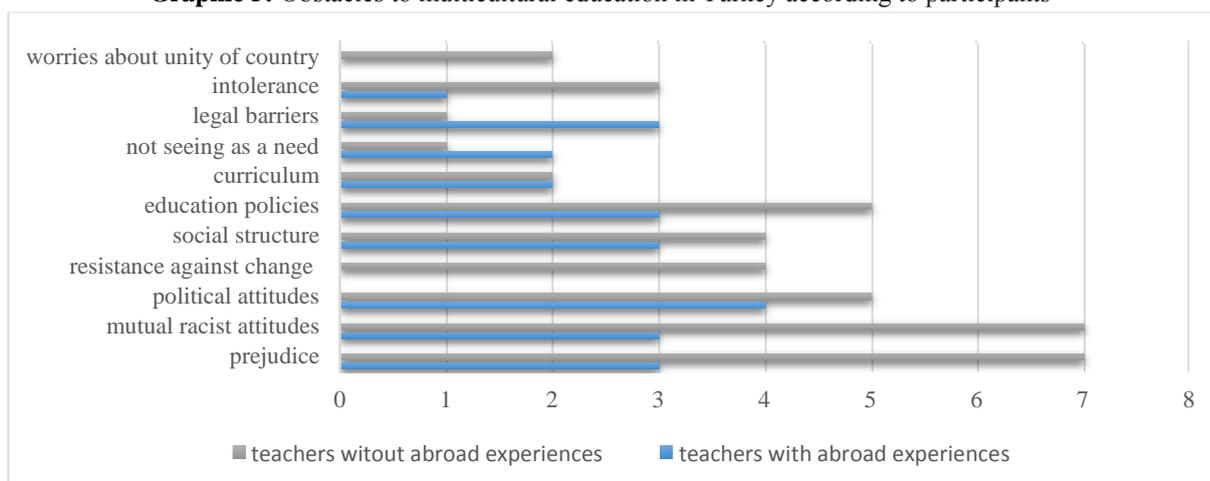
Teachers with Erasmus+ experience exemplified their ideas about their considering multiculturalism for teaching- learning environments can be given as; E8 *"I try to train my students considering their cultural differences and I don't treat them in standard ways"*; E9 *"As I am an English teacher, I have opportunity to reflect a lot of different cultures and livings of world to my lessons"*; E10 *"the more differences of world students recognize, the more points of views they acquire"*. Teachers stated their ideas about not considering multiculturalism for teaching- learning environments with these sentences: E5 *"I don't consider as I don't have any students from different cultures"*; E1 *"I use the curriculum of Ministry, I do whatever expected from me"*; E14 *"I don't consider it because I believe that teachers should act in concern, I don't think that personal efforts will be efficient"*. Teachers without Erasmus+ experience stated their ideas about their considering multiculturalism for teaching-learning environments as "O15 *"Learning cannot be monotomy or it does not work according to one type of culture. There is variety in the nature of learning"*; O10 *"Person has right to choose his/her own truth, live and express opinion"*. Teachers who don't consider multicultural education remarked their opinions with these sentences: O3 *"it is not possible to consider cultural differences because of centralized structure of learning teaching processes"*; O16 *"I think we can't solve this problem within ourselves in Turkey. I am not sure it is perceived as a problem"* and O17 *"it cannot be said I have enough information about multiculturalism"*.

### Traineeship status and willingness for multicultural education

All teachers in both groups stated that they haven't got training for multicultural education. They remarked if it is organized, they want to get such kind of education.

### Obstacles to multicultural education in Turkey and actions to overcome

**Graphic 5:** Obstacles to multicultural education in Turkey according to participants



In Graphic 5, political attitudes (n=4) are the most important obstacle to multicultural education for teachers with abroad experience. Legal barriers (n=3), education policies (n=3), social structure (n=3), mutual racist attitudes (n=3), prejudice (n=3) follow political attitudes. Teachers without abroad experience regard prejudice (n=7) and mutual racist attitudes (n=7) as the major obstacles. Following them political attitudes (n=5), education policies (n=5), resistance against change (n=4), a threat to unity of country (n=2) and intolerance

(n=3) are examples of teachers' opinions.

Teachers with abroad experience stated their ideas about obstacles to multicultural education and actions to overcome can be exemplified as following: E7 “we should be in good condition about justice, rights and freedoms. I find politicians' expressions important” E17 “ society's being closed and prejudices against different cultures is the biggest obstacle to multiculturalism”; E9 “we don't have an education system giving critical thinking and questioning skills so it will be difficult to achieve a satisfactory level at multicultural education activities”. On the other hand Teachers without abroad experience remarked their views as following: O8 “draping cultural elements in political identities is the biggest obstacle to multicultural education. Such kind of efforts have the potential to sabotage the well-meaning steps”; O13 “obstacles are prejudices, zealotry, racism, hearsay information and resistance to innovation and development”; O16 “in particular to not feeling as a need, prejudice, adaptation problem, nationalist emotions and preparedness are obstacles”; O17 “I am concerned that it can cause discrimination”.

**Table 4.** Suggestions to overcome obstacles to multicultural education

Participants' view	Participants E+	n	Participants Ö	n
Trainings and programs that can create awareness of multiculturalism	E1,E3,E11,E13,E15,E1,E	9	Ö7,Ö13,Ö16,Ö17,Ö20	5
Arrangements of curriculum and course contents	E4,E8,E9	3	Ö1,Ö9,Ö14,Ö14	4
Legal regulations	E2,E6, E7,E10,E16	5	Ö13	1
Change of political behaviors	E6	1	Ö5,Ö13	2
taking active role CSO and media	E7,E10	2	Ö5	1
Teachers' being given pre-service and in-service trainings	E14, E1	2	Ö17,Ö9,Ö11,Ö17	4
Promotional activities about different cultures	E15	1	Ö8	1
Having an abroad experience	E10,E12,E18	3	Ö12	1
Family training	-	-	Ö11,Ö13,Ö17	3
It cannot be overcome	-	-	Ö6, Ö18	2

According to Table 4, it is suggested that trainings and programs that can create awareness of multiculturalism will be efficient to overcome obstacles to multicultural education similarly by both teachers with abroad experience (n=9) and teachers without. Apart from that both groups of teachers suggested arrangements of curriculum and course contents, legal regulations, having an abroad experience, Teachers' being given pre-service and in-service trainings, taking active role CSO and media and change of political behaviors etc.

Opinions of teachers with abroad experience are: E7 “civil society organization (CSO) and media have a huge power for this issue”; E6 “constitute and other laws should be separated from ethnicity and also governors should change their aspects”; E13 “multiculturalism should be explained clearly to everybody and ensure people's understanding its importance”; E15 “multiculturalism can be focused on by films, dramas and series”. Teachers without abroad experience stated their suggestions as following: O5 “especially CSO, policy makers, and opinion leaders of society should have shared language and attitude towards this issue”; O12 “extending teachers' abroad experiences will develop the situation”; O15 “ new and different policies should be developed”; O16 “related people should be persuaded to understand the efficiency of this issue”; O17 “education community should be regularly trained” and O6-O18 “it is not possible to overcome the obstacles to multicultural education”.

#### 4. Conclusion, Discussion and Suggestions

Today borders have removed, international interaction has come to a head via internet, migration etc. In order to prepare society and people to the improvement and development of this new era, Teachers' perspectives, attitudes and behaviors towards multiculturalism and multicultural education are important. Within the scope of research considerable part of participants used similar statements about multiculturalism with Banks (2013) like race, ethnicity, language, age, social class, religious choice and other cultural elements. However only one participant used statements like gender, sexual orientation and disability status. At the same time the results obtained from the research show parallelism with other researches in the literature (Ünlü & Örtten, 2013; Başarır, Sarı & Çetin, 2014; Kaya, 2014). The result obtained from the research show that teachers are not competent at

conceptualizing difference and different culture statements while defining multiculturalism. Thus Polat (2012) also reveal similar results in his research. Teachers with abroad experience identified mostly multicultural education as an education environment where students' language, religion, race and social groups are different from each other or a new education understanding. Also other identifications of these teachers can be listed as equal opportunities, education which use curriculum considering different language, religion, race and social structure, education that gives world citizenship understanding, emphatic view and an education style that removes prejudices. Definition of teachers with abroad experience sorts together with Banks' (2013) definition; *"reform movement which ensures everybody' getting equal education rights without discriminating according to race, gender, language, religion and social class difference and cerates equal education opportunities for everybody"*. From this point of view, it can be said that multicultural awareness and competence of teachers with abroad experience are at the desired level or close by. This result match up with Bult and Başbay's (2014) results. Teachers without abroad experience emphasized school environment and did not mention about equal opportunities so this can be thought as deficiency. So it can be understood that teachers' competence about multicultural education is not enough. Also teachers without abroad experience defined it as education of acculturation and it shows that this concept is not clear enough for teachers. Teachers' using shared values and synthesis concepts for multiculturalism can be result of they think that school atmosphere is shaped in the frame of universal principles as a result of multicultural education. Because agreeing strong culture was not found in definitions of teachers.

Related literature gives the reasons of multicultural education as; safe education environment for everybody, increasing awareness of global issues, creating cultural consciences, creating awareness between cultures, giving different points of views, developing critical thinking and abolishing prejudice and discrimination among students (Garcia, 2009). Teachers with abroad experience stated their opinions about the need for multicultural education as giving different perspectives, increasing interaction over borders, establishing respect and tolerance, preventing prejudices and these concepts totally match with literature. Teachers without abroad experience stated their reasons as human rights and democratization, giving different perspective, preventing monotype person and developing communication skills. Also in this group frequencies of reasons are less than teachers' with abroad experience. This situation can be evaluated as result of abroad experience and positive effects of European examples on teachers. Also teachers without abroad experience added multicultural education's being discriminative features and stated that it can be given only if the situations are suitable. This result may come from not considering differences so much or not experiencing abroad lives concretely. However teachers without abroad experience indicated that multicultural education is necessary as it avoids standardization and this reason is a positive approach for them. 35 of 40 teachers in the research perceives multicultural education necessary and this case matches with Kaya's (2014) research findings.

While 6 of teachers with abroad experience have concerns about multicultural education, 8 of teachers without abroad experience have it. Teacher competencies are the first of concerns for the teachers without abroad experience and this situation makes possible to remove these concerns. Other cases that are worrying are cultural erosion, biased attitudes of decision makers and practitioners, disturbance of peace at public and political studies. The fact that there is not a concrete example for multicultural education and Turkey' periodical political factors' are tough can be seen as the reason of these results. On the other hand, majority of teachers do not have concerns about multicultural education. Probable uppermost conflict of problems of multicultural education are intolerance and prejudice for both teacher groups. Conflict of value judgement, communication problems and teacher competencies are most emphasized elements. Differently from teachers without abroad experiences, teachers with abroad experience mention racist attitude, social lack of conscience political obstacles and disturbance of public peace as probable problems. Also these teachers stated these problems more frequently than the teachers with abroad experience. Considering the fact that Turkey cannot be assessed free of its territorial features, especially conflict and danger of discrimination are more significant at teachers without abroad experience. As teachers with abroad experience saw the possibility of diversities' living together concretely, they may have less worry about these concepts.

While 5 teachers found competent their administrators for multicultural education, 11 teachers found themselves competent. Besides that, 24 teachers found incompetent their administrators and 22 teachers found

themselves incompetent. This result reveals that when it is assessed with teachers' willingness to getting training about multicultural education, these teachers perceives this training as a requirement. Parekh (2002) remarked that people's analyzing themselves, recognizing their prejudices and getting equality feeling are necessary to make multicultural education possible. In this frame it is possible to say that teachers behave right to find probable problems, they assess the society and themselves within the aspect of some issues like personality, belief and mentality and they have belief in change. On the other side, teachers' statement about not finding themselves competent about multicultural education contradicts with the results of Söylemez and Kaya (2014). The reason of this situation can be that these researches' environment are different from each other (Diyarbakır-Akçakoca). As teachers' growing up with the culture of their working environment, speaking language of these areas effect teachers' perspectives about multiculturalism.

12 of teachers with abroad experience and 8 of teachers without abroad experience stated that they configure teaching-learning environments considering multicultural factors. This case can be accepted for the benefit of teachers with abroad experience. Especially the opinions stating that there's diversity in the nature of learning and natural result of social structure are positive development for multicultural education's future. Teachers with abroad experience stated the reasons for not considering multicultural elements for teaching process with these concepts: curriculums' and course contents' not being suitable, centralist understanding and not having students from different cultural backgrounds. Statement of Curriculum's not being suitable for multicultural education matches with Arslan's (2016) assessment. The reason of teacher with abroad experience for not considering multicultural factors for their teaching environment is not having students from different cultural backgrounds and it may the result of teachers' lack of competence and their understanding multiculturalism within the frames of ethnicity, religion and language. Centralist understanding that teachers without abroad experience indicated may be the result of curriculums' being prepared at center and not considering multiculturalist elements.

Obstacles to implementation of multicultural education in Turkey are political and racist attitudes, prejudice, education policies and legal obstacles for both teacher groups. Teachers without experience emphasized racist attitude and prejudice much more than the other ones. Also differently from teachers with experience the other group stated resistance to change and disturbance of public peace as obstacles. Teachers' opinions about suggestions to overcome obstacles to multicultural education are similar. Given solutions are to organize trainings and programs that can create awareness for multicultural education, organizing curriculums and laws, getting help from Civil Society Organizations and media and pre-service, in-service trainings for teachers. Differently from others, teachers who had abroad experience emphasized the importance of experiencing abroad life. As a result teachers having abroad experience are more competent for multicultural education than teachers without abroad experience; but the teachers without abroad experience are more interested in trainings about multicultural education and they see it as a necessity.

In accordance with the results of research suggestions have been developed as following:

- 1- Teachers' competences, skills and attitudes about multicultural education can be developed via pre-service and in-service trainings.
- 2- Courses about multicultural education can be added to university curriculums for teacher candidates.
- 3- Curriculums and course contents can be prepared considering Turkey's multicultural structure.
- 4- Teachers' trainings and projects about multicultural education can be supported by Ministry, teachers can be given opportunities to participate international projects so they can get different cultural experiences.
- 5- Civil Society Organizations and media can give support for preparation to multicultural education process.
- 6- Education of "multiculturalism in Anatolia and its reflections to education" which will be given to trainee teachers in 2017-2018 education year in Turkey can be made attractive and generalized to all teachers.

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# Investigation of the Association between Facebook Connect Strategies and Academic Procrastination Behavior of Adolescents to Ongoing Different High Schools

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## Abstract

The aim of this research is examination the relationship between on going different High school adolescents connection the Facebook strategies with the academic procrastination behaviors . Academic Procrastination was examined whether differed by gender, frequency of use of Facebook, the type of high school and class level. Totally 450 students, including 9th,10th,11th students, participate in this study. A stratified sampling method was selected. First, schools are subdivided into lower middle and upper socio- economic groups . Then students selected sample group was formed by random sampling method. This study is a descriptive study in the relational model. Relational screening model aims to determine the existence of the exchange agreement between two or more variables (Karasar,2003). The research data was collected by Facebook connection strategies scale, Academic procrastination scale, Personal Information Form. Significant difference has been found in academic procrastination by frequency of using Facebook account of sample from the group of students' ( $F=5.48; p<.01$ ). it is also found that students' academic procrastination scale score differ according to the gender variety ( $t=.,054; p<.001$ ), class level ( $F=8.61; p.001$ ) . According to High School Types, no meaningful difference is found ( $F=2.94; p>.05$ ). Finally, it was observed that Facebook Connect strategies initiating ( $r:.337; p<.001$ ), maintaining ( $r:.223; p<.001$ ), information- seeking ( $r:.116; p<.05$ ) at a scale of higher scores of students committed information search score rises.

**Keywords:** *Puberty, Facebook Connect Strategies, Suspension, Academic Procrastination Behavior.*

## 1. Introduction

Adolescence, starts with a change in the structure of individual biological and emotional world. It is complemented by access to the biological and Sexual maturity. Later in certain stages of puberty is a normal period of development and change(Yazgan İnanç, Bilgin ve Atıcı, 2008).There are emotional and behavioral risks for individuals in adolescence. Unwanted behavior in individuals can be seen during this period. Academic procrastination is one of them. Procrastination is defined as a job not to do and that job to another time zone(Ackerman ve Gross ,2005). The main reason for the procrastination individuals are not able to motivate himself to do that job. Milgram(1992) states that Procrastination problem arise where the advent of technology and in the community who planned and scheduled.

Today, one of the major factors that increase procrastination is the use of social media. People can craeat online social community with social media . People can communicate without face to face. Electronic media can be carried out the work in accordance with various objectives(Akar, 2010). In our country, the most widely used social media tool is Facebook. Facebook allows individuals to communicate with the surroundings (Cassidy, 2006).

The aim of this research is examination the relationship between on going different High school adolescents connection the Facebook strategies with the academic procrastination behaviors .Academic Procrastination was examined whether differed by gender, frequency of use of Facebook, the type of high school and class level.

## 2. Method

Totally 450 students, including 9th,10th,11th students, participate in this study. Participants sind students in Vocational and Technical High School, Anadolu Imam Hatip High School and High School. A stratified sampling method was selected. The research data was collected by Facebook connection strategies scale, Academic procrastination scale, Personal Information Form.

### Facebook Connection Strategies Scale (FBSÖ)

Facebook connection strategies scale was developed in 2001 by Ellison, Steinfield ve Lampe. The term "attachment strategies", the term is a term defined to investigate the relationship between Facebook-based

relational communication activities and communication strategies with social capital gains. FBSÖ especially to express strong relationships with existing Facebook, including casual acquaintance and to communicate with non-foreign relations a pre-offline is intended to determine the distinction between different uses. Initiating, Maintenance, Information search subheading scale consists of, 5-point Likert first 8 for substances (1 not suitable - 5 Highly suitable), for the last 4 items (1 disagree - 5 totally agree) is rated (Akt. Deniz et al,2014).

### Academic Procrastination Scale

Academic Procrastination Scale students with tasks for which they are responsible in making the learning experience (study) 12 negative, consists of 7 positive including 19 statement. This scale of responses to the statement contained "do not reflect me", "me too little reflected," "me somewhat reflects," "me mostly reflects," "me fully reflects" including format is rated on a five-step Likert-type (Çakıcı,2003).

### Personal Information Form

Situated in the sample group of young people, Facebook frequency of use, gender, type of high school, the socio-demographic characteristics. was drafted by the researcher to determine.

### 3. Statistical Evaluation

The scales used in the survey are made the general controls of the answer sheets for students and 450 students were interviewed. SPSS was used to make statistical analysis of the data obtained in the study. The findings concerning the overall structure of the Group has laid down in its frequency and percentage.

The aim of first sub-problems of studies is to determine what level of students in Academic Procrastination Scale and Facebook Connect Strategies. For this purpose, mean, standard deviation is used.

The aim of other research is to determine whether scores of students in the academic procrastination differ significantly according to socio-demographic variables. The number of categories of normality and distribution in the selection of variables are taken into account for the analysis. if it shows the normal distribution and If the number of categories is two, independent samples t-test was performed. if it shows the normal distribution and If the number of categories is three, ANOVA analysis was preferred. When the result of ANOVA was significant , the homogeneity of variance was audited. Consequently it was found that all the variances were homogeneous. The scheffe analysis was preferred to determine the source of difference.

A final aim of the research is to determine whether there is a significant relationship between Academic Procrastination Scale score and Facebook Connect Strategies Scale. The distribution of normality for analysis was sought and it is assumed that the distribution is normal. therefore it is preferred to Pearson correlation analysis(N>30 ise).

### 4. Findings and Comments

This section contains the findings and comments contained in the statistical analysis. Before the general structure of the sample group, frequency and percentage distributions are given. Then the statistical analysis are shown in the order of presentation of purpose.

**Table 1.** The participants of the socio-demographic data, frequency analysis and distribution of results so

Independent Variable		F	%	%Geç	%Yıg
The Frequency of Facebook Use	Occasionally	133	29.6	29.6	29.6
	Rarely	161	35.8	35.8	65.3
	Frequently	156	34.7	34.7	100.0
Gender	Girl	226	50.2	50.2	50.2
	Boy	224	49.8	49.8	100.0

Type Of Hight School	Anatolian Hight School	150	33.3	33.3	33.3
	Vocational and Technical Hight School	150	33.3	33.3	66.7
	Anatolian İmam Hatip Hight School	150	33.3	33.3	100.0
Lavel Of Class	9. Class	150	33.3	33.3	33.3
	10. Class	149	33.1	33.1	66.4
	11. Class	151	33.6	33.6	100.0

As shown in the table, 133 of the students in the sample (29.6%) uses rarely, 161 of the students in the sample (%35.8) uses sometimes, 156 of the students in the sample (%34.7) uses often the Facebook account. 226 students (50.2%) are female and 224 (49.8%) are male. Students are also equally distributed in three high schools (33.3%). 150 students (33.3%) in Class 9, 149 (33.1%) in Class 10 and 151 (33.6%) sees the 11th class education.

**Table 2.** Scale of Facebook connect strategies and scale of academic postpone scores quantities of arithmetic mean and standard deviation of students

Point		N	$\bar{X}$	SS
Facebook connect strategies	İnitiation	450	11.25	3.87
	Continuation	450	12.22	3.80
	İnformation search	450	12.00	3.67
Academic postpone	Total points	450	51.92	13.94

As seen in Table 2, the arithmetic average of students' scores on Facebook Connect Strategy (initiating) is calculated as 11:25 ; Standard deviation as 3.87. Arithmetic average of the scores obtained from maintaining size is 12.22 ; Standard deviation as 3.80. Arithmetic average of the scores obtained from Information-seeking size is 12.00 ; Standard deviation as 3.67. Arithmetic average of the scores obtained from students Academic Procrastination Scale = 51.78 and is calculated as the standard deviation = 13:57.

**Table 3.** Independent samples t- test results to determine whether Academic procrastination scale scores differ from gender

Point	Groups	N	$\bar{X}$	SS	Sh $_{\bar{x}}$	t Test		
						t	Sd	p
Academic postpone	Girl	226	49.24	13.49	0.90	-4.054	448	<b>.000</b>
	Boy	224	54.34	13.20	0.88			

As shown in table 3, according to the independent samples t test results, the differences between arithmetic average of the groups was found significantly in favor of male students ( $t=.,054$ ;  $p<.001$ ).

**Tabel 4.** One-way analysis of variance (ANOVA) and scheffe test results to determine whether Academic procrastination scale scores differ from high school type, facebook frequency of Facebook usage and grade level

Point	Groups	$f, \bar{X}$ ve SS Values				ANOVA Results					SCHEFFE Results
		N	$\bar{X}$	SS	Var. K.	KT	Sd	KO	F	p	
Academic postpone	A.H.S.	150	52.81	13.64	<b>İntergroup</b>	1072.80	2	536.40	2.94	.054	-----
	V.T.H.S.	150	49.60	12.04							
Academic postpone	9. class	150	48.41	13.81	<b>İntergroup</b>	3068.65	2	1534.32	8.61	<b>.000</b>	11. class.>9.class.
	11. class	149	52.15	12.57							
Academic postpone	Rarely	133	49.00	13.61	<b>İntergroup</b>	1980.94	2	990.47	5.48	<b>.004</b>	Frequently>Rarely
	Frequently	156	54.25	12.76							

As seen in Table 4, one-way analysis of variance (ANOVA) was performed according to the type of high school students score taken from academic procrastination scale. Accordingly, there was no significant difference between the mean of group ( $F = 2.94, p > .05$ ).

As seen in Table 4, one-way analysis of variance (ANOVA) was performed according to the class level, students score taken from academic procrastination scale. Accordingly, there was significant difference between the mean of group ( $F=8.61; p.001$ ).

Following this result, complementary post-hoc analyzes were performed to determine which is caused by differences in group. The homogeneity of variance was primarily controlled. so, it was determined which post hoc techniq should be used. Analysis of variance of results ( $L = 1:35, p > .05$ ) was found to be homogeneous. Due to the variance of homogeneous Scheffe test is preferred.

According to the Scheffe analysis, Differences were found between 9 grade students with the Grade 11 students. Grade 11 students resulted in favor( $p < .001$ ).

One-way analysis of variance (ANOVA) was performed according to the facebook frequency of use and students score taken from academic procrastination scale. Accordingly, there was significant difference between the mean of group( $F=5.48; p < .01$ ) Following this result, complementary post-hoc analyzes were performed to determine which is caused by differences in group. The homogeneity of variance was primarily controlled. so, it was determined which post hoc techniq should be used. Analysis of variance of results ( $L=1.04; p > .05$ ) was found to be homogeneous. Due to the variance of homogeneous Scheffe test is preferred.

According to the Scheffe analysis, Differences were found between Students who frequently use the facebook account and the students who rarely use the facebook account. It is favor for students who use Facebook account frequently( $p < .01$ ).

**Table 5.** The relationship between the scale of Facebook connect strategies subscale scores with scores of academic procrastination

Variables	N	r	p
FCS- Initiation	450	.337	<b>.000</b>
<b>Academic postpone</b>			
FCS- Continuation	450	.223	<b>.000</b>
FCS- Information search	450	.116	<b>.014</b>

As a result of Pearson correlation analysis, the relationship between Academic Procrastination Scale scores with Facebook Connect Strategies scale (Initiating ( $r:.337; p < .001$ ), Maintaining ( $r:.223; p < .001$ ) ve Information-seeking ( $r:.116; p < .05$ ) was significantly positively.

The scores of students for initiating, maintaining and Information-seeking (Facebook Connect Strategies scale) are higher , Academic Procrastination Scale scores are also rising.

## 5. Results, Discussion and Recommendations

In this section, comments are made about the findings. Results were evaluated in terms of similarities and differences to other research findings. It has found a negative correlation between being responsible with Facebook Addiction( Andreassen,2012).

Students between academic procrastination with Facebook attitudes has found a correlation in the level of 50.1% (Akdemir ,2013).

By the time students spend on Facebook it has been a negative correlation between academic achievement( Paul, Baker ve Cochran, 2012). In this study, the Facebook Connect Strategies scale initiating, maintaining and information-seeking points higher, Academic Procrastination scores have reached the conclusion that it is increasing.

This study supports the results of the research belonging to Andreassen (2012), Akdemir (2013), Paul, Baker and Cochran (2012).

Accordingly, as a result of the facebook usage of students , it has been demonstrated clearly to postpone the appearance of academic problems. Social media can interfere with academic studies.

As a result of this research, 55.2% of respondents' social networks use every day (Vural and Bat ,2010). In this study, 34.7% students' use Facebook account frequently. Facebook and social network usage in terms of time intervals is similar Vural and Bat's study. Research (Vural and Bat) is similar in part to use for Facebook. When the time of Facebook usage is examined, we see that it has an important place in the lives of adolescents.

According to several studies, the major reason of academic procrastination is gender. According to the survey results, male students postpone more than female students (Balkıs, Duru, Buluş, Duru 2006; Akkaya, 2007; Aydoğan, 2008; Çetin, 2009, Balkıs, 2006, ve Barker ,1997). Ferrari (1992), Kachgal, Hansen ve Nutter, (2001), Onwuegbuzic (2004), Solomon ve Rothblum (1984) researched. Accordingly, gender does not affect academic procrastination. There are similar results in their study (Balkıs, Duru, Buluş, Duru (2006); Akkaya, (2007); Aydoğan, (2008); Çetin, (2009), Balkıs, (2006) ve Barker, 1997).

But There are'nt similar results in their study (Ferrari (1992), Kachgal, Hansen ve Nutter, (2001), Onwuegbuzic (2004), Solomon ve Rothblum (1984).

According to the research results (Yiğit and Dilmaç,2011; Akdemir, 2013) , academic average of students showed significant differences according to type of school. In this study, the scores obtained from students' academic procrastination scale there were no significant differences according to the type of high school. According to the results of this study differs some results(Yiğit and Dilmaç,2011; Akdemir, 2013).

Significant difference has been found in academic procrastination by frequency of using Facebook account of sample from the group of students' ( $F=5.48$ ;  $p<.01$ ). it is also found that students' academic procrastination scale score differ according to the gender variety ( $t=.,054$ ;  $p<.001$ ), class level ( $F=8.61$ ;  $p.001$ ) . According to High School Types, no meaningful difference is found ( $F=2.94$ ;  $p>.05$ ). Finally, it was observed that Facebook Connect strategies initiating ( $r:.337$ ;  $p<.001$ ), maintaining ( $r:.223$ ;  $p<.001$ ), information- seeking ( $r:.116$ ;  $p<.05$ ) at a scale of higher scores of students committed information search score rises.

According to these results, social media particularly the use of Facebook causes problems of academic postpone for students. Preventive counseling about academic procrastination can be done.

No meaningful difference is found between academic procrastination behavior and High School Types. New research can be done about it.

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## An Analysis Of Distribution And Causes Of Discipline Problems Encountered In Vocational High Schools According To Grade Levels

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### Abstract

As it is known that school and classroom management are rather important in creating an effective school. Demonstrating an effective functioning of the school and classroom according to the purpose also requires to comply with certain rules. Failure to follow these rules leads the emergence of disciplinary problems. Schools are graded as elementary, middle and high school and varied in structure as a type such as Social Sciences, Anatolian and Vocational High Schools. Because of its structure, it is known that the intensity of the discipline problems have increased especially in Vocational High Schools. The purpose of this research is to determine how the discipline problems of the students studying in vocational high schools in Siirt city center are distributed with respect to class-level variable and the causes of these discipline problems. Ethnographic (culture analysis) method as one of the qualitative research methods was used in this research. This research was conducted by examining the disciplinary board decision books of five Vocational High Schools in Siirt city center between 2011-2016 and conducting an individual 9-question semi-structured interview form with school administrators whose are the members of this board, 3 Counselors and 5 Teachers. Descriptive analysis was used for the data obtained in the interviews and tabulation method was used for comparisons with the records of the disciplinary committee decision book. According to the results obtained in this study, it was observed that discipline incidents vary according to grade level. Most penalties were given to 11. grade classes, while the minimum penalties were given to 12. grade classes, while the students are punished, yet awarding mechanism does not work at all. Another result obtained from the study is that, with changes in school management, new administrators tend to give more penalties. It was also observed that disciplinary committees are not being effective in preventing and fighting against unwanted student behaviours, and punished students were found to be penalized again for the same offense.

**Key Words:** Discipline Crime, Discipline Committee, Grade Level, Vocational High School

### 1. Introduction

A human being is in constant change and development throughout life from the moment he was born. For the development of the individual as a compatible person, disciplinary practices are important in the beginning of the first years of life. As mentioned in Turkish Language Society Turkish Dictionary (2011) dictionary definition of discipline represents meanings such as; proper behavior to the rules enforced by the law, all the measures taken to ensure that they comply with the general thought and behavior in their communities, a branch of learning. In another definition of discipline; it is expressed as a process with the aim of the individual's compliance with social rules or ensuring to reach the ideal value, directing some interests, requests and responses, preventing negative behaviours, and gaining the habit of controlling their own internal responses and orientation habits of the individuals (Satoğlu, 2008). Although the meaning of the word are suggestive concepts such as rigidity, formalism, punishment, the real sense of discipline focuses on the child's behavior and aims to encourage compliance (Dedeoğlu, 2010). In addition to that, discipline concept also refers to the identification of measurement regarding social behavior to maintain compliance with the specified criteria. In this process also identification areas regarding acceptable behavior and identifying the remaining behaviors outside the acceptance area is possible (Tunç B. Yıldız ve Doğan A. 2015). The discipline in education can be described as; showing the expected behaviors from students to teach, supervising students for this purpose, rewarding students for positive behavior, and punishing them for negative behavior (Başaran, 1996; 110). It is usually understood behaviors by educators as to control students rather than the discipline in the school and in the classroom. However if students learn to control their own behavior, instead of being controlled by someone else, discipline can be learned in time and become a habit that can be internalized (Baysal, 2009).

The systems are required to work in a healthy pattern to achieve the objectives. The education system must also have a regular work environment to be successful. Individuals are required to comply with the discipline rules in order to ensure a regular working environment (Dedeoğlu, 2010). As it is mentioned in another source (Guiding Principles, 2014) while the schools are rewarding positive behavior, they should also prevent problem behaviors, and should give effective support to the students in risk groups. Discipline problems encountered in schools are the

first blocking factors which can prevent a healthy learning environment. Cotton, (1990) And approximately half of the time is wasted in the classrooms because of discipline problems. Also undisciplined behaviours of the students impede the teacher and the learning process and may lead to negative social consequences. However, a serious violation of school rules causes a negative impact on teachers as well. Behavioral problems of the students leads to deterioration of teachers with increased stress levels. ( Yahaya , Ramli and Hashim, 2009). Whereas students do not fulfill their duties and responsibilities due to discipline problems, they may also lead to passivity of the rest of the class members in the class (Sternberg, R.J. & Williams, W.W.2002). It is thought to investigate the present discipline problems to minimize the discipline problems (Akar, 2006). But it is quite difficult to determine which behavior makes it difficult to succeed or prevent success. Because school is an organization that many individuals are together at the same time. Conditions needed for students to be successful are different as well as it, so it is impossible to detect which behaviors will be understood by whom, when, how they perceive and how they will be affected. Therefore a multi-faceted perspective is required to determine, prevent and correct the behaviors in school considered as undisciplined (Sarpkaya, 2005). Teachers are often faced with undesirable behaviors of the students in the education and training process, particularly inexperienced teachers experience desperation against this type of situations in the early years of their professional lives. Discipline problems in classes damage the student who exhibits the discipline problem, damage other students with interfering their right to learn. The morale of teacher who experience discipline problems in their classes deteriorates, their motivation and self-confidence is decreased, and these discipline problems even can lead them to think that their profession is an unsuitable profession for them. (Yıldırım, 2010). One of the most important problems of teachers, administrators and parents is the increase in unwanted student behaviors which are disrupting the learning environment. When classes are observed, students are seen, in general speaking, all together, engrossed in conversation with each other, walking around the classroom, extending their legs to rest, and throwing chalk, paper and other things to each other. To define the limits of undesirable behaviors is difficult. Because the factors that determine the nature of the unwanted behavior depend on a number of variables such as conditions, circumstances, location etc. (Demir, 2013) Four basic criteria can be used to classify unwanted behaviors. These are, preventing the learning of students in the class or the student himself; endangering the safety of his friends or the student himself; damaging the tools and equipment of the school or belongings of his friends; preventing the socialization of students because of the behaviour of the student (Korkmaz, 2003). In short, any behavior that prevents educational efforts in schools can be referred to as unwanted behavior. Some of the unwanted behavior shows the greatest impact on the person who performs the behavior, but beyond that, it affects the teacher, the lesson and all classroom members (Çetin, 2013). In parallel with the social changes triggered by globalization and rapid circulation of information, we observe an increase in disciplinary problems in schools around the world as well as in our country. It is not possible to fulfill the education need that never tolerates delay in a healthy and effective way. In the world of rapid change, our country is also experiencing rapid changes and shifts with the impact of globalization. Education and discipline approaches are changing, training and discipline approaches which is prioritizing the individual becoming more important. As long as the world exists, people's need for education will exist as well. Discipline problems will surely exist where there is education and human. The important thing here is not showing exhaustion and despair and to be able to deal with the problems with the right methods and approaches ( Nazlı, 2015). Finally, in addition to being a wide variety of types of disciplinary problems, their causes are also different. Sometimes the problem behavior is caused by individual characteristics, and sometimes environmental conditions and social relations can be the source of these behaviors. However, restricting the causes of action to a specific period of time and relying on limited variable can be difficult to understand the behavior. Nevertheless, it is necessary to investigate the existing disciplinary problems primarily to be reduced to a minimum number.

This study aims to determine student sourced discipline problems experienced in Vocational High Schools, their distribution according to grade level, what the encountered discipline problems are, causes of them and what can be done to resolve based on the teachers' opinions.



When data in Table 2 is analyzed, according to the the 75th Anniversary Vocational and Technical Anatolian High School disciplinary board records, 155 penalties have been shown to be given between the years 2011-2016. When looking at the distribution of classes for the disciplinary actions, penalties are given to 9th Grade is 39 (25.16%), 10th Grade is 54 (34.83%), 11th Grade is 44 (28.38%) and 12th Grade is 18 (11.612%). According to these data, it was observed that 10.th grade level has the maximum penalties, the number of cases in 9th and 11th Grade are close in proximity, the number of cases seems to be less on the 12th grade level compared to other grade levels. In addition, the total number of disciplinary cases in 2011-2013 were 55, by the year 2014 an increase the number of disciplinary cases observed which reaches to 66. To find out the cause of this situation, in an interview with the 75th Year Vocational and Technical Anatolian High School teacher B2 he stated that, "there had been changes to the school administration in 2014; naturally the discipline approach of school management is accordingly changed". Previous school administration sanctions did not apply to students who smoked or did not concentrate on this issue, smokers were determined with the changing of the school administration which taken the necessary measures and can be said that the sanctions have been applied. Because granting 24 condemnation for smoking and possession and 3 short-term suspensions in 2014 supports the thesis. After 2015, the decline in smoking-related penalties shows us the deterrent penalties. In interviews with members of the school's disciplinary committee, it is stated that after 2015 a decrease in the rate of serious cases of possession and drinking. The data in this school showed us the approach of the school administration may affect directly the quantity and nature of the disciplinary incidents. On the other hand in an interview with the school administrators A1 and A2 of 75. Year Vocational and Technical Anatolian High School stated that "Discipline problems for their school are generally more intense and serious in 11th and 12th grades, it is because as students of 11th and 12th grades are subjected to the hospital internship training, and weekly internship practices being more than the class hours in the school, and students imitate models in these internships that may be negative for them and so they have developed undisciplined behavior accordingly". In this regard, the rules and norms students must comply in schools and the culture and climate of the school differs from the climate and culture of hospital internships cause a conflict in terms of duties and responsibilities of the students, also the negative role models they faced can lead individuals to negative behavior. When examined the disciplinary committee decision book and the interviews conducted, the most important discipline problem at 75. Year of Vocational and Technical Anatolian High School is understood that smoking and possession. When analyzed in terms of the intensity of the penalties contained in the table are mistreatment of a friend penalty seems to take second place. Students who were penalized because of mistreatment of a friend were found to be more intense in 9th and 10th grades. In the 75. Year Technical and Vocational Anatolian High School in terms of disciplinary problems, being disrespectful to the teacher appear to be ranked in third place. 15 condemnations were issued due to disrespecting the teacher between the years 2011-2016, especially penalties for disrespecting teachers appear further increased in 2015. 75th Year Anatolian Vocational and Technical Anatolian High School students received a total of 11 penalty between the years 2011-2016 about the dress code. The distribution of the penalties are seen as for 9th Grade is three, 10th Grade is three and is seen as 11th Grade is four. Dress code related problems experienced can be in relation to adjustment problems.

The findings concerning the disciplinary committee records related to Zeynep Hatun Vocational High School in the study are presented in Table 3.

**Table 3** The disciplinary board records of Zeynep Hatun Vocational High School

Reasons of Behavior	2011 Year				2012 Year				2013 Year				2014 Year				2015 Year				Tot.
	Class Levels				Class Levels				Class Levels				Class Levels				Class Levels				
	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	
Condemnation	Mistreating a friend *																			0	
	Violating the Dress Regulations																				0
	Disrespect the teachers																				0
	To disrupt the flow of the course							2		1											3
	Smoking and possession																				0
	Falsification of official documents							4													4
	To prevent any of the duties assigned by the school board								1				2								3
	Cheating					2	1														3
	Not complying with the rules of the school dorm					1		3													4
	Possession of sexually explicit content																				0
Short-Term Suspension	Mistreating a friend *	2	1										1			2				6	
	To disrupt the flow of the course																				0
	Falsification of official documents																				0
	To prevent any of the duties assigned by the school board																				0
	Cheating																				0
	Disrespect the teachers								1				1								2
	Smoking and possession																				0
Changing Schools																				0	
Bounce Out of Formal Education																				0	
* Fighting and bullying	2	1	0	0	3	1	4	7	0	1	0	0	4	0	0	0	2	0	0	0	
Total					3		15			1			4			4			2	0	
																				25	

According to the data in Table 3, a total penalty of 25 was given according to the disciplinary board records of Siirt Central Zeynep Hatun Vocational High School from 2011 to 2016. 15 (60%) of these penalties were given in 2012. According to the records, when we look at the distribution of disciplinary penalties by class breakdown, it has been shown that 9th grade is 11 (44%), 10th Grade is 3 (12%), 11th Grade is 4 (16%) and 12th Grade is 7 (28%). Disciplinary penalties are most commonly seen in 9th Grade. But in 2012, 12th Grades received the most penalties with 7 penalty. Looking at the distribution in terms of the types of penalties, the most common disciplinary problems in Zeynep Hatun Vocational High School seems to be “mistreatment of a friend”. In an interview with B7 disciplinary committee teacher at school stated that “they experience quite disciplinary problems about the dress code, female students had brought substances which are prohibited to bring as makeup to school, that thus the problems experienced”. Also in interview with A8, it was stated that “the Ministry of Education has created a variety of troubles regarding the dress code, students showing examples applied to dress code in other schools and they do not comply with the dress code determined by the school. However, the disciplinary committee decision book reveals any penalties was not given about the dress code between the years 2011-2016. A7 of the school administrators explained that “Discipline problems are heavily seen in 9th Grade and the cause of it is students being unaware of discipline regulations at school and they do not have sufficient knowledge about which penalty is given to what kind of behaviors, information they had brought from elementary school, skills and school culture...”. The reasons for taking more penalties than any other classes for 9th Grade can be interpreted as the orientation studies carried out was not sufficient enough. In addition, the habits students brought from primary to secondary education can be said to strengthen adaptation. When we look other data, it appears that 4 disciplinary penalties were given for falsification of official documents between the years 2011- 2016, 4 disciplinary penalties were given for not complying with the rules of the school board. It is noted that disciplinary penalties further increased in 2012, least penalties seen in 2015. Also a total of three condemnation was given in 2013 because of disrupting the flow of the course. Overall, the penalties shall be given because of discipline problems in Zeynep Hatun Vocational High School seem to be not very intense. In an interview with the school administrator A8 stated for the reason for this “The school therefore being the girls' vocational school, parents pay more attention to female students”

In the study, the findings related to the disciplinary committee records on Sports High School are presented in Table 4.

**Table 4.** The records of the Sports High School disciplinary board

Reasons of Behavior	2011 Year				2012 Year				2013 Year				2014 Year				2015 Year				
	Class Level				Class Level				Class Level				Class Level				Class Level				
	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	
Condemnation	Mistreating a friend *									1										1	
	Violating the Dress Regulations																				0
	Disrespect the teachers									3											3
	To disrupt the flow of the course																				0
	Smoking and possession																				0
	Falsification of official documents																				0
	To prevent any of the duties assigned by the school board										1										1
	Cheating		1									1									2
	Not complying with the rules of the school dorm											3	1								4
	Possession of sexually explicit content																				0
	Short Term Suspension	Mistreating a friend *					1				2	1	3	6	2						
To disrupt the flow of the course																					0
Falsification of official documents																					0
To prevent any of the duties assigned by the school board																					0
Cheating																					0
Disrespect the teachers					1											3					4
Smoking and possession																				0	
Okul Değistirme																				0	
Total	0	1	1	0	1	0	1	0	6	5	4	6	2	0	3	0	0	0	0	0	
		2				2			21					5				0		30	

\* Fighting and bullying

According to the data in Table 4, a total penalties of 30 has been given between the years of 2011 to 2016 by the Siirt Central Sports High School School Disciplinary Board records. When looking at the disciplinary penalties by class breakdown, it was seen that 9th Grade is 9 (30%), 10th Grade is 6 (20%), 11th grade is 9 (30%) and 12th grade is 6 (20%). The year in which the most intense disciplinary penalties were given is 2013. A total of 21 (70%)disciplinary penalties were given in 2013 and it is seen that the most encountered disciplinary penalty is “mistreatment of a friend”. In an interview with A9, he stated that “the most common problem in their school is violence among students and as the grade level increases , discipline problems have decreased”. He explained the cause of this decrease “with increasing grade level, students' maturity and awareness is increasing as well. In particular, students spending less time with friends in senior grade in order to prepare for college is an important factor in reducing discipline problems”. However looking at the table the higher the grade level is, the number of penalties has not been decreased.Especially because of violence and aggression 12 penalties given in 2013 shown in the table shows that half of them were in 12th Grade. In the interviews, although he said that violence and aggression is a major problem for their school, while the disciplinary board gave only two short suspensions in 2014, any disciplinary penalties were not given in 2015. During the interview with B8, he referred to cultural differences by taking the subject of disrespecting teachers at a different dimension and expressed that : "Environmental conditions and cultural differences that students are raised. For example, coarse speech is not very unusual in this culture. In the interviews, the lack of a final judgment about respectful behavior and disrespectful behavior is observed, and the use of general statements in secondary regulations such as respectful behavior or disrespectful behavior may cause some difficulties in practice ".

In the study, findings related to the disciplinary committee records of Vocational and Technical High School are presented in Table 5.

**Table 5.** Records relating to the disciplinary committee of Vocational and Technical High School

Reasons of Behavior	2011 YEAR Class Level				2012 YEAR Class Level				2013 YEAR Class Level				2014 YEAR Class Level				2015 YEAR Class Level				Total
	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	
Condemnation	Mistreating a friend *						1						2	1			2			6	
	Violating the Dress Regulations					2											9			11	
	Disrespect the teachers					8	7	3	2				4	1	1					26	
	To disrupt the flow of the course	2	3	2			1		4				5	1				3		21	
	Smoking and possession		2										1	3	1		1	3		11	
	Falsification of official documents												4				1			5	
	To prevent any of the duties assigned by the school board																			0	
	Cheating					2						2								4	
	Not complying with the rules of the school dorm																			0	
	Possession of sexually explicit content																			0	
Short term suspension	Mistreating a friend *			2			5		2						1	2			12		
	To disrupt the flow of the course						5		1		1	1	1	4					13		
	Falsification of official documents							1					1						2		
	To prevent any of the duties assigned by the school board																	5	5		
	Cheating																		0		
	Disrespect the teachers	1						1	6	6								1	15		
	Smoking and possession									1						5	6	1	13		
Changing School																			0		
Bounce out of formal education																			0		
Total	3	5	4	0	10	2	19	1	4	16	6	3	17	7	7	1	9	14	15	1	

Based on the data in Table 5, according to Siirt Central Vocational and Technical High School disciplinary board records, it appears that 144 penalties were given from 2011 to 2016 years. Looking at these disciplinary penalties with Grade breakdown, it is seen that 9th Grade is 43 (29.86%), 10th Grade is 44 (30.55%), 11th Grade is 51 (35.41%) and 12th Grade is 6 (4.1%). While most of the disciplinary penalties were given to 11th Grade for that grade level, the least was given to 12th grade with the ratio of 4.1%. The most common problem of discipline in Vocational and Technical High School in the years of 2011-2016 is "being disrespectful to the teacher" and 41 disciplinary penalties were given because of this behavior. Moreover, in addition to these "disrupting the flow of the course, and smoking and possession and violation of the dress code regulations" are the such penalties given by the disciplinary committee in the table which is quite higher than the other schools. In an interview with B3 about this case stated that "disruption of the functioning of the course, acting contrary to the dress code regulations, and smoking addiction are the most common problems in their school, and the lack of academic expectations of 11th and 12th Grades is the reason". The low level of academic achievement expectations of students in Siirt Central Vocational and Technical High School, in fact is seen as a key element underlying the discipline problem behaviors. Also in the interview with A3 stated that "Most of the students, instead of fear the penalties they receive for the disciplinary offense they commit, they fear more from their negative behavior will be known by their parents". When the records of Fine Arts High School, a vocational high school last examined in this study, are examined, it is seen that this school has not given any disciplinary penalties between the years of 2001-2016. The interviews with administrators and teachers about this case stated that "discipline committee is trying to solve these problems by talking with students with informal methods rather than giving penalties, and so that they are successful,"

Comparisons of 75th Year Vocational and Technical Anatolian High School, Zeynep Hatun Vocational High School, Sports High School, Vocational and Technical High School and Fine Arts High Schools' discipline records based on grade levels are presented in Table 6.

**Table 6.** Distribution of discipline behaviors causing penalties according to grade level

Behaviors Causing Penalties	9th grade	10.th grade	11.th grade	12.th grade	Total
Mistreating friends	30	19	16	9	74
Smoking and Possesion	25	24	21	8	78
Desrespecting the teacher	26	18	31	8	83
Acting contrary to dress code regulations	4	15	9	0	28
Disrupting the flow of the course	10	15	20	3	48
Cheating	4	7	3	2	16
Not complying with the rules of the school dorm	1	6	2	4	13
Possession of sexually explicit content	0	1	0	0	1
Falsification of official documentsanddamaging school items	0	2	4	0	6
To prevent any of the duties assigned by the school board	2	0	2	3	7
Total	102	107	108	37	354

Based on data in Table 6, the most common problem of discipline in 5 vocational high schools are seen as "Teacher disrespect", "smoking or possessing" and "Mistreatment of a friend". When the disciplinary board decision books regarding the vocational highs schools examined in this study is analyzed, it shows that students receive the same penalties again because of the repetition of this penalty. In particular, the behavior of "Smoking or possession" is still repeated by some students who were already given a penalty for this behavior. In this sense it can be said that penalties are not being very effective in preventing the undesirable behavior. It has been detected "Smoking or possession" behavior in 9th, 10th, 11th Grades, "Mistreatment of a friend" behavior in 9th and 10th Grades are more visible. Looking at the reasons, "smoking or possessing" behavior is not seen as a major problem in Siirt because of cultural differences and this grade level corresponds to adolescence period, and for the reason for "Mistreatment of a friend" behavior, it corresponds to 9th and 10th Grade's adaptation to school, individual's finding a place among groups and self-impose periods.

#### 4. Discussion

According to the findings, violence and aggression represent an important part in the examined five vocational schools of disciplinary problems; but in the interviews, although violence and aggression is said to be a major problem for school, while the disciplinary board gave two short suspensions in 2014 and did not give any disciplinary penalty in 2015 as seen in Table 4. In this case it could mean that disciplinary committee ignores the behaviors such as violence and aggression or necessary sanctions are not implemented. Behaviors of students violating classroom and school rules should not be ignored and ignored negative behaviors will not go away. (Cotton, K. 1990)

When the disciplinary records are examined, it is seen that there has not been given any disciplinary penalties in one school between years of 2001-2016. During the interviews with teachers and administrators about this case, they stated that "disciplinary committee is trying to solve these problems by talking with students with informal methods rather than giving penalties, and that they are successful.". As a matter of fact, it can be said that this approach is an indication that school does not believe the effectiveness of the disciplin board. Furthermore Watson and Lasley (1984) stated schools with a healthy discipline has a better learning environment and unwanted behaviors are experienced less. Therefore, the disciplinary committee not fulfilling the function at a school may lead to more negative outcomes.

Students who have been penalized for "mistreating a friend" were found to be more intense in 9th and 10th Grades. Surely students are required to be in relationships with their peers. However Kapıkırı (2005) in his research expressed that adolescent relationships with friends is an indispensable element in their socialization but friends

could also either be a blocking force or a driving force for socialization. According to Avcı (2014), the aggression seems to be associated with the development and characteristics of adolescent violence. Adolescents may resort to violence to gain power and popularity among peers. Violent demonstrations on the behavior for adolescents has a direct effect of loneliness. Most of the disciplinary penalties received for bullying and violent behaviors are in 9th and 10th Grades and can be said that it can arise due to the experienced problems in students' adolescent period. The higher the grade level is, students established a more healthy communication and they resorted to a more healthy way to solve problems. In the semi-structured interviews conducted, it has been emphasized repeatedly by teachers and school administrators that the family's cooperation with school is very important for the region. Therefore, in order to reduce the disciplinary problems and increase students' academic skills, ensuring school family cooperation is very important. Yahaya Ramli and Hashim (2009) stated family and school cooperation has a very important place for the solution of discipline problems and emphasized the need to act together for an effective and healthy solutions to discipline problems.

Another important finding is that school disciplinary boards consistently prefer penalties instead of awards to change the student behavior. In the studies conducted on this issue, it can be said teachers tend to focus more on penalties rather than awards, development of students is prevented with many prohibited lists and this has a negative impact on individuals. In contrast, when the number of rewards outweigh the number of punishments, there could be much better improvements in health disciplines (Duke & Canady, 1991).

Discipline problems can also occur in situations sometimes the behavior is interpreted as respectful by the student but the teacher or school administrator take it as disrespectful. In such a case, when discussing the behavior of an individual, social environment he/she is raised, cultural differences and values can be considered. In such cases, teachers should not rush to communicate well with students. It should take time. As people get to know each other better, it will increase communication and collaboration requests (Sisman ve Selahattin, 2006)

## **5. Conclusion**

Based on the results obtained in this study between the years 2011-2016, according to the review of disciplinary committee decision book and interviews conducted in five vocational high schools located in the province of Siirt, it has been shown that disciplinary penalties vary in the level of classes. Looking at the ranking of disciplinary penalties at class level, 11th Grade is first with 108 penalties, followed by 10th Grade with 107 penalties, 9th Grade with 102 penalties, and 12th Grade with 37 penalties. Considering the ranking of the behaviors subject to disciplinary penalties, it has been observed that the first one is "Disrespecting the teacher", then "Smoking or Possession", "Mistreating Friends" and "disrupting the flow of the course". In response to these behaviors, condemnation is the most penalties given and change of school is the least. But the penalties given to students in 9th Grade to prevent unwanted behaviors are seemed to be given back again to the same students in 10th and 11th Grades. This indicates that disciplinary penalties given to fight against misbehaviors do not have the desired effect on positive behaviors. The reason for disciplinary incidents and unwanted behaviors in 9th Grade result from differences such as the students arriving to a new school, encountering difficulties in integrating this to the school's rules and procedures and high school being more solid compared to secondary school. In addition, the creation of a group of friends and self-impose behaviors to a group members are mostly seen in 9th grade and adolescence period as being more intense emerges as another factor. The reason of considering of less penalties and discipline incidents in 12th Grade is not a reduction of disciplinary incidents, can be interpreted as being ignored by the teachers and administrators.

Another result obtained in this study is that, the changes that occur in school management was also found to be effective in increasing the density of disciplinary penalties. New perspectives of the administrators to the disciplinary incidents at the school is seen as a marker of the intensity. However, the common attitude of the school managements in five vocational schools discussed in this research was for mostly penalties and no such approach has been shown such as referring to the honor board and rewarding in the schools examined. Yet where there is penalty, award is necessary. Through rewarding desired behavior can be shown to students in a concrete way.

As a result, the causes of the encountered disciplinary problems in the discussed vocational schools can be expressed as inability to

adapt to the school, individual's search for a group of friends, cultural differences, the low level of academic achievement in schools, students not having enough information about high school disciplinary rules, inadequate orientation and counseling activities in schools. In addition, in five vocational schools examined in this study, it is seen that the disciplinary committee which is expected to be more effective in preventing unwanted behaviors and extinguish them is not so much in the service of this goal, even the punished the students were found to be penalized again for the same or similar offenses. Furthermore, in interviews with the school administration and teachers, it has been shown that disciplinary committee is perceived as the place for only penalties for administrators and teachers and the board of honor and rewarding to gain the desired behavior to student is ignored. Therefore, if you want to prevent unwanted behaviors in our schools and increase the effectiveness of the discipline boards, the consultancy and guidance activities should be improved in way of giving a good orientation training to incoming 9th grade students, and should further cooperate with the parents. In this way, both the prevention of unwanted behaviors as well as an increase of low level of the academic achievement at vocational high schools may be achieved.

### Acknowledgements

In this study, discipline problems encountered in the vocational schools were obtained only with qualitative method. The same study may be done with a quantitative inventory. In addition, an awareness study can be done in schools about the behaviors subject to discipline problems and the consequences of these behaviors.

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# The Role of Information Technology and Knowledge Management In Higher Education

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## Abstract

In the era of information technologies, all organizations have identified the significance of knowledge management. The expansion of information technology (IT) and particularly the use of web technology have allowed the establishment of networks which enable vast amount of information to be transferred around the globe. Hence, the new internet economy requires organizations to seek opportunities in e-business and expand their ability of managing knowledge. Therefore, knowledge management systems (KMS) have been developed in order to support the main processes of knowledge management; knowledge creation and exchange. Knowledge management in a strategic, innovative, and operational level of decision making aims to develop awareness of the interactive role of technology and science towards business success. Furthermore, knowledge management strategies aim to the development of flexible organizational structures that encourage entrepreneurial creativity, structural flexibility, and managerial change. Managing business processes in higher education institutions appears similar to contemporary organizations and therefore, practices of knowledge management and information technology equally influence this industry. In the present study, the determining parameters of the role of information technology and knowledge management in higher education are presented in a literature overview. The structure of this paper aims to assist the reader in understanding deeply the issues of knowledge management through the use of information technology in higher education by providing a holistic view on the aforementioned concepts.

**Keywords:** Information Technology, Knowledge Management, Knowledge Management Systems, Higher Education

## 1. Introduction

In the digital era that we live in, information technology (IT) has a major role in every organizational aspect. Practically, every business and institution consider the new opportunities offered by innovative technology. (Drosos and Tsotsolas, 2014). Kekre et al. (1995), clearly state that information technology is one of the most important issues discussed in management nowadays, and that there is high chance of improving the performance of organizations by adopting the appropriate information system. Our era can be straightforwardly described as digital. Numerous technological innovations are increasingly pushing organizations to change their business processes in order to adapt into new competitive environment. (Drosos et al, 2015).

In fact, information technology is “just and an enabler” (Malhotra, 2005) in using this invisible force of knowledge which finally allows organizations to stay strong in business. In contrast to this view, information technology, along with competition and globalization, can be considered as environmental factors that keep pressuring organizations in adopting knowledge management strategies (Zack, 1999). Information systems that focus on the creation and distribution of knowledge have been developed and were introduced as knowledge management systems (KMS). In fact these systems were described as knowledge tools, which hold processes of knowledge management but also provide enhanced communication and collaboration (Chalikias et al., 2014).

The most common KMS refer to CRM systems which capture customer knowledge and this is dynamically used by the organization. More recently, the technology of the web portal was introduced as “a rich and complex shared information space” (Detlor, 2000) bringing the opportunities of communication and coordination over the internet technology. Consequently, a highly competitive environment is created in which all industry sectors are required to provide integrated and personalized services to their customers. Hence, the adoption of KMS is becoming critically important.

Considering that higher education institutions can be regarded similar to contemporary organizations (Lockwood, 1985), applications of IT and knowledge management practices are largely facilitated. In fact, IT has vastly changed processes in higher education institutions, turning them into virtual organization, in which the concept of self - service student is promoted (Pollock and Cornford, 2002; Pollock, 2003). Moreover, it was clearly stated that “information has become the very lifeblood of higher education institutions” (Pollock, 2000). To this end, it is argued that knowledge management can be crucial in the services provided by universities

### Defining knowledge

The world nowadays faces a knowledge based economy in which information and knowledge have a major role. Nevertheless, one can infer that the reader may not be familiar with the definition of knowledge, and thus in the following section, I provide him with the description of knowledge and its different types and perspectives. Since the concept of knowledge management was first developed, there has been a continuous debate on the definition of “knowledge”, as literature suggests that different individuals can have different perspectives on it (Alavi and Leidner, 2001). The author’s intention is to provide the reader with all aspects of the topic and clearly state his position in this paper.

The different perspectives of knowledge management are presented in table 1. However, the most common way of defining knowledge is by distinguishing it by the terms of data and information. More precisely, data is raw material which becomes information when it is being processed and finally becomes knowledge when it is authenticated (Nah et al, 2002). Alavi and Leidner (1999) discuss on this hierarchy and state that the authentication might depend on several different factors, such as context or usefulness. In a later paper, they stated that “knowledge is information possessed in the mind of individuals” (Alavi and Leidner, 2001) and thus it might differ from person to person according to their judgement and interpretation.

However, it is argued that this perspective needs the assumption of a shared knowledge background, in which the data receiver should have the same context or understanding as the data provider, in order to be able to process it and produce the desired knowledge. An opposite view is presented by Tuomi (1999) who claims that knowledge should pre-exist in order for information and data to be created. This perception of knowledge implies that knowledge is a static resource which can be stored, retrieved, erased and manipulated according to the needs of individuals.

**Table 1.** Different perspectives of knowledge (Alavin and Leidner, 2001).

	Perspectives
Knowledge, data and information	Data is facts, raw numbers. Information is processed / interpreted data. Knowledge is personalized information
State of mind	Knowledge is the state of knowing and understanding
Object	Knowledge is an object to be stored and manipulated
Access to information	Knowledge is a condition of access to information
Process	Knowledge is a process of applying expertise
Capability	Knowledge is the potential to influence action

Moreover, Nonaka has made a significant contribution to literature with the idea of classifying knowledge in different dimensions. Initially, he provided the collective and individual perspectives of knowledge creation (Nonaka, 1994). The individual dimension implies that knowledge is created and hosted in each person, whereas the opposite view argues that knowledge is collectively created and used in social groups. One year later, Nonaka and Takeuchi (1995) provided another classification of knowledge under which the tacit and explicit dimensions were introduced. On one hand, tacit knowledge is characterized as subjective and consists of “cognitive and technical elements” (Nonaka and Takeuchi, 1995).

Cognitive is related to principles and beliefs whereas the technical component refers to skills. Kidwell et al (2000), note that tacit knowledge is personal and difficult to communicate and that it is linked to a particular

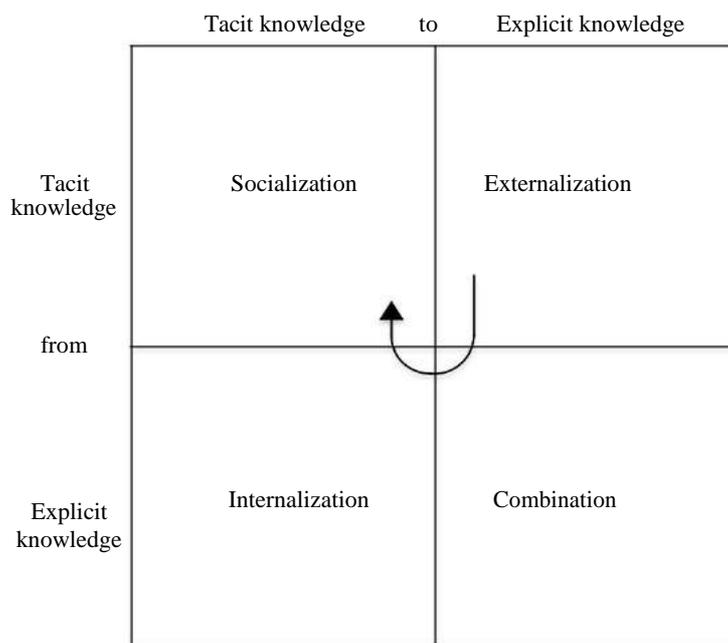
context, making the process of sharing it quite complex. The definition of tacit knowledge can be simplified by using the expression that a man “knows more than he can tell” (Polanyi, 1967).

### Knowledge management

Knowledge management also seems to be under debate, as there is little consensus in its definition. On one hand, knowledge management literature suggests the objectivist view that refers to the creation, accumulation, sharing and application of static knowledge related to business processes of an organization (Walsham, 2001). On the other hand, Holm (2001) presents knowledge management as the appropriate information provided to the right people when it is required, enabling them to process it and develop the desired knowledge on which they can make their decisions. Although these views regard the notion of knowledge in different ways, they do have one common purpose; to enhance organizational performance and provide the opportunity of competitive advantage.

Nonaka and Takeuchi (1995), who came up with the types of tacit and explicit knowledge, developed a model which supports the knowledge creation process. This model is known as knowledge creation spiral or SECI (figure 1), and it discusses the social interaction of tacit and explicit knowledge, during which knowledge is converted from one type to another (Nonaka, 1994).

**Figure 1.** SECI model (Nonaka and Takeuchi, 1995).



Socialization might include face-to-face conversations, discussions or apprenticeships which enable tacit knowledge to be transferred from one person to another. In addition, positive influence in this phase can potentially bring the establishment of a “field or space of social interactions” (Alavi and Leidner, 2001). Externalization discusses the transition of tacit to explicit which usually takes place by using codification signs, concepts or hypotheses, and is considered to be the key process in knowledge creation (Nonaka and Takeuchi, 1995). There are different ways in which tacit knowledge can be expressed, captured and represented and are listed in “words, spoken or written, images, still or moving, video and music” (Mohamed et al, 2007). To this end, the use of IT will dramatically help. Next, the use of documents or electronic communication with which different explicit concepts are systemized, assists the stage of combination in the representation of explicit into explicit knowledge. The importance of this phase is found in the integration of “different bodies of explicit knowledge” (Mohamed et al, 2007) which can trigger the last stage of internalization, in which an individual’s tacit knowledge is enriched by the observation of explicit information.

The four different phases are part of one integrated process and thus they cannot be considered to be pure, but they appear interdependent (Alavi and Leidner, 2001). In fact, the significant feature in this model is the continuity of the knowledge creation process, as after the first cycle the process can be maintained creating the perception of a knowledge creation spiral (Nonaka & Takeuchi 1995). Conversely, although the model can support the process of knowledge management regarding the tacit and explicit perspective of knowledge, McAdam and McGreedy (1999) strongly criticized it by claiming that it is unable to be applied into complex business organizational structures. Moreover, the researcher argues that Nonaka's SECI model aims to the absolute codification of knowledge, as it captures individuals' tacit knowledge into knowledge repositories.

In reply, Nonaka et al (2000) suggested a unified model of knowledge creation which included three different dimensions; the SECI model, the "Ba" concept and the notion of knowledge assets. The SECI model provides the basis, whereas "Ba" introduces the context which is required for the knowledge creation and knowledge assets are defined as "firm-specific resources that are indispensable to create values for the firm". It appears that the knowledge creation mechanism is the SECI model; however, the two other components are fundamental since they set the content and the context.

### **Technology for knowledge management**

Information and thus knowledge have limited significance if they cannot be distributed and shared efficiently in the context of organization. Owing to this, enterprises have been implementing information systems to assist the creation, sharing and use of knowledge. These KMS are promoted as knowledge tools which do not only facilitate knowledge management processes but also accelerate and enhance communication, provide clarifications and gather and catalogue the most important insights (Tyndale, 2002).

Nevertheless, there are controversial perspectives on KMS. On one hand, stands the view of Brown and Duguid (2000), which highlights the use of technology as a way to make information available and accessible. More precisely, this technology focuses on the organization and the presentation of data in order to be understandable by its users. On the other hand, (Davenport et al. 1996) explains that financial resource should not be assigned to technology in order to acquire sufficient knowledge management, but IT investments should undoubtedly regard the power of human resources and focus on their linking.

Borghoff and Pareschi (1997) identify the risk of IT investment on the establishment of static codified knowledge disregarding the tacit perspective. In contrast, it is argued that for successful knowledge management processes, both tacit and explicit perspectives of knowledge should be developed. Hence, apart from the usual codified information presented in KMS, it is common nowadays to include "direct connections among people through such applications as electronic mail, chat-rooms, video-conferencing and other types of groupware as they are about storing information in databases and other types of repositories" (Borghoff and Pareschi, 1997).

Furthermore, KMS can be split into categories according to the services they provide. A broad classification is presented in Table 2 and allows the author to argue that although knowledge technologies have existed for long time to support the first three categories in information retrieval and presentation, email and collaboration, under no circumstance could a user find them under one integrated platform (Kidwell et al, 2000).

**Table 2.** Categories of KMS (Benbya et al, 2004).

<b>Category</b>	
Content management	Management of information, classification and codification of knowledge
Knowledge sharing	Supports the communication and hence the sharing of knowledge among agents
Knowledge search and retrieval	Searching and finding appropriate useful information in order to transform it into knowledge
General KMS	System which combines all categories and provides integrated knowledge management services according to the organisation's requirements

## **Technology and knowledge management in higher education**

Last year's "Information has become the very lifeblood of higher education institutions" (Pollock, 2000) and hence it is commonsense that IT has transformed them as any other business sector. Technology in universities can be deployed and assist in different processes which refer to the organization or the management of the institution, similarly to Figure 2. On one hand, the organizational perspective entails to technology related to academia, including research, lectures and distance learning, whereas management orientation includes systems which support the business needs. Thus, it becomes obvious that universities are shifting into virtual organizations (Pollock and Cornford, 2002) in which all business processes are based on information systems. An extreme virtual university scenario describes a student, who applies online, pays online, attends e-learning lectures by distance and finally graduates without the need of being on university campus.

Although different information systems in an institution serve different perspectives, overall, IT in higher education is imposing a new culture in which self-service activities are shaped (Pollock, 2003). Disparate systems were used to support all business processes across institutions, but the significant change came with the adoption of CRM systems as one integrated platform to provide multiple communication channels and personalized services to its users (Pollock, 2004). More recently, in view of the e-business expansion, universities considered web-based systems for their services. However, although some universities do have web pages, they provide only static information, without the ability to give personalized and customized services to their students.

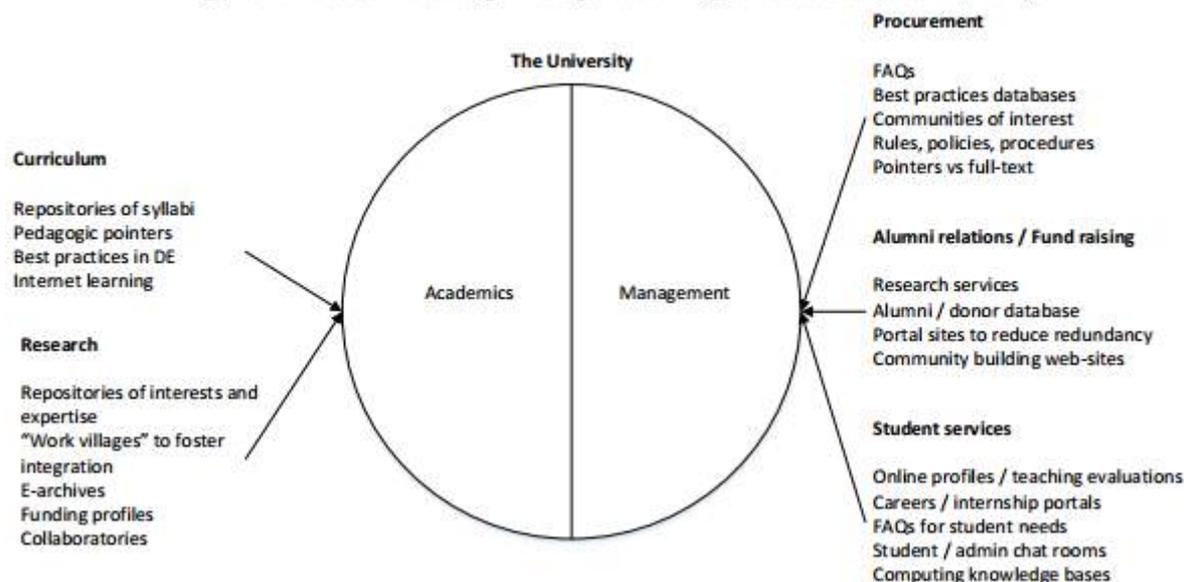
As a result, higher education institutions proceed with the adoption of web portals in order to enhance their services. These campus portals serve students, university staff, alumni or visitors and provide them with information both on a wide variety of subjects related to the institution as well as focus information for particular groups of users. Moreover, the portals are able to support both management business processes, such as financial or recruitment, and academic services like e-learning or use of library facilities. Therefore, some universities implemented this technology to create a strong identity, attract prospective students and provide critical information for their decisions (Kidwell et al, 2000).

E-business is constantly pressing for new practices and it is believed that technology will be able to support the complex campus environment in order to become flexible and fulfill the requirements of their members. Yet there are more factors that need to be considered before one can claim this and certainly the following part will contribute greatly to the above. The research of Joint Information Systems Committee (JISC) (Pollock, 2000) makes clear that information has a crucial role in the higher education institutions and that it should be highly taken into consideration when setting the infrastructure. Similarly, the view of Cronin (2001) supports that the area of higher education is able to adopt smoothly knowledge management processes as efficiently as it happens in modern business world. In contrast, Norris et al (2006) declare that although universities are in the knowledge industry, they do not make sufficient use of knowledge services compared to the organizations. The author's perspective suggests that knowledge management practices in higher education are applicable and are likely to bring advantages.

Several years ago, only a small number of higher education institutions used knowledge management tools in order to manage the flow of information within the university as well as in their external professional relationships (Cronin and Davenport, 2001). On the contrary, today numerous universities have identified the increase in their income due to the sharing of knowledge across the institution as well as in public and private sector. In this sense, universities have realised the significance of information and are adopting knowledge management practices in order to serve better their students, as well as the external B2B relationships.

The two main areas of higher education in which knowledge management can be facilitated, are the academic and the management (Figure 2). The first viewpoint describes a loose and unstructured institution, implying the traditional administration of an old university according to which higher education is the source of knowledge. On the other hand, university is considered as a contemporary organisation in which business processes should be managed properly.

**Figure 2.** Areas of knowledge management in higher education (Cronin, 2001).



In any case, the main advantage of knowledge management initiatives is to increase student's satisfaction by providing personalization in every service across the institution (Croteau and Li, 2003). In pursue of higher customer satisfaction, improved accountability to students and more efficient processes in higher education institutions depend on IT to support knowledge management processes.

## 2.Results, Conclusions and Recommendations

Although the adoption of IT in higher education implicitly refers to knowledge management practices, as the main objective is to enhance communication and collaboration among the users, it was shown that it is able to support knowledge management processes in the context of e-business. More precisely, in the process of knowledge creation, tacit knowledge is considered crucial in order to enable the appropriate interpretation of the provided information; however, the inability of transferring it over technology was identified. Consequently, higher education industry takes for granted that tacit knowledge pre-exists in the uses of technology and hence it triggers the knowledge creation. On the contrary, explicit knowledge, which is the key factor for knowledge creation, is highly appreciated in the use of technology. Hence, considering that the tacit knowledge resides to the individuals and the explicit knowledge is the strength of technology, the combination brings high potentials to knowledge creation. Still, the study draws attention to the notion of sense making, assuming similarities in the knowledge background of users so that knowledge creation can be facilitated.

Furthermore, the use of technology establishes sufficient communication that stands as a basis in the process of knowledge exchange. In fact, it was shown that technology assists universities in capturing information from external entities with the process of acquisition and distributing in wide and targeted audience, all the relevant and important information. At this point, features such as personalization, alerts, and digital webcasting are pushing information to the users, whereas search function, clear navigation and integration allow them to pull easily information. Moreover, it was illustrated, that technology can support the process of knowledge sharing, in which there is direct communication of the customers on topics referring to higher education. Linking to the knowledge creation, the research showed that all cases of knowledge exchange capture users' tacit and explicit knowledge into explicit information, which is later as data for other users. Overall, the research showed that data is explicitly presented over technology and users are interpreting them into knowledge according to their tacit knowledge.

However, generalizing the argument, that technology can assist knowledge management, in the wide context of higher education would be vague as in different areas of a university different knowledge management practices can be employed. For instance, the internal processes of the institution might differ from the external relationships. The focus of this research was the recruitment process, which clearly focuses on the external entities of students and agents.

To this end, the most important outputs of this research suggest that technologies allow users to express both explicit and tacit knowledge, as well as to place them in a virtual network where they can share ideas. The outputs also provide certain limitations which can lead to further research. At first it is suggested that the process of socialization, which includes only exchange of tacit knowledge, has very limited opportunities through the use of IT.

Thus, it would be valuable if further research focused principally on the ways in which transfer of tacit knowledge over technology can be enhanced. Furthermore, this study provided insights on knowledge management processes that exist in the external relationships of the university in terms of e-business. However, the way that university treats the knowledge it acquires from external entities is considered as a “black box” and hence the transformation of the customer knowledge into organizational knowledge is a crucial research topic. In addition, questionable remain the ways in which knowledge dissemination is influenced by knowledge acquisition and organizational knowledge.

This research along with the further research that is suggested can provide a holistic view on the processes of IT and knowledge management in higher education institutions. The valuable insights can be later used to enhance their knowledge management processes in the industry of higher education. Beyond any doubt, the use and the application of IT in higher education, both in the academic field and in the business sector, have every potential of enhancing knowledge management practices and opening the gates of development and progress.

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## An Analysis of Students' Satisfaction Using A Multicriteria Method

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### Abstract

Quality is a very important factor for a contemporary higher education institute. Modern management considers the satisfaction of students as an important performance measuring criterion. Students' satisfaction measurement and analysis should be one of the core processes of an institution as it contributes to the improvement of its internal organization, its quality of services and its image strengthening. The aim of this research is to measure and analyze students' satisfaction from a higher education institute using a multicriteria method. The views of students on image-reputation, teaching staff, curriculum, administration services and facilities-infrastructure were examined. The data from the relevant literature were used for both the selection of the criteria for measuring students' satisfaction and for a better understanding of the research results. The data for the research were collected from 211 questionnaires and were analyzed using the Multicriteria Satisfaction Analysis (MUSA) Method. Furthermore, the collected data were statistically analyzed using descriptive statistics, cross tabulation analysis and correlation analysis. The research results have revealed a low satisfaction of students from the examined institution. Furthermore, a statistically significant correlation between students' satisfaction and students' gender, semester, department of studies and performance was pointed out. Thus, a need for further analysis of students' satisfaction is created as the satisfaction levels and the needs for improvements are not equally formed for all the institution's departments.

**Keywords:** Quality in education, Student satisfaction, Higher education, Multi-criteria analysis, Total quality management

### 1. Introduction

Services offered by an educational institution should be oriented to students' needs since they are its most important customers. Students however are not the only customers of an educational institution. The academic community, the family, the society, the labor market and the firms can also be regarded as customers since they affect its function with their expectations and their interventions. Thus, apart from the evaluation of the institution from its students, there is the need of evaluation by its stakeholders.

The issue of total quality in education was first investigated in the first decades of the twentieth century. There is a number of relevant studies on the issue of quality in education and the evaluation of educational institutions. Kotze & DuPlessis (2002), state that the most common teaching evaluation process is the evaluation from students. Hearn (1985) considers that the overall student satisfaction can be regarded as satisfaction with the effectiveness of the institute, satisfaction with the organization of the institution and finally as satisfaction with the integration in social life within it. Other surveys showed that student satisfaction has a positive effect on their motivation, to minimize the departure index or the abandonment of studies and social readability of the institution from other scientific and professional operators such as universities, chambers and research centers (Rofle, 2002).

Measuring student satisfaction can be done through various techniques and methods such as DREEM (Dundee Ready Education Environment Measure) which was mainly designed for undergraduate faculties of health professions (Dimoliatis et al., 2010) but with the appropriate modifications can be used generally (Skordoulis et al., 2014), SEEQ (Student Evaluation of Educational Quality), Endeavor Instrument (Marsh, 1987) and the CPQ (Course Perceptions Questionnaire). Such methods are used at least since the early 1940's (Danielsen & White, 1976).

However, in order to imprint students satisfaction correctly using the above or similar methods, the concept of quality must be clarified (Kristensen, 1999) so that they can have the appropriate expectations as these have a significant impact on the formation of satisfaction (Anderson & Sullivan, 1993). Students are believed to be satisfied only when the quality of the service they receive exceeds their expectations (Kelley et al., 1990; Munteanu et al., 2010).

Students satisfaction measurement, may ultimately contribute to the improvement of the internal organization of each institute, to improve the quality of services and the strengthening of its image, so that it can meet the expectations of those who attend it.

At first glance, the concept of student's satisfaction is easy to define. However, there are hundreds of scientific articles trying to define this concept, to quantify it and to measure its impact (Letcher & Neves, 2010). Student satisfaction refers to their subjective judgment on various results and experiences from their educational context.

Oliver (1980), argued that given that satisfaction is based on experience, student's satisfaction is affected and constantly changes by their experiences during their studies.

Many studies have been conducted aiming to discover the factors associated with students' satisfaction within an educational institute. As shown, the factors related to students' satisfaction are clearly multifactorial and differ from person to person, and from school to school (Lee et al, 2000). The answers of students regarding to the satisfaction by an educational institution may be affected by if and how they wished their studies to be at this institution, the evaluation of themselves as students and their educational semester.

Bean & Bradley (1986) and Hearn (1985) have revealed distinct differences in satisfaction responses between male and female students. Instead, Lee et al. (2000) report that student satisfaction is independent of individual differences including gender.

Some studies have shown that the academic profile of satisfied students, both in terms of performance and incentives, was more positive than that of less satisfied students (Morstain, 1977).

The aim of this research is to measure and analyze students' satisfaction with an educational institute using a multicriteria method. The satisfaction criteria were selected, after a review of the relevant literature and concern the institution's image-reputation, the curriculum, the teaching staff, the administration services and facilities-infrastructure.

## **2.Method**

Data were collected by the method of personal interviews using a structured questionnaire by December 15, 2014 to January 15, 2015. The sample consisted of 211 undergraduate students of a Greek higher education institute.

The questionnaire was designed and structured in order to facilitate the conduct of the interview and the collection of usable data. The total of 43 questions of the research, were categorized according to their content in eight categories. The questions were in the form of multiple choice, multiple answer and five-point Likert scale.

The Multicriteria Satisfaction Analysis (MUSA) method was used for measuring students' satisfaction. Multicriteria analysis and decision making methods can be applied to various cases such as classification problems (Kalantonis et al., 2014). MUSA method uses satisfaction data collected through surveys. The analysis is based on a collective preferences analysis model assuming that there is a hierarchical structure that governs the satisfaction criteria (Ipsilandis et al., 2008). According to this model which is using regression techniques, each respondent is asked through a specialized questionnaire, to express his satisfaction that depends on a set of variables (Ipsilandis et al., 2008).

The estimated satisfaction functions are the main results of MUSA method, as expressing the actual value that all customers give in a defined quality level of satisfaction. Combining the weights of satisfaction criteria to average satisfaction index it is possible to compute a series of action diagrams which can identify what are the strengths and weaknesses of customer satisfaction, as well as where efforts for improvement should be geared (Grigoroudis & Siskos, 2010).

Based on the MUSA model, the satisfaction criteria and sub-criteria were defined as presented in the following table.

**Table 1:** The criteria structure for measuring students' satisfaction.

Criteria	Sub-criteria
Image- reputation	Reputation in the academic community Reputation in labor market Reputation in wider society Promotional activities
Undergraduate curriculum	Market orientation Sufficient scientific course Educational materials Allocation of hours between the various teaching forms Duration of examinations
Teaching staff	Proportion of teaching staff-students Scientific training of teaching staff Communicability of teaching staff Evaluation objectivity of students Cooperation of teaching staff- students Ability of teaching staff to motivate
Administration services	Duration of service Operating hours Disposal to serve Informing students online Library Electronic secretariat Advisory support
Infrastructure-facilities	Sports and cultural activities Classrooms, laboratories, auditoriums Space adequacy for persons with disabilities Laboratory equipment Recreation areas, spaces for sports and events

### 3. Findings

#### Reliability analysis

Before any statistical analysis the research tool should be checked. The validity check using the Alpha Cronbach exported p-value = 0,929 which shows very high internal consistency and valid questions (Nancy et al., 2005) which means that the questionnaire corresponds to the reason for which it was designed.

#### Sample demographics

The age group of respondents is between 18 and 24 years. Similarly, as far as the gender is concerned, 55.9% are men and 44.1% are women. In what has to do with the educational semester, in the first semester attends the 5.2% of the respondents attended the first semester, 6.2% attended the second and the third, 15.6% attended the fifth 15.2% attended the sixth, 19.9% attended the seventh, 12.3% attended the eighth, 19.4% attended the ninth.

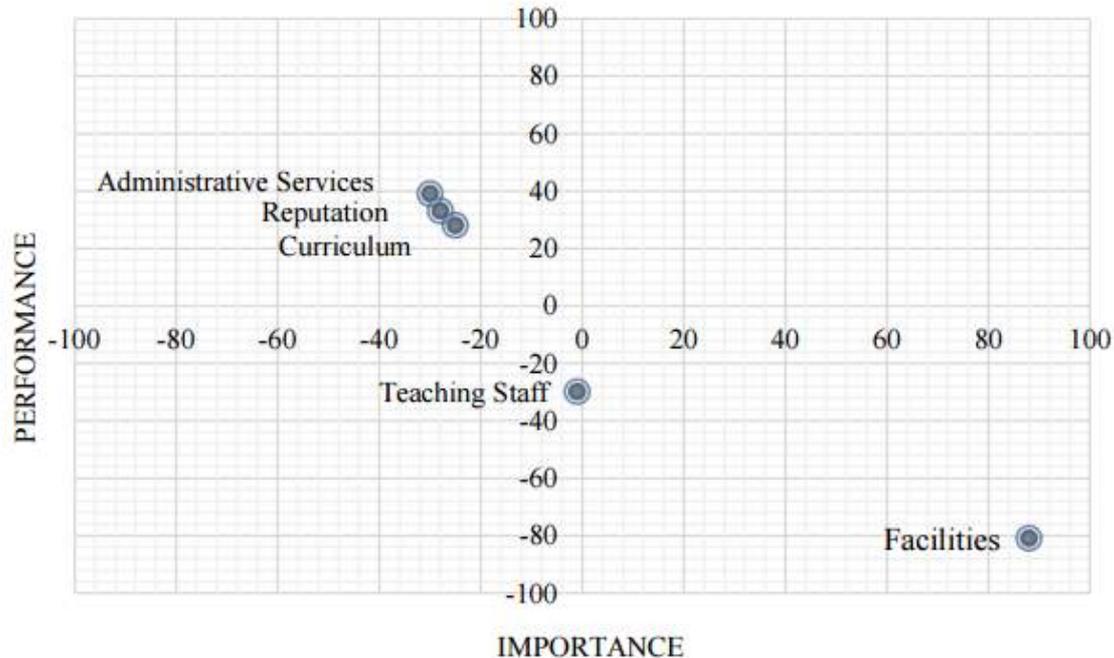
#### Global satisfaction analysis

The criteria consisting overall satisfaction in this research are the following:

- image-reputation of the institution,
- undergraduate curriculum,
- teaching staff,
- administration services and,
- infrastructure-facilities

The overall action diagram (Figure 1) indicates the criterion of infrastructure-facilities, which is located in the action opportunity area, as a critical satisfaction dimension while having the lower satisfaction index. The criterion of teaching staff is in the limits of action opportunity area, which means that this is also quite important for students and thus priority should be given also in this. The other criteria are in the transfer resource area and thus the potential resources for their improvement would be better spent on improving the previous two.

**Figure 1. Overall action diagram**



#### **Students' satisfaction analysis with image-reputation**

The first satisfaction criterion regards students' satisfaction with the image-reputation of the institution. The sub-criteria that constitute it are the following:

- reputation in the Academic Community,
- reputation in the labor market,
- reputation in the wider society and,
- institution's promotional and publicity activities

The sub-criterion relating to promotional activities, which is located in the action area, is a critical dimension of satisfaction and should be improved.

The sub-criterion of promotional activities has a high importance and high demanding. Thus, as regards the promotional activities of the institution, a major effort for improvement is required. The improvement actions would therefore be preferable to focus on other sub-criteria that coexist with that of promotional activities in a second priority quadrant, and exhibit low demanding and impact and to improve them little effort is required.

#### **Students' satisfaction with undergraduate curriculum**

The second satisfaction criterion regards to students' satisfaction with the undergraduate curriculum. The sub-criteria that constitute it are the following:

- market orientation,
- sufficient scientific courses,  
educational materials,
- allocation of hours between the various forms of teaching and,
- exams duration.

The sub-criteria regarding to educational materials and the market orientation of the curriculum, are located in the action opportunity area and constitute critical dimensions of satisfaction. The most critical sub-criterion from

the action opportunity area concerns the orientation of the curriculum to the labor market, as it is considered as the most important by students. The other sub-criteria are in the transfer resources area.

The sub-criteria of educational materials and labor market orientation, have high importance and high demanding. Priority between the two should be given to the orientation of the curriculum in the labor market, since it shows high demanding and impact while its improvement requires great effort. So it is more advantageous to first improve the scientific sufficiency, mainly because of showing low demanding. The priority of improving sub-criteria on the allocation of hours between the different forms of teaching and duration of examinations, is following in relation to the previous.

### **Students' satisfaction with teaching staff**

The third satisfaction criterion refers to students' satisfaction with the teaching staff. The sub-criteria that constitute it are the following:

- proportion of teaching staff and students,
- scientific training of teaching staff,
- communicability of teaching staff,
- evaluation objectivity of students,
- cooperation of teaching staff- students and,
- ability of teaching staff to motivate the interest of students

The sub-criteria concerning the communicability of teaching staff and their ability to stimulate the interest of students are in the action opportunity area and should be improved. Between these two, the most critical sub-criterion of satisfaction is the one concerning the communicability of teaching staff. The rest sub-criteria are in the transfer resources area with the sub-criterion of the proportion of teaching staff-student to be halved and in the status-quo. So it would be preferable not to allocate resources for their improvement.

The sub-criteria concerning the communicability of teaching staff members, the ability to stimulate the interest of students and their scientific training, are on the second priority quadrant and it is important to be improved. From these, the sub-criterion that requires the less effort for improvement is that of scientific training as it shows low importance and middle demanding. The rest sub-criteria are in the third priority quadrant.

### **Students' satisfaction with administration services**

The fourth satisfaction criterion regards to student satisfaction with the administration services. The sub-criteria that constitute it are the following:

- duration of service,
- operating hours of administration services,
- disposal of administration staff to serve,
- informing students online,
- institution's library,
- electronic secretariat,
- advisory support and information services and,
- sports and cultural activities

The sub-criteria regarding to the operating hours of administration services and the sports and cultural activities are in the action opportunity area and should be improved. The sub-criterion of advisory support and information services is in the leverage opportunity area and its improvement is significant. The sub-criteria concerning the duration of service and informing students online are in the status-quo area, while the rest are in the transfer resources area. So it would be preferable not to allocate resources for their improvement.

The sub-criteria referring to operating hours of sports and cultural activities, operating hours of administration services, electronic secretariat, disposal of staff to serve, library and the advisory support and information services are in the second priority quadrant and it is important to improve. Improving the last four sub-criteria it is considered advantageous because of their low demanding. The greatest effort for improvement is needed first by the sub-criterion of sports and cultural activities, then by the criterion of operating hours and finally by all the rest.

### Students' satisfaction analysis with infrastructure-facilities

The fifth satisfaction criterion refers to students' satisfaction with infrastructure-facilities. The sub-criteria that constitute it are the following:

- classrooms, laboratories, auditoriums,
- space adequacy for persons with disabilities,
- laboratory equipment,
- recreation areas, spaces for sports and events.

The sub-criterion of satisfaction concerning the laboratory equipment is in the action opportunity area with low satisfaction and high weight and should be improved. The sub-criteria concerning classrooms, laboratories, auditoriums, recreation areas and spaces for sports and events are in the transfer resources area while the sub-criterion of the space adequacy for persons with disabilities is located in the status-quo area. So it would be preferable not to allocate resources for their improvement. The sub-criterion of laboratory equipment is in the second priority quadrant, showing very high demanding and importance. For its improvement great effort is required. The rest sub-criteria are in the third priority quadrant.

### Descriptive analysis

In the following analysis, we examine the descriptive statistics of general questions of the questionnaire in order to outline the profile of the students responded to the research.

**Table 2:** Descriptive statistics of general questions.

Question	Average	Standard Deviation
I know what the term «Student Satisfaction» means	4.22	0.926
I consider myself a good student	3.36	0.766
I would like to pursue a career based on my object of study	4.42	0.955
After completing my studies, I would like to study at one of the MSc programs offered by the university	2.87	1.303

From data in Table 2 is depicted that most of the respondents agree that they know what student satisfaction means. Even more of them agree with the fact that they would like to pursue a career based on their object of study after completing their studies.

### Correlation analysis

Through the process of cross-tabulation any possible correlations between the variables can be found, statistical significance of which is checked by the analysis of the corresponding p-values.

**Table 3:** Table of correlation variables of research hypotheses on overall student satisfaction with their studies.

	Total satisfaction	
	p-value	Degrees of freedom
Gender	0.000	4
Semester	0.000	28
Department of study	0.000	32
I consider myself as a good student	0.000	16

From the examination of data in Table 3, arises a statistically significant correlation between overall satisfaction with studies in the examined university with all the crossed variables, except that concerning students that chose to study at the examined university due to the difficult economic situation of the country, because it is near to their place of permanent residence and not because they really wanted to study in it. Since only the p-value of this variable is greater than 0.05 the hypothesis H<sub>0</sub> of independence test  $\chi^2$  is accepted.

At this point, it should be emphasized this finding indicates the need for more detailed analysis of student satisfaction separately by department, since there is a statistically significant difference in terms of overall satisfaction. This means that the results of satisfaction with the MUSA method may differ from one department to another.

Furthermore, it should be noted that the profile of satisfied students in terms of performance is more positive than that of less satisfied students. This means that they should be given different weight in the analysis of results of satisfaction of students with good performance compared to the rest.

With the p-value of Spearman's correlation coefficient we can control the hypotheses (Chalikias, 2012; 2013; Tambouratzis et al., 2010):

- H<sub>0</sub> «the variables are uncorrelated»,
- H<sub>1</sub> «the variables are correlated».

By examining the p-value of Spearman's correlation coefficient, a correlation between the academic performance of students and their overall satisfaction is demonstrated.

The above analysis shows positive correlation between the academic performance of students and their overall satisfaction, which although it is not very strong, it means that the better the performance of a student is, the more satisfied he is.

**Table 4:** Table of correlation variables of overall student satisfaction with their academic performance at a significance level of 1%.

		<b>I consider myself a good</b>	<b>Total satisfaction student</b>
I consider myself a good student	Spearman's correlation coefficient		0.562
	p-value		0.000
Total satisfaction	Spearman's correlation coefficient	0.562	
	p-value	0.000	

Thus, since the profile of satisfied students in terms of performance is more positive than that of the less satisfied students a different weight in the analysis of satisfaction should be given, since students with better academic performance give more reliable answers.

#### 4.Results, Conclusions and Recommendations

The purpose of this study was to examine the satisfaction of students from a higher education institute using a multicriteria method. Multicriteria methodology have been proposed and used also in business, accounting, innovation and research in finance (Grigoroudis et al 2010, Kalantonis et al., 2007; 2014)

The satisfaction criteria emerged after a review of relevant literature and eventually were chosen: the institution's image-reputation, the undergraduate curriculum, the teaching staff, the administration services and the infrastructure-facilities

The results from data analysis with the MUSA method showed the level of students' satisfaction. From the analysis of cross-tabulation and relevant chi-square tests, has emerged that students' satisfaction is correlated with gender, semester, department of studies and their performance.

It should be noted that the fact that students' satisfaction is correlated with the department of study means significant changes in overall student satisfaction. Thus, the need for further analysis of students' satisfaction is created. More specifically a separate students' satisfaction measurement for each one of the departments is needed as there is the risk that a low or high satisfaction derives from only some departments and not the whole institute. This will primarily result in a waste of resources in order to improve overall satisfaction of sub-criteria when certain sub-criteria in some departments may need much more improvement from the same sub-criteria in other departments. Accordingly, the fact that students' satisfaction depends on their academic performance means that students should be given different weight in the analysis of satisfaction results according to their performance.

The research results can be used parallel with Total Quality Management (TQM) tools such as the Quality Function Deployment (QFD) in order to propose developments to the education institute according to the satisfaction measurement results. Implementing the QFD method, the satisfaction criteria can be mentioned as the students' needs and the sub-criteria as the ways to meet students' needs (Skordoulis et al., 2015).

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## Heart Rate Variability: Biofeedback and Controlled Breathing, Competitive and Recreation Sport Athletes

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### Abstract

Breathing techniques have significant influence on heart rate variability (HRV). The effects on HRV in athletes using two different controlled breathing techniques is under researched. With a hypothesis that Two different controlled breathing techniques can produce differences in HRV, this experiment aimed to investigate the influence and compare effects of one time HRV biofeedback (BFB) and Alternate Nostril Breathing (ANB) on immediate HRV in athletes participating in competitive and recreational sport. Healthy female athletes (N = 14) in the age group 19 to 22 (SD +/- 3) years who were novices to the BFB and ANB were invited to volunteer. The experiment was conducted in an outdoor environment with a picturesque nature view. Biofeedback (BFB) and Alternate nostril breathing (ANB) were two variables used. A commercially available HRV app cold HRV+ was used to record the readings of HRV for BFB and ANB. The difference in the heart rate variability (HRV) in breathing techniques were recorded and analyzed through t-test. There is a positive correlation ( $r=.69$ ) in HRV between biofeedback (BFB) and alternate nostril breathing (ANB) technique. There is also a positive correlation ( $r=.86$ ) in HRV between start and end of the 20 minute experiment.  $\alpha < 0.05$ . Thereby, the conclusion is that two different controlled breathing techniques (BFB and ANB) at a similar pace (6 breaths per minute) can significantly influence immediate HRV in healthy female athletes. Further researches are warranted to investigate HRV effects with a sustained duration of biofeedback training (with device) and ANB in athletes.

**Key Words:** Heart Rate Variability (HRV), breathing, athletes.

### 1. Introduction

Heart rate variability (HRV) has profound application in sport science. Monitoring HRV enables one to measure the relation of intensity of stress during the sport activity. Research by Paul M (2012) suggests the effect of HRV biofeedback training on performance psychology in athletes. Studies also suggest that HRV biofeedback training may improve sport performance by helping athletes cope with competition stress (Leah Lagos et al 2011). Heart rate variability biofeedback (HRV) is one of the non-invasive assessment of cardiovascular control mechanisms. Heart rate variability biofeedback has found to have significant impact as an intervention for select disorders and to enhance performance (Gevritz 2013). HRV measures could be useful to study connections between psychological and physiological reactions in the human body. HRV depicts the regulation of sympathetic and parasympathetic nervous system.

HRV is also one of the objective measures of regulation of responses to emotion. In the recent years, there is emerging global shift in human psycho-physiological functioning, facilitated by sustained positive emotions. Mc Cray et al (2009) have discovered that the rhythmic pattern of heart activity was directly associated with the subjective activation of distinct emotional states, and that the heart rhythm pattern also reflected changes in emotional states, in that it covaried with emotions in real time.

There are also studies that have shown that respiratory activity has a significant influence on the HRV modulation (Eckberg 2003, Penttila et al 2001). This cardio-respiratory interaction is called respiratory sinus arrhythmia (RSA). Controlled breathing improves reproducibility and reliability of test findings.

A study following a 6-week practice of yogic breathing by Pal G K et al (2014) has recorded an increase in sympathetic activity with right nostril breathing and increase in parasympathetic activity with left nostril breathing. As per a research finding by Dr Satish Patil et al (2012), yoga intervention reduces the stress by optimizing the autonomic functions. The study further suggests to incorporate this yoga module as a regular feature for sub junior athletes to keep them both mentally and physically fit. Sachin Kr Sharma, et al (2011), in their study with 15 healthy male participants performing ANB, have observed a significant decrease in systolic blood pressure and respiration rate although no changes in frequency in HRV. The researchers have recommended that ANB could be useful to prevent hypertension.

The influence of biofeedback training and yogic breathing on the autonomic function in athletes has been an area of research.

## 2. Methods

The experiment was conducted in an outdoor environment in a natural forest area where athletes were going through several physical activities as part of their sport training. Athletes were invited to volunteer for the experiment. Each participant was fitted with a chest belt with sensors to monitor HRV. The experiment comprised two breathing techniques,

- BFB - controlled breathing of 10 minutes with biofeedback (BFB) device
- ANB - controlled breathing of 10 minutes with alternate nostril breathing (ANB)

HRV was recorded using heart rate monitor connected to HRV application 'cold HRV+' on iPhone 4s. HRV readings were documented for one minute, just before starting and after completing the 10 minute breathing of BF and ANB respectively. Participants had a 5 minute rest in-between the two breathing techniques BFB and ANB.

Participant athletes were requested to sit straight on the chair and breathe deeply through both nostrils at a rate of 6 breaths per minute following the heart rate pattern on the biofeedback device. After a 5 minute rest, the athletes were requested to breathe through alternate nostrils (ANB) at the rate of 6 breaths per minute following the instruction of the coach.

Biofeedback breathing (BFB). Each participant was asked to breathe deeply with both nostrils for about 10 minutes and at a frequency of about 6 breaths per minute following the instructions as below:

1. Sit straight on the chair. Relax. Keep your hands on the biofeedback device.
2. Breathe with the diaphragm, allowing the ribs to slightly expand, while the shoulders, upper chest and abdomen remain motionless.
3. Breathe smoothly and slowly.
4. Follow the pattern on the HRV app and breathe comfortably and deeply.
5. Let there be a continuous pattern of inhalation and exhalation.
6. Breathe evenly, so that exhalation and inhalation are of the same duration (about 10 seconds for each inhaling and exhaling cycle).

After 5 minutes of rest post the biofeedback controlled breathing, the athlete was asked to breathe deeply with alternate nostril breathing (ANB) at a frequency of about 6 breaths per minute following the instructions given by the coach:

1. Sit straight on the chair. Relax.
2. Initiate ANB by closing the right nostril first with the right thumb and gently and fully inhale through the left

nostril.

3. Then close the left nostril and release the right nostril to smoothly exhale the air completely through the right nostril.
4. Now inhale through the right nostril keeping the left nostril closed.
5. Gently close the right nostril and finally exhale through the left nostril. This completes one cycle of ANB.
6. Repeat the breathing alternate nostril breathing pattern for about 10 minutes.

\* Breathe evenly , so that exhalation and inhalation are of the same duration so the total number of breaths are about 6 per minute.

### 3. Findings

All participants felt fine during and after the experiment. The increase / decrease in the HRV (Table 1) is significant for all tests before and after the BFB and ANB techniques.

**Table1.** Average increase in HRV

Particulars	HRV1	HRV2 (BF)	HRV3	HRV3	HRV3	HRV4 (ANB)	HRV1	HRV3	HRV1	HRV4	HRV2 (BF)	HRV4 (ANB)
Average HRV	80	74	74	76	76	78	80	76	80	78	74	76
Average increase	-6.42		2.28		2.5		-4.14		-1.57		4.8	

The study also finds a positive correlation between the HRV1 and HRV4, (Table 2)  $\alpha < 0.05$ .

**Table2.** Correlation of HRV

Correlation	HRV1	HRV2 (BF)	HRV3	HRV4 (ANB)
HRV1		0.724	0.845	0.858
HRV2	0.724		0.884	0.697
HRV3	0.845	0.884		0.806
HRV4	0.858	0.697	0.806	

\*HRV1 - 1st minute at start of experiment ; HRV2 - 11th minute (after BF) ; HRV3 - 15th minute of experiment, HRV4 - 26th minute of experiment.

### 4. Results, Conclusions and Recommendations

The present study evaluated the HRV before and after each method of breathing technique. The study shows a significant influence of HRV biofeedback (BFB) and alternate nostril breathing (ANB) on immediate HRV of athletes. Heart rate variability (HRV) refers to the beat-to-beat alternations in heart rates or heartbeat intervals and is a measure of the autonomic nervous system functioning and reflects an individual's ability to adaptively cope with stress. The average decrease in HRV (Figure1) immediately after the biofeedback (BFB) could be attributed to a perceptual anxiety in the athlete due to the 2 changes i) changing her normal breathing technique and ii) the intervention of a physical breath pacing device for biofeedback. The alternate nostril breathing (ANB) is one of the breathing practices in yoga. Several researchers have measured autonomic variables including heart rate and HRV as indicators of emotional state to perceived stress (Porges, 2000). Applehans and Luecken (2006) suggest that HRV is an accessible research tool that can increase the understanding of emotion in social and psychopathological

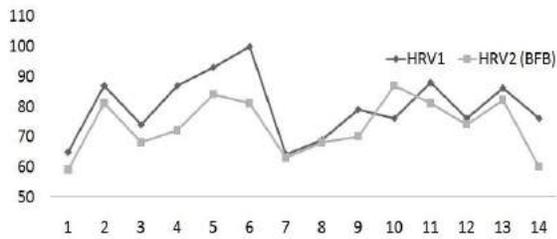


Figure 1. HRV1 vs HRV2 (BFB)

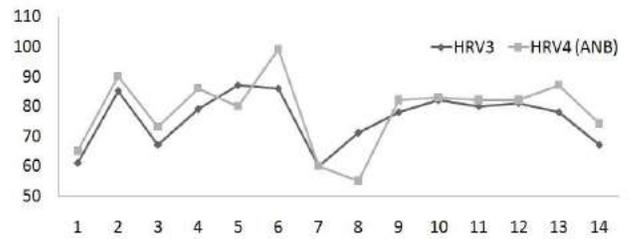


Figure 2. HRV3 vs HRV4 (ANB)

processes. Del Pozo et al (2004) have observed an increase in HRV in patients with coronary artery disease and thereby an improvement in the cardiac condition.

The steady increase in HRV3 and HRV4 (Figure 2) could possibly be explained with reference to reduction in the anxiety levels while breathing through the new breathing techniques (BFB and ANB). The significant increase in the average of HRV2 (post BFB) and HRV4 (post ANB) could explain that the participant athletes were at ease to breathe at a similar pace (6 breaths per minute) albeit the external device and difference in the breathing mechanism. Possibly their anxiety levels were reduced. Lehrer and Gevirtz, (2014) have observed that the process of paying close attention to the biofeedback device to adjust nuances in breathing is similar the mindful breathing during meditation exercise and the pathway could primarily be mental.

A study by Ghiya and Lee (2012) about effect of immediate effect of alternate nostril breathing and paced breathing with 20 healthy individuals with no prior experience in ANB observes a significant increase in HRV immediately after the experiment. Another study by Strack (2003) with baseball athletes has indicated high batting performance with significant increase in HRV following a six-week biofeedback training protocol, thus highlighting potential benefits of HRV on enhancing sport performance. Paul and Garg (2012) have found in their study with 30 basketball players, that HRV BFB lowers the anxiety and thus optimises performance.

Other studies illustrate that sustained, self-induced positive emotions generate a shift to a state of coherence in physiological processes in which the coherent pattern of the heart's rhythm plays a key role in facilitating higher cognitive functions (Mc Craty et al, 2003).

HRV4 (post ANB) shows an average decrease when compared with HRV1 (at the start of the experiment). Though, Heart rate variability biofeedback training (HRV BF) is a technique that essentially borrows the breathing aspects of Eastern meditation techniques, and presents the information as a personalized digital display, the decrease in immediate HRV emphasises requirement of atleast 4 sessions of BFB training to increase HRV (Lehrer and Gevirtz, 2014). However, there is a positive correlation  $\alpha < 0.05$  which illustrates the reliability of the experiment.

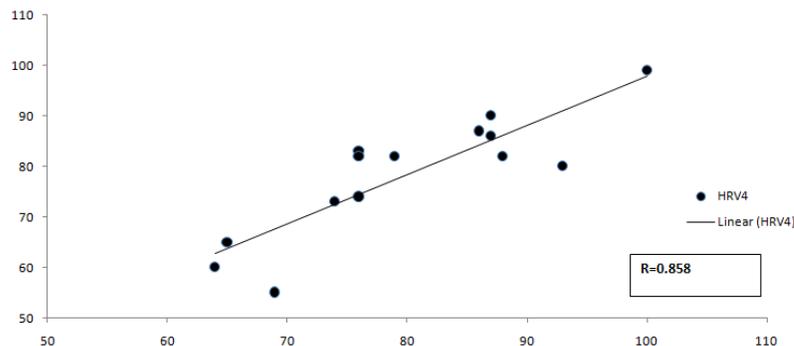


Figure 3. Scatter Plot – HRV 4 vs HRV1

Schipke et al (1999) examined the effect of controlled respiration at six different breathing frequencies on HRV indices derived from short term recordings of six minutes each. Breathing frequencies ranged from below the low frequency range (LF) of the power spectrum (0.03 Hz) to above HF (0.50 Hz). Heart rate remained unchanged throughout the protocol, indicating a steady haemo dynamic state.

HRV is documented as the R-R interval is the time between blood pulses (or ECG beats), and generally the more varied the time between beats, the better. R-R interval analysis can be used as an indicator of stress levels and various cardiac issues, among other things. In the field of psychophysiology, HRV has association with emotional arousal. A higher HRV signifies more focused attention. A study by Luque-Casado et al. (2013) incorporated 3 cognitive tasks on the HRV of two groups and the behavioral and physiological results suggested that the main benefit obtained as a result of fitness level appeared to be associated with processes involving sustained attention. Respiration has effect on blood pressure and heart rate. The variation of heart rate in the frequency range of respiration, known as respiratory sinus arrhythmia (RSA), was described by Ludwig in 1847. Study by Lehrer, Vaschillo & Vaschillo (2001) has demonstrated that breathing at resonant frequency (usually 6 per minute, 0.1 Hz) changes HRV power spectrum (respiratory sinus arrhythmia, RSA). Lehrer et al, (2006); Lehrer et al, (2004) have observed that RSA/HRV training could enhance several health benefits such as reversing illness and enhancing health.

The current study illustrates that two controlled breathing techniques, BFB and ANB have significant influence on immediate HRV in female athletes with no prior knowledge in these breathing practices Earlier studies by Strack and Gevirtz(2011) have indicated the biofeedback training can help athletes to get into a state of homeostasis, a state of emotional and psychological coherence similar to 'adaptive stress response' that could decrease the risk of injury. Craig, (2003) suggests that individual differences in emotion responding (as assessed by HRV) may account for pain sensitivity and ability to regulate the same.

There is scope for further study to examine the long term effect of HRV in managing sport anxiety to optimize sport performance and effective sport injury management. Randomised control trials with a larger sample population and extended duration are warranted to investigate effects of BFB and ANB on HRV of athletes.

While several studies in yoga illustrate relationship between yoga practice, stimulation of vagus nerve thus enhancing parasympathetic output leading to a elevated cardiac function, mood and cognitive states (Tyagi and Cohen, 2016), there are limited studies about the accurate measurement of HRV during yogic breathing practices like ANB.

George Billman (2011), emphasizes that HRV only provides an indirect assessment of cardiac autonomic activity and does not provide a direct measurement of either cardiac parasympathetic or sympathetic nerve activity. Any relationship between HRV and cardiac autonomic regulation is qualitative rather than quantitative in nature. Billman suggests that given the complex interactions between cardiac sympathetic and cardiac parasympathetic nerves that are confounded by the mechanical effects of respiration, HRV data should be interpreted with appropriate caution. This supports the current research about the possibility of having varied outcomes and also provides a potential for further scientific studies to investigate the mechanism of biofeedback training and alternate nostril breathing (ANB) on HRV.

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## Lifelong military education in the field of Military Art

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### Abstract

The aim of the article is to present the new trends in education in the field of Military Art at the University of Defense. Authors describe the reasons and the changes which could modify content of course Military Arts in military carrier educations programs. The article presents the results of the project ROZUM - „The development of the theory of military art and military history research in the era of modern and postmodern wars” and national approaches to lifelong education conducted within the Faculty of Military Leadership, the University of Defence. For the purpose of this case study, authors used both qualitative and quantitative research methods such as system analysis, synthesis, comparative analysis and structured interview. In order to clarify proposed modifications in education, authors used exploration methods. Results and later recommendations should lead to the development of new subject or course as part of military career education. Complex demands placed on professional development of military officers require their lifelong training and education through courses and training. These increased requirements for the competence of officers are now not only military in nature. The expertise in the fight against terrorism and organized crime, knowledge of diplomacy, economics, psychology, humanitarian and healthcare are also crucial. The very specific knowledge is that of the activities and missions of the non-governmental and governmental organizations, interacting in the areas of operations and CIMIC knowledge, forms of state establishment and its functioning. Knowledge and application of the theory of military art still remains the basis for practical action of officer - leader. On the other hand, frequent and sometimes significant changes in the understanding and interpretation of the theory of military art, the cases where the theory does not match the needs of the practice, influences the approaches to education in this area.

**Keywords:** Military career education, Military Art, Leadership

### 1. Introduction

The education of new officers should comply with the intellectual development of a professional who is deployable in contemporary multinational operations. Thus, the educational integrating element should become a commonly accepted standard of knowledge and competence that would allow cooperation within the international staff/unit environment.

Education and training for commanding in operations is truly a science which does not allow for approximation or precipitation. It is learnt gradually, initiated in training schools where the future commander learns, as they say, to “discern in the midst of complexity, decide in the midst of uncertainty and act in the midst of adversity.” This science should be consolidated and enhanced through patient work and experience. The art of commanding in operations lies in the military commander’s ability to understand, to face the unexpected, to dominate the opponent’s will and eventually to acquire a sense of decision-making, which is the very essence of the ability to command. (Doctrine 2004)

Preparation, which involves education and training, is the fundamental stone of career advancement for military professional. The highest form of education of officers takes place within university lead education at civilian and military schools and subsequently through both specialized and career courses.

Long-term training of military professionals in the Czech Republic, especially officers, can be divided into several phases. This phasing is made in relation to the knowledge of the theory of military art, the core knowledge and skills of each officer. The analyses of need in practice have shown that it is necessary to mark out three basic stages, which correspond to the form and methods of education. The stages are following:

- Education in the theory of tactics of small military units.
- Education in the theory of tactics of higher tactical units and in operational art.
- Education in military strategy.

All these stages are interconnected through the theory of command and control (C2), support and security of activity of armed forces. The first stage is implemented via university education at University of Defence or by applying special knowledge, which an officer acquires in civil schools with the addition of military education. The second and the third stage take place via long-term courses oriented toward military issues.

The education is therefore complex and it should enhance the relevant competencies of officer corps. The aim is to establish a higher form of education which would directly build upon the knowledge and skill set acquired in the previous military or staff practice.

While theoretically sound, the conclusion encounters several problems, which put high requirements on both the teachers and the students. The most crucial problems associated with military education are:

- Dynamic and continual development of the theory of military art (tactics, operational art, strategy and C2) and its scientific verification
- The conflict between needs and requirements of practice and the state of knowledge expressed in theory.
- Ever increasing requirements on the knowledge and skills of officer staff focused on the non-traditional military art areas and the realistic capability to handle it.

One of the identified constants in the theory of military art and in the education is the process of planning and managing operations and battles. It develops continually, therefore it is almost always possible to build upon on the previously acquired knowledge. The process is characterized by merging of theory and practice of operational art.

## **2. Method**

Within the project there were used methods of comparative analyses and syntheses of NATO and EU countries documents and the practice of military education systems and concepts with focus to analyses of operational needs and requirements. For the purpose of this case study, authors used both qualitative and quantitative research methods such as system analysis, synthesis, comparative analysis and structured interview. In order to clarify proposed modifications in education, authors used exploration methods. Results and later recommendations should lead to the development of new subject or course as part of military career education.

## **3. Findings**

### **a) Dynamic and continual development of military art and its scientific verification**

The development of the theory of military art is usually evolutionary in character. Radical changes in the theory, however, are more like to be revolutionary. Once common phases of evolutionary development are becoming ever shorter and revolutionary changes takes place in the horizons of few years. From the perspective of long-term education of officers it is often hard to build upon the theory of military art applied in past and previously acquired knowledge is only historical in character. This can be demonstrated on the period of Cold War, which can be classified as evolutionary epoch. In contrast, in the period after the end of Cold war, there have occurred many revolutionary changes in the theory of military art. Examples are abundant: the development of theory to fight the terrorists, guerrillas, insurgencies, hybrid threats and many more. This has crucial impact on the capacity of military teachers to understand the ever-changing theory and their ability to pass it to their students.

The theory of military art (under the military sciences) is commonly classified as social science. It therefore faces the problems of doubting its very existence and its objectivity. The experimental verification for example, is really hard to perform. No military training conducted as an experiment will ever succeed in imitating the real war, where there is everything at stake.

**b) The conflict between needs and requirements of practice and the state of knowledge expressed in theory**

Military art has its theoretical and practical aspects. At the conceptual level theory should come first and practice second. In real situations quite often practical needs surpass the results of research and theoretical conclusions. For example, the war against terrorism was declared, armies were put into operations, but the theory which would guide the armed forces in the fight against terrorist organizations did not exist at the time. Only then, the needs of practice retroactively raised the requirements for the development of the theory. In terms of education officers were therefore prepared for activities that were no longer relevant.

The state of practice of military art has a huge impact on the capacity of teacher to keep up with development trends in the ways of conducting the operations, the abilities to critically evaluate recent theories and their benefit for the competencies of students. In many they have to develop the basics of a new theory.

Military operations are a form for the armed forces to carry out their mission. Members of the armed forces are therefore continually prepared to conduct operations. Recent development demonstrates that contemporary operations are not only conducted against regular armies. Adversary are quite diverse in character - terrorists, guerilla, paramilitary organizations, drug cartels and other criminal organizations – all of whom cannot be fought utilizing traditional practices. There have also emerge a great tendency for some actors to utilize comprehensive or even a hybrid approach for conducting operations (War), which means applying and using instruments other than just military (diplomatic, economic, psychological, etc.). The typology of operations also expands. Offensive operations are far from dominant, new kinds of operations such as peacekeeping, humanitarian and rescues are becoming dominant. All this has resulted in the expanding spectrum of participants in operations (NGO, GO) with which the commanders and officer staffs have to interact.

The above-mentioned causes increased requirements for the competence of officers, not just purely military, but also knowledge of diplomacy, economics, psychology, and medical. Very specific knowledge is that of the activities and missions of the non-governmental and governmental organizations cooperating in the areas of operations and also knowledge of CIMIC forms of state establishment and its functioning.

Perhaps no field of human activity today is more comprehensive in terms of width, as is the case for occupations officer. But there occur mental limits which can be overcome utilizing participation of a wider range of specialists in the educational process. However, the object of pedagogical activity - an officer - must understand the entire scope of the issue, which can often be very problematic. Not everywhere is the profession of officer attractive enough and prestigious enough to attract highly motivated individuals at the highest mental level.

**c) Process of planning and management of operations (battles, operations) of the armed forces - a link between theory and practice of military art.**

The process of planning and management of operations of the Armed Forces (C2) has its theoretical and practical aspects. In practical planning there occurs a merger of the theory and practice of military art in the planning and decision-making process, as in picture 1. The planning process in the Armed Forces does not really differ from the general principles of planning in the civil sphere. To prepare officers it is possible to utilize civil theories while maintaining some specifics associated with military organizational structure. The mastering of the process of C2 is becoming routine. It is much more difficult to merge the theory and practice of military art in this process. In this case tasks are expressed in combat documents (orders, plans) and the movements of armies are conducted. Management then consists of commander's and staff's activity to align real situation with the planned one.

The education of new officers should comply with the intellectual development of a professional who is deployable in contemporary multinational operations. Thus, the education integrating element should become a commonly accepted standard of knowledge and competence that would allow cooperation within the international staff/unit environment.

#### 4. Results

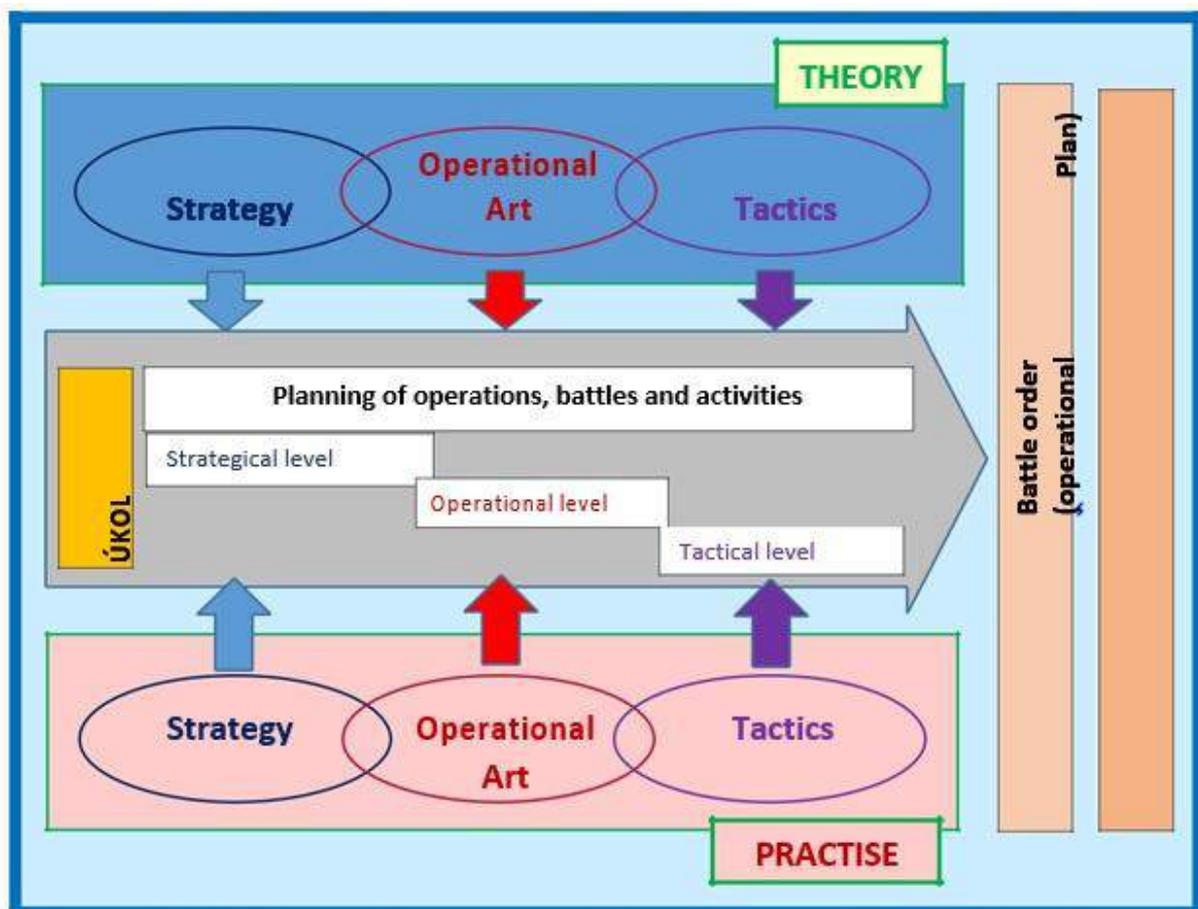
Future education of new officers should comply with the intellectual development of a professional who is deployable in contemporary multinational operations. Thus, the education integrating element should become a commonly accepted standard of knowledge and competence that would allow cooperation within the national and international staff/unit environment.

With aim to fulfill complex requirements required for military officers we can recognize the next spectrum of fundamental subjects which can be the foundation for education and training of all officers within basic lifelong courses:

- **War Studies (Military Operations).** This subject provides students an understanding of theory and practice during historical and current operations from tactics, operational art and strategy view. Tactics and mainly operational art exploits a wide scale of categories, elements and tools, whose skillful application helps commanders in successful planning and conduct of military operations. (Spisak 2016) There is forecast for future operations too. The gained knowledge, skills and competences from this subject will be foundation for sequential and progressive military training and leadership development requirements and experiences.

- **Military Leadership.** The study of this subject is focused on understanding the role of leader as person with direct influence on individual motivation and group processes through the application of leadership theories, skills and attributes. The students will also learn how to influence subordinates indirectly. Subject develops student's knowledge and understanding of challenges, obligations, and responsibilities which are leaders facing.

**Picture 1.** The process of planning operations, battles and activities of armed forces as a bridge between theory and practice of military art.



- **Military History.** Subject provides foundation for identification the historical context of warfare and operations and implementation of the principles of military art in order to identify general patterns, finding the

analogy of historical events and the present and understanding of complex military situations. The students will be able to decide independently and responsibly within the new or changing contexts considering wider social implications of decisions.

- **Tactics of Small Units.** This subject provides students with essential vocational knowledge and skills for command of the small units up to platoon level within whole spectrum of current and future military operations. The education in this subject is focused on the theoretical lectures followed by computer assisted exercises based on virtual simulation and one complex tactical exercise in military training area.

- **Military Profession Ethics.** This subject provides students with the foundation of ethics as the ability to value students (future officers) own moral behaviour. Value of this subject is development of student's attitude for

their duty, responsibility, honour, integrity and morality.

- **Command and Staff Work.** Subject provides students the foundation of Command and Control principles and appropriate military terminology used in order to plan, lead, coordinate and control forces and operations in the mission accomplishment.

Frequent and substantial changes in the theory of military art, a state where the theory does not match the needs of practice and continuity of higher forms of education to lower is severely disrupted, can be eliminated to some extent. This possibility lies in the ability of teachers to generalize both the conclusions of the theory and practical knowledge of deployment and use of armed forces. These generalizations are expressed in the principles of military art that are historically verified. Their application can be confronted both with historical examples, as well as with contemporary practice. In terms of mastering the theory of military art, these principles be considered to be of

lasting value, which is applied on the tactical, operational and strategic level. Revolutionary or campaign changes in the theory of military art have only limited impact on the lasting valid knowledge of war (which consists of principles. The three basic principles of universal value are: economy of forces, freedom of action (maneuver) and the concentration of efforts.

## 5. Conclusions

Professional military education is the critical key to the future leadership. The future Chairmen of the Joint Chiefs of Staff of the 2030s and the Service Chiefs of Staff are already on active duty in the rank of Captain or Lieutenant. The Combatant Commanders and all the future flag and general officers of the military forces in the 2030s are currently on active duty. The Command Sergeants Major and Command Master Chiefs of the Joint Force in 2030 are in uniform. In other words, preparation of the senior military leaders of the 2030s has already begun! (Joint Operational Environment 2010: 69)

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## Investigation Of Relation Between School Adjustment And Attachment In Five- Six Year Old Children

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### Abstract

The purpose of this study is to determine the significant difference and relationship school adjustment and attachment in five-six year old children, who are attending pre-school classes. The research has been implemented with 100 children who go to an independent kindergarten or kindergartens dependent on three schools in Basaksehir/Istanbul. In this study, a simple random sampling method was used. In this study, descriptive techniques intergroup comparisons and relations are tested. This study is a descriptive study in the relational model (Karasar,2003). Data were collected by means of "Cassidy Incomplete Stories with Doll Family" (Seven,2006), "Teacher Assessment Scale of School Adjsussment"(Gülay, 2010) "Individual Information Form". Obtained data have been analyzed by using Mann Whitney U, Pearson Moments Corelation Coefficient According to the results of the research, it has been observed that %70 of the kindergarten students have avoidance attachment with regard to TOBAH attachment scale and it is the biggest group. In addition, it has been observed that %21 of children have secure attachment and %9 of children have negative attachment. When we look at the rates of secure, avoidance and negative attachment, it has been determined that %79 of children are insecure and %21 of them are secure. TOBAH attachment scale grades do not differ according to genders of kindergarten students, their mothers' working conditions, people who look after them at 0-1 age. As a result of the research, it has been determined that there is not a relationship between attachment conditions of kindergarten students and school adjustment levels and lower scales.

**Keywords:** School adjustment, attachment, five-six year-old children.

### 1. Introduction

When the child is born, first establish communication with the child's mother, and people have to adapt, it is the mother. Then it starts to gain attention to his father and other family members. The child grows up, discovers the environment, deals with peers, play with them and begin to socialize(Haktanır, 2002). As a result of the interaction with the physical environment of the child enters into a rapid development of the mental, social and emotional aspects. It is one of the critical period of 0-6 years for the formation of personality. Children are very impressed with the people around. Children are keen on learning during this period (Zembat & Unutkan, 2001). Based on many years of research, it was observed that a large portion of behaviors acquired during childhood effect the personality of the individual in adulthood, attitudes, habits, shaped their beliefs and values. In this respect, pre-school education is an important process that will affect the future lives of children (Oktay, 2003). After the family, school is the most important in the lives of children with developmental system (Bronfenbrenner & Morris, 2006; Akt: Gülay Ogelman, 2013). School is the first place where the outside world and participate in the social environment (Akman, Baydemir & Akyol, 2011; Erkan, 2011; Akt: Yoleri, 2014).

Öztürk (2008) says that for each child is different period of familiarization and adaptation to the school. Oktay (2000) says that the major factor affecting the harmony school, comes the factors within the family. Reasons are as follows: mother overdependence, family expectations on the development of children start school-related features, mother's pregnancy, family discussion, such as death in the family, a number of factors related to family. It is difficult being separated from their mothers to participate in learning activities in school for children who Emotionally unbalanced, overly sensitive and dependent mothers(Oktay,2000). Studies carried out with the mother-child relationship, shows that most of the attachment on the subject (Donley,1993). Ainsworth, Blehar, Waters ve Wall (1978) describes as attachment "a permanent bond between the child and his mother," and the attachment behavior "bond formed to mediate the relationship next life" (Seven,2006). To examine the status of mother-infant attachment, Ainsworth Strange Situation test applied and stated that the type of relationship the three types of commitment (Ainsworth et al. 1978). Secure attachment is seen as a source of emotional health, child of "the other" that gives you confidence on'll be there for her, which form the basis of capacity to build relationships satisfying his later life (Karen, 1998; Akt. Tüzün, Sayar, 2006). Anxious / Undecided orientations connecting the baby to the mother is unstable. Babies do not interact with a Stranger. Mother interactions and also includes a very brief looks (Ainsworth & Bell, 1970; Paterson & Moran, 1988). Avoidant babies are

indifferent to mother. It seems callous. They do not deal with the mother contact. They ignore it and avoid some of the symptoms (for example to prevent mother to look at him or turn his head the other direction, etc. (Paterson & Moran, 1988).

There are three aims of this study; First, to investigate the relationship between the first 5-6 years old children attachment situations with school adjustment levels. The second is to determine the attachment status of children 5-6 years old. Third, it is to determine whether attachment differs according to the person undertaking the care of children, the children's sex, mother's case and in the range of 0-1 years of work.

## 2. Method

The research has been implemented with 100 children who go to an independent kindergarten or kindergartens dependent on three schools in Basaksehir/Istanbul. In this study, a simple random sampling method was used. In addition, 8 teachers and 100 parents, has been the source of data relating to children.

Personal Information Form and two scales were used to collect data. Personal Information Form were included in the sample of children's gender, mother's work status, provides information about the people who take care of children 0-1 years old.

**Teacher Rating Scale of School Adjustment for 5-6 Years of Children** (1996, G.W. Ladd, B. Kochenderfer ve C. Coleman): The Turkish version of the scale is 25 items. Subscales of the scale are: School Liking, School Avoidance, Cooperative Participation, and Self-Directedness. All scales Cronbach's alpha coefficient is .70. There is a significant, positive and high correlation between test-retest applications ( $r = .97, p < .01$ ) (Önder and Gülay, 2010).

**The Incomplete Stories with Doll Family Scale** (Cassidy, 1988): At this scale, 6 story baby boy's family were completed by children. It takes about 3 minutes. Through these stories, it is expected to bring that the mental representation regarding the child's attachment status. This scale can be the child's discovery of a relationship of trust with him and his family (Seven, 2006). Alpha reliability coefficient of the scale TOBAH attachment in this study is determined to be .83. ( $\alpha$ ). Applications for TOBAH scale were taken in the sound recording and coded by giving coders scores of 1-5 considering the responses of the children. The highest score of 30, the lowest score is 6. The high points show high-level security of attachment, low scores indicate the attachment of low-level security. In this study, the scores obtained by encoding performed by researchers has examined the correlation with the scores given by a second independent coder for reliability. The correlation coefficient between the total score of the two encoder is calculated as .93.

Analyze the data; Whitney U test was used in order to answer the objectives of the research and in order to determine whether significant differences between socio-demographic variables and connect status of kindergarten students. The relationship between attachment with the sub-factors and school adjustment levels were determined by Pearson Product Moment Correlation Coefficient. Analysis was performed with SPSS 15.0 statistical software.

## 3. Findings

### Findings about Kindergarten children with socio-demographic variables

Table 1 presents descriptive statistics results for the distribution by age 0-1 who undertake maintenance, kindergarten students of gender, mother's work status.

**Table 1:** Findings about Kindergarten children with socio-demographic variables

Independent Variables	F	%
Gender	Girl	39.0
	Boy	61.0

Mothers' working conditions	Work	42	42.0
	Don't work	58	58.0
People who look after them at 0-1 age	Parent	96	96.0
	Grandmother	4	4.0

As seen in Table 1, 39 of the kindergarten children (39.0) female, 61 'i (61.0%) were male. 42% of mothers of kindergarten students (42 people) work, 58% (58 people) does not work. 0-1 age range of kindergarten children were undertaken in the care of and grandparents (4%) and Parents (96%)

### According to TOBAH Scale Score, Results Oriented to the Student Attachment Status

According to attachment score, It was divided into 3 groups as negative, as avoidance and secure attachment. Children leaving these groups, the mean and standard deviation is taken into consideration. Accordingly, having a standard deviation below the average or lower points on ( $\leq 17$ ) negative; a Standard with deviation or more points on ( $\geq 25$ ) safe; Remaining in the range of  $\pm 1.00$  standard deviations (18-24) are assigned to the avoidance group (Seven, 2006).

Table 2, according to TOBAH Scale score gave the attachment state of the participants.

**Table 2:** Attachment Status of Participants

	F	%
Negative	9	9.0
Avoidance	70	70.0
Secure	21	21.0
Total	100	100

According to the results of the research, it has been observed that %70 of the kindergarten students have avoidance attachment with regard to TOBAH attachment scale and it is the biggest group. In addition, it has been observed that %21 of children have secure attachment and %9 of children have negative attachment. When we look at the rates of secure, avoidance and negative attachment, it has been determined that %79 of children are insecure and %21 of them are secure.

### Findings Related to TOBAH Attachment Scale score according to Demographic Information Form

Mann Whitney test analysis was performed to determine whether TOBAH Attachment Scale score differs according to the Demographic Information Form. Results are shown in table 3.

**Table 3:** Mann-Whitney U Test Results of TOBAH Attachment Scale score based on students' socio-demographic variables

Attachment	N	Mean Rank	Sum o Rank	U	P	
Gender	Girl	39	54.05	2108	1051	0.325
	Boy	61	48.23	2942		
Mothers' working conditions	Work	42	49.81	2092	1189	0.839
	Don't work	58	51.00	2958		

People who look after them at 0-1 age	Parent	96	51.52	4946	94	0.083
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According to Table 3, the results from the analysis, there was no significant difference between male and female students receive their scores from TOBAH Attachment scale. ( $U = 1051, P > .05$ ).

According to Table 3 of the findings obtained, there is no significant difference between TOBAH Attachment Scale scores and kindergarten students, according to the work status of the mother. ( $U = 1189, p > 0.5$ ).

There was no significant difference between people who care for ages 0-1 and TOBAH Attachment Scale scores of kindergarten children ( $= 94, P > 0.5$ ).

#### **Results of the Relationship between TOBAH Attachment Scale and Compliance with School Teacher Rating Scale scores**

Pearson correlation coefficient was calculated to see if there is a significant correlation between students of Kindergarten Teacher Rating Scale and TOBAH Attachment Scale scores. Results are shown in Table 4.

**Table 4:** Correlation Coefficients between TOBAH School Attachment Scale and Teacher Rating Scale score points

	<b>School Liking</b>	<b>Self-Directedness</b>	<b>Cooperative Participation</b>	<b>School Avoidance</b>	<b>School Adjustment</b>
Pearson's correlation (r)	-.025	.072	.019	-.72	.003
The level of significance (p)	.808	.478	.848	.475	.979

When examining Table 4, the attachment status of kindergarten students is no relationship between school integration. When kindergarten children's school integration increases, attachment levels don't increase or decrease ( $r = 003, p > 0.005$ ). As a result of the research, it has been determined that there is not a relationship between attachment conditions of kindergarten students and school adjustment levels and lower scales.

#### **4. Discussion and Conclusions**

It has been observed that %70 of the kindergarten students have avoidance attachment with regard to TOBAH attachment scale and it is the biggest group. In addition, it has been observed that %21 of children have secure attachment and %9 of children have negative attachment. These findings support of the results by Cassidy (1988) and Seven (2006).

The results of the analysis, between the points of attachment scales TOBAH of girls and boys does not differ in a statistically significant level.  $p > .05$ . These results support their findings belong to Cassidy (1988), Gezer (2001), Seven (2006), ilaslan (2009).

The mother-child relationship and child-rearing attitudes of mothers of children don't differ according to gender. it's because children's care, basic needs can be met. Therefore, there is no difference in the attachment behavior of boys and girls mother (Eiden,1992)

There is no significant difference between TOBAH Attachment Scale scores and kindergarten students, according to the work status of the mother. These findings support the results of research conducted by ilaslan (2009), Görgü (2015). These findings don't support the results of research conducted by Yıldız (2008).

The reason for this result, it can be explained that mother spend their time with their children outside of work. Thus, the child can compensate for the absence of mother separation anxiety and child can show secure attachment to mom (Ainsworth et al, 1978).

In this study, TOBAH attachment scale grades do not differ according to people who look after them at 0-1 age. These findings support the results of research conducted by İlaslan (2009), Görgü(2015).

As a result of the research, it has been determined that there is not a relationship between attachment conditions of kindergarten students and school adjustment levels and lower scales. In later studies, can be investigated the reasons for this result. It can be examined to determine the attachment state more children with different variables and larger working groups.

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## Multistructural Model of Speech and Language Development in Montessori Pedagogy

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### Abstract

The goal of the article is to provide theoretical justification of the speech and language development multistructural model, analyse speech therapists' opinion about the significance of various language development preconditions in the child's speech and language development, as well as justify application options of the multistructural model in the Montessori pedagogy aspect. In Latvia every second or third pre-school aged child has insufficient or impaired speech and language development. Assessing the child's language development, it has to be taken into account how it is influenced by the combination of different endogenous and exogenous factors, which lie into a diverse mutual interaction. The interaction model of factors in each individual case is different and it determines the individual character of the child's language development process. The speech or language impairment is not quite often the leading (primary) symptom, but as a part of an illness, specific psychological or socially economic condition and is considered as a secondary phenomenon. In order to state all possible causes of the language development delay or impairment, their possible interaction and to work out an appropriate correction and development plan, the peculiarities of the speech and language development multistructural model of each individual case have to be found out. Understanding the reasons of the insufficient language development or impairment and their elimination, reduction or compensation guarantees a more efficient pedagogic or speech therapy correction process. However, teachers or speech therapists do not always observe it in their professional work, as still the main attention is being paid to the expressions of development insufficiency or impairment and not to the causal identification and decrease of their negative impact. Montessori pedagogy is as one of the methods, in which the holistic approach is implemented in the educational and also correction process, and thus also the speech and language development multistructural model.

**Key words:** speech and language development, speech and language development multistructural model, speech and language impairment, Montessori pedagogy.

### 1. Methodology and Outcomes of the Research

Theoretical justification of the speech and language development multistructural model is based on the language development theory (nativism, behaviourism, cognitivism, interactionism etc.), as well as the research and analysis of the researchers' work on children's language development.

Latvia speech therapists' (n=84) survey has been carried out to find out their opinion about the different language development and impairment correction issues, including the significance of the language development preconditions in the child's speech and language development. Respondents were chosen randomly. Data statistical processing was carried out. The outcomes of the survey confirm that the opinion that biological factors have got the most essential significance, dominates among speech therapists, the least significant are sociocultural environmental factors, but seven respondents think that all factors are equally important.

Justification of the multistructural model application in language development promotion and language impairment correction in Montessori pedagogy aspect is based on the research of Montessori pedagogy theory and practice, observations. Conducting theoretical and empirical studies on the operational base of the Alternative Education Centre of IES LiepU from 2007 to 2016, the conclusions have been made that Montessori pedagogy (theory, didactic materials, practice) complies with the working guidelines of the speech and language development promotion and impairment correction in the context of speech and language development multistructural model.

On the basis of the theoretical justification of the speech and language development multistructural model in Montessori pedagogy, it can be concluded that promoting the language development or diagnosing and correcting the speech and languages impairments, the child's speech and language has to be looked upon holistically with other development areas and development influencing factors.

### **Theoretical justification of speech and language development multistructural model formation**

The language development and acquisition process has been attracting scientists' attention in various areas for a long time, resulting in formation and development of several language development theories (nativism, behaviourism, cognitivism, interactionism, etc.). Their representatives have different opinions about the child's language development and its preconditions (Aičisone, 2015; Keilmann, Büttner, & Böhme, 2009; Wirth, 2000), as different levels of the language system, such as pragmatics, semantics or syntax in different language development stages – pre-language, one word, phrase or sentence stage- have been studied.

In the early 20<sup>th</sup> century the psychological approach dominates in the language acquisition process, which can be partly explained with the impact of J. Piaget and L. Vygotsky's theories and psychology as science development. In the second half of the 20<sup>th</sup> century there are lots of researches in psycholinguistic area. They have usually been carried out on a structural level of a separate language system in a particular development period, without looking holistically at language development.

Due to the development of neurology sciences it has been acknowledged that language is not an inborn child's ability – its development takes place parallel to the central nervous system maturation and includes in itself simultaneous integration of many processes. Sensory organs and their action provide an ability to receive information about the surrounding environment, where the child is growing up, but the central nervous system – processing of the received information on different levels of cognitive processes. Thus one can conclude that the speech and language development process is influenced by both genetic, hereditary factors and surrounding environmental effects. Aičisone (2015) mentions that the specific mechanism of the inborn central nervous system has an essential significance in language acquisition, which only humans possess.

J.L. Locke (1997), studying language development from the neurolinguistic aspect, concludes that development of certain brain regions and corresponding neural processes determine each of the language development phases, as well as their succession and process during a particular period of time. Every phase of language development has a precondition for the achievement of the following phases. Three sensitive phases of language development have been highlighted:

Phase 1- awareness of prosody develops, the intonation use of voice has been acquired (aged around 0-6 months);  
Phase 2- acquisition strategy of the holistic language system, vocabulary is acquired (aged around 6-20 months);  
Phase 3- acquisition strategy of the analytical language system, grammar of the mother tongue is acquired (aged around 20-36 months).

The neurolinguistic approach is based on the researches of neurophysiology science and justifies the significance of the central nervous system structure and neural processes in language acquisition. Thus the regularity and succession of the language development process is confirmed, as well as the necessity of the early corrections in case of language impairment.

B. Zollinger (Zollinger, 1997), analysing the theories of nativism, cognitivism and interactionism from the psycholinguistic aspect, sets the hypothesis that the various language acquisition models recommended for language acquisition depend on the language development stage and general development processes:

1. interaction factor dominates in the language development stage;
2. cognitive processes dominate in the language development stage;
3. neurolinguistic processes dominate in the language development stage.

It means that in every language development stage one or the other language acquisition theory prevails. During the first language development stage, the hypothesis set by the interactionism, during the second language development stage- cognitivism, but during the third language stage- nativism theories are the leading ones. Thus, it can be concluded that, if the theories are isolated one from each other, they do not reveal completely the essence of the language development process, only they all together do that.

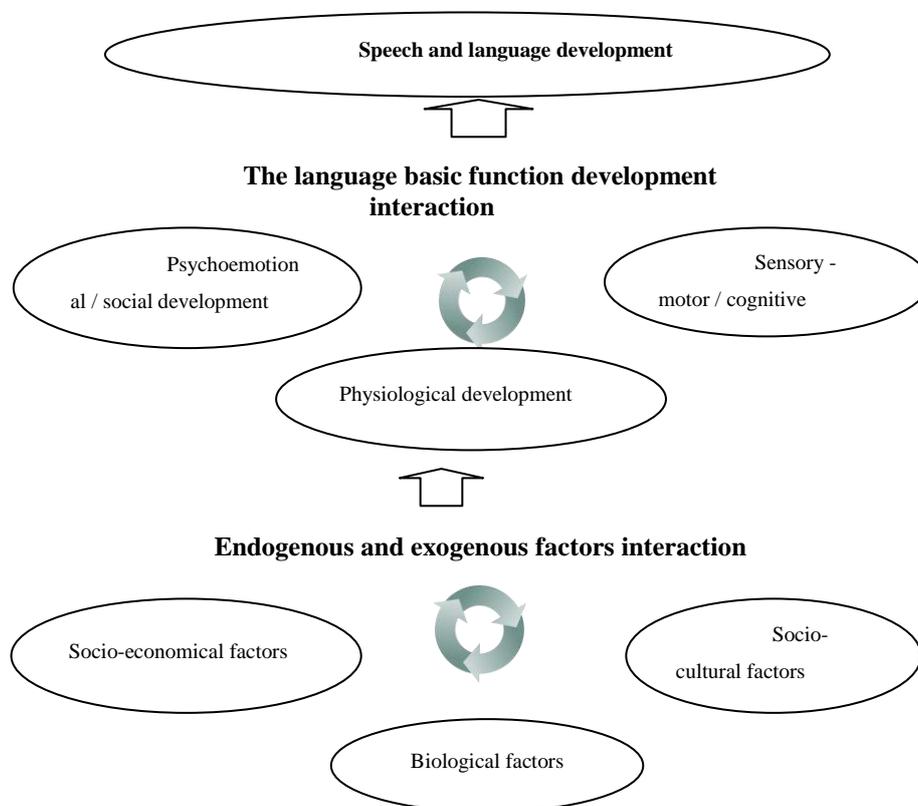
In the late 20<sup>th</sup> century and early 21<sup>st</sup> century the awareness of the correlations between the language acquisition process and their influencing factors changes. The researches have interdisciplinary and multifactorial approach character, resulting into the development of the language development theory, which is based on the holistic approach concept (Eichholzer, 2010; Gronfeldt, 1997; Kannengieser, 2009; Weigl & Reddemann-Tschaikner, 2009; Zollinger, 1997).

On the basis of the theoretical analysis of the language development theories and scientific researches in the holistic approach aspect, the language development preconditions can be collated into seven general basic groups:

1. genetic predisposition, inborn and obtained disorders (biological factors, which influence the child's health and development);
2. psychosomatic health, physiological development;
3. sensorimotor, cognitive development;
4. early interaction, communication;
5. sociocultural environment (family, society, cultural environment);
6. socioeconomic conditions (provision of the mother and child's health care, education, social guarantees and help);
7. training, influenced directly or indirectly by the socially cultural environment and socioeconomic conditions in the family and state.

The conclusion is that the development of the child's language is not influenced by a particular factor or several separate factors, but by a set off all factors. The language development influencing factors are into a diverse mutual interaction. The interaction model of the preconditions is different in each individual case and therefore it determines the individual character, its uniqueness of the child's language development process (Tomele, 2015).

Based on the selected preconditions, the multistructural model of the speech and language development was developed, which is based on the awareness of language development in the holistic approach aspect (see Figure 1).



**Figure 1.** The multi-structural model of speech and language development (Tomele, 2015)

The language development multistructural model includes in itself components of three primary endogenous and exogenous factors: biological factors, socially cultural factors and socioeconomic factors. Due to the mutual interaction of the primary components the child's general development components or the child's language development basic functions are influenced: physiological development, sensory-motor /cognitive development and psycho-emotional/social development.

The components of both levels mutually influence and interact each other both in a horizontal and vertical direction, influencing directly or indirectly the child's language development. Language development is like a result of a set of separate structural components' interaction. The susceptibility of endogenous and exogenous factors is partial. It is a time-consuming process determined by both the public socially cultural attitude and the national socioeconomic condition. In its turn, the child's general development components can be influenced at any development stage and this impact is an immediate and continuous process. Development components transform continuously from one development stage to the next one (Tomele, 2015).

### **Significance of speech and language development multistructural model in language development promotion and correction of language development impairment**

In the implementation of the children's language impairment correction process several therapy directions can be highlighted, which are relatively orientated to one of the three approaches:

- interdisciplinary (complexity) approach;
- approach orientated towards the development of the language system (systemic character);
- approach orientated towards the congruence of the child's development level (Keilmann et al., 2009).

Due to the interdisciplinary approach the ability to concentrate, attention, cognitive abilities, play activities, interpersonal relationships (a child, specialist and parents) are usually developed.

The approach orientated towards the development of the language system is justified with the mutual interaction between the systemic character of the language structure and different linguistic levels. In the context of the impairment elimination the work is orientated towards one or several language linguistic levels. Development of language understanding (the receptive level) with a gradual transfer to the language use (the expressive level) is one of the basic elements and primary work direction.

The approach oriented towards the child's individual development is justified with the need to observe the interrelation between the child's physiological and functional development level. The therapies of this direction to a certain level are orientated to L. Vygotsky's theory about the nearest development zone. The child's particular level of development is diagnosed and according to that the correction plan is developed with the direction from the current level to the achievable one in the nearest future.

The therapies of language development enhancement and impairment correction relatively can be divided into two basic groups according to their methodological approach:

- methods orientated towards the language impairment;
- methods orientated towards the holistic approach.

However, despite the variety of didactic principles and methodological approaches, all language impairment correction methods have to be orientated to the individual expressions of the child's personality and specific needs. The specialist's theoretical knowledge and professional competence is the base for application of any method or approach.

On the basis of the theoretical justification of the speech and language development multistructural model, one can conclude that when enhancing the child's language development or diagnosing and correcting the speech and language impairment, the child's speech and language has to be looked upon holistically with other development areas and development influencing factors.

Nowadays the structure of the speech and language impairment becomes more and more complex. The speech or language impairment isn't quite often as the leading (primary) symptom, but rather a component of an illness or a specific psycho-emotional condition and is considered as a secondary phenomenon (Kannengieser, 2009; Keilmann et al., 2009; Wirth, 2000; Zollinger, 1997). Thus the holistic approach has more and more important role both in the enhancement of the speech and language development and correction of development impairment. The specific characteristics of each individual's speech and language development multistructural model has to be found out in order to identify all potential impairment causes, their possible interaction and develop an appropriate correction and development plan. Even when speech impairment is related to one group of sounds or an individual sound, the correction work is not limited only to teaching pronunciation of the impaired sound, but it includes enhancement of the development of the whole language system and language basic functions.

The holistic or complex (integrative) approach is essential in the language development promotion aspect and speech and language impairment cases, but especially, if impairment of a complex structure with causes of complex impairment origin have been diagnosed (Tomele, 2015).

### **Speech and language development multistructural model in context of Montessori pedagogy**

K.Vernike, an Argentinian doctor and teacher, justifies the significance of Montessori pedagogy in correction work with the theory of basic needs satisfaction – in any pathology insufficient satisfaction of basic needs, fear and tension can be encountered. It can be concluded that every pedagogical and therapeutic effect should start with identification and satisfaction of the individual's insufficiently satisfied basic needs in order to be able to decrease the negative impact and improve the individual's ability to perceive and process information, as well as understanding of mutual coherence (as cited in Müller-Hohagen, 2011).

In its turn, German professor T.Hellbrigge (1981) relates the achievements of Montessori pedagogy to the fact that the study and correction process implemented in the classes is based on the basis of neurophysiology and aetiology, i.e. on:

- the sensitive period of the child's development and observation of the individual needs;
- awareness and observation of mutual coherence between the associative and operative study forms;
- awareness and application of mutual coherence between the social and cognitive study processes (Tomele, 2013b).

In August/September, 2015 Latvia Montessori teachers' survey was carried out with an aim to find out Montessori teachers' opinion about application of Montessori pedagogy in language development enhancement and language impairment correction. Respondents were chosen randomly. In total 83 questionnaires were received back, 78 of them were acknowledged as valid. 12 closed-ended and open-ended questions were included in the survey. The answers to four of the questions will be analysed within the publication.

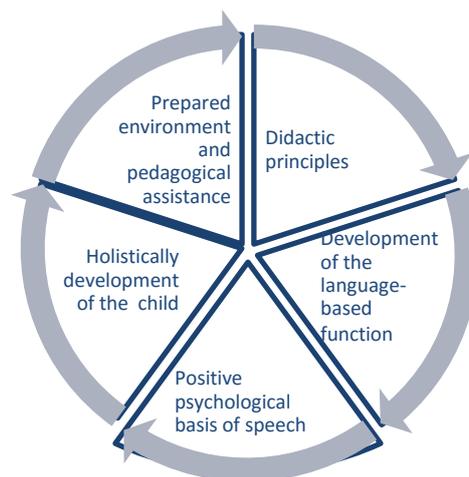
96.15% of respondents (n=75) give a positive reply to the question **“Do you agree with the statement that the application of Montessori pedagogy enhances the child's language development?”**, but 84.61% of respondents (n=66) to the question **“Do you agree with the statement that Montessori pedagogy is applicable in language impairment correction?”** Other respondents agree with the above mentioned statements partly.

89.74% of respondents (n=70) give a positive reply to the question **“Have you noticed in your practice situations when starting to attend a Montessori establishment or classes, the child's language skills improve?”** and confirm the positive impact of Montessori pedagogy on the child's language development. 3.85% (n=3) of respondents deny such observations, but 6.41% of respondents (n=5) have got another type of answers (the courses have just been finished and no experience yet; the outcomes of language development cannot be justified only with the impact of Montessori pedagogy, as the speech therapist's help has also been provided; in the case of autism, development of the base function has been noticed, but language functions require a longer time period, etc.).

91.03% of respondents (n=71) give a positive reply to the question **“Would you recommend a child with language impairment to attend classes of Montessori pedagogy?”** However, 8.97% of respondents (n=7) give a negative answer or only partly positive. Justifications provided by the respondents for the application of Montessori pedagogy in the correction of language development impairment were generalized and collated into five basic groups:

- prepared environment and pedagogical help, appropriate for the child’s needs and interests (base of didactic materials, including language development materials);
- observance of didactic principles (an active child’s activity and participation, gradualness and sequence in acquisition of didactic materials and enhancement of language development/ impairment elimination, an individual approach);
- developed functions of the language base (general and fine motoricity);
- provision of the psychological base of the speech (positive and natural communication, development of the child’s personality and self-awareness);
- the child’s holistic development.

Schematic reflection of the results of Montessori teachers’ survey about Montessori pedagogy application (didactic principles, development of language-based functions, positive psychological base of the speech, the child’s holistic development, prepared environment and pedagogical help) in language development enhancement and language impairment correction can be seen in Figure 2.



**Figure 2.** Schematic summary of Montessori teachers’ survey results about Montessori pedagogy application in language development enhancement and language impairment correction

The negative or partly positive responses were justified the following way:

- not in all language impairment cases Montessori pedagogy can be applied – it depends on the impairment type and severity;
- integration of speech therapy technologies in classes or the speech therapist’s attendance in classes is necessary.

Montessori teachers’ negative replies confirm the teachers’ awareness of the necessity to observe the complex efficacy principle in cases of speech and language impairment, apply the speech therapy technologies appropriate for the impairment type and severity or have extra classes with the speech therapist.

Rearing, training and rehabilitation environment is created in Montessori pedagogy context, which complies with the child’s individual needs and interests. It develops the basic functions of the child’s speech and language development, provides natural speech situations, encourages indirectly the speech activity and communication, thus enhancing both the language development and speech and improvement of the language skills in cases of impairment, and also the child’s general development holistically (Tomele, 2013a; 2013b). M. Montessori

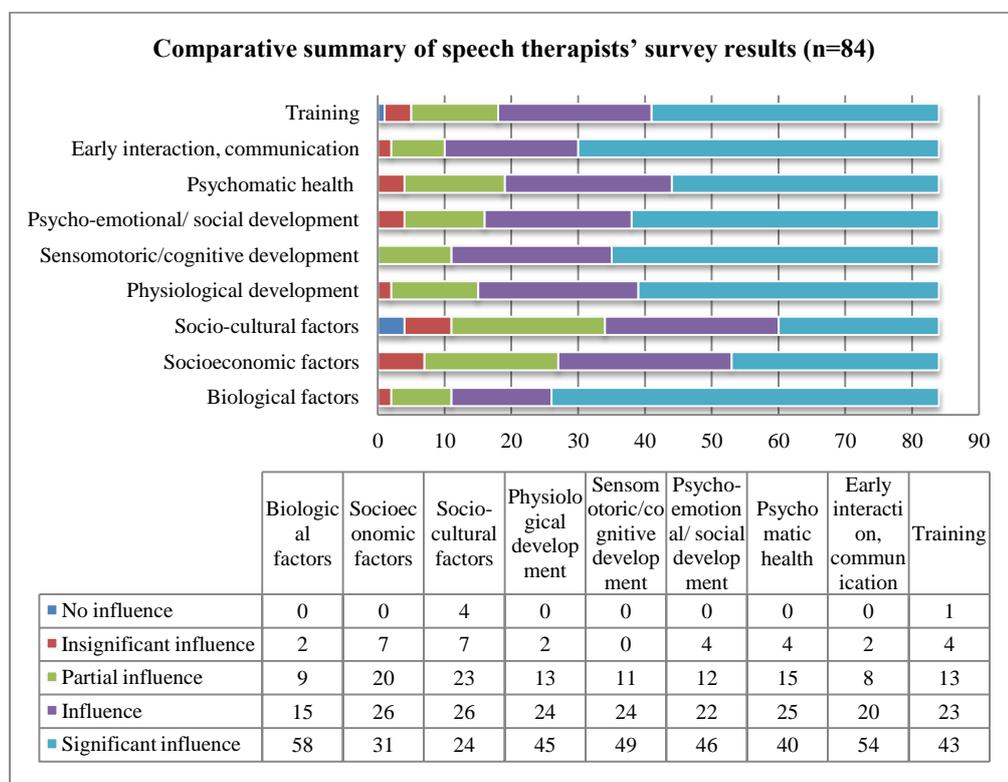
thought that when correcting the speech defects, it would be useful to follow their physiology laws, which determine the child’s development, and on the basis of them change the level of complexity (Montessori, 1994). In cases of the speech and language impairment not only the didactic principles and materials of Montessori pedagogy should be used, but also the speech therapy technologies appropriate for the impairment type and severity level.

Doing theoretical and empirical researches on the operational base of LiepU IES Alternative Education Centre from 2007 to 2016, it can be concluded that Montessori pedagogy (theory, didactic materials, practice) complies with the guidelines of the speech and language development enhancement and impairment correction work in the context of the speech and language development multistructural model (Tomele, 2010; 2013a; 2013b; 2015).

## 2. Outcomes and Analysis of Speech Therapists’ Survey about Speech and Language Development Preconditions

The survey of speech therapists working in Latvia was carried out simultaneously with the Montessori teachers’ survey about different language development and impairment correction issues, including about the significance of the language development preconditions in the child’s speech and language development or awareness of the multistructural model in practice.

Respondents were chosen randomly. 92 questionnaires were received, 84 of them were acknowledged as valid. In the survey 16 open-ended and closed-ended questions were included. Within the publication the replies to one question “According to your opinion – **which of the factors and to what extent do they influence the child’s language development? What would be your assessment on the scale 1-10?**” (1- no influence at all, 5-partly, 10- a lot) were analysed. The method of Likert scale has been used to study and analyse the respondents’ opinion. To obtain more objective results, it was offered to submit assessments in numbers from 1 to 10, rather than ticking one of the verbal expressions. Assessment explanation in the collated results: 1-2 - no influence, 3-4 – insignificant influence, 5-6 – partial influence, 7-8 – influence, 9-10 – significant influence. The summary of the survey results is made in the form of the linear graph (see Figure 3).



**Figure 3.** Comparative linear graph of speech therapists’ opinion about significance of language development preconditions in child’s speech and language development

The biological factor is mentioned as the most important one out of the three primary endogenous and exogenous factors, while the social-cultural factor is assessed as comparatively less significant factor in the child's speech and language development. It should be mentioned that this kind of the speech therapists' opinion indicates the insufficient appreciation of the family/society value system and cultural environment. Nowadays, when the number of pre-school aged children with insufficient language development is increasing, one of the preventive speech therapy work methods would be provision of awareness about the significance of the child's language development in the context of the quality of life and perceive it as one of the family and community values, socioeconomic factors. Respondents also consider the socioeconomic factors – mother and child's health care, socioeconomic welfare provision as an essential precondition for the child's language development. Generally, the primary multistructural model's components of speech and language development according to the speech therapists' opinion have been assessed as an important factor.

More than a half of the survey respondents assess the components of the child's general development or the functions of the child's language development base – physiological development, sensomotoric/cognitive development and psycho-emotional/social development as an essential precondition for language development. Relatively, it is not a very different assessment by its significance – the component of the sensomotoric/cognitive development dominates just a little bit.

As the child's general development components are influenced at any development stage and this effect is related to the child's psychomatic health, early interaction and communication, as well as training, then in the survey the respondents' opinion about the significance of these components was also analysed. The early interaction and communication is the most essential component from the respondents' point of view. However, psychomatic health and training are also assessed as important factors.

The results of the survey prove that the multistructural model of language and speech development complies not only with the theoretical guidelines of language development, but also with the experts' (speech therapists) awareness of language development preconditions.

### **3. Conclusions**

The child's speech and language development is influenced not only by a particular factor or several individual factors, but by a set of factors. The language development influencing factors are into a varied mutual interaction, and their interaction model in each individual case is different. This determines the individual character and uniqueness of the child's language development process.

The speech and language development multistructural model is based on the language development awareness in the holistic approach aspect and complies not only with the language development theoretical guidelines, but also with the speech therapists' awareness of the language development preconditions.

An important factor in the prevention of speech and language development insufficiency or impairment is the public and family awareness and comprehension of the language development preconditions or multistructural model.

The philosophical and didactic principles of Montessori pedagogy provide the implementation of the speech and language development multistructural model into practice on the level of the child's general development or language-based function development, while on the level of the endogenous and exogenous factors it is possible to implement it only with the public and family support.

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## The Unity of Social Work Education and Practice – Problems and Solutions

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### **Abstract**

The objective of the article is to look at the basic requirements of social work education and practical work, and the way they cooperate. To discover the factors influencing cooperation in the practical work areas in municipalities, and to offer recommendations to promote future cooperation and the professional development for future needs in the areas of education, science and practice. The modern 21st century's education in the social work must help to induce changes in the social work practice. The future social work professionals have to develop the skill to comprehend the social processes and the causes of problems, to gain the answers among the contradictions, to substantiate the social issues, to revise the trends not only at a national level but also in a global perspective. To perform a wide range of professional activities it is necessary that social workers would have not only the acquired knowledge, skills and abilities during period of studies, but also to continue their nonstop improvement, the professional support - supervision. Is it necessary to have a supervision system, which would help to reduce the possibilities of professionals' occupational burnout? The study respondents were students and professionals working in the social work area. The study proves that the system of supervision - the professional support is an important precondition in educating the social work students and for professionals in their field training and cooperation. The knowledge of functions, methods and techniques, process management, work with groups and motivation will allow the further development of specialists' professional competence and the quality of delivered social services, and also will improve the cooperation model - the theory (education) - practice - science.

**Keywords:** Education, Supervision, cooperation, social work professionals, methods

### **1. Introduction**

Social work in Latvia has a new direction today. A great attention is paid to economical and political conditions, but too little attention is left for something else but not less important – social problem-solving and development of social work. Education, science, development, welfare, freedom – those are the basic values in our society already with hundreds of years of history, and these are the basic values for social work as well. The existing economic situation of Latvia has actuated the necessity to develop social work in the country. Changes in economic relations, rapid stratification of society has created many problems, and problem-solving requires new and more effective work forms and methods as well as professionals of social work, therefore training of specialists who work in this sphere is of great importance.

The attitude of society towards education has changed in general. According to Broks (2000), right now life and education in Latvia, and other countries as well, is developing in a very tight interrelationship, interacting in various ways both in the content and the form (Broks 2000). One of the most actual problems nowadays is how to educate a creative, harmonic specialist; therefore the higher educational establishments have to provide an effective training process, where all inner and external circumstances are in interaction and development. The particular conditions should be created, which help the students to obtain the needed knowledge, perfect their skills, and become aware about their mission in the future. The students need support and advice that helps them to find their own ways in their independent lives. Time is a deficit, especially today when so many discussions about new pedagogical processes are taking place.

The modern 21st century's education in the social work must help to induce changes in the social work practice. The future social work professionals have to develop the skill to comprehend the social processes and the causes of problems, to gain the answers among the contradictions, to substantiate the social issues, to revise the trends not only at a national level but also in a global perspective. The social work students are taught to become deep functional professionals in the area of social well-being, by using a variety of methods to be able to develop cooperation models in other areas - politics, economics, pedagogy, ecology, social entrepreneurship. To perform a wide range of professional activities it is necessary that social workers would have not only the acquired

knowledge, skills and abilities during period of studies, but also to continue their nonstop improvement, the professional support - supervision. Also at a conference organized by European Social Work Schools' Association in June 2015 "Social Work Education in Europe: towards 2025, (EASSW 2015) for participants from 44 countries there was sharing of experiences and ideas referring to the seven current topical basic subjects of social work - social work knowledge, skills and values, relation of theory and practice, social work research, practice and education, the international dimension of social work education, social work education and teaching during the crisis, challenges and opportunities developing social work programs, learning techniques in the social work. Analyzing the situation of social work education and practice at the EASSW conference, Lorencs (2015) indicated to the need for change in a profession of social work as social workers are facing a challenge (Lorencs 2015).

If it is possible to change in comparably short time the external factors, such as education legislation, principles and quantity of finances, then changing the thinking of a student or a staff member and breaking the inertia of practice are long lasting tasks. The result of this consistent work is creating contemporary study programs with creative academic staff and inquisitive, self motivated and open minded students.

In the process of preparing social workers for the labor market, for communication with people and for social problem-solving, it is important to introduce supervision in the study process. Therefore, it is important to explore the essence of supervision, its main tasks, and recognize the factors of influence finding the optimal possibilities for its implementation. Taking the necessity to foster the development of the study program as a basis, I was trying to research the possibilities of supervision and influential factors of its implementation within the working process of the study program „Social Worker”, taking into account the particularities of the study program.

## 2. Method

**The aim of the article.** By analyzing unity fundamental requirements of social work education and practice, reveal the factors affecting cooperation in the practical work, offer suggestions for a cooperation facilitation and a development of the profession in the education, practice and science field.

**Work methodology.** The theoretical basis of the research consists of conclusions about current events in the social work education and practice stated in the studies and literature. In the practical part there is used the empirical method - a survey. The research respondents were students and professionals working in a field of social work. The research was conducted in 2012- 2015 by surveying 250 students of the Social worker study program at Liepaja University. There were included only students studying the final academic study year selected by the detection method. Conversely for a survey of 250 social work working professionals it was used a random selection method during the social work conferences. Data processed by Microsoft Office Excel program.

**The issue of the research.** Is it necessary to have a supervision system providing the possibilities to reduce the occupational burnout?

During the research, the pedagogical and psychological literature on supervision has been summarized and analyzed emphasizing its essence and influential factors. The suggestions are elaborated to introduce and implement supervision in the study program „Social Worker”.

### 3. Findings

#### **Requirements for a leader of contemporary educational program**

Life today has high requirements for obtaining the education, educational content, educational establishments, their leaders and the professional and human features of leader's character. In any establishment or organization, including the higher educational establishment, leadership is of great importance for achieving the goals. That does not diminish each staff member's responsibility for his or her work, but greatly determines the work results. Today, when different external conditions, such as finances, public opinion, and public tendencies directly influence the internal work conditions, the educational program leaders have to work seriously to secure normal functioning of the study process.

The director of educational program has to exercise leadership that ensures high quality process for obtaining knowledge and skills and forming the positive attitudes, he or she has to see clearly the perspectives and development possibilities of the program. He or she is responsible for constant quality perfection of education process, developmental policies and praxis, and for formation of an active study environment. The leader has to foster wider cooperation of educational program with the local society, field-praxis places, and other higher educational establishments. To fulfill the leader's duties more effectively, particular professional knowledge is needed, as well as leadership skills and features of personality that foster good leadership. The program leader's self-fulfillment comes from the moral aspect: contribution in education of other people. That is reinforced by leader's personal knowledge, abilities and skills.

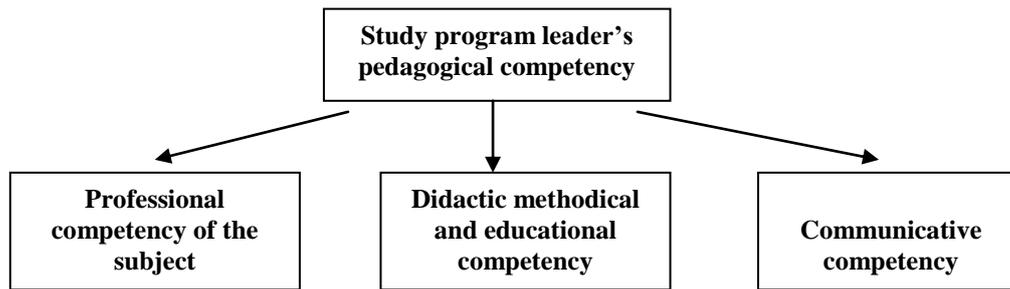
From ideas of several authors (Forands 2002; Hofs 2002; Ruskule 2001; etc.), it is possible to conclude that the leader needs knowledge and understanding in several spheres, such as - how to ensure the quality of education, how to elaborate the strategy that would promote the learning progress, foster development of abilities and skills of the students, as well as their spiritual and moral self-fulfillment, how to evaluate the study plan, how to use effective methods of learning and assessment, knowledge in work legislation, staff policy, financial actions, forming external ties, knowledge about whole country's politics and the legal structure of education, how to use the information technologies in the process of learning and leadership, how to see connections between the action policy of the higher educational establishment and the professional goals, how to elaborate the projects and development programs, implement them evaluate and obtain the desired results, knowledge about the role of the leader and his or her responsibilities in the leadership position.

The leader has to be able to determine priorities, plan, organize, create and lead the academic staff, work in a team, share responsibilities and oversee their execution, introduce changes, support improvements, know contemporary management theories and practices, use contemporary decision making methods, use suitable leadership types in different situations.

The actions of the program leader depend on his or her leadership skills. Conceptual skills – ability to coordinate, unite educational interests, activities in order to coordinate, and guide the work in several directions. Social skills – ability to work with people, understand, motivate the individuals, also the group, which is vitally important for creating interdisciplinary bonds and forming a team. Special skills – ability to operate with special knowledge to be able to work in a particular field.

According to Brilmeiers (1998), any teacher (and also the leader of the educational program) can become an influential authority: with serious attitude towards his or her life task and developing one's sense of humanness, as most people comply with people they respect. It is important to remember a pedagogical fact that is evidentiary: one can put in motion the inner strength of others and vitalize it only as much as the inner strength is vital in oneself. "To be an authority" is a direct opposite to „to be authoritarian". The greater is the authority, the less it is needed to be authoritarian, and the opposite. Džeimsa and Džongvorda (1995) emphasize the idea that everybody has an inborn ability to be a winner in his or her life. Only very few are hundred percent winners or hundred percent losers, therefore the study process should promote formation of thinking and formation of responsible, creative and succeeding personality. In the pedagogical process, it is important to improve pedagogical competences. In scientific literature different models of pedagogical competences are described.

The pedagogic competency of the program leader can be characterized using the model of R. Kriger, who reveals the summary of professional actions, which touches three spheres.



**Figure 1.** The competency of the study program leader (Vereščagina 2016)

Summarizing the above described, it is possible to conclude that the pedagogical competency of the study program leader finds expression in pedagogical action, which is characterized by a high level of special professional skills and responsibility towards one's work.

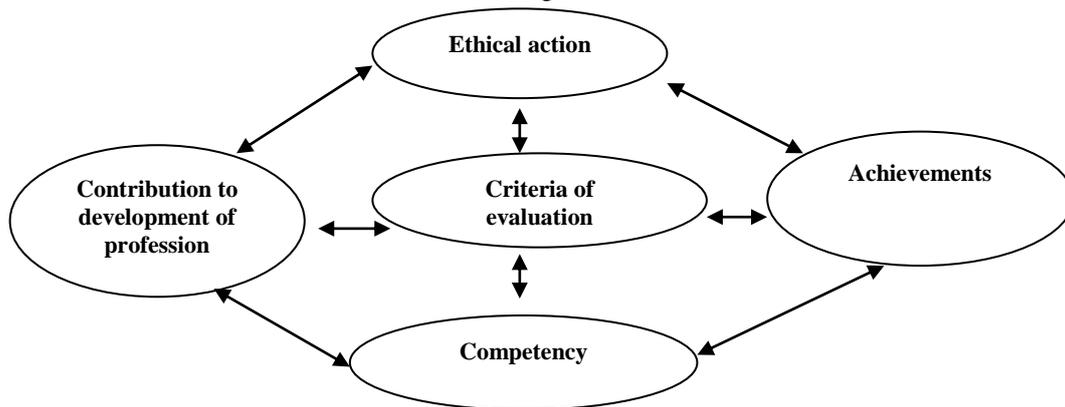
### **Implementation of social work education**

In the world, the beginnings of professional social work and professional education of social workers go back to the end of 19<sup>th</sup> century, when in America and Europe social reformists and representatives of beneficial organizations began to organize training courses for people who were helping the poor. Such significant for social work personalities as M Richmond, J. Adams and A. Salomon were taking part in elaborating the programs for the training courses. Munson (2000) indicated to social work has made many contributions historically within the constellation of the primary helping professions. Yet, the development of social work education is basically connected with establishing social work schools and including social work as a separate discipline in the programs of higher educational establishments. The educational process of social workers is taking place within a frame of each country's social politics and specific structures of social needs, therefore there is no universal social work education model. In the recommendation No.R (91) 16, elaborated by Committee of Ministers in Council of Europe on education of social workers and on human rights, it is stated that great attention should be paid on educating the social workers. According to Zemite (2001), after regaining independence, in Latvia the status of social work as academic and professional discipline has grown, and also the demand for this profession is increasing. The demands and expectations grow also towards social workers and providers of social work in general. The task of social work professionals is to precisely determine goals of their profession, areas of work, borders, and particularize the instrumentarium of social work (Zemīte 2001).

Creating the educational program of social work, it is necessary to take into account several documents that regulate functions and demands of social workers, which are expressed in those documents. In Latvia, the basic tasks of professional social workers are stated in Classifier of professions of the Republic of Latvia, which is a part of unified economic information classification system. According to Classifier, social worker has to fulfill very many tasks, from which the most important are - to help individuals or families in private or social problem-solving, to gather information about the needs of clients and consult them about their rights, to analyze situations of clients and suggest ways of how to solve the problems, to gather materials about disadvantaged or poor families for the court or court matters, to plan, evaluate, perfect and develop the services of social welfare, to organize events that would limit the increase of juvenile delinquency and educate the offenders of the legal order, to organize discussions, spare time activities and educational events in youth clubs, social centers and similar organizations, and to observe them constantly, to plan the services and organize social workers who go in home visits, do tasks of similar character, and to lead other workers.

Society has given the authority to social work profession to do certain tasks and serve its interests. To ensure the quality of services and their congruence with interests of society, the certain frame of reference is needed. One of it is the Professional Standard of social work. Standard can be called as a basic model of social work profession,

and with its help it is possible to evaluate the achievements and the service level of the social worker. The actions of social worker can be evaluated out of following criteria.



**Figure 2.** Criteria of evaluation of work of social worker (Vereščagina 2003)

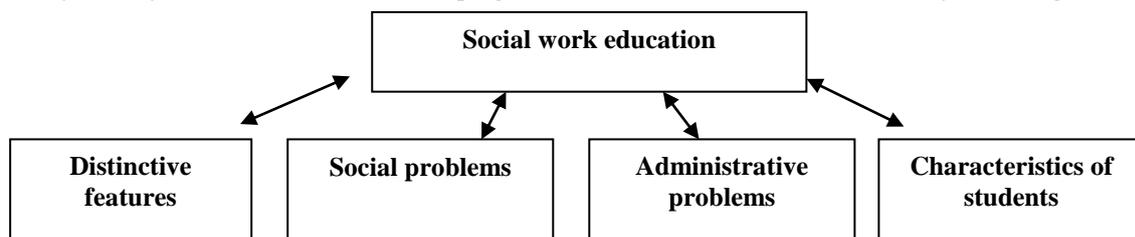
As it is pointed out by Zemite (2003), Standard offers a possibility to form and develop rules that would help to determine educational level of social work and also competency specifics according to different social work spheres. The factors that characterize the social worker’s work environment are particularly emphasized: physical, biological and psychological factors. The knowledge needed for doing the social work is also determined in the Standard for social workers. It is divided in three levels – conceptual, understanding and applicational, as well as needed skills are emphasized, which are general, common to the field and specific skills. To make the work effective, social worker has to master the different techniques.

A social worker has to base his or her professional work on a higher ethical standards, therefore there is an ethical code elaborated in Latvia, which determine the norms of behavior and practice for the social worker. That is based on National Code of Ethics of social workers and consists of six parts, which describe the standards of professional ethics: professional behavior of social workers; social worker’s ethical responsibility towards the client; social worker’s ethical responsibility towards the colleagues; social worker’s ethical responsibility towards the employer and employing organization; social worker’s ethical responsibility towards social work profession; social worker’s ethical responsibility towards society.

Contemporary social work theorists have developed four functions of Code of Ethics: provide advice to the practitioners when facing ethical dilemmas in the practice; provide the existent and potential clients, who do not have possibilities to evaluate the professional integrity and competence, with protection against incompetence and charlatanism; regulate behavior of practitioners and their relationships towards the clients, colleagues, other professionals, employers, and community; give basis to supervisors, consultants and other professionals for evaluation of work of practitioners.

Speaking about connection of values with social work education, it is important to emphasize that values should be integrated in all social work education programs, helping students to acquire the following values: professional relations are formed taking into account the worth of the individual; a person has the right to make independent decisions; social institutions must be humane and responsible for person’s needs; other person’s unique features have to be respected and accepted; everyone is responsible for his or her ethical behavior and quality of services; everyone should be in search for constant growth of professional knowledge and skills.

In every country, the social work education program, its form and content is influenced by following factors:

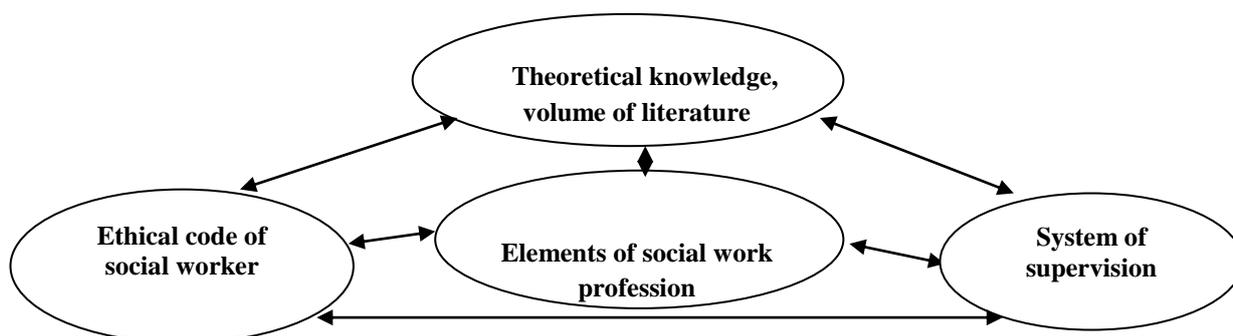


**Figure 3.** Factors influencing the social work education (Vereščagina 2003)

Education in social work is indissolubly bonded with social work praxis, because education gives possibility to integrate values, knowledge and skills that are necessary to social work professionals for reaching their goals.

### Essence of supervision, its characterization

In the Law of Latvia Republic on social services and social welfare (2002), social work is defined as professional action to help individuals, families, groups of people and society to foster or renew ability of social functioning, as well as to create favorable conditions for this functioning. Klimkāne (2000) points out difficulties created by terminology. The origin of the concept supervision comes from Latin, where *super* means above and *videre* – to look. Also in social work literature written in English words supervision and supervisor meanings are oversight and overseer. Latvian concepts that stand for oversight and overseer narrow the semantic meaning that is rooted in the world praxis. According to Rodžers (2001), social work profession needs three important elements that would make society to perceive it as a profession:



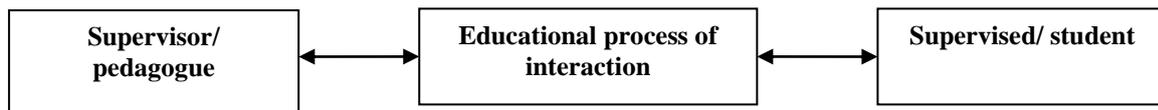
**Figure 4.** Interaction of elements of social work profession (Vereščagina 2007)

Kaltofts (2002) asserts that supervision can be perceived as a simple control of work quality, as client protection, as educational process, and as a stage in professional education and development of the supervised.

The demands for social workers are high, and they cannot be fulfilled only through praxis or by attending courses. The supervision process and supervisor's work is very important. According to Kadusins (1992), a supervisor is a member of administrative personnel, who has authority to lead, coordinate and evaluate the completion of work of the supervised. Supervisor does not influence directly the service given to the client, but implicitly fosters the quality level of the given service. Considering ideas of A. Kadusins (1992), it is possible to distinguish the following elements of supervision:

- functions of supervision;
- goals of supervision;
- hierarchical position of supervision;
- supervision as an indirect (additional) service;
- supervision as a process of mutual influence

One of basic goals of supervision is skill development of social workers and increasing the level of their competences. Competence means understanding how to do one's functions fruitfully and effectively. Competence is fostered through close cooperation with supervisor who teaches the social worker how to fulfill their professional roles. The notions differ about the roles of supervisor, but there is a common agreement about the definition on what social work supervision is. The definition of Viljamsone (1991) is considered as one of the best: „Supervision is a dynamic process with many possibilities, which helps particular staff members, responsible for fulfilling a part of agency program plans, to use their knowledge and skills in an optimal way, elect another staff member, and also improve abilities to do their work more efficiently obtaining greater satisfaction about oneself and the agency.” This interaction can be used by any social institution and with any clients they serve. Supervision can be adjusted to any theory or praxis, it allows to do professional tasks in mutual agreement. Supervision is important during the implementation of the study program as professional growth starts during the study process. Supervision can be defined as educational interactive process between a supervisor/ pedagogue and a student, and its goal is professional development of the student.



**Figure 5.** Educational process of interaction (Vereščagina 2003)

Proktore (1987) emphasizes different functions of supervision, which she calls as normative, creating and developing. But Kadusins (1992) divides them in leading, educating and supporting function categories. Similarly, in his research M.Rogers (2001) gives several roles to supervision – administrative, educative, and supportive.

**Administrative role.** Administrator selects and initiates workers in their work, plans and delegates work, evaluates if the social case belongs to a particular group, controls and assesses work, acts as a communicator and coordinator between administration, other institutions, workers. (Rodžers 2001). Supervisor is a link in administration chain. He or she has a direct contact with the worker. This shows importance to include leadership issues in the content of the study program.

**Educational role.** This is one of the basic functions and main responsibility aspect of supervisor. It is connected with educating the supervised person and also reflects on two other questions: what does the supervised person already know, and what he or she has to learn? The fact - how correctly the supervisor has evaluated the education level of the supervised, creates the basis for future learning goals and assure the quality control. (Rodžers 2001). Educator basically evaluates, assures and integrates knowledge, skills and values that social worker needs for his or her praxis, in order to raise his or her competency in areas such as social work philosophy, politics and history of the institution, available resources in the institution and community, priorities at work and time management. The task for educator is to create positive, correct and congruent environment to involve worker/ student in the learning process. Educational role mostly finds expression while working with less experienced workers, but it is important also in consulting the experienced practitioners.

**Supportive role.** According to Rodžers (2001), supervisor is responsible for helping the supervised to deal with stress, manage emotions arising from fulfilling the professional role, and that facilitates social worker's self-understanding and helps to use this knowledge in professional relationships. The supervised person needs to feel the interest, empathy, acceptance, freedom and openness from the supervisor, because all that he or she will need to show towards his or her client. In all social work supervision forms the staff member's competences and evaluation of achievements is included, and that is done by a supervisor. Havkins un.Šohets (2000) points out four important types of supervision:

1. Protective supervision, where supervisor has a role of a protector.
2. Teaching supervision, where supervisor concentrates his or her work on fulfillment of the educational function.
3. Directive supervision, where supervisor plans the leadership of his supervision
4. Consultative supervision, which is suggested for experienced supervisors to hand on their experience (Havkins ,Šohets 2000).

In the Standard, elaborated by National association of social workers, it is stated that supervisor has to: provide supervision to social work students, integrate knowledge, skills and values within their direct practice, foster self-understanding of social workers and help to use it in supervisor-supervised relationship and work process, help the personnel and supervisors of other services to manage the daily stress situations, use their knowledge and skills in communication, confrontation, conflict management and management of the group dynamics and other processes, evaluate annually the program in a written form, evaluate independently the needs of the personnel and the program, etc...

All that shows the necessity of supervision in the study process, that the specialists could be trained according to specifics of the social work. For more successful supervision it is better to make a contract type relationship. That stabilizes the supervision process, disciplines both the supervisor and the supervised student. Contract has to be completed according to legal norms, taking into account confidentiality, and tasks should be determined with the help of specific terminology. Many authors emphasize the role of supervision in social work, showing that only a supervisor can give a competent advice and also emotional support in a case of necessity. Students need support and advice also in their study process.

Supervision is one of the methods protecting both the social work students and the social work professionals from a pressing problem today - the occupational burnout ( Vereščagina 2007). The behavior of the social work experts is defined by their professional duties and the required work process, sometimes also causing the restrictions for them in their professional activity, creating stressful situations. Social workers have to deal with a settlement of different, at times serious, specific customer problems, requiring extensive knowledge, skills and abilities as well as psychological stability. Social workers are the representatives of helping professions that have a daily work linked to the aid to people, groups of people, and which can be exposed to the occupational burnout. As Vereščagina points out (2003, 2005), the occupational burnout can be reduced when familiar with and use methods strengthening the professional capacity. There are possible different types of supervision - the individual supervision, the group supervision, the organization supervision, the team supervision.

As one of the factors affecting the supervision is a motivation. The motivation and work capacity are like the values in a work performance. The administering and educational supervision raises the abilities of the supervised to perform their work the best possible way however an employee can still work inefficiently, because of the lack of motivation. Motivation determines how vigorously, openly and persistently subordinates mobilize their abilities to perform the work according to the requirements. Consequently the supporting supervision focuses on raising the motivation (Klimkāne 2000; 156).

The word "motivation" in modern psychology has a dual meaning: a system of behavior-determining factors (which includes the needs, the aims, the motives, a commitment, an aspiration) and a process stimulating and maintaining the behavioral activity in a certain level. Motivation is a set of psychological reasons characterizing the human behavior, its beginnings, progression and activity. Motivation does not describe the behavior, but explains the reasons of behavior change, operational purposfulness, organization and stability of joint action guided to an attainment of particular objective. Mostly the word "motivation" denotes the human internal mental power encouraging a person to act. The formulations of concepts closely related to the motivation (the needs, the inclinations, the cravings) are varied and depend on the authors' theoretical position (8; 9). A person has the internal needs and incentives that are offered to the person. The internal need is what is necessary, and an incentive - what is received from the outside. Reņģe (1999) compares it with a car ignition key: to start the engine, we need to find the right "key", to encourage the person to participate in the organization more actively, we need the right inducement.

The person's destiny and status depend on how he is moving towards success and avoid failures. D. McClelland, D. Atkinson, H. Heckhausen (Praude, Beļčikovs (1997)) establish the theory basis of achievement motivation of various action types revealing that a person who is motivated to progress commonly sets a positive objective for an action, he provides only a success. These people expect success, so they are able to mobilize all their resources and focusing on the objective can be very purposeful. A person motivated to avoid failures ("losers") behaves completely different - he is not confident about himself, does not believe he will succeed and is afraid of criticism. Usually it is associated with negative emotions, experiences, suffering from the lack of pleasure during activity. The person's destiny and status depend on how he is moving towards success and avoid failures. Success, assignment selection and its outcome is affected by the person's perception of himself, by the requirements the person sets himself, evaluation of his own abilities necessary for solving the assignment. D. McClelland also highlights the characteristics of the successful decision makers: they take a moderate controlled risk, know well how to keep a feedback, compete keeping the ideal on their mind; which is defined as an "achievement syndrome", noting that people with these qualities are successful in every field.

#### **4. Results and discussion**

The study respondents were students and professionals working in the social work area. The study was carried out in 2012-2015 by making the opinion poll among 250 students the Social worker study program at Liepaja University. The sample included only the last academic year students selected by the detection method. Whereas for a survey of 250 social work working professionals it was used a random selection method in the social work conventions. The study results are following: 95% of the interviewed students comprehend the method of supervision and its role during their study process. 5% of the interviewed students consider they do not need any supervision. 99% of the social workers indicated that the supervision system is very required already during the studies. 90% of the social workers are familiar with the types of supervision, its models, because they have used them themselves. 10% of respondents hadn't used the professional support, because they are not ready for that. 45% of the social workers use the form of self-supervision form, 25% use the mutual colleague supervision - "peer supervision", 20% use a group supervision, 10% the individual supervision, it depends on a personality of supervisor and his skills to manage the process of supervision. The research is done on the issue that is very actual in Latvia, summarizing ideas of various authors and analyzing theoretical literature about requirements for leaders of contemporary educational programs.

The implementation process of social work education is researched, and theoretical research reveals the essence of supervision, emphasizing the factors that influence the supervision process. One of the factors influencing supervision is motivation – for both the supervisor and the supervised. Motivation and work abilities are valuable for completing the work. Motivation determines how seriously, openly and persistently the staff members mobilize their abilities for doing their work according to requirements. Discussion on this theme could be as a source for next publication. As the research result, the job description for the supervisor in the professional study program has been elaborated.

#### **5. Conclusion**

The profession of the social worker is relatively new in Latvia. The requirement for supervision is substantiated in the researches of many authors concerning a development and completion of the social work process. There are high requirements imposed on the education possibilities, the content, on the educational institution, on its authority, on his/ her professional qualities and human nature.

Nowadays education program manager has to ensure its management and administration guaranteeing a high quality acquiring process and level of knowledge, skills and abilities, forming of positive attitudes. He has to see properly the development perspectives and progress of teaching curriculum. He is responsible for substantive improvement of education quality, the policy and practice of development, and for establishment of dynamic study environment.

The education development of social work is linked to the establishment of the social work schools and to the including the social work as a separate subject in the study programs of higher schools. Preparing of the social workers is accomplished within a specific structure framework of each country's social politics and social needs, that is why there is no universal model of social work education in the world.

A profession of the social worker requires three important elements in order to be perceived as the profession by the society: an amount of knowledge, Code of ethics, the supervision system.

The supervision is necessary to implement the social work effectively in order to pass on the values, the applied part and methods of this profession. Supervision is used for monitoring the activity of the supervised. Supervisor is an administrative staff member entitled to manage, coordinate and evaluate the work performance of the supervised. There are various features of supervision. Supervision is also examined by the profession standards of Latvian social work experts.

Implementing the supervision in the study program "Social worker", it is important to develop a social work study program of professional master, where there would be included following aspects: awareness on I identity formation, interaction of work quality and motivation, creating environment and development of skill assessment, mastering the necessary expertise promoting the establishment of necessary qualities for supervisor, compliance of personal characteristics for supervisor position and acquisition of management style and use of it to ensure positive cooperation with the supervised.

An important prerequisite for a development of university study program is the cooperation with the social work institutions and the functioning social workers. It provides the students with the internship, transferring a theory to a practice and it is possible to get feedback. In order to strengthen the capacity of the future social workers, there are included individual study courses in Professional Bachelor's "Social worker" study program at Liepāja University. Already in the second year of studies in the study course "Occupational burnout issues" the students acquire the knowledge about the occupational burnout, master the stress management.

During the study process students learn practical methods how to protect themselves possibly from the occupational burnout. Whereas during the last study year there are following study courses - "Supervision in social work", "Social work management." By being familiar with different theories, methods and techniques, the future social workers can feel sure and confident when in their practice. The acquisition of such study courses provides the professional competence of students. Confidence, critical thinking, creativity, professional leadership - that is what is required for a strengthening a profession. Also it is very important to use both an individual and group supervision during the study process as the methods helping to acquire and to secure a variety of skills and abilities necessary in the social work.

The supervision provides a quick and specific feedback, group analysis in critical cases and alternative modelling. For example, Munson (1994) refers on the study of R. P. Barth and E. D. Gambrill, how the Master's students of social work effectively acquire the interviewing skills guided by a supervisor in their study reflect how the Master's students of social work effectively acquire the interviewing skills guided by a supervisor. Also it is reasonably verified in the other studies (Bandura 1977, Gagne 1977 Morton & Kurtz 1980) that there is an efficient role of supervision (including mutual (peer)) in the acquisition of skills. The development of supervision system in the study process is required.

There is a necessity for more extensive research which would be the basis of social work as for a scientific progress in Latvia.

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**Educational Science**  
**Socio Pedagogical Aspect of Addiction Prevention**

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**Abstract**

Alcohol, narcotics or psychotropic substances related harm is a serious and topical problem, which harms both the health and welfare of the society as well as directly affects one of the less protected groups - the minors. This article points out the models of addiction prevention and its role of socio-pedagogical work with minors. There are particular elements included and indicated in the addiction prevention theories, which decrease or conversely promote the possibility of use of addictive substances and the matter development related to the use of them, furthermore the theoretical background helps to beware of an inconsiderate and instinctive action. It is difficult to deliver a high quality professional approach to the solving of addiction problems without any knowledge of theories and patterns applicable in addiction prevention and their use in practice. Performance of qualitative preventive work from professionals requires: to be able to think strategically, to analyze social problems and to foresee the development of social process of micro, meso and macro levels. The aim of the study: on the basis of addiction prevention pattern analysis and the research results, summarize the knowledge, skills and acquires necessary to the social pedagogue in order to promote a performance of high quality preventative work in all addiction prevention levels. The research results summarize the necessary knowledge for social educator, skills and abilities in order to reduce dependency on the sustainability of the development of dependency and the use of addictive substances.

**Key words:** adolescents, addiction, prevention, social pedagogue.

**1. Introduction**

The damage caused by addiction of alcohol, drugs and psychotropic substances etc. creates a serious and urgent problem as it harms public health and welfare, as well as very directly affects one of the most vulnerable groups – the adolescents.

Latvia has adapted European Charter on Alcohol, in which one of the ethical principles states that “every child and adolescent has the right to grow up in an environment that is protected from the negative impact of abuse of alcohol or other addictive substances, and as far as possible, from inducements to consume alcoholic beverages”.

This principle is included also in Children’s Rights Protection Law.

In international documents as well as the laws of the Republic of Latvia certain norms related to addiction prevention are incorporated with a particular focus on minors. However, the research results of the study conducted by the Centre for Disease Prevention and Control (SPKC) “Addictive substance use habits and tendencies among school children”, with 7627 respondents from 176 schools, Grades 8-10, prove that the consumption of alcohol among adolescents has remained basically on the same level, the index of trying marijuana has increased, while smoking has decreased slightly among boys, but increased among girls. In Latvia, practically all or 96 percent of 15-16 year old learners have used alcohol at least once. Comparing the main alcohol consumption indicators with other European countries it can be concluded that in Latvia they are on average or slightly above the average level. 2,5 thousand Latvian learners of Grades 8-10 consume alcohol at least once a week, and 62 percent of pupils have got drunk for the first time before reaching the age of 13. Also the increase is observed in attempts to try marijuana and hashish - 24% of 15-16 year-old learners. The results of above mentioned research allow to conclude that special attention should be paid to implementation of prevention programs that are universal and selective evidence-based and suitable for adolescents on municipal and school level.

Definitely, it is necessary to continue with the strong control measures in places where alcohol and tobacco are sold, and also comprehensive alcohol and tobacco advertising restrictions must be introduced. It is also important to continue the educational work introducing health education in schools, which now for some years has been removed from the comprehensive school programmes of Latvia. Also, informative and explanatory work is topical for grown-ups as often adults are the ones who supply cigarettes and alcohol to the minors. There is a need to educate the parents who due to their lack of knowledge or ignorance do not talk or do not know how to talk to young people about the use of drugs and its consequences, as well as who do not notice that their children are using addictive substances. Addictive substance use is one of the most common health risk habits for adolescents, which significantly affects both their physical and psychosocial health. Studies show that the sooner an individual starts using addictive substances, the more likely substance abuse will become a significant problem later. Therefore it becomes the pending matter of the systematic and professional approach in the addiction prevention.

## 2. Method

To reach the objective of the study as the methods there will be used:

Theoretical research methods: the analysis of literature sources and normative documentation.

Empirical research methods: a structured questionnaire, the summary and analysis of survey data, the analysis of the research conducted in Latvia.

### **Addiction prevention definition.**

In National Development Plan of Latvia for 2014-2020, action direction "Competence development", it is expected that by 2020 qualitative primary and secondary education is ensured for all children and young people, as well as access to classes outside the formal education, while in action direction "Healthy and capable for work person" premature death and loss of work ability is emphasized linking its causes with the various health risks, including smoking and risky alcohol abuse. One of the tasks within the framework of this action direction is addictive substance abuse prevention and related processes (National Development Plan of Latvia for 2014-2020, 2012).

Prevention translated from Greek means previous protection.

In Glossary of terms and foreign words it is noted that prevention is:

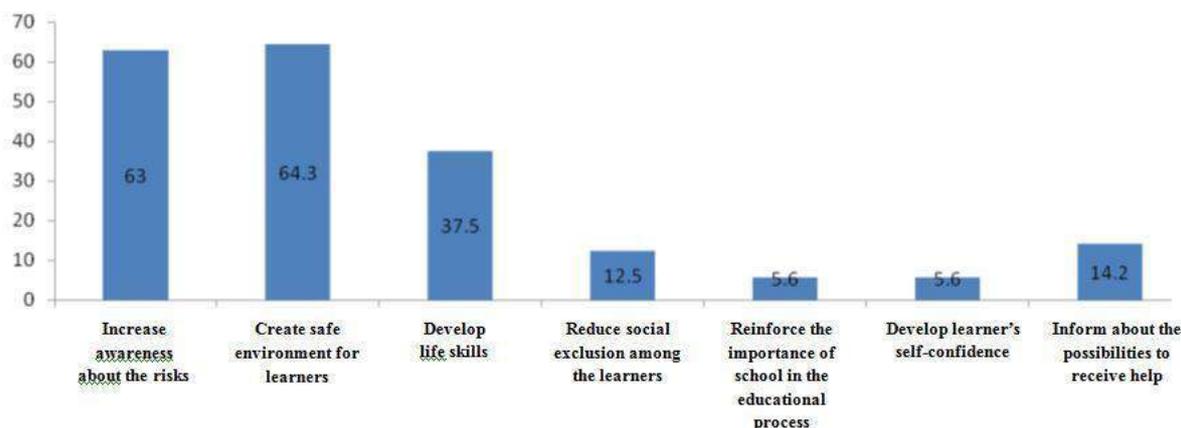
1. Any means that are used to avoid the deterioration of health (in the case of deterioration prevention aims to prevent occurring a physical, mental or psychosocial disability);
2. Measures carried out timely in order to avoid (or delay) some negative causes and to protect from unwanted exposure.

Relying on the explanation given above for the term *prevention*, it can be concluded that the goal of socio-pedagogical activity in addiction prevention is early problem identification and organization of informative events in order to improve the physical and mental health of society and to prevent psychosocial problems, thus reducing or even eliminating the risk of starting addictive substance use, promoting the responsibility towards one's own health and other members of society, and maximally increasing the age when a person starts to use addictive substances.

Prevention must operate on the basis of equal treatment principle (age, gender, religious affiliation, nationality, social and material status, etc.), as well as it must be oriented towards work with society, with the group and with the individual.

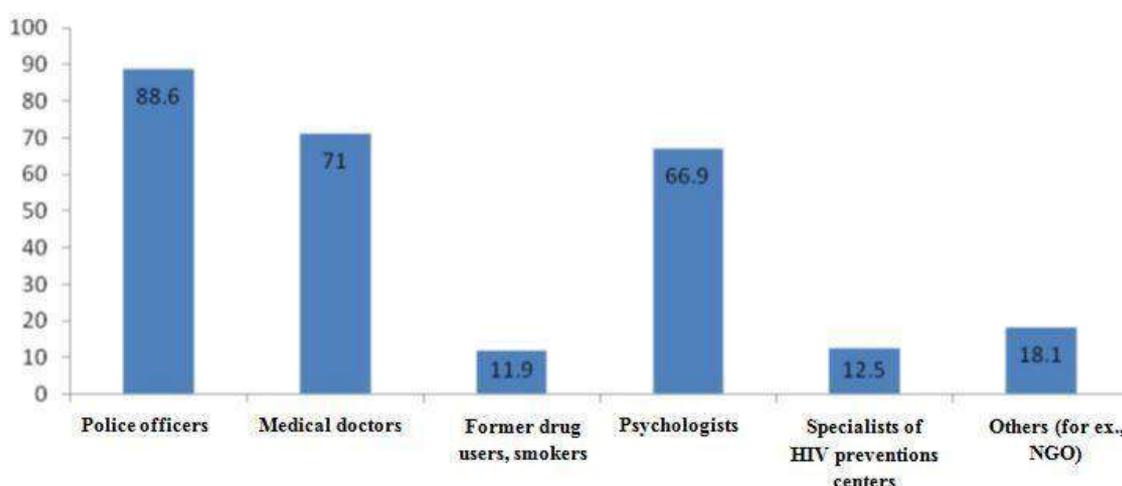
Topical is also that part of addiction prevention work which is focussed on at-risk groups, among which are experimenters and occasional users. In socio- pedagogical praxis this group consists mostly of adolescents and young people. It should be noted that practice proves that already very young children have tried addictive substances, and with every year this tendency is increasing. In educational institutions preventive work must be focused on the promotion of healthy lifestyle, awareness of the impact of addictive substances on human health and general quality of life, because addiction prevention is very closely related to the prevention of other diseases, as use of addictive substances correlates with development of various chronic diseases and injuries.

The US National Academy Institute of Medicine, already in 1994, in relation to addictive substance use prevention has recommended employing different terminology as in general health care, namely universal, selective and indicated addiction prevention. It is also encouraged to use a new term “environmental strategy” (European Monitoring Centre of Drugs and Drug Addiction, EMCDDA, 2011), which aims to transform the cultural, social, physical and economic environments in which people make their choices to use or not use addictive substances. To address the problems generated by drug use and other drug-related problems, several strategies are employed. Environmental and general approaches are meant for all citizens, selective prevention is meant for vulnerable groups, and indicated prevention – for individuals at risk (EMCDDA, 2013). Based on (EMCDDA) structured questionnaire about general addiction prevention in the schools, one of the questions asked to the schools about their preventive activities was: “Mark two main priorities what your school wants to achieve with the implementation of preventive activities” (see Figure 1).



**Figure 1.** Responses (% of schools that responded) to the question. Mark two main priorities what your school wants to achieve with the implementation of preventive activities

Source: SPKC survey on addiction prevention and mental health promotion activities in municipalities in 2013. As survey results show, school-based drug prevention activities in most cases are based on informative approach in order to promote the learners’ knowledge about the harmful effects of addictive substances on health and about the social risks they create. But, as proved by the evidence, the efficacy is small if just basic information is provided (EMCDDA, 2013). But the survey data also show that schools have a positive tendency of including various professionals and former addicts in their addiction prevention work (See Figure 2).



**Figure 2.** Schools (% of schools that responded) that invited specific guest lecturers for implementation of prevention activities

Source: SPKC survey on addiction prevention and mental health promotion activities in municipalities in 2013. In the schools, as the main activity for limiting the use of addictive substances in mentioned discussions (lectures) during class education hour with participation of different specialists – doctors, police officers, representatives of NGOs.

The schools participating in SPKC survey on prevention of addictive substances also indicate that also parents are involved in general prevention, and that parent meetings/evenings have been organized. 71.0% of schools that responded said that parent meetings/evenings have been organized to discuss the negative effects of tobacco and alcohol use, but in 57.9% of schools - negative effects of drug use (see Table 1.)

**Table 1.** Percentage of schools, which acknowledged that they organize parental meetings/evenings on these particular themes

Theme	School is organizing meetings/evenings for parents (% from ones that responded)
About the impact of drug use	57,9%
About the impact of use of other addictive substances (tobacco, alcohol)	71,0%

Source: SPKC survey on addiction prevention and mental health promotion activities in municipalities in 2013. In SPKC survey on addiction prevention and mental health promotion activities in municipalities in 2013, the schools were asked: "Does your school have a plan of action, which suggests what to do if there is a case or there is suspicion that the learners use, store or distribute addictive substances? The question is in accordance with the Regulations of the Cabinet of Ministers, No. 277 (2010), from March 23, 2010, "Procedure for providing learners preventive health care and emergency medical assistance in educational institutions" . 88% schools gave positive answers with the explanatory comments that the action plan is included as a section of the school's internal procedure regulations, or it is structured as internal regulatory enactment.

To the question "Which school support specialist's help is provided in your school?", the most frequently mentioned support specialists were psychologist (90.8%), social pedagogue (79.5%).

Learners who have problems in the social and educational field and offenders are the two most important target groups for selective prevention intervention. Selective prevention measures focus on setting standards, restructuring environment, motivation, skills and decision-making. More and more extensive evidence indicates that these programs are effective (EMCDDA, 2014).

The target group of indicated prevention is children who are prone to experimentation by smoking, drinking alcohol, using illegal drugs and psychotropic substances, including those who have occasionally used these substances but who have not yet been diagnosed. Analysis of addiction prevention policy examples of 10 European countries, provided by Latvian Association of Addiction Psychologists (Antone, 2013), shows that each country prioritizes their own addiction prevention forms, such as general and selective. In examples of some countries, the second chosen direction is the selective and indicated prevention.

Indicated prevention work methods imply individual work with persons who have behavioral or psychological problems and that there are some indicators that these persons could later start using psychoactive substances. Alcohol use among adolescents may serve as a means for obtaining the peer recognition and as expressions of autonomy, and also as denial of societal norms and values.

There are several theories that explain the reasons for actualization of substance abuse problems particularly in adolescence, emphasizing factors related to the individual (cognitive, psychological), as well as the importance of interpersonal relationships in the family, at school and with the peers.

For social pedagogue's work to be successful and effective on universal and selective addiction prevention levels it is important to be aware of what theory or model is at the basis of intervention, as theories contain specific elements that reduce or, conversely, promote the probability of substance use and development of problems related to it. Theoretical basis also helps to avoid instinctive activity. Thus, in order to achieve the primary prevention goals we want to emphasize the following theories and models.

**Social development model** (J.D.Hawkins, R.F.Catalano). Social development model implies that the family, school, friends and the surrounding society is a strong resource for wholesome development of personality. In turn, the weak influence of above mentioned aspects contributes to deviant behavior and drug use. Hawkins and Catalano stresses that minors need to feel loved, able, important and appreciated, and they need to feel the support of their social networks. Social development model does not support just the risk reduction but instead focuses on strengthening the protective factors.

**Social learning theory** (A. Bandura). According to Bandura, it is also called an observational learning theory, as it highlights the importance of imitation and modelling of other people's behavior, attitudes and emotional reactions. This model is used for prevention of adverse behavior and modelling of favourable behavior. The modeling process consists of attention's retention, reproduction and motivation processes. This model stresses the use of good practice examples of other people in order to solve the problem.

**Cognitive theory** (H.Goldstein). It is based on social learning and is associated with cognitive processes – a person's thinking, assuming that human behavior is led by thinking but not subconscious drives, conflicts or feelings. Cognitive theory stresses that irrational thoughts or perception disorders lead to an incorrect world perception process. It results in inadequate reactions because of incorrect reality perception or improper handling of one's perception, however without implying that the perception is wrong, but different. The task of a social pedagogue is to help the client to think differently providing a learning experience, which means that if a person is aware of the negative consequences of a particular behavior, he/she will focus on implementation of constructive choices to change his/her behavior.

**Health belief model** (I. Rosenstock, M. Becker). This model is oriented to achieve the change of behavior, values and attitudes, based on the knowledge about the use of addictive substances, their negative impacts on health and other threats that this action may cause, emphasizing the positive benefits that should be obtained.

**Social impact model** (A.Bandura). The focus is on the importance of social and individual risk and prevention factors in forming attitudes and behavior of adolescents towards the drug use. Social impact can be built by

media, peers and family. Social impact model focuses on acquiring the life skills and their perfection. Here the example and support of parents and other adults is of great importance.

- **Life Skills Theory** (G.Botvin). From addiction prevention perspective, life skills can be divided into several categories: problem-solving, constructive decision-making, argumentation, critical thinking, communication, self-awareness and stress management. Life skills approach focusses on opportunities for acquiring needed skills that would help the adolescents to gain control over their behavior, adopt decisions that would encourage positive behavior and values, and strengthen the ability to avoid the impact of external manipulators. The practical exercises serve as elements of teaching and can be implemented through role-plays, modelling, ventilation, problem solving, argumentation, and other methods. This theory is very important for addiction prevention, as the socio-pedagogical practice and research of the authors show that the probability of starting addictive substance use is higher for those adolescents who have less effectively mastered the techniques for overcoming the difficulties, whose social and life-skill level is lower, as well as who have higher tension.

**Social ecology model/ ecological - environmental model** (J.D.Hawkins, J.G.Weiss / K.L.Kumpfer, C.W.Turner). In social ecology model, for achieving a stable and long-term behavioral change, the individual's social networks are analyzed and taken into account (family, school, peers, community) and their impact on addictive substance use. Also the model focuses on subjective stress and includes prevention elements that can contribute to the understanding of the family the role in child's socialization, improve the socio-psychological climate in school and peer environment, thus contributing towards the attachment to school, reaching educational objectives, as well as formation of positive relationships with peers.

**Theory of reasoned action** (M. Fishbein and I. Azjen). This theory explains that the individual's behavior is created by individual's attitude towards the variables. The variables in the context of drug use are the following: the risks and consequences associated with drug use, the accept from peers, friends, parents, frequency of drug use in the population and in the midst of young people, as well as drug abuse in the places of entertainment, which further determines a particular action.

**Problem behavior model** (R.Jessor and S.L.Jessor). This model suggests that an individual's behavior is a result of complex interactions between a person and the environment, which is based on the mutual influence of the cognitive, attitudinal, social, personality and behavioral factors. Socialization process is of great importance as well as the understanding of behavioral adequacy, for example, connection between crime, drug abuse and sex without protection.

Adolescents often engage in risky behavior such as substance abuse with the thought that it will help to achieve their objectives; they perceive this activity as functional which will help to cope with their mistakes, boredom, unhappiness, social isolation and low self-esteem. (Models and theories. EMCDDA, STEP 2.)

To find out an opinion of practicing social pedagogues on the situation of the implementation of addiction prevention in schools in January and February of 2016 there was conducted a structured survey. In general the survey was taken of 84 social pedagogues from schools in Latvia.

As the main problems in the implementation of addiction prevention in schools there were identified:

- The large number of students and small loads (68 respondents), that is why it can be concluded that the amount of work for social pedagogues needs to be increased in order not just to find the time for exploration and solving already existing matters (absenteeism, futility, adaptation issues, a crisis in the family, mobbing, conflicts, etc.), but also for management of addiction prevention measures;
- To implement the addiction prevention successfully it is necessary to include a health education in a curriculum of comprehensive schools as a compulsory subject (54 respondents). Authors' commentary - for several years in Latvia the health education has been removed from the compulsory curriculum.
- A partial knowledge of addiction prevention theories (48 respondents).

- Insufficiently acquired methods of diagnostics, estimation and intervention in the addiction prevention (66 respondents). Summarizing the two last respondent opinions we can conclude that it is necessary to include the theories of addiction prevention, guidelines, legislation and methodology in the content of preparatory studies of social pedagogues, as well as to form the life-long education programs in the higher educational establishments of Latvia, including Liepaja University so that the social pedagogues could improve their professional competence in the addiction prevention.
- An unsuccessful cooperation with parents of children who are tended to the substance dependence (51 respondents). The opinion of respondents' indicates the parents as a guidance of prevention work (educational lectures, participation in joint activities, etc.), because of the large number of children coming from families with addiction problems.
- Indifference of society towards transferring the addictive substances to the under-aged (49 respondents), referring to the addiction prevention work with the community, where social pedagogues by using both publications and mass media could update each individual's role in the formation of addiction prevention.
- Inefficiency of inter-professional cooperation (25 respondents) indicates the fact that social pedagogues have to improve their skills under the leadership of groups and inter-professional team.

Both the research results and the research results of Disease Prevention Centre and analysis of addiction prevention models is a good foundation for summarizing the skills needed for social pedagogue in addiction prevention. According to the Professional Standard of social pedagogue, the necessary skills that can be applied in addiction prevention can be divided into three groups:

1. Common professional skills;
2. Specific professional skills;
3. General professional skills. (see Table 2)

**Table 2.** Summary of skills needed in addiction prevention work according to Professional Standard of social pedagogue

<i>Common professional skills</i>
<ul style="list-style-type: none"> <li>• apply appropriate theories in solving socio- pedagogical issues (cognitive, social ecological, behavioral, theory of reasoned action, system theory, crisis intervention theory, etc.);</li> <li>• ability to plan and model towards positive result oriented socio-pedagogical activity;</li> <li>• assess performed socio-pedagogical activity and in the case of need, operatively make changes in it;</li> <li>• educate children, youth and adults about addiction prevention issues, applying appropriate methods (encouraging, INSERT method, role play, discussions, T-map, lectures, seminars, promotions, films, case analysis, etc.) within limits of social pedagogue's competence;</li> <li>• ability to work with an individual, a group, and also with society with regards to prevention of addictions and other related problems (general/universal, selective and indicated prevention) applying:             <ol style="list-style-type: none"> <li>1. problem diagnostic methods;</li> <li>2. problem solving methods;</li> <li>3. intervention's impact assessment methods.</li> </ol> </li> </ul>
<i>Specific professional skills</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> to apply specific problem diagnosis and assessment methods for addiction prevention (survey, interview, conversation, genogram, social networking map, ECO-map, active listening, document analysis, etc.);</li> <li><input type="checkbox"/> ability to implement the individual and group re-socialization plans, in cooperation with social worker, social rehabilitator, and professionals from medical, police, probation and custody court institutions;</li> <li><input type="checkbox"/> knowledge of socio-pedagogical consultation principles and the adequate methodology (behavioral therapeutic counseling concept - taking into account the child / adolescent's current life situation, the desirable situation is acknowledged and compared with the existing one, and then applying in theory based methods and principles (encouraging, ignoring etc.) for changing the original behavior in the desired direction; customer-oriented counseling concept (based on Rogers' personality theory, stressing the positive and constructive in human being); psychoanalytic counseling concept; the reality-oriented</li> <li><input type="checkbox"/> counseling concept - this concept is based on the assumption that a person is responsible for everything he/she does (use of addictive substances with all its consequences); as well as family consultations about child development characteristics, addiction problems, legislation:             <ul style="list-style-type: none"> <li>- in the sphere of family rights and duties;</li> <li>- in the sphere of addiction prevention and possible rehabilitation, etc.;</li> </ul> </li> </ul>

- ability to create and lead the work groups (teams) to achieve the common goal (teacher, social worker/ rehabilitator, narcologist, psychologist, etc.);
- ability to motivate children and adolescents for achieving not yet fully discovered positive social learning experience (for children who come from disadvantaged families or consider themselves as belonging to groups with destructive and deviant behavior)
- ability to identify the causes of communication barriers and ability to eliminate these barriers (introvert, extrovert, temperament, self-esteem, self-worth, etc.);
- meaningful actualization and implementation of spare time of children and adolescents.

#### *General professional skills*

- organizational skills (implementation of preventive, informative, inter-professional and family-cooperation oriented measures, etc.)
  - communicative, analytical, argumentation, persuasion and motivation skills in order to promote achievement of a common goal in addiction prevention work with students, family and society; ability to determine priorities in addiction prevention work.
- 

### **3. Results**

Results of the research: as a result of the study conducted, on the basis of summary of the social pedagogues' necessary skills for the addiction prevention, in the content of Liepaja University Professional Master's study program " Career consultant " with the second qualification social pedagogue, the study course in "Risk groups of social exclusion", "Current issues of social safety system", "Theory of social pedagogy" and "Social pedagogical work focused on a target group" there are included the guidelines, legislation, rehabilitation and methodology of addiction prevention.

### **4. Conclusions and Recommendations**

Implementing addiction prevention in educational establishments, a social pedagogue must:

1. Promote an implementation of health module, which contains addiction prevention principles, in educational programmes of comprehensive schools and vocational secondary education establishments.
2. Develop interactive and modern learning materials for learners about the phenomenon of addictive substance use in society using audio-visual capabilities of modern technologies.
3. Organize inter-institutional and inter-professional cooperation and the team work in order to manage activities on universal and selective levels of prevention.
4. Orientate legal and organizational events towards improvement of life quality of children and adolescents, diagnosing early their socialization difficulties as well as their problems in family, school and other non-formal social structures. The help is organized according to the diagnosed problems.
5. Plan and organize for pupils and parents the informative/educational events oriented towards popularizing healthy lifestyle as well as developing understanding about the negative influence of addictive substances on personality development, health and life quality altogether.
6. Emphasize the impact of family values and role of the family in socialization process of a child, working both with parents and individuals.
7. Identify and promote meaningful leisure time activities in school and after-school environment.
8. Organize the events for pupils and their parents about rights and duties of children and parents, and also about responsibility if the legislative norms in the aspect of addiction are not obeyed.
9. Involve minors in research and analysis about addictions and also in organizing and implementing possible preventive activities.
10. Identify parents' views on the addiction problem when organizing educational events.
11. Update and inform the public about addiction prevention.
12. Increase the role of society in addiction prevention.

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## Mediating Role of Adhocracy Culture in the Effects of Entrepreneurial Orientation on Organizational Performance of Businesses

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### Abstract

In this study, the effects of entrepreneurial orientation resulting in high performance of ever-changing and developing dynamic businesses were investigated and the mediating role of adhocracy culture providing an environment for risk-taking, entrepreneurship, innovativeness and creativity in these effects was evaluated. Research universe was composed of 700 manufacturing firms operating in Kayseri Organized Industrial Region of Turkey. A questionnaire form composed of 4 sections was used to gather research data. The entrepreneurial orientation was composed of innovativeness, risk-taking tendency, proactivity and competitive aggression sub-dimensions. Current findings revealed that proactivity and competitive aggression dimensions of entrepreneurial orientation had significant positive effects on firm performance, but innovativeness and risk-taking tendency did not have such positive effects. It was observed that proactivity, risk-taking tendency and competitive aggression dimensions of entrepreneurial orientation affected adhocracy culture, but innovativeness did not affect adhocracy culture. It was also observed that adhocracy culture had a mediating role in the effect of proactivity dimension of entrepreneurial orientation on organizational performance.

**Key Words:** Entrepreneurial Orientation, Firm Performance, Adhocracy Culture

### Introduction

Businesses today have to operate in an ever-changing and developing dynamic environment. Economic welfare, technological developments and catching up with business opportunities in growing markets will only be possible with entrepreneurial activities. These activities constitute the motor of economic growth and constitute the bases for new business creation and development in business market (Lumpkin and Dess, 1996, 135). Aggravating competition and reduced life-curves of the markets are among the factors increasing the significance of entrepreneurship. In the early 1980s, entrepreneurship researchers focused on entrepreneurial characteristics and strategies of businesses. Entrepreneurial orientation is an indicator of entrepreneurship level of a business. It is a process structure and interested in methods, implementations and decision-making processes used by the executives (Stevenson and Jarillo, 1990; Lumpkin and Dess, 1996; Wiklund and Shepherd, 2005; Muzaffar, 2011). Researchers focused on three basic issues in entrepreneurial orientation literature (Covin et al., 2006; 1); the factors designating entrepreneurial orientation of individuals and firms, effects of entrepreneurial orientation on firm performance and the variables effecting the relationships between entrepreneurial orientation and firm performance. The relationships between entrepreneurial orientation and business performance have been the subject matter of several researches. It was reported in previous studies that entrepreneurial orientation developed the growth and profitability of the businesses (Zahra et al., 1999), improved proactivity and risk-taking desires of the operation and influenced the performance of businesses through new products, services and processes (Muzaffar, 2011; 55).

Organizational culture was designated as a significant indicator for entrepreneurial orientation of the firms (Covin and Slevin, 1991; Lumpkin and Dess, 1996; Lee and Peterson, 2001; Wiklund and Shepherd, 2005; Engelen et al., 2014). While entrepreneurial orientation was expressing firm-level risk-taking, innovativeness and proactivity trends (Morris and Paul, 1987), it cannot be considered independently from organizational culture including attitudes and behaviors shared by the individuals of the organization (Fayolle et al., 2010; 709). Organizational culture was also identified as a variable influencing business performance (Porter, 1985; Morone, 1989; Uzkurk et al., 2013). Organizational culture is composed of clan, hierarchy, adhocracy and market sub-cultures (Cameron and Quinn, 1999). With these dimensions and through dynamism, innovativeness and

flexibility, entrepreneurial culture including innovation-focused value set was related to entrepreneurial orientation of the firms (Engelen et al., 2014). Therefore in this study, the effects of entrepreneurial orientation on business performance will be investigated and the mediating role of adhocracy culture on these effects will be assessed. The effects of four dimensions of entrepreneurial orientation on firm performance and the role of adhocracy culture in this effect will practically be put forth and contributions will be provided to literature. The research questions are provided below:

Which type of entrepreneurial orientation has an effect on business performance? And does the adhocracy culture have a mediating role in the effect of entrepreneurial orientation on business performance? Initially, the theoretical framework for entrepreneurial orientation and dimensions, business performance and organizational culture were provided below. Then, the research model was proposed, relationships and hypotheses were provided and finally research outcomes were mentioned.

## **1. Theoretical Framework**

### **1.1. Entrepreneurial Orientation and Dimensions**

Entrepreneurship researches separated enterprise and entrepreneurial orientation from each other because of differentiations in scope and process point of views (Bourgeois, 1980: 25; Lumpkin and Dess, 1996; Özşahin and Zehir, 2011: 50). While earlier strategic management literature considered entrepreneurship as a strategic scope and considered it equal to “initiation of a new business”, with the development of strategic management area, the focus moved from the “scope” to “entrepreneurial process” involving the methods, implementations and decision-making styles used by the executives to initiate an entrepreneurial activity (Özşahin and Zehir, 2011: 51). Within this sense, entrepreneurial orientation was identified as strategic focus of the business covering entrepreneurial aspects of the decision-making process, methods and implementations (Wiklund and Shepherd, 2003). Entrepreneurial orientation then can be seen as an assessment mechanism measuring the trends and tendencies of the firms and executives for entrepreneurial activities and placing the firms in a scale extending from quite conservative to quite entrepreneur. According to this classification mechanism, entrepreneur firms are innovative, risk-taking, proactive organizations and conservative ones are less innovative, not risk-taking and “wait and see” policy following organizations (Fiş, Wasti, 2009: 131).

Entrepreneurial orientation is composed of independently varying three, four or five dimensions (Lumpkin and Dess, 1996). Kwandala (1977) and Covin and Slevin (1989) indicated that entrepreneurial orientation expressed one-dimensional structure composed of innovativeness, risk-taking and proactivity dimensions and these three dimensions designated entrepreneurial behavior; Lumpkin and Dess (1996) indicated that entrepreneurial orientation was composed of dimensions as of risk-taking, proactivity, innovativeness, competitive aggression and autonomy, these five dimensions were independent from each other and different dimensions of business entrepreneurial orientation could be used in different environments. However, in majority of previous studies, researchers mostly focused on three dimensions of entrepreneurial orientation: Innovativeness, risk-taking and proactivity (Miller, 1983; Rauch et al., 2009; Fiş, Wasti, 2009). Although five dimensions (3 of which derived from the definition of Miller (1983)- innovativeness, risk-taking, proactivity and two of which defined by Lumpkin and Dess – autonomy and competitive aggression) were used to define entrepreneurial orientation theoretically, generally 4 dimensions

–innovativeness, risk-taking tendency, proactivity and competitive aggression are used in empirical measurements (Özşahin and Zehir, 2011: 51).

*Innovativeness*: It expresses creativity in presentation of new products and services, new types of products, leadership in technology and desire to support research and development in development of new processes (Lumpkin and Dess, 2001: 431). Innovativeness is the most critical component of firm strategy since it has great contributions for a superior performance and welfare. Previous researches indicated the relationships between high innovativeness and superior performance (Muzaffar, 2011: 32). Innovativeness plays significant roles in economic growth of the firms through providing superior performance both in product and service sectors.

*Risk-taking Tendency:* It expresses firm tendency to support innovative projects even under conditions with ambiguous outcomes and returns (Fiş, Wasti, 2009: 132). In this sense, enterprise-focused firms exhibit risk-taking behaviors like generally going under large debts to generate higher revenues through using the opportunities in markets. Such a case then points out that a large portion of entrepreneurial orientation was constituted by risk-taking tendency (Özşahin and Zehir, 2011: 52).

*Proactivity:* In general, proactivity expresses strategy development process of the firm through anticipating threats and opportunities in advance by following the stimulants coming from external environments. Within entrepreneurial orientation perspective, it is defined as initiative-taking in chasing new opportunities or getting into new markets (Lumpkin and Dess, 1996: 146). Right at this point, the firms leading in new products and markets gain a competitive advantage over the others.

*Competitive Aggression:* It is defined as the aggressive attitude to overcome a threat or to improve competitive position of a firm (Lumpkin and Dess, 1996: 146; Fiş, Wasti, 2009: 132). Competitive aggression encompasses unlimited responds in competition instead of traditional competitive responds against the moves of competitors. Competitive aggression is also implemented as an extraordinary challenge against sector leaders, targeting weak points of competitors and focusing on high value-added products while monitoring arbitrary expenses carefully (Özşahin and Zehir, 2011: 52).

## **1.2. Organizational Performance**

The long-term objective of all firms is to maximize market value of the firm and the success criteria allowing them to reach such an objective in medium or short-term can be diversified as follows: innovation performance, quality performance, stuff quality, job satisfaction and organization commitment, customer satisfaction and loyalty, increasing turnover and market share, increasing profit and capital and etc. All these success indicators are different from each other with regard to time of emergence and area of activity and there are cause and effect relationships among them (Alpkan et al., 2005: 176). Performance can be defined as the ability of an organization to use the resources efficiently and productively to reach the targets (Daft, 2000: 12; Demir and Okan, 2009: 60). In other words, performance of an organization is an indicator of where the firm is, to what extent the pre-defined objectives were met and the most important of all, how the abilities could be used efficiently to improve the performance as compared to competitors (Demir and Okan, 2009: 60).

Organizational performance is also defined as “the success of organization as a whole in actualizing something”.

This performance does not reflect the success or performance of an individual or a group, but reflects the common success of all individuals and groups. It is critical to ask the question of “whose or which performance?” to measure the general organizational performance. For instance, while the performance with regard to society is related to efficient production of the product or service needed, the performance with regard to customers is related to timely and proper delivery of the product or service, a good product or competitive price. While employees consider the image of the firm in society and how they were treated as a performance criterion, firm owner considers profitability and growth rates as the performance criteria (Özşahin and Zehir, 2011: 52).

## **1.3. Adhocracy Culture**

Organizational culture is relatively continuous, shared through interactions among organization members and a symbolic system of interdependent values, beliefs and assumptions derived from this interaction. Such a system allows the explanation, coordination and assessment of behaviors and attribution of common meanings to stimulants encountered in organizational context. These functions are fulfilled through open and implicit rules (Schall, 1983: 557). The classifications for organizational culture differentiate based on theoretical models selected by the researchers of the issue based on their focus and works. Cameron and Quin (1999) with a perspective based on business efficiency, classified organizational culture in “competitive values” as clan culture, hierarchy culture, adhocracy culture and market culture.

Adhocracy culture expresses organic structures, entrepreneur, flexible, innovative and creative organizational environments (Stoica et al., 2004). Organizational status and positions are considered to be important or temporarily being thought in adhocracy culture and there is an advanced level organic structure. Centralization trends are not much encountered in organization. Individual initiatives and risk-takings of employees encourage new inventions and freedoms (Erdem, 2007: 66). Adhocracy culture focuses on making-use-of external opportunities with creativity and dynamism and it was observed that adhocracy culture was related to entrepreneurial orientation including methods, implementations and decision-making methods of the executives (Engelen et al., 2014).

#### **1.4. Hypotheses Creation**

Organizational culture expresses common values, common beliefs and common principles shared by organization members about human nature, human relations, the place they live in, location and time, in brief about the world (Özşahin and Zehir, 2011: 50) and it plays a distinctive role on environmental conditions of the business and the responds (more competitive, more innovative or more aggressive) of the business to these conditions. Therefore, organizational culture, especially the adhocracy culture allowing innovativeness and creativity was considered to be related to entrepreneurial orientation (Peters and Waterman, 1982; Covin and Slevin, 1991; Zahra and Covin, 1995; Wiklund, 1999; Lumpkin and Dess, 2006; Özşahin and Zehir, 2011; Uz Kurt et al., 2013; Engelen et al., 2014) and organizational performance (Porter, 1985; Morone, 1989; Uz kurk et al., 2013; Engelen et al., 2014). Moving from this point on, the following hypotheses were developed:

*H1a:* Innovativeness dimension of entrepreneurial orientation positively effects adhocracy culture. *H1b:* Proactivity dimension of entrepreneurial orientation positively effects adhocracy culture.

*H1c:* Risk-taking tendency dimension of entrepreneurial orientation positively effects adhocracy culture. *H1d:* Competitive aggression dimension of entrepreneurial orientation positively effects adhocracy culture.

*H2:* Adhocracy culture positively effects organizational performance.

Entrepreneurship is a concept including different problems, perspectives, methods and analyses in different disciplines. The studies on entrepreneurship indicated entrepreneurial orientation as the basic component of organizational success (Özşahin and Zehir, 2011: 52). The relationships between entrepreneurial orientation and organizational performance have drawn the attentions of several researchers. While there was a positive relationships between entrepreneurial orientation and organizational performance in majority of these studies (Zahra and Covin, 1995; Covin and Slevin 1988, 1989; Chadwick, 1998; Wiklund 1999; Lumpkin and Dess, 2001; Rauch et al., 2004; Wiklund and Shepherd, 2005; Alpkan et al., 2005; Özşahin and Zehir, 2011; Muzaffar, 2011), some others indicated either no or weak effects of entrepreneurial orientation on firm performance (Zahra, 1991; Covin et al., 1994; George et al., 2001; Lumpkin and Dess, 2001; Dimitratos et al., 2004). Such conflicting results of previous studies have brought about a need to elucidate the relationships between entrepreneurial orientation and firm performance and to look at the relations from various perspectives. Therefore, the following hypotheses were developed in this study:

*H3a:* Innovativeness dimension of entrepreneurial orientation positively effects organizational performance.

*H3b:* Proactivity dimension of entrepreneurial orientation positively effects organizational performance. *H3c:* Risk-taking tendency dimension of entrepreneurial orientation positively effects organizational performance.

*H3d:* Competitive aggression dimension of entrepreneurial orientation positively effects organizational performance.

There are some studies in literature indicating mediating role of organizational culture in the effect of entrepreneurial orientation on organizational performance (Covin and Slevin, 1991; Zahra, 1993; Lumpkin and Dess, 1996; Pearce et al. 1997; Chadwick, 1998). Therefore, the following hypotheses were created in this study

to test the mediating role of adhocracy culture in the effect of entrepreneurial orientation on organizational performance:

*H4a:* Adhocracy culture has a mediating role in the effect of innovativeness dimension of entrepreneurial orientation on organizational performance.

*H4b:* Adhocracy culture has a mediating role in the effect of proactivity dimension of entrepreneurial orientation on organizational performance.

*H4c:* Adhocracy culture has a mediating role in the effect of risk-taking tendency dimension of entrepreneurial orientation on organizational performance.

*H4d:* Adhocracy culture has a mediating role in the effect of competitive aggression dimension of entrepreneurial orientation on organizational performance.

## 2. Methodology and Implementation

### 2.1. Objective of the Research

The primary objective of the present study is to investigate the effects of entrepreneurial orientation on firm performance and to put forth the mediating role of adhocracy culture in this effect.

### 2.2. Data Gathering and Scales Used

The research universe was composed of 700 manufacturing businesses operating in Kayseri Organized Industrial Region. A questionnaire form with four sections was used to gather research data. In the first section of the questionnaire, adhocracy culture scale developed by Cameron and Quin (1999) and composed of 6 statements was used. In the second section, the scale developed by Cavin and Slevin (1989), Wiklund (1999) for entrepreneurial orientation and composed of 35 statements and 4 dimensions was used. To measure organizational performance, the scale developed by Rose and Shoham (2002) and adapted to Turkish by Hamşioğlu (2011) was used. The scale was composed of 6 questions. In the last section of the questionnaire, questions were asked about the demographic characteristics of the firms.

## 3. Analyses and Results

### 3.1. Data Analysis

A respond was received from 112 executives of 700 firms and data were assessed through SPSS 15.00 statistical software. Cronbach Alpha values were calculated to test the reliability of variables in questions with Likert-type ordinal scales, correlation analysis was performed to investigate one-to-one relationships among the variables and regression analysis was used to test the hypotheses.

### 3.2. Reliability Analysis

Cronbach Alpha values were generally greater than 0.80 (Table 3.2.1) indicating the reliability of the scales and internal consistency among the variables. In literature, alpha values are recommended to be greater than 0.70 to assert the reliability of the scales.

**Table 3.2.1.** Reliability ( $\alpha$ ) Values of the Variables

Variables	Dimensions	Number of Questions	( $\alpha$ ) Values
Entrepreneurial Orientation	Total	35	0,937
	Proactivity	4	0,832
	Risk-taking Tendency	5	0,797
	Innovativeness	5	0,803
	Competitive Aggression	21	0,894
Adhocracy Culture		6	0,832
Organizational Performance		6	0,878

### 3.3. Correlation Analysis

There were significant positive relationships between all dimensions of entrepreneurial orientation and adhocracy culture and organizational performance at  $p < 0,01$  level (Table 3.3.1).

**Table 3.3.1.** Mean, Standard Deviation and Correlation Coefficients for Variables

Variables	Mean	Stand. Dev.	1	2	3	4	5	6	7
1. Proactivity	3,84	0,80	1						
2. Risk-taking	3,75	0,80	0,645*	1					
3. Innovativeness	3,89	0,72	0,663*	0,549*	1				
4. Competitive Aggression	3,65	0,69	0,698*	0,529*	0,686*	1			
5. Entrepreneurial Orientation	3,73	0,63	0,844*	0,745*	0,823*	0,923*	1		
6. Adhocracy Culture	3,82	0,69	0,685	0,624*	0,641*	0,723*	0,791*	1	
7. Organizational Performance	3,91	0,76	0,696*	0,516*	0,543*	0,595*	0,679*	0,648*	1

\* $p < 0,01$

### 3.4. Regression Analyses for Hypothesis Testing

Hypotheses were created in this study to investigate the effects of entrepreneurial orientation on firm performance and to identify mediating role of adhocracy culture in this effect. Regression analyses revealed that entrepreneurial orientation had direct effect on organizational performance and had also indirect effects through adhocracy culture. A 4-stage regression analysis was performed to investigate intermediate-variable effect of adhocracy culture (Table 3.4.1). In the first stage, the relationships between entrepreneurial orientation dimensions and adhocracy culture were evaluated.

**Table 3.4.1.** Regression Analysis for Variables

	Independent Variables	Dependent Variables	Standardized Beta	Sig.	Adjusted R <sup>2</sup>	F Value
1st Regression	Innovativeness	Adhocracy Culture	0,131	0,13	0,616	45,485
	Proactivity		0,179*	0,00		
	Risk-taking		0,233*	0,00		
	Competitive Aggression		0,176*	0,00		
2nd Regression	Adhocracy Culture	Organizational Performance	0,648*	0,00	0,414	79,431
3rd Regression	Innovativeness	Organizational Performance	0,059	0,55	0,495	28,240
	Proactivity		0,483*	0,00		
	Risk-taking		0,079	0,38		
	Competitive Aggression		0,176*	0,00		
4th Regression	Innovativeness	Organizational Performance	0,0023	0,81	0,520	25,092
	Proactivity		0,433*	0,00		
	Risk-taking		0,014	0,87		
	Competitive Aggression		0,0069	0,52		
	Adhocracy Culture		0,277**	0,01		

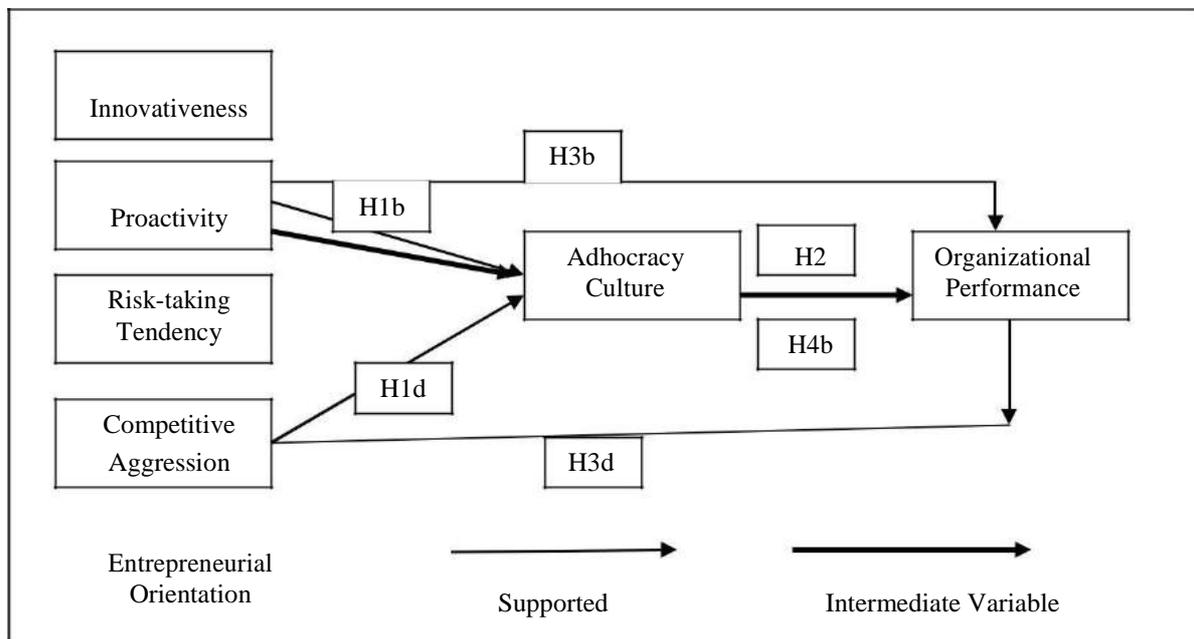
\* $p < 0,00$  \*\* $p < 0,01$

As it was seen in the first regression of Table 3.4.1, while proactivity ( $\beta = 0,179$ ;  $p \leq 0,001$ ), risk-taking tendency ( $\beta = 0,233$ ;  $p \leq 0,001$ ) and competitive aggression ( $\beta = 0,176$ ;  $p \leq 0,001$ ) significantly affected adhocracy culture, a significant relationship was not observed between innovativeness and adhocracy culture. Therefore, the hypotheses of H1b (Proactivity dimension of entrepreneurial orientation positively effects adhocracy culture), H1c (Risk-taking tendency dimension of entrepreneurial orientation positively effects adhocracy culture) and H1d (Competitive aggression dimension of entrepreneurial orientation positively effects adhocracy culture) were supported and the hypothesis of H1a (Innovativeness dimension of entrepreneurial orientation positively effects adhocracy culture) was not supported. In fact, such a case also indicated in the first regression that the hypothesis H4a (Adhocracy culture has a mediating role in the effect of innovativeness dimension of entrepreneurial orientation on organizational performance) would be rejected.

In the second stage, the relationship between adhocracy culture and organizational performance was evaluated and the relationship was identified as significant ( $\beta=,648; p \leq 0,00$ ) (Table 3.4.1). Therefore, the hypothesis of H2 (Adhocracy culture positively effects organizational performance) was supported and the second condition for intermediate variable effect of adhocracy culture between dimensions of entrepreneurial orientation and organizational performance was ensured.

For adhocracy culture to have an intermediate variable effect, it is necessary that the independent variable entrepreneurial orientation should have significant effects on dependent variable organizational performance (3rd regression) and this significant effect should disappear when the adhocracy culture was included into the regression as an independent variable (4th regression). It was observed in 3rd regression that proactivity ( $\beta=,361; p \leq 0,00$ ) and competitive aggression ( $\beta=,176; p \leq 0,00$ ) dimensions of entrepreneurial orientation significantly affected organizational performance. Therefore, H3b and H3d hypotheses were supported and the hypotheses of H3a (Innovativeness dimension of entrepreneurial orientation positively effects organizational performance) and H3c (Risk-taking tendency dimension of entrepreneurial orientation positively effects organizational performance) were rejected.

When the adhocracy culture was introduced into the regression as an independent variable (4th regression), it was observed that only the proactivity dimension of entrepreneurial orientation sustained the significant relation with organizational performance ( $\beta=,433; \text{Sig}=,00$ ), but the significant relations of other variables with organizational performance disappeared ( $\beta=,0023; \text{Sig}=,81$  for innovativeness), ( $\beta=,014; \text{Sig}=,87$  for risk-taking tendency) and ( $\beta=,0069; \text{Sig}=,52$  for competitive aggression). Therefore, with regard to intermediate variable effect of entrepreneurial orientation, only the hypothesis of H4b (Adhocracy culture has a mediating role in the effect of proactivity dimension of entrepreneurial orientation on organizational performance) was supported and the other three hypotheses (H4a, H4c and H4d) were rejected. Along with all these findings, the research model was shaped as follows:



**Figure 1.** General Research Model

#### 4. Conclusion

Entrepreneurial orientation reflects innovative, proactive and risk-taking tendency of the firms and constitute the bases for overcoming environmental ambiguities and thus gaining a sustainable competitive advantage. The relationships between entrepreneurial orientation and organizational performance have attracted the attentions of several researchers. While there were positive relations between entrepreneurial orientation and organizational performance in several previous researches (Zahra and Covin, 1995; Covin and Slevin 1988, 1989; Chadwick, 1998; Wiklund 1999; Lumpkin and Dess, 2001; Rauch et al., 2004; Wiklund and Shepherd, 2005; Alpkan et al., 2005; Özşahin and Zehir, 2011; Muzaffar, 2011), no or weak relations were reported between these two parameters in some others (Zahra, 1991; Covin et al., 1994; George et al., 2001; Lumpkin and Dess, 2001; Dimitratos et al., 2004). Correlation analysis was performed to evaluate the relationships among the variables and results revealed that proactivity ( $\beta=,361$ ;  $p\leq 0.00$ ) and competitive aggression ( $\beta=,176$ ;  $p\leq 0.00$ ) dimensions of entrepreneurial orientation significantly affected organizational performance. However, innovativeness and risk-taking tendency did not have such effects. Within the scope of the research sample, it can be stated that the firms developing strategies through anticipating threats and opportunities in advance by following the stimulants coming from external environments and leading in new products and markets and the ones chasing external opportunities and threats instead of internal superiorities and weaknesses had higher performances.

Regression analyses were performed to test the hypotheses created to investigate the positive effects of entrepreneurial orientation on adhocracy culture and it was observed that proactivity, risk-taking tendency and competitive aggression effected adhocracy culture and innovativeness did not affect adhocracy culture. These findings support the results of Engelen et al, (2014). Positive effects of adhocracy culture allowing innovativeness and creativity on organizational performance were also reported by Porter (1985), Morone (1989), Uzkurk et al. (2013), and Engelen et al. (2014). Finally considering the mediating role of adhocracy culture in the effect of entrepreneurial orientation on organizational performance, it was observed that only the proactivity dimension of entrepreneurial orientation sustained the significant relations with organizational performance ( $\beta=,433$ ; Sig=,00) and the significant relations of other variables with organizational performance disappeared. Therefore, it can be stated that adhocracy culture had a mediating role in the effect of proactivity dimension of entrepreneurial orientation on organizational performance. Such findings support the results of Covin and Slevin (1991), Zahra (1993), Lumpkin and Dess (1996); Pearce et al. (1997) and Chadwick (1998) indicating mediating role of organizational culture in the effect of entrepreneurial orientation on organizational performance. In this sense, it can be stated that entrepreneurial, flexible, innovative and creative organizational environments might have a mediating role in the relationships between initiative-taking tendencies of the firms to chase new opportunities and to get into new markets and the performance of the firms indicating the ability of them to reach their targets through efficient and productive use of resources.

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# Subjective Health And Life Satisfaction In Young Adults With A Physical Disability

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## Abstract

Subjective health and life satisfaction are in the focus of interest of special education as well as other helping professions. This paper presents the results of a study that investigated connection between them. Research compared subjective health and life satisfaction between young adults with physical disability of lower extremities and intact population. There were 55 respondents in each research sample. Quantitative design had been chosen using two self-assessment scales: 12-item version of WHODAS 2.0 (WHO Disability Assessment Schedule) and SWLS (Satisfaction with Life Scale). The first had been translated into Czech language for the purposes of the research and is now freely available. Statistical analysis involving both causal-comparative and correlation testing had been used to determine the existence and the character of the relationship between subjective health and life satisfaction and the impacting factors and to identify the differences between the two groups. The results show that there is a causal relationship between life satisfaction and subjective health in both groups, while it seems to be stronger in the group of people with physical disability. It seems that in people with a physical disability when compared to intact population the degree of life satisfaction is influenced by subjective perception of health in greater measure. However, although in people with a physical disability the impact of subjective perception of health on their life satisfaction is substantial, subjective health is not as tightly linked with objective state of health. This means that even in situations when their medical condition and functional impairment may not be significantly improved it is meaningful to attempt to improve subjective perception of health. This may be achievable by interventions aimed at factors impacting subjective perception of health. More research, especially of qualitative or mixed design, is needed, however, to determine the key factors of subjective health in people with a physical disability.

**Key words:** Subjective Health, Life Satisfaction, Physical Disability.

## 1. Introduction

The special pedagogy field has in the past decades undergone great development and been enriched by knowledge of a fast-evolving technology science in the form of assistive devices, as well as medical and neuroscience knowledge related to ethiology, course and prognosis of diseases. It is essential to be aware of the main purpose of assistance to people with disabilities which remains to be the improvement of their subjective perception of health and satisfaction in life. In today's technological era sometimes the subjective aspects are too easily forgotten. Therefore it is at this time that the theme seems to be highly topical. In the next chapter the theory of subjective health and life satisfaction will be introduced and in the following chapters the methodology and results of original study of the authors.

## 2. Theoretical background

The research of subjective health and life satisfaction is broad. Both phenomena are multifactorial and according to research results up-to-date there is a positive and robust relationship (e.g. Šolcová, Kebza, 2006). On the other hand these relationships had not been satisfactorily examined in various population groups. People with a physical disability are not as targeted in research as people with other kinds of disabilities. This research aims to at least to some extent fill this gap.

### 2.1 Subjective health

Firstly, it is important what definition of health will be used by researchers; opinions on this topic are divergent. The World Health Organisation (further WHO) defines health as “a relatively optimal state of physical, mental and social well-being that enables all life functions, social roles and organism's abilities to adjust to a changing conditions of the environment” (Křivohlavý, 2009); it is interesting that emphasis is being placed on the environment in which a person lives. This definition is derived from the bio-psycho-social model of health and disease. It views an individual on levels that are inseparably intertwined in mutual interactions (Orel et al., 2012). It involves a physical part (the organism), mental (containing emotions, thoughts, imaginations, etc.) and social

(relationships). The factors of subjective health are of two kinds: uninfluencable or influencable by people. The former kind of factors is derived of the individual specifics of each individual. The latter group is formed by attitudes, beliefs, lifestyles, etc. (Šolcová, Kebza, 2002) The most researched factors are:

- **Age.** Mareš (2005) concludes in a review study that subjective health is relatively stable up until about 50 years of age, after which it decelerates. A meta-analysis of subjective health research by Pinguarte (2001) confirmed the decrease with a rising age (60+).
- **Gender.** Based on an extensive 59-year-long longitudinal study by McCullough and Laurenceau (2004) that used self-assessment methods it was found that men have a slightly higher measure of subjective health compared to women throughout most of life's duration.
- **Socio-economic status.** A study by Džambazovič and Gerbery (2014) has shown that a lower socio-economic status is related to a worsened subjective health.
- **Situational factors.** Headey a Wearing (1989) have, examining 942 respondents, found that negative life experience lowers subjective health and well-being. Some examples are acute stress, loneliness, divorce, negative emotional tendencies and a general attitude.
- **Lifestyle.** A certain type of behaviour termed 'active healthy behaviour' enhances optimal health. It is related to behaviour in these areas: physical activity, eating habits, addictive substances (smoking, alcohol), preventive medical examinations, etc. (Machová a Kubátová, 2009)
- **Social support** and relationships with others are most frequently perceived as protective factors of subjective health and satisfaction (Křivohlavý, 2009). People living in social isolation have a higher mortality rate.

## 2.2 Life satisfaction

There are several concepts of life satisfaction. The term is defined vaguely (Fahrenberg, Myrtek, Schumacher, Brähler, 2001). It varies according to: (i) the comparison factors (comparing within or between individuals, subjectively or objectively), (ii) the extent (a global life satisfaction or according to segments of life), (iii) a chronological perspective (a balancing view into the past or the current state), (iv) the purpose of examination (as therapy or wider population research) and (v) the method of research (non-structured or normalised standard questionnaires). Below the main concepts of life satisfaction are outlined:

- **The well-being concept (subjective personal well-being).** The research authors argue it is a subjective state since despite unfavourable life conditions the impression of well-being may not be impaired (Árochová, 2002). Kebza and Šolcová (2003) describe two basic dimensions of personal well-being: (i) subjective personal well-being (mental personal well-being) and (ii) objective personal well-being (objective medical condition, other elements). Lašek (2004) distinguishes its dimensions: cognitive and emotional.
- **Quality of life.** WHO defines the quality of life as “the perception of one's position in life in regards to a given culture and value system and in relationship to individual goals, expectations, standards and fears” (Szabo, 1996 in Fahrenberg et al., 2001). The quality of life is related to physical, mental, social, financial, sexual, functional and spiritual field.

The factors of life satisfaction may be divided into factors physical, psychological, social, environmental and economic. They may be endogenous (embedded within a person) or exogenous (in the surroundings). Diener et al. (1985) assumed that it is a somewhat stable personal disposition relatively independent from situational factors. Research has confirmed the influence of the following factors: gender (e.g. Výrost et al., 2008), age and socio-economic status, personality differences (Fahrenberg et al., 2001), cultural factors (Tov a Diener, 2009), spirituality (e.g. Hill a Pargament, 2008), value orientation (Hnilica et al., 2006) and self-assessment (Blatný, 2001).

## 2.3 Specifics in people with a physical disability

The International Classification of Functioning, Disability and Health (further ICF) currently focuses on the impacts and limitations of disability on the life of an individual, on his or her independence, work ability and

quality of life. Disability entails these three dimensions: physical, personal and social. In 2001 the following definition of disability had been accepted: “*Disability is an umbrella term for impairments, activity limitations and participation restrictions. It denotes the negative aspects of the interaction between an individual (with a health condition) and that individual’s contextual factors (environmentals and personal factors)*” (WHO, 2001, pp. 213).

Physical disability entails two subgroups (Michalík et al., 2011): (i) primary disabilities and (ii) chronic diseases of other organs that secondarily lead to limitations of movement. Motor function is a complex mechanism closely related to cognitive and social functions. The greatest limiting factor is due to diminished locomotion (Michalík et al., 2011). Physical disability is often leads to lower education, higher unemployment rate, higher poverty status, increased dependence on others, and is combined with encountering barriers in the surroundings (buildings, legislature), in health care, in education, in employment, in rehabilitation, in assisting services (Repková, Sedláková, 2012). Life with a physical disability is characterised by challenges and confrontations (Novosad, 2011). It is often forgotten that people with physical disabilities have the same human needs as anybody else. Human needs are the motor of intrinsic motivation system, direct the human action and effort. They are the source of satisfaction. People with physical disabilities encounter a wide range of limitations in basic mental needs (Matějček, 1987); the need of environmental stimuli and the need to learn are limited by the diminished motor possibilities. Some needs are not usually met, such as the need for security, positive identity and appreciation by others. Life's plans are dramatically adjusted and the integrity of life itself is endangered (Langmeier, Balzar, Špitz, 2010).

Modern society is focused greatly on efficacy and success of individuals (professional and social status, finances). Often anybody even slightly different is relegated outside the mainstream of events. Identity and self-concept of people with physical disabilities is often impaired. This stems from a distorted formation of the subjective 'body image'. Fewness of opportunities for creating natural social relationships due to reduced mobility leads to a lack of social experience and opportunities for social learning. This group of people usually lacks confidence in relationships and their sociability is reduced. In addition, real communication barriers occur in case of speech motor impairment and fine motor disorders. Problems in work opportunities are also common in this group. Despite numerous forms of legislative support for the employment of persons with disabilities they still represent a risk group in the labour market (Michalík et al., 2011). This is also the result of the limitations in education. The number of disabled people with university education remains small. Access of people with disabilities to social events and the possibilities of keeping hobbies and sports are also limited.

### 3. Research aims and hypotheses

We examined the relationship between the subjective perception of health and life satisfaction in intact adults and adults with a physical disability. Partly, we also attempted to identify some influencing factors. These are some of the research aims:

1. To examine the relationships between subjective health and life satisfaction.
2. To compare subjective perception of health and life satisfaction of intact adult individuals and adult individuals with a physical disability.
3. To contribute to a wider application of the WHODAS 2.0 instrument in the Czech Republic.

The following **hypotheses** were chosen:

**H1:** There exists in the whole research sample a statistically significant *correlation* between subjective perception of health and life satisfaction.

**H2:** Physical disability is connected with a statistically significant *lower measure* of subjective perception of health compared to intact population.

**H3:** Physical disability is connected with a statistically significant *lower measure* of life satisfaction compared to intact population.

#### 4. Research methodology

A quantitative study of life satisfaction and subjective health of Czech individuals with and without a physical disability aged 18-25 was conducted. The study used two self-assessment scales: WHODAS 2.0 (WHO Disability Assessment Schedule) and SWLS (Satisfaction with Life Scale) that are described in more detail below. In this chapter the research methodology will be introduced starting with a brief description of the research sample. 110 respondents were included, 55 in each research sample. **The research sample A** comprised of respondents without a physical disability. Data collection had been realised using accidental and snowball sampling. **The research sample B**'s respondents were individuals with a physical disability of lower extremities with the main determining factor being the functional impairment rather than their medical diagnosis. The data collection in this group had been realised using accidental sampling in institutions for physically disabled persons. The following general information was also gathered from the respondents: gender, age, education, type of living environment (rural / city), family type (complete, incomplete, living alone), partnership (yes / no), any children in care (yes / no), physical disability (yes / no, congenital / acquired, what kind – open question).

Among the two self-assessment scales used in the research was **WHODAS 2.0**, an instrument designed by the World Health Organization (WHO), which determines the subjective perception of disability independently of a person's medical diagnosis. The scale had already been used in more than a thousand studies. The instrument together with a detailed manual containing instructions for use, administration, assessment and evaluation are available online and their use is free of charge thus making it one of the best world-wide easily available options for assessing a wide variety of health- and disease-related issues. A shortened version containing 12 items (full version has 36 items) had been used. The respondent assesses each item on a 5-point scale according to the degree of difficulty encountered during a given activity (0-No Difficulty, 1-Mild Difficulty, 2-Moderate Difficulty, 3-Severe Difficulty, 4-Extreme Difficulty or Cannot Do). WHO also makes available percentile population norms based on a vast multicultural study realised in 2000-2001 in 61 countries on each continent and which included 200.000 individuals aged 18 years and above. The individuals were chosen randomly. 5.700 people from different parts of the Czech Republic born between 1922 and 1982 participated in the study (Üstün et al., 2010). WHODAS 2.0 has good psychometric properties, it is suitable for assessment of both health and disability, is applicable to all kinds of diseases and disabilities and is easy to administer and assess (Üstün et al., 2010). The instrument has according to the authors' theoretical analysis of available publications never been used in Czech Republic and therefore a translation had been provided. With WHO's permission a Czech version of the instrument had been prepared following the recommended procedure of translation with these four steps: forward translation, back-translation, pre-testing and final version. Translation was prepared by an independent translator. Another independent translator then provided back-translation. A third independent translator evaluated and compared the two versions. Further, after clarification and consultation some corrections were made. The instrument was then administered to seven pre-test respondents with Czech native language who made further comments. Some corrections were also implemented in this phase.

**The Satisfaction with Life Scale** had been designed by Diener et al. (1985) and it examines “the overall satisfaction with life”. Thus, it does not provide detailed information about satisfaction with individual aspects of life. It comprises of 5 simple statements, e.g. “In most ways my life is close to my ideal”. The respondent uses a 7-point scale with 1 being “Strongly Disagree” and 7 being “Strongly Agree”. SWLS has good psychometric properties and may also be useful in clinical settings (Diener et al., 1985). The use of this scale is limited by the fact that it does not attempt to identify the factors that influence life satisfaction; that way two people may have the same result but their satisfaction may be drawn from different life's areas in various measure. However, the scale is widely used and popular due to its simplicity.

After data collection **the statistical analysis** was performed, namely correlation testing using Pearson's correlation coefficient and causal-comparative testing using t-test. Both are in the category of parametric statistical methods and significance level of value 0.05 was chosen. The programs Microsoft Office EXCEL

2010 and STATISTIKA 12 were used for the statistical data analysis and the production of tables and figures. Ethical and legislative standards had been observed.

## 5. Research results

In this chapter the main findings using descriptive statistics, confirmation statistics (hypothesis testing) and other comparative and correlation testing will be introduced. To achieve better clarity the chapter contains three subchapters that provide the results of the three tested hypotheses.

The two research samples A and B are described in more detail here focusing on their characteristics and differences. The mean age of both research samples was similar and this is given by the inclusion criterion of respondents being 18-25 years old. In research sample B there were only individuals with a congenital disability out of which 55 % were people with cerebral palsy (CP), gender was evenly distributed, secondary education and people not currently in partnership dominated. Research sample A that consisted of people without disabilities included a high percentage of women, more higher education students compared to sample B, and more people involved in partnership. An overview of the main characteristics of the research samples may be seen in Table 1. The research samples differed in some characteristics, e.g. the research sample of people with physical disabilities has a lower mean age which may be the reason for the domination of people in secondary education and those not in partnership. The differences are not significant, however, therefore the research samples may be considered similar in main characteristics for the purposes of this study and its interpretation.

**Table 1.** A comparison of research samples A and B – general information

	Gender		Education		Place of Living		Partnership	
	Women	Men	Secondary*	Higher*	City	Rural	Yes	No
Without Disability	78%	22%	27%	73%	84%	16%	58%	42%
With Disability	47%	53%	84%	16%	67%	33%	31%	69%

\* ongoing or completed

### 4.1 Relationship between subjective health and life satisfaction

This sub-chapter deals with the results concerning the relationship between subjective health and life satisfaction in general and also compares the results of the two research samples. Table 2 shows the results of statistical analysis.

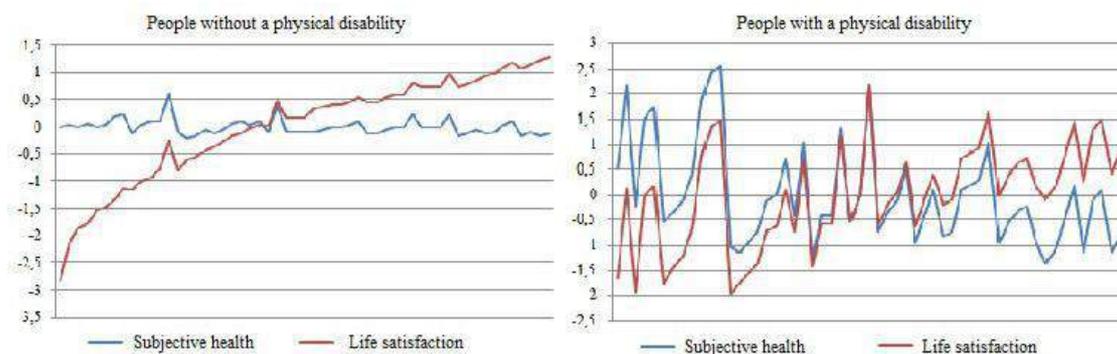
Hypothesis 1: There exists in the whole research set a statistically significant correlation between the subjective perception of health and life satisfaction.

**Table 2.** The results of hypothesis 1 statistical testing.

Correlation matrix	A.mean	Standard deviation	Subjective health	Life satisfaction
Subjective health	50.35455	8.071454	1	0.481502
Life satisfaction	23.18182	6.630734	0.481502	1

Pearson's correlation coefficient was used to test the hypothesis. The result shows a moderate positive correlation between subjective health and life satisfaction thus confirming the hypothesis. In the group without a physical disability a weak positive correlation is shown in the results ( $r = 0,29$ ) compared to the other group that shows a moderate positive correlation ( $r = 0,49$ ). We may assume there is a stronger relationship between life satisfaction and subjective health in people with a physical disability. Using z-scores enabled the comparison of the two groups. Figure 1 shows that subjective health of the respondents without a physical disability is relatively similar in all individuals with small variability. On the other hand life satisfaction is very variable as may be seen on the range between the lowest and highest value. The second figure shows the z-scores of subjective health and life satisfaction results in people with a physical disability and it is clear that they are interconnected, at least significantly more than in the previous group.

**Figure 1.** Comparison of z-scores of subjective health and life satisfaction of the two research groups



#### 4.2 The influence of physical disability on subjective perception of health

This sub-chapter deals with the impact of physical disability on the subjective health. It compares the results of WHODAS 2.0 scale results in people with a physical disability and intact persons. Table 3 shows the results of statistical analysis.

Hypothesis 2: Physical disability is connected with a statistically significant *lower measure* of subjective perception of health compared to intact population.

**Table 3.** The results of hypothesis 2 statistical testing.

t-test	Mean (no disability) N=55	Mean (with disability) N=55	Standard deviation (no disability)	Standard deviation (with disability)	t value	degrees of freedom	p-value
Values	18,25455	25,03636	3,70794	9,712466	4,837859	108	0,000004

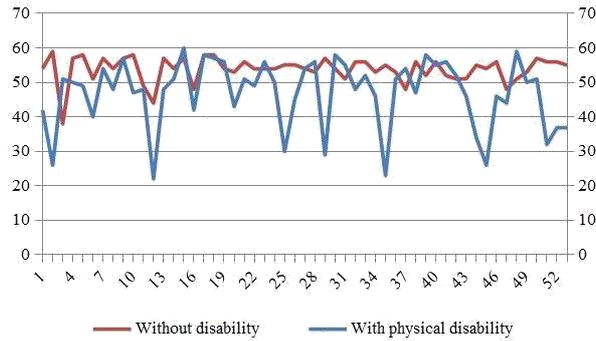
People with a physical disability overall reported a lower score in subjective health while also being rather varied between respondents. Such variability was not seen in the group of intact persons. The results were compared to the test norms created by WHO. The results of WHODAS 2.0 scale testing of the whole research sample are between the 92<sup>nd</sup> and 93<sup>rd</sup> percentile as is the case in general population. The comparison of the two groups may be seen in Table 4 and Figure 2 below.

**Table 4.** WHODAS 2.0 scale results in two research groups

	Mean	Standard Deviation	Mode	Median	Minimum	Maximum	Range
People without a disability	18.25	3.71	18	18	13	34	21
People with a disability	25.04	9.71	21	23	12	50	38

(Smalles score 12 = no disability, highest score 60 = the highest degree of disability)

**Figure 2.** Z-scores comparison of subjective health in people with and without a physical disability



### 4.3 Life satisfaction in people with a physical disability

This sub-chapter examines the impact of physical disability on life satisfaction. It compares the results of SWLS scale results in people with a physical disability and intact persons. Table 5 shows the results of statistical analysis.

Hypothesis 3: Physical disability is connected with a statistically significant lower measure of life satisfaction compared to intact population.

**Table 5.** The results of hypothesis 3 statistical testing.

t-test	Mean (no disability) N=55	Mean (with disability) N=55	Standard deviation (no disability)	Standard deviation (with disability)	t value	degrees of freedom	p-value
Values	25,38182	20,98182	6,156872	6,401652	3,673905	108	0,000374

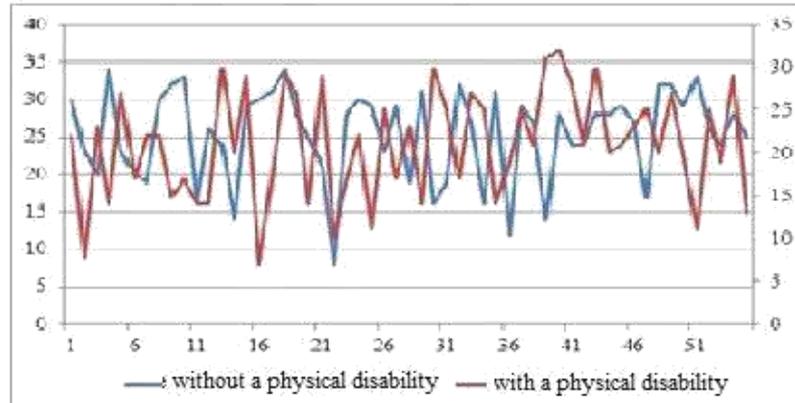
Both research samples show a relatively wide range of results; there is a high variability of life satisfaction between respondents in both groups. Therefore, for results interpretation the median which is the representative of the results was chosen instead of arithmetic mean. Median is not so greatly influenced by extreme values as the mean is and its application is suitable for uneven distribution (Kollárik, Sollárová et al., 2004). People without a physical disability were based on the median evaluation satisfied with their life and people with a physical disability were slightly satisfied. The difference between the research samples thus became even greater. The results of the comparison are shown in the Table 6 and Figure 3 below.

**Table 6.** SWLS results in the two research groups

	Mean	Standard Deviation	Mode	Median	Minimum	Maximum	Range
People without a disability	25.38	6.16	28 / 29	27	8	34	26
People with a disability	20.98	6.41	14 / 17 / 25	21	7	32	25

(Smalles score 5 = lowest satisfaction with life, highest score 35 = maximum satisfaction with life)

**Figure 3.** Life satisfaction (based on SWLS results) in people with and without a physical disability



## 5. Discussion

The study has confirmed the validity of examining the two factors, namely subjective perception of health and life satisfaction, together since they are interconnected. Also, from the research results it seems to be adequate to focus specifically on the group of people with a physical disability since the factors of their subjective evaluations are quite different from the rest of the population.

Correlation analysis shows that life satisfaction and subjective perception of health are intertwined. Their relationship is stronger, however, in the group of people with a physical disability. It may be assumed, then, that life satisfaction of people without a physical disability is influenced more by other factors than health. And contrary, there is a stronger connection between life satisfaction and subjective health in people with a physical disability. The difference between the two groups confirms the need to examine the relationship between subjective health and life satisfaction separately on people with and without a physical disability. It seems that when health is impaired in some way it becomes a more important life value and when health is in good condition a person's life satisfaction is drawn to a greater extent from other sources. Health is therefore an important but not sufficient condition for satisfaction with life.

A statistically significant difference had been observed in subjective health between young adults with and without a physical disability. Persons without a physical disability showed more similarities in their subjective evaluations of health and their scores were higher. A rather surprising outcome is the fact that people with a physical disability whose objective state of health was relatively similar varied greatly in their subjective perceptions of health. The scores were both extremely high and extremely low. Such great differences in scores of subjective health may be caused by objective differences in the degree of functional impairment or the uniqueness of attitudes and emotional coping with the condition across the respondents. Another possible explanation to be considered are the differences originating from the person's surroundings that determine the comparison base. It is possible that people with low scores in subjective health compare themselves with the intact population if that is the environment they encounter most of the time. These interpretative thoughts need to be researched in more detail.

One of major contributions of this study is the propagation, translation and validation of internationally acclaimed scale WHODAS 2.0 examining subjective health available free of charge online at the WHO website. The study results confirm WHODAS 2.0 is suitable for inter-cultural use. Its spread in the Czech Republic may be beneficial. Further research is needed for a more detailed validation and for the creation of Czech normative standards for people with various types of disability of all age categories that are currently missing in this region. This study has used the shortened 12-item version for practical reasons, however, it is recommended to use the full 36-item version of the scale in further research in order to enable individual assessment and comparison of several domains (understanding and communicating, getting around, self-care, getting along with people, life

activities, participation in society). The 12-item version of the instrument had been translated into Czech according to the WHO standards and is now available for other researchers.

Despite the efforts for a random choice of respondents the selection had been determined by practical factors and low availability of people with disability. The ecological validity of the study is limited also due to the total size of the research sample (110 respondents) and results need to be generalised very carefully. For the purposes of this study, people with physical disability were chosen, however, greater impact of the disability on subjective health may be expected in diseases including pain or of a progressive character. The known limitations of self-assessment scales must also be remembered, such as the tendency to show socially accepted results, the dependency on the ability of introspection or the effort to fulfill the expectations of the researcher. This research only included young adults and therefore did not examine the impact of age on subjective health and life satisfaction.

For further research it is suggested to focus on finding relationships between some factors that might influence the subjective health and life satisfaction, such as age, gender, personal characteristics, situational forces, lifestyle, social support, etc. A mixed methods research would be most suitable for such purpose. Longitudinal research capturing the development of various factors in time in the same individuals depending on the examined elements may also bring new and appropriate results.

## **6. Conclusion**

The study has examined subjective perception of health and life satisfaction in two research groups: young adults with and without a physical disability of lower extremities. Qualitative design had been chosen using two self-assessment scales: WHODAS 2.0 (WHO Disability Assessment Schedule) and SWLS (Satisfaction with Life Scale). The first had been translated into Czech language for the purposes of the research. Statistical analysis involving both causal-comparative and correlation testing had been used to determine the existence and the character of the relationship between subjective health and life satisfaction and the impacting factors and to identify the differences between the two groups. The study has outlined basis for further research. Due to its quantitative methodology the results bring clear facts and enable inter-individual comparison but do not explain the occurrence of examined phenomena in more detail. Therefore, interpretation of the findings should be done carefully. Data need to be placed and analysed in the context of other research and individual life circumstances.

The results show that there is a causal relationship between life satisfaction and subjective health in both groups, while it seems to be stronger in the group of people with physical disability. A high variability of results of subjective health in people with physical disability had been observed. Despite their objective health being similar the subjective health is very different person to person. Therefore, objective and subjective health do not have a very strong relationship. In life satisfaction there was a greater variability in people without a disability. The findings may be explained by the assumption that life satisfaction is determined by other factors besides health in greater measure in people without a disability. One of interesting outcomes of the study is the fact that life satisfaction is influenced by other factors besides objective health. It is therefore meaningful to attempt to increase subjective well-being even if objective health may not be significantly improved and this, particularly in people with a physical disability is important for improving their life satisfaction since it is greatly influenced by their individual perception of health. This finding is important for the field of special pedagogy, life-long education and other pedagogic and medical areas. It may be possible to improve life satisfaction of people with a physical disability by interventions aimed at factors impacting subjective perception of health. More research, especially of qualitative or mixed design, is needed, however, to determine the key factors of subjective health in groups of intact population and of people with a physical disability.

The research is unique due to the fact that WHODAS 2.0 instrument had been used for the first time in the Czech Republic and its translation is now available to other researchers. The comparison of results of this study with the population norms confirms the instrument's inter-cultural applicability and validity in Czech praxis. More

research is needed to further validate its use, make a translation of the full version of the instrument available and create Czech norms for people with various types of disability and of various age groups. It is even more important considering the lack of available high-quality standardised tests for people with disabilities in the Czech Republic.

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## Attitudes of Teachers toward Multicultural Education\*

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### Abstract

The purpose of this study is to examine the attitudes toward multicultural education (MCE) of teachers working in elementary and secondary schools by demographic variables. The “Teacher Multicultural Attitude Survey (TMAS)” was conducted to a random sample of 649 teachers working in 32 elementary and secondary schools in Küçükçekmece district of Istanbul. The research was employed using a quantitative method based on survey model. Percentages, arithmetic means, independent samples t-tests and one-way analysis of variance (ANOVA) were used to analyse the data collected in the study. No significant difference was found in the teachers’ attitudes toward MCE by age, years of service, level of education, branches, and type of school they worked in. On the other hand, the study showed significant difference in teachers’ attitudes toward MCE by gender, where male teachers showed to have more positive attitude towards MCE than their female teachers.

**Keywords:** Multicultural Education, Teacher, Attitude

### 1. Introduction

Increased cultural differences in societies in the age of globalisation give rise to a search for new approaches to education systems. An increase in demographic mobility within or between countries is accompanied by pluralism in schools as well. Such issues particularly as the impact of socio-economic differences on the academic achievement of students underline the importance of social equity in education (Furman and Shields, 2007; cited in Tomul, 2009:128; Rapp, 2002).

Multicultural education (MCE) is arguably an important focus in recent studies on education. Since democratic societies are inherently diverse, tensions in educational policies stand before us as inevitable phenomena. Educational policies should therefore accommodate the values shared by the society at large if they are at all to be democratic (Perry, 2009:445). An important function of education is to treat differences as natural, not as problems, in the process of awareness a common understanding of culture in the society. A correct treatment of such differences fosters richness whereas mistreatment will likely lead to conflicts (Yılmaz and Yılmaz, 2012:122).

MCE is generally defined as educational approaches encompassing the idea of creating equal opportunities in education regardless of differences in gender, social class, ethnic identity, race, religion, language and cultural backgrounds of all students (Banks and Banks, 2001; Slavin, 1994; cited in Herring and White, 1995:55; Sultana, 1994:3). Societies comprised of different cultures need MCE to support the development of each individual undergoing the education process and ensure that individuals may have varying viewpoints. MCE requires equality of opportunity in education (Cırık, 2008:28). It is also viewed as inter-group interaction during the development process in school. In this process, efforts should be

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made so that schools work equally for all students (Bohn and Sleeter, 2000, p.159). MCE include students of different ethnicity, social class, religion, language or culture as well as of students of different genders, intelligence and abilities.

MCE also pursues the goal of enabling persons to have intellectual curiosity, self-criticism, decide independently based on an assessment of claims and evidence, respect for others, sensitivity to dissenting views and ideas as well as different lifestyles, and avoid an ethno-centric understanding (Parekh, 2002:289). Based on the foregoing definitions, MCE is a philosophy of education that affords the right to live for cultural differences, and provide equal opportunity in education to students. Further, based on the philosophy of education, it may be termed as an educational policy including curricula, instructional materials, organizational structure, and governance policies to reflect cultural pluralism (Gay, 1994).

While important issues brought on by cultural interaction raise the issue of harmony and coherence among students of cultural differences in the education process, its implications on education refer to the practice of non-discrimination in education (Kostova, 2009, p.243). To avoid adverse outcomes in this process, MCE should both ensure that the individual get to know other cultures and avoid an alienation from own culture (Aydın, 2006, p.43). An effective education process aims to equip the person with skills to understand and respect the cultural values of own and others. Teachers and students are expected through such process to explore and develop cultural backgrounds, views of life, traditions, methods of thinking and problems solving, in short, learn the cultural structure (Başbay, Kağnıcı and Sarsar, 2013:48). Banks, 2001), in the multicultural classroom environment, the teachers emphasized that they should include a large number of examples that are understood in different cultures while teaching their lessons and those ways of learning should be enriched by considering student differences.

Education that shapes the society cannot be conceived independently of the dynamics of a multicultural society. Such dynamics inform the education process as well as shape the society. Therefore, schools should consider such contextual factors as race, ethnic origin, culture, social class and disability because individuals need to have acquired certain skills to live in harmony within a multicultural environment (Edgar, Patton and Day-Vines, 2002:235).

Where MCE is conceived as the education of culturally different individuals, it will be necessary to develop new curricula to improve school success of students with cultural differences (Sleeter, 1991; cited in Özkazanç, 2000:127). Therefore, curricula should employ methods and materials that address various cultures. Instead of taking multiculturalism as a distinct section in curricula, it is more meaningful to embed multiculturalism in the core curricula (Cırık, 2008:33).

Finland, which did better in PISA tests than did G8 countries i.e. USA, Canada, UK, Germany, France, Italy, Russia, Japan, stated in her Finnish National Core Curriculum that such values as basic values, human rights, equality, democracy, natural differences, preservation of environment and multiculturalism should constitute the core of the curriculum (Finnish National Board of Education, 2004:12).

In Turkey, themes of multiculturalism and sharing are addressed in the context of values education though not sufficiently emphasized in the curricula. Taken up for about two months, these themes aim to achieve such educational outcomes that children of developing age and puberty recognize various cultures and people of different cultures in their living environment, share own cultural values in different milieu etc. through educational environment (MEB, 2015). The curriculum which first included MCE in Turkey is the curriculum devised for Civics course. It is thereby intended to make a smooth transition without swinging to extremes in the Civics curriculum for first-time inclusion of MCE, a contentious topic in Turkey (Keskin and Yaman, 2014:957).

It is the joint responsibility of all individuals involved in the process to create MCE environment, raise individual awareness and maintain MCE practices. However, it is the teachers at the forefront for this process. Therefore, multiculturalism proficiency is a most important proficiency for teachers (Başbay and Kağnıcı, 2011, p.202). Educational scientists point out that the current practices are inadequate for students to develop positive attitudes towards different cultures (Ensign, 2009). Thus, teachers' attitude toward MCE is important. The present study endeavours to find answers to the following questions:

1. How is the teachers' attitude toward MCE?
2. Does the teachers' attitude toward MCE vary by gender, age, and years of service, level of education, branches and type of school they work in?

## **2. Method**

The present study is a descriptive work using a survey model. According to Karasar (2010), survey models represent a research approach that aim to describe a past or present state of affairs.

The study total consisted of 1761 teachers working in 60 public elementary schools and 1619 teachers working in 58 public secondary schools in Küçükçekmece district of Istanbul in the academic year 2013-2014. The study sample comprised 337 teachers from 20 elementary schools and 312 teachers from 12 secondary schools for a total of 649 teachers randomly selected.

Respondents were demographically distributed as follows: 393 (60.6%) were women and 256 (39.4%) were men. The largest age group was 31-40 with 293 teachers (45.1%) followed by 26-30 with 175 teachers (27%). A large majority (555; 85.5%) of respondent teachers had bachelor's degrees; some had master's degrees (62; 9.6%) and few had associate degrees (32; 4.9%).

As for occupational characteristics; 169 respondents (26%) had 1-5 years of service, 185 (28.5%) had 6-10, and 147 (22.7%) had 11-15 years. By brancheses; 300 (50.9%) were class teachers; 113 (17.4%) were science, technology and mathematics teachers, and other branches in fewer percentages.

The study employed, as the data collection instrument", the Turkish version of "Teacher Multicultural Attitude Survey (TMAS)" originally developed by Ponterotto, Baluch, Greig and Rivera (1998), and adapted to Turkish by Yazıcı, Başol and Toprak (2009). The scale had 20 items, with 13 affirmative statements and 7 negative statements. The Kaiser-Meyer Olkin (KMO) coefficient was 0.82. The

principle components analysis (PCA) using Varimax rotation showed that 20 items grouped under 5 factors. Five factors aggregately explained 48.9% of the total variance. Examining the Pearson correlation coefficients for each dimension in the five-factor model, there were moderate to low correlations between dimensions. It is indicated that if high correlations exist among dimensions, this can be indicative of a single dimension (Şencan, 2005; cited in Yazıcı, Başol and Toprak, 2009, p.237). As similar results occurred in the original study of the scale, this might be argued to have stemmed from the fact that multiculturalism is a theoretical construct difficult to measure. The scale that was developed as a single dimension by Ponterotto, Baluch, Greig and Rivera (1998) was adapted to Turkish, with a Cronbach's Alpha coefficient of reliability of 0.75, and a split-half reliability coefficient of 0.72 (cited in Yazıcı, Başol and Toprak, 2009). In the present study, Cronbach's Alpha coefficient for the scale was 0.73. Based on the internal consistency coefficient, it could be stated that TMAS was reliable in line with the data obtained from the present study sample, and fit for use in the research.

The TMAS scale as used in the present study included 18 items, each having five response choices of Likert type. The scoring intervals for responses to items were set at "none" 1 to 1.79; "little" 1.80 to 2.59; "moderate" 2.60 to 3.39; "mostly" 3.40 to 4.19 and "strongly" 4.20 to 5.00. Frequencies and percentage figures were calculated to reveal the demographics of teachers such as gender, age, level of education; and occupational characteristics such as years of service, branches and type of school they work in. Independent samples t-tests and one-way analysis of variance (ANOVA) were conducted to investigate whether teachers' attitude toward MCE varied by individual demographic and occupational characteristics; and Scheffe post-hoc analysis conducted to further investigate any significant differences.

### 3.Findings

The following section presents the analyses of teachers' response to TMAS questionnaire.

**Table 1:** Descriptive Statistics for Teachers' Responses to TMAS Items

Items	<i>N</i>	$\bar{x}$	<i>Sd</i>	$Sh_{\bar{x}}$
1. I find teaching a culturally diverse student group rewarding.	649	4.11	.77	.03
2. Teaching methods need to be adapted to meet the needs of a culturally diverse student group.	649	4.28	.64	.02
3. Being multiculturally aware is not relevant for the subject I teach.	649	2.74	1.13	.04
4. Teachers have the responsibility to be aware of their students' cultural background.	649	3.85	.77	.03
5. I frequently meet the family members to know students better culturally.	649	3.68	.90	.03
6. It is not the teacher's responsibility to encourage pride in one's culture.	649	2.91	1.08	.04
7. As the classrooms become more culturally diverse, the teacher's job becomes increasingly attractive.	649	3.45	.97	.03
8. I believe the teacher's role needs to be redefined to address the needs of students from culturally diverse backgrounds.	649	3.66	.86	.03

9. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavioural problems.	649	3.31	.97	.03
10. As the classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding.	649	3.60	.93	.03
11. I can learn a great deal from students with culturally different backgrounds.	649	3.96	.71	.02
12. Multicultural training for teachers is not necessary.	649	3.32	1.11	.04
13. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.	649	4.16	.65	.02
14. Multicultural awareness training can help me work more effectively with a diverse student population.	649	3.86	.76	.02
15. Students should learn to communicate in Turkish only.	649	2.78	1.22	.04
16. Teaching students about cultural diversity will only create conflict in the classroom.	649	3.52	1.09	.04
17. I am aware of the diversity of cultural backgrounds in my classroom.	649	3.92	.69	.02
18. Regardless of the makeup of my class, it is important for all students to be aware of multicultural diversity.	649	4.05	.64	.02

Items 3, 6, 12, 15 and 16 in Table 1 were negative statements, and reverse coded. Accordingly, the item with lowest mean ( $\bar{x}=2.74$ ) among TMAS items was the statement that “Being multiculturally aware is not relevant for the subject I teach”. The highest ( $\bar{x}=4.28$ ) mean came from the responses to the statement that “Teaching methods need to be adapted to meet the needs of a culturally diverse student group”.

The overall mean of TMAS scores were  $\bar{x}=65.26$ ; score mean on the basis of items was  $\bar{x}=3.62$ ,  $ss=6.92$ . The results indicated that teachers had “mostly” positive attitude toward MCE.

### Comparison of TMAS Responses with Independent Variables

In this section, t-tests were used for demographic variables with two categories; one-way analysis of variance (ANOVA) for those with more than two categories and Scheffe post-hoc analysis to further investigate any significant differences.

**Table 2.** Independent Samples t-test for TMAS Responses by Gender

Score	Groups	N	$\bar{x}$	Sd	t-Test		
					t	df	p
Teacher Multicultural Attitude Survey	Women	393	64.55	6.61	-3.255	647	.001
	Men	256	66.35	7.25			

As shown in Table 2, mean TMAS scores differed significantly by gender ( $t=-3.255$ ,  $p<.05$ ). Female teachers had lower mean score ( $\bar{x}=64.55$ ) than their male counterparts ( $\bar{x}=66.35$ ). It could be argued, in other words, that male teachers had more positive attitude toward MCE than did female teachers.

**Table 3.** One-way Analysis of Variance (ANOVA) Results for TMAS Responses by Age, Years of Service, Level of Education and Branches

Age	<i>N</i>	$\bar{x}$	<i>Sd</i>	Source of Variance	Sum of Squares	<i>df</i>	<i>KO</i>	<i>F</i>	<i>P</i>
25 and younger	61	66.36	5.85	between groups	151.57	4	37.89		
26-30 years	175	65.68	7.66	within groups	30904.37	644	47.98		
31-40 years	293	64.94	6.92	Total	31055.94	648		.790	.532
41-50 years	82	64.86	6.51						
51 and above	38	64.89	5.65						
Total	649	65.26	6.92						
<b>Years of Service</b>									
1-5 years		169	66.21	7.30	between groups	262.51	4	65.62	
6-10 years		185	64.49	6.97	within groups	30793.43	644	47.81	
11-15 years		147	65.21	6.86	Total	31055.94	648		1.372
16-20 years		82	65.21	6.92					.242
More than 20 years		66	65.13	5.67					
Total		649	65.26	6.92					
<b>Level of education</b>									
Associate Degree		32	66.43	5.39	between groups	180.37	2	90.18	
Bachelor's Degree		555	65.04	6.95	within groups	30875.67	646	47.79	1.887
Master's Degree		62	66.59	7.25	Total	31055.94	648		.152
Total		649	65.26	6.92					
<b>Branches</b>									
Classroom Teacher's Department		330	65.26	7.01	between groups	464.27	4	116.06	
Turkish-Social Science		95	66.83	6.01	within groups	30591.67	644	47.50	
Science-Tech, Math		113	64.20	6.89	Total	31055.94	648		2.443
Foreign Lang.		44	63.84	6.94					.046
Drawing, Music, Religion, Counselling		67	65.73	7.39					
Total		649	65.26	6.92					

As shown in Table 3, one-way analysis of variance found no significant difference ( $p > .05$ ) in mean TMAS scores by age, years of service and level of education. ANOVA results indicated significant difference ( $F = 2.443$ ,  $p < .05$ ) in mean TMAS scores by branches; post-hoc analysis using Scheffe identified no significant difference in pairwise comparisons ( $p > .05$ ). This is believed to arise from differing group sizes.

**Table 4 :** Independent Samples t-test for TMAS Responses by Type of School Teachers Work

Score	Groups	N	$\bar{x}$	ss	t		
					t	Df	P
Teacher Multicultural Attitude Survey	Primary school	337	65.44	6.98	.706	.647	.481
	Secondary school	312	65.06	6.86			

As shown in Table 4, there was no significant difference in mean TMAS scores by type of school teachers worked in ( $t=.706$ ,  $p>.05$ ). In other words, teachers' attitude toward MCE did not significantly differ by the type of school they worked in.

#### 4. Results and Discussion

Findings of the study showed that teachers' mean scores of attitude toward multicultural education is relatively high. Teachers have shown positive attitudes in the sense of being sensitive and respectful to different cultures. Other studies on the attitudes toward multiculturalism of school principals, teachers, candidate teachers and academicians produced which is in accordance with literature (Yazıcı, Başol and Toprak, 2009; Coşkun, 2012; Çoban, Karaman and Doğan, 2010; Damgacı and Aydın, 2013; Kaya, 2013; Polat, 2012; Koçak, Özdemir, 2015; Özdemir and Dil, 2013; Tortop, 2014; Ünlü and Örtten, 2013; Yavuz and Anıl, 2010). However, in Demircioğlu and Özdemir (2014), Karaçam ve Koca's (2012) study stated that teacher candidates' awareness levels for multicultural education were low.

In this research, teachers displayed highest agreement with the statement that "teaching methods need to be adapted to meet the needs of a culturally diverse student group" while they least agreed with the statement that "Being multiculturally aware is not relevant for the subject I teach." Accordingly, teachers believed that they valued teaching culturally diverse students, and teaching methods for such students should be developed. It was also concluded in the present study that although teachers' attitude toward MCE was positive, they believed that being multiculturally aware was not relevant for the subject they taught and students should learn to communicate in Turkish only.

But, little is known about the impact of the interaction of demographic and quality variables, teacher training variables, school and students variables and teacher retention rates on students achievement (Cochran- Smith and Zeichner, 2009).

When we look at the relationship between independents and multicultural education, in this research, male teachers showed more positive attitude toward MCE than did their female counterparts. The reason could be that male teachers might view MCE at a wider perspective. Kaya's (2013) study produced similar results. However, other studies revealed no gender differences in MCE; namely Yazıcı, Başol and Toprak (2009:237; Özdemir ve Dil, 2013: 215) on teachers; Damgacı and Aydın (2013:337) on academicians; Polat (2012:339) on school principals, and Coşkun (2012, p.33; Tortop, 2009:21) on candidate teachers. But, Demircioğlu and Özdemir (2014:211) concluded that female formation students had more positive attitude toward MCE than did their male counterparts.

Teachers' attitude toward MCE did not significantly vary by years of service, level of education, branches and type of school they worked in. While, by branches, a significant difference was detected in teachers' attitude toward MCE, the sub-group comparisons revealed no significant difference. There are other studies with similar results (Damgacı and Aydın, 2013:337; Kaya, 2013:77; Polat 2012:339). Polat's (2012:334) study revealed however that school principals had less positive attitude toward MCE as their years of service increased. Yazıcı, Başol and Toprak (2009:238) reported that teachers with 1-5 years of service had more positive attitude toward MCE than did teachers with 26 or more years of service; and teachers who were graduates of the Faculty of Education had more positive attitude toward MCE than those who were graduates of Education Institute. In Özdemir and Dil's (2013) study, Faculty of Education and Science Faculty graduates are more likely to approach multicultural education more positively than Faculty of Technical Education graduates. Toprak (2008:61), stated that candidate teachers who studied in the departments of primary school and science departments teacher training had more negative attitude toward MCE than those who studied in the social science department. The former group indicated that MCE was not relevant for their subject.

In conclusion, multiculturalism in democratic societies is viewed, not as a problem or adversity, but as richness brought in by diversity; and inculcated through education and practiced in all spheres of social life. It is also not necessarily the information provided by the schools that will enhance our intercultural communication competence but an understanding of why we do what we do (Özturgut, 2011). MCE will remain a sensitive topic of interest to all educators and administrators in the world. Governments are recommended to carefully dwell on the issue and candidate teachers should be offered MCE awareness raising and courses or seminars on MCE in the faculties of education. When considering the conjunctural structure of Turkey, there is a need to carry out studies that focus on multicultural education. Especially, primary and secondary education curricula should introduce and address different cultures impartially; individuals should be educated to adopt a stance more tolerant and understanding towards individuals of other cultures.

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## Beliefs of Prospective Mathematics Teachers about their Preparedness for Teaching Mathematics

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### Abstract

The paper is focused on beliefs about the preparedness for future mathematics teaching by prospective mathematics teachers at the Department of Mathematics of the Faculty of Education, Palacky University in Olomouc. There are lots of various students' beliefs about mathematics - perceiving mathematics, the appropriateness of particular instructional activities or various teaching strategies used to facilitate the learning of mathematics. The paper is aimed at future teachers' beliefs about the degree to which their lecturers modelled good teaching practices. It is obvious that students graduate from the Faculty of Education with different beliefs as to their preparedness for mathematics teaching. The objective of the paper is to establish whether there is a difference in the evaluation of the degree of preparedness in two groups of students (students of Teaching at the 1st Level of Primary School and students of Teaching at the 1st Level of Primary School and Special Pedagogy) as part of the seminars Didactics of Mathematics (DIM) and Mathematics with Didactics (TMA) – the seminars are two-semester seminars, are taught by the same teacher (the author of the paper), they have the same content, but they differ in the number of lessons in each semester. The aim was to find out whether a larger number of lessons in the case of the DIM course significantly affected the evaluation of the preparedness of students. That is why a questionnaire survey was conducted in both groups in May 2016. The paper presents the results of the survey among students of didactics of mathematics which was based on the international study entitled “Teacher Education and Development Study in Mathematics” (TEDS-M) which examines the beliefs of future mathematics teachers about their current studies and prospective work. A total of 56 students participated in the survey and the data were processed using the relevant statistical apparatus (the chi-squared test was used to establish a statistically major difference).

**Keywords:** mathematics, special education, beliefs, preparedness, teaching

### 1. Introduction

At present, two mathematical-didactic courses - Didactics of Mathematics (DIM) and Mathematics with Didactics (TMA) – are taught (among other things) at the Department of Mathematics of the Faculty of Education of Palacky University in Olomouc. DIM is intended for students of Teaching at the 1st Level of Primary School, whose studies are based on the profile of a primary-school 1st-level teacher graduate, i.e. on the fact that the teacher is qualified to teach all subjects of the primary-school 1st-level curriculum, including foreign languages. The course includes a pedagogical and psychological module, a subject-specific module with subject-specific didactics, a general module and a practical module. The focal point lies in the pedagogical, psychological and didactic training. The programme is of an interdisciplinary nature and advocates integrative tendencies. The programme reflects the implementation of new contentual elements, such as personality and social education, multicultural education, environmental education, education of democratic citizens, education towards thinking in European and global context, and media education. Emphasis is placed on training in teaching foreign languages and in the didactics of foreign languages for primary-school-age children throughout the studies. Teaching practice is an important part of the training (Department of Primary and Pre-Primary Education 2016).

TMA is intended for students of Teaching at the 1st Level of Primary School and Special Pedagogy. The studies are conceived as single-level studies of teaching with a focus on special pedagogy and pedagogy in relation to primary-school-age children. The studies organically interconnect knowledge in the fields of pedagogy, special pedagogy, primary pedagogy, psychology, patopsychology, medical propaedeutics, didactics of the education areas at the first level of primary school, and other related disciplines. By studying pedagogical, psychological and other socio-scientific disciplines, the graduate gains pedagogical competencies and is systematically prepared for the work of a fully qualified teacher and specialised teacher. As part of a broad interdisciplinary approach during the studies, the graduates are taught to work independently and creatively when addressing

special theoretical as well as practical issues of the clientele (Institute of Special Education Studies 2016). The DIM and TMA courses are two-semester courses, completed by a comprehensive exam; however, they differ in the number of lessons in each semester (Table 1):

**Table 1.** Numbers of lessons in the mathematics didactics courses

Semester	DIM	TMA
Winter	Lecture (1 lesson)	Lecture (1 lesson)
	Seminar (2 lessons)	Seminar (1 lesson)
Summer	Lecture (1 lesson)	Lecture (1 lesson)
	Seminar (2 lessons)	Seminar (0 lessons)

The contents of the courses are very similar – the didactic system of primary-school mathematics, the basic tendencies of the development of mathematics teaching with a focus on pupils’ motivation to learn (Skalková), creativity (Fulier, Šedivý 2001), pedagogical constructivism (Hejný 2014), research-oriented teaching (Nocar, Zdráhal 2015) etc. A considerable part is covered by the analysis of specific topics under the Framework Educational Programme for Elementary Education (FEP EE) in the education area of Mathematics and its Applications – the number and arithmetic operations, dependencies, relations and working with data, geometry in plane and space (Department of Mathematics 2016).

The students who successfully complete these courses thus encounter a mandatory mathematical discipline within their Master’s studies at the Faculty of Education for the last time. In the following year, they study other field-specific courses, participate in a continuous practical training, write their diploma theses that they subsequently defend, and sit the final state examination – students of Teaching at the 1st Level of Primary School sit the final state examination in mathematics, among other things (except for students of Czech Language, 1st-Level Pedagogy and Psychology), while students of Teaching at the 1st Level of Primary School and Special Pedagogy do not sit their final state examination in mathematics at all (their examination consists of the areas of ethopaedy, speech-language pathology, psychopaedy, somatopaedy, surdopaedy, typhlopaedy).

For this reason, we assume that students of the different programmes leave the courses with a diverse evaluation of their preparedness for future mathematics teaching. That is why they were given an anonymous questionnaire adopted from the international study entitled “The Teacher Education and Development Study in Mathematics” (TEDS-M) as a project implemented by the International Association for the Evaluation of Educational Achievement (IEA) to establish the degree of difference in the answers of the respondents in the individual groups.

TEDS-M examines the preparedness of future mathematics teachers from different countries for performing their future jobs at primary and secondary schools. The target groups are educational institutions, teachers and students of mathematics teaching (prospective teachers). The key survey questions are focused on exploring the relations of the educational systems of different countries, the institutional procedures, and the mathematical and pedagogical knowledge gained by students during their studies. The main (and so far the only) data collection was carried out in the years 2007 – 2008, which is why TEDS-M is often called TEDS-M 2008 (there were 15,163 primary future teachers, 9,389 secondary future teachers, 500 institutions which included 451 units preparing future primary teachers and 339 units preparing future secondary teachers, and 4,837 teacher educators).

TEDS-M 2008 collected data at three levels of the educational systems of mathematics teachers across the participating countries (Tatto 2008):

- The outputs are focused on the level and depth of mathematical knowledge gained by prospective mathematics teachers during their studies, and on their differences in the individual countries.
- Institutions and programmes examine the main characteristics of educational institutions and their programmes – the differences between the participating countries, the possibilities of education for prospective teachers and their structure and content.

- The national policy describes the overall political context of teachers' education – job opportunities, curriculum, ensuring the quality and financing, and differences between the participating countries.

A total of 17 educational systems from all over the world took part in the survey: Botswana, Canada, Chile, Taiwan, Georgia, Germany, Malaysia, Norway, Oman, the Philippines, Poland, Russia, Singapore, Spain, Switzerland (the German-speaking cantons), Thailand and the U.S..

Similar to the arguments about the importance of content and general knowledge in teaching, there is a wide agreement that beliefs constitute an important influence on teaching. Nevertheless, there is no conclusive evidence that beliefs can be effectively influenced by teacher preparation or that they are an intrinsic characteristic of those individuals who become teachers. The TEDS-M beliefs scales include questions in five areas:

- Beliefs about the nature of mathematics - how future teachers perceive mathematics.
- Beliefs about learning mathematics – appropriateness of particular instructional activities, questions about students' cognition processes, and questions about the purposes of mathematics as a school subject.
- Beliefs about mathematics achievement – various teaching strategies used to facilitate the learning of mathematics, innate ability for learning mathematics.
- Beliefs about preparedness for teaching mathematics – which future teachers perceive their teacher preparation has given them the capacity to carry out the central tasks of teaching and to meet the demands of their first year of practice.
- Beliefs about programme effectiveness – future teachers' beliefs about the degree to which their instructors modelled good teaching practices (Tatto 2008: 43).

## 2. Method

The items in the fourth area of the beliefs (Beliefs about preparedness for teaching mathematics) are designed to explore different areas of the teacher preparation impact. In the questionnaire, a direct question is used to confirm these views. For the TEDS-M study, the items included measuring the preparedness to teach in areas such as assessment, the management of learning environments, and practices for engaging students in effective learning, and the extent to which teachers become active members of their professional communities.

A total of 26 students of TMA and 30 students of DIM participated in the survey. The questionnaire contained 13 questions, which the students were supposed to evaluate on a four-point scale (not at all, a minor extent, a moderate extent, a major extent).

With all the questions, zero and alternative hypotheses were determined.

*H<sub>0</sub>: There is no dependency between the answers of the DIM and TMA students to the relevant question. H<sub>A</sub>: There is a dependency between the answers of the DIM and TMA students to the relevant question.*

The chi-squared test was used for the contingency table; the calculated values were compared with the statistical tables ( $\chi^2 = 7.815$ ) for 3 degrees of freedom at the level of significance of 0.05 (Statistics 2016).

### 3. Findings

There were statistically significant differences in the answers of the individual respondents in four items. The questionnaire item *Use questions to promote higher-order thinking in mathematics* (No. 4) examined the preparedness of students for using inspirational questions in mathematics as one of the main requirements of didactic constructivism in mathematics. The survey indicated ( $\chi^2 = 9.53$ ) that students of DIM with a larger number of lessons felt to be less prepared than students of TMA (Table 2).

**Table 2.** Use questions to promote higher-order thinking in mathematics

	Not at all	A minor extent	A moderate extent	A major extent
TMA	0	8	15	3
DIM	4	15	11	0

The fifth questionnaire item (*Use computers and ICT to aid in teaching mathematics*) was focused on the preparedness of teachers for using ICT technology as an aid in teaching mathematics (Table 3). In this area, students of DIM felt to be better prepared for practice ( $\chi^2 = 10.30$ ).

**Table 3.** Use computers and ICT to aid in teaching mathematics

	Not at all	A minor extent	A moderate extent	A major extent
TMA	2	8	5	11
DIM	3	8	16	3

The seventh questionnaire item *Establish a supportive environment for learning mathematics* was also based on the principles of didactic constructivism. It was in this item that statistically the highest chi-squared value was established ( $\chi^2 = 52.43$ ). Apparently due to the nature of the study of other courses within the programme, the TMA group attributed great importance to the creation of an inspirational and creative environment in teaching mathematics (Table 4).

**Table 4.** Establish a supportive environment for learning mathematics

	Not at all	A minor extent	A moderate extent	A major extent
TMA	0	5	13	8
DIM	5	8	12	5

The final questionnaire item *Work collaboratively with other teachers* examined the preparedness of the students for cooperation with future colleagues (Table 5). In this item, the calculated value of  $\chi^2 = 9.69$  also indicated a statistically significant difference in the evaluation by the students between the individual groups.

**Table 5.** Work collaboratively with other teachers

	Not at all	A minor extent	A moderate extent	A major extent
TMA	7	4	6	9
DIM	5	10	13	2

### 4. Conclusions

Several connections can be inferred from the completed survey. First and foremost, it is surprising that students of the TMA course feel better prepared for using suitable questions to develop relatively complex thinking operations of pupils in mathematics although these students had fewer lessons. Naturally, we cannot unequivocally claim that there is a direct connection to the number of lessons and the development of communication and didactic competencies of the future teachers; nevertheless, there should be a certain link. The author of the paper tries to conceive the content of the individual exercises so that the students have to participate actively in the lessons and so that they are stimulated to pose constructive critical questions.

This is also related to the different evaluation when creating an inspirational environment for teaching mathematics. Students of the TMA course feel better prepared for their future occupation in this respect as well. On the basis of the principles of didactic constructivism, students (and especially DIM students) are constantly reminded in the seminars that they need to give their pupils room for the development of cooperative and creative thinking, in particular in an inspirational environment. In a suitably adjusted classroom, pupils can experiment and discover according to the principles of research-oriented lessons, and experience the priceless feelings of success and joy.

Although the use of digital technology was not a primary part of the didactic seminars, students were supposed to use such technology actively when writing their seminar papers and preparing their final presentations. The teacher also gave to the students references to useful Internet sources and applications several times. For this reason, apparently, the DIM group students mentioned a better preparedness for practice in line with the expectations in this area.

The item relating to the future collaboration of mathematics teachers probably rather falls within the area of sociology. The form of collaboration is not directly specified – whether it is supposed to mean collaboration within the taught subject or inter-subject cooperation – and yet there is a difference in the evaluation by the students of DIM and TMA. We can only speculate at this point, but it is possible that the students, regarding such collaboration as collaboration of mathematics teachers within the school or the region, based their evaluation on their experience with cooperation during their studies – in group work in seminars, in the preparation of seminar papers, or in the presentation of results.

### **Recommendations**

Each future mathematics teacher should be able to pass on knowledge and skills in an effective way; this ability should be gained during the studies at the Faculty of Education. The teaching at the Faculty should be more focused on the ability to work with pupils even beyond the scope of “ordinary” mathematical tasks. Inspirational teaching imposes great requirements on the teacher, who does not present ready knowledge for the pupil to reproduce but rather shows the pupil ways in which the pupil himself/herself can gain such knowledge.

In general, we can summarise that it is necessary to let students work actively in didactic seminars, preferably in the form of group work. Students should also be given sufficient room for discussion concerning mathematical issues, so that they learn to pose constructive questions, seek the correct answers and listen to their colleagues.

All that they “experience” and try in the seminar in the role of their future pupils can increase their belief in their preparedness for their future occupation.

It is without doubt that a larger number of lessons should be reflected in a stronger feeling of preparedness, even though this aspect can be affected by a number of factors – the personality of the teacher, other courses within the studies, students’ experience gained during the teaching practice etc. There was only a small number of respondents in the survey; nevertheless, the survey was proportionally relatively balanced and based on an international standardised test, therefore the results obtained can be considered a basis for further research.

### ***Acknowledgments***

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# Teaching Processes of ‘Ettirgen Anlatım’ in Turkish to the Foreign Learners in the Mean of General and Comperative Linguistics

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## Abstract

The basic aim of this study is identifying the teaching – learning process difficulties of the subject called ‘Ettirgen Anlatım/Ettirgen Çatı’ in the Turkish grammar. Causative form in English means the ‘Ettirgen Anlatım’ in Turkish, and so, the syntactic, morphological, semantical, and phonological comparisons in both languages have been exemplified in the mentioning subject. It is hoped that the study can be a good source for the researchers studying on General Linguistics. The structure of Turkish ‘Ettirgen Anlatım’ in the mean of Syntax is known easier than its English Causative Form. Since Turkish is an agglutinative language, the morphological and the phonological necessary changings are formed with the help of suffixes. Those suffixes can be used either in the middle or in the final positions while the processes of Word Formation and the Verb Tense Formation are being done. In addition, The vowel harmony rules of Turkish should be known as well while those changings are being formed. The verb-the action is always used in the final position in a Turkish sentence structure. This item is called as ‘yüklem’ in the Turkish Grammar Terminology. In this study, ‘Ettirgen Çatı’ as a part of ‘Yüklem’ which means the causative form of Turkish, is going to be studied into examples. The formation of it is such as: Verb stem+ suffixes of causative + suffixes of the tenses+ suffixes of the personal pronouns. The suffixes of Turkish causative forms are /-t-/ /-tir- , -tir- , -tur- , -tür- /, /-tirt- , -tirt- , -turt- , -türt- / The third group become in the forms of –tirt-, -tirt-, -turt-, -türt- as shifting the phoneme in the first group/t/ to the final position so that the meaning of the whole sentence can give the ordering under a social presure. Those suffixes are used just after the verb stem and followed by the verb tense suffixes.

Actually, they are only three of them as the /-t- /, /-tir- / and /-tirt- /. The others are the necessary changing forms of those because of the vowel harmony rules of Turkish. Finally, while the causative sentence structure is being formed in English, the syntactic chain of the words, the person doing the work or the person ordering the work to do and some other details about the verb tense formation are the difficult rules to be learnt or to be taught for the foreigners. Therefore, Turkish learners are also in difficulties of learning English Causative Form. Those are; have something done, get something done, have somebody do something, get somebody to do something, make somebody do something, let somebody do something.

Contrary, the causative form in Turkish which is called ‘Ettirgen Yapı/Ettirgen Çatı/ is easier than the English Causative forms for the foreign language learners.

**Key Words:** Turkish Ettirgen Çatı, English Causative Form, Causative Suffixes in Turkish

## 1. Introduction

The Causative Form of Modern Turkish is called as the ‘Ettirgen Yapı/Ettirgen Çatı’ in Turkish Grammar. Like other Turkic languages, Modern Turkish is known as an agglutinative language. Therefore, the word formation and the verb tense formation are developed or repraduced with the help of fixing the suffixes and infixes into the word or verb stems. Those are sometimes meaningful syllables or sometimes meaningless phonemes, and voices or just letters from the alphabet. On the other hand, all of the consonant and the vowel letters of Turkish Alphabet are also the independent voices which are symbolized as the separate letters because Turkish is a phonetic language. It means, each letter of the Alphabet is either a voiced vowel or a voiceless consonant. This discription is strange in the mean of General Linguistics, but it can be discribed in the mean of that for the ones who does not have any idea about the phonetic languages. In English, consonant / Sh/ sound is symbolized with two letters although it is only one sound in the mean of phonetics. Contrary in Turkish, this sound is symbolized with only one letter /Ş ş /. Turkish has eight vowels and twenty one consonants in its alphabet. The basic aim of this study is identifying the teaching – learning process difficulties of the subject called ‘Ettirgen Anlatım/Ettirgen Çatı’ in the Turkish grammar. Causative form in English means the ‘Ettirgen Anlatım’ in Turkish, and so, the syntactic, morphological, semantical, and phonological comparisons in both languages have been exemplified in the mentioning subject. It is hoped that the study can be a good source for the researchers studying on General Linguistics. The structure of Turkish ‘Ettirgen Anlatım’ in the mean of Syntax is known easier than its English

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Causative Form. However, the phonemes, the syllables or the suffixes which are fixed into the verb tense stem properly with other suffixes in the verb may become problem for the foreign learners even if they are the adults. Those the tense suffixes and the personal pronoun ending, plural or singular form case endings are all becoming a big problem for the foreign learners because they did not have any experience about this sort of an application in their Language learning process. English is a member of the Indo-European Language Family, and so, they are used to learning into deductive method, top down technique. But Turkish is a member of the Uralic -Altaic Language family, Those languages in the Altaic group may be taught in the mean of Deductive Method if the learners are child at home or at the kindergarden schools with the pick-up technique, but if they are the adults, they should know the way of learning into the Inductive method, bottom-up techniques. In addition, the learners should have been taught about the characteristics of the agglutinative languages like the vowel harmony, and the fixing and placing rules of the suffixes in the verb tenses word formation and so on. Other wise, both the teacher of Turkish and learners may fail and may not be successful on learning Turkish. It is wished that readers of this presentation paper documents had known about all those details before they started to study the Turkish Causative Form/Ettirgen Çatı. Understanding of this subject needs pre-knowing on the syntactic the phonological and the morphological features of the Turkish Sentence pattern. (Sarıçoban, 2001) If the learners do not on the stage of cognitive learning, he/she may not understand this academic level of comparative study (Harmer, 2007: Leech & Svartvik, 2002).

## **2. Methodology**

This study is a theoretical analytic research. It aims to compare the Turkish Causative form which is called 'Ettirgen Yapı/Ettirgen Çatı' with the same structure of English which is called Causative form in the English Grammar. The comparison has been detailed into various examples so that the subject could be understood well by the foreign language learners who are interested in studying and learning the Modern Turkish Grammar, and by the linguists who are studying on General Linguistics. Therefore, the study on the causative form of Turkish language has also been designed to teach the role of the vowel harmony rules of Turkish. It does not mean that the teaching of vowel harmony in Turkish which is the subject of the Phonology, but it means the roles of vowel harmony in the syntactic formation of the verb tense in the causative form in Turkish. Finally it means, the causative form phonemes /-t-/ , /-tır-/ , /-tırt-/ can be in the features of /-tır-/ , /- tirt-/ or /- tur- , turt, türt/. It is the main point that the foreign Turkish learners may be in learning difficulties of those changings during the education process. That's why the subject is exemplified either in sentences in the mean of comparative Linguistics or in the dialogues so that the learners can understand the subject semantically as well. The subject has been studied in the mean of Cognitive Approach learning and teaching Methodology because it is aimed to teach the subject to the adult foreign students who are learning Turkish either in Turkey or in abroad (Yıldırım and Şimşek, 2008).

### **2.1.Syntax And The Syntactic Components Of Turkish Sentence**

Syntax of the Languages may differ or they may have similarities about the sentence formation. A sentence in a language may be classified according to its syntax, its meaning or according to the morphological characteristics of the sentence verb tense formation (Korkmaz, 2003). Further more, this classification may be extendable with the phonological structure of that language sentence patterns. For instance: Turkish is the best phonetical language in the World.

The Turkish sentence can be identified into its syntactic components as in the following :

**Özne(Subject) + Nesne(Object) + Tümleç(Complement) + Yüklem(Verb)**

The main point of this study is the causative case suffixes which have to be used into the Verb stem nearby the suffix of the verb tense and the personal pronoun endings in the final position in the verb. It shortly means that all kinds of suffixes should be used into the verb action in the final position in a sentence. However, those

suffixes, not meaningly and functionally, but phonologically may change because of the vowel harmony of Turkish (Korkmaz, 2003)

The fixing order of the suffixes should be as in the following formula with its compenants

Fiil Kökü (Verb stem)+ettirgenlik eki (suffix of the Turkish causative form)+gerek duyuluyorsa olumsuzluk eki(the negative form suffix if it is needed) + zaman eki (The suffix of the Tense)+ Öznenin fiil içindeki yansıması olarak tanımlanan Şahıs Eki(The reflectional suffix of the subjective personal pronoun according to its being singular or plural).

It can be summarized in English suc as:

Verb infinitive+ Causative form suffix/es + if necessary the negative form suffix + tense formation suffix + reflectional phoneme or morpheme of the subject into the verb according to the sentence meaning whether it is the first person singular, second person plural or like others

## **2.2. The Classification Of The Turkish Sentence According To Its Morphological Pattern Of The Verb Action.**

**2.2.1.** Etken cümle yapısı/Active Sentence Ben dün evimi temizle-di-m(active- past simple tense)

**2.2.2.** Edilgen Cümle yapısı/Passive Sentence Benim evim dün temizle-n- di( third person singular past simple passive)

**2.2.3.** Ettirgen Cümle yapısı/ Causative Sentence which is the same in all the other languages in the World.(Korkmaz. 2003) . And this is main subject of this presentation paper.

## **2.3. Causative form in Turkish**

The structure of Turkish ‘Ettirgen Anlatım’ in the mean of Syntax is known easier than its English Causative Form. It is enough to learn the cuasative form suffixes and know how they are used in the Turkish sentence pattern. They are /-t-/, /-tır-/ and /-tirt-/.However, those phonemes, the syllables or the suffixes which are fixed into the verb tense stem properly with other suffixes in the verb may become problem for the foreign learners even if they are the adults. Becase it needs knowing the vowel harmony rules of Turkish that they may become in the features of /-tir-/, /- tirt-/ or /- tur- , turt,, tür, türt

Turkish causative form/Ettirgen Yapı can be classified into three different pattern according to the story which is wanted to be told.

**2. 3.1.**The work has been done is clear but the person whom you have got the help is not important and it is not wanted to be mentioned in the explanation :

Ben arabamı dün temizlettim. / temizle- **t-** di – m/ here is the phoneme/t/ makes the causative meaning in the verb. The tense of the sentence is meant with the/ suffix- di- /, as the past simple tense, and the phoneme /m/ in the final position is the reflectional letter-phoneme of the subject /Ben/, first person singular.

**2.3.2.** If the both work and the person are being mentioned:

Annem bana dün evimizi temizlettirdi. / Temizlet-**tir-** di / here is the suffix /-tir-/ makes the causative meaning in the verb. The tense of this sentence is the past simple like it is the same in the example(a).

**2.3.3.** Both the work to be done and person whom he is taking part in are being mentioned, but if there is a social presure on the person for having him to do it, shortly means, if it is an ordering:

Annem bana dün bulaşıkları temizlettirdi. /temizlet-tirt-di / here is the suffix /- tirt-/ makes the causative meaning in the verb but the work was done under a social pressure, means; my mum ordered me to clean the dirty dishes and I could not say ‘No’, I accepted to do it and I did the work.

The English causative forms of those three stages are the same semantically, but different syntactically.

.....have something done.....

.....have somebody do something.....

.....make somebody do something.....

.....let somebody do something.....(this form of English causative is formed like in the stage

3.1. in Turkish as using /-t-/ only because the verb ( let ) doesn’t have a social pressure meaning.

Annem Babam bana geçen pazar gece yarısı filmi izle-t-ti (My parents let me watch the midnight film last Sunday- In this sentence, /-t-/ is the causative form suffix, and the /-ti-/ is the past simple suffix (Murphy, 2012; Parker & Riley, 2010).

### 3. Conclusion and Recommendation

It can be said as a conclusion that both the teaching and the learning processes of the causative form in Turkish which is called Ettirgen Anlatım, is easier than the causative form(s) in English.

In the English Causative forms, the syntactical pattern of the sentence may differ, however it is not in Turkish. Using the morphemes or the phonemes of causative the active form just in the verb stem.

The most important point in teaching/learning process of ‘Ettirgen Yapı’ in Turkish is having the pre-learnings about the active sentence

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## Teaching Problems of Modern Turkish as a Foreign Language to the Adult Foreigners in Abroad and Solution Suggestions

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### Abstract

As a member of The Ural-Altaic Languages Family, Turkish is known as it is being one of the best phonetic languages in the world. It is also recognizable as it is being an agglutinative language. Its linguistic properties has been studied much in the mean of syntax, semantics, morphology or phonetics. However, the subject of the teaching techniques and the teaching difficulties of Modern Turkish to the adult foreigners living in abroad has not been studied in various aspects.

The linguistic views and the educational suggestions given in the last two stages are the main ideas of this presentation. First, Modern Turkish is taught to the adult foreign university students at the Teaching Turkish Centers of the universities called TÖMER. Those Institutes have already progressed their own Turkish teaching sets. Most of them are written into techniques of Content- based and Task-based. The lessons plans have been progressed in the Top-down teaching technique under the influence of Foreign originated various English language teaching sets. The writers of those text books did not take in consideration wheather the techniques are being applied during the teaching/learning processes pair with the students' expectations or not. I suggest that It may be better if the all teaching activities can be organized and the lesson plans can be designed and developed in the technique of the Bottom-up because Turkish is an agglutinative language. Yet the students are able to learn Turkish well enough eventually as using the advantages of living in Turkey for about five years.

The other adult foreigners in the group two are the students who were born in a foreign country. They are the citizens of that country. Teaching Turkish Process to those adult foreign students is easier like it is the same in the first group because their parents are Turkish and because they speak Turkish at home. Although those immigrant parents' language is the broken Turkish of the rural areas in Turkey, it may effect the students' learnings positively because they will be having the advantages of practising the standart Turkish they have learnt at school when they come back home. They may change their parents' poor Turkish into standart Turkish as well.

The third group students want to learn Turkish may be the foreigners who are living in their own country and have already known one or two or sometimes more other foreign Languages. In addition, their Turkish teacher(s) may know the students' mother tange as the communication language in the classroom. In this circumtance, the teaching process may be more interesting or more complicated than the ones have been studied in the first and the second stages. Because the same books are used for all kinds of foreign learners who wants to learn Turkish, they may be in learning difficulties during the teaching process. Those books do not work aspecially for the lower class students' teaching. I experienced it personally and I became successful while I was teaching Modern Turkish in the UK, and in Bangladesh.

The most difficult Turkish teaching process is for the forth types of foreign adult groups I think. They do not know any piece of Turkish. There are not any Turkish people living in that country. They want to learn Turkish on be half of immigrating to the Western Countries. The main aim of them is being not in difficulties as they are travelling through Turkey. They do not say so, but it is the reality. In that case, they just want to learn practical and situational Turkish. They do not care to know the standart Turkish. Therefore the Turkish Government's teaching Turkish target in abroad does not match with the goals of those adult university students in the countries like Bangladesh, Pakistan, or Afganistan.

I taught them the Modern Turkish in the Bottom-up teaching technique with the teacher-made teaching materials. I started with teaching the Modern Turkish Alphabet and its special vowels and consonants which there are not in the Latin Alphabet. Such as:

Aa Bb Cc Çç Dd Ee Ff Gg Ğğ Hh İı İi Jj Kk Ll Mm Nn Oo Öö Pp Rr Ss Şş Tt Uu Üü Vv Yy Zs

Vowels are

/ A .....E // I .....İ // O.....Ö // U.....Ü /

The vowels on the left are low, the ones on the right are high vowels

All the others are consonants.

Turkish has 29 letters and those letters are also the voices of the language. It is called as the best phonetic language in the World. Turkish does not have voices like in English /sh, ch...etc/, Just writing them into one letter means the voice, /Ş, ş/ /Ç ç/ /Ö ö/ /Ğ g /...etc.

A vowel can be a syllable itself alone, combination of vowel+consonant can be a syllables, consant+vowel+ consants can be syllables. Etc.

Than I started to teach according to my programmes.

/A/, /B/.....BA BA+BA=BABA= father, An+ne=Anne= mother, de a+de=dede=grand fathers bot. I did writing and reading practise in this technique for one month, and they became productive. Because this presentation is on teaching techniques and solution suggestions, the examples used in those teaching processes are limited with a few ones.

**Key words:** Modern Turkish, adult foreigners, teaching problems, in abroad, foreign language

## 1.Introduction

As a member of The Ural-Altaic Languages Family, Turkish is known as it is being one of the best phonetic languages in the wold. It is also recognizable as it is being an agglutinative language. Its linguistic properties has been studied much in the mean of sentax, semantics, morphology or phonetics. However, the subject of the teaching techniques and the teaching difficulties of Modern Turkish to the adult foreigners living in abroad has not been studied in various aspects. In addition, the teaching experiences on this point have never been written in artichles or never been shared in the presentations in the national and international conferances in Turkey. Because writing a presentation paper on teaching experiences without a reseach studying or without a questionnaire working is not accepted as a scientific study by the Turkish social scientists. Those kind of Works may be called as ‘the life tales’. Even if the writer of the article has had the experience personally, and the ideas mentioning in it are as valuable outputs as the results of an experimental research study, the writing materyal may not be acceptable unless it has the statistical analyzings [1]. Contrary, the writer of this presentation, a phd holder in foreign language teaching techniques had several interesting teaching values in several countries in different years while he was teaching Modern Turkish. And he has decided to write about the experiences of himself he had for years although they were not supported by the significant statistical output values.

## 2. Teaching Techniques in Practice

Turkish teaching techniques in abroad can be studied in various aspects. They are going to be studied into four stages. The information given in the first, and the second phases are not directly the subjects of this presentation. But they have studied in the earlier stages than the views in the last two ones so that the content of the third and the forth stages can be understood easily after comparing them with the previous ones. Shortly, the linguistic views and the educational suggestions given in the last two stages are the main ideas of this presentation [2] [3].

First, Turkish is taught to the adult foreigners who are the university students in Turkey and they have to study Turkish in academic preparatory classes for one year before beginning to the main course education programme at the university. Those foreigners have the advantages of learning the foreign language in the country where that language is spoken as the mother tanguge. In addition to the course content to be taught at the college, they are able to improve their spoken Turkish as practising it in their daily life and improve their understanding ability living in the active life. Sometimes, those informal learning values may become more than the formal gainings to be taught in the classes. Because the contents of the books may not seem interesting to the learners as much as the things they learn in their active lifes [4]. Since the stories given for the reading comprehension and the dialogues given for improving the students’ speaking abilities in the books are the writers’ own mind issues and progressed according to the writers’ own interests, They may not be found intersting, valuable, practical or Daily. Here is my own experience on this point to be given as a good example: It was the second day I was in London and I had not been in abroad before. I was on a nostalgic Red Line city bus and I asked a ticket from the conductor as using my contextual English I had been taught at the university language laboratory in Turkey. I had requested ‘Could you please give me a ticket to Piccadilly Circus?’ I knew I had pronounced all the words in the sentence very well and the grammer of the sentence should have been right as well, yet the many passengers on the bus had stared at me with smilings on their cheeks. The smilings were not ironical but sympathetic. Although it was so, in the positive meaning, I could not help asking my supervisor about the situation on the bus

and he explained me why that situation had happened. I laughed at myself much, and got angry my previous lecturers at the university in Turkey more than it because they had not taught me the situational daily practical English. My supervisor told me that just saying-Piccadally, please -could be enough, I had understood that a foreign language should have been taught and learnt not only in the mean of structurally but also in semantically [5].

As the result of the first group students' language education activities, it can be said that it does not matter whether the contents of the books are being used in the classes are interesting or not. If The techniques are being applied during the teaching/learning processes pair with the students' expectations or not. Whether the learners' prelearnings on that language are poor or well, the students will be able to learn that foreign language well enough eventually as using the advantages of living in that country.

The other adult foreigners are the group two who were born in that foreign country. They are the citizens of that foreign country. Their first language is that country's official Language. They write in the native language of that country where they live in, but they communicate with their parents into Turkish at home. Those parents may be the ones have immigrated in that country years before. The Turkish is spoken at home may probably be the language spoken in brogue. Sometimes the parents want their children to be taught Turkish, sometimes those adult students want to learn the Standart Turkish. And so, The Turkish Ministry of Education has been appointing Turkish teachers to those countries for teaching those immigrants' children. Their teaching job seems easy as well. Because those teachers are only teaching them how to write in Turkish Alphabet and how to develop their writing ability into Turkish sentences and how to improve their speaking Turkish ability fluently. And the students can do it well easily. The Turkish teaching process of those adult immigrants does not take much time and they may easily be educated in the content of the books which are being used at The Turkish Teaching Centers in Turkey. Their job is just having them practise and improve their mother tongues. Further more, they may have the opportunities of practising their school learnings among the members of the Turkish Society in that foreign country. Since the Turkish they are learning in that foreign country is their second language, there may be some unexpected interferences during the learning process. The Turkish teachers in teaching process may not reach to their planned goals of the curriculum because of those unexpected situation. The only thing they will do is revising the teaching programme according to its failing sides again and again. In another word, the teachers should progress their teaching plans under the view of the feedback processes. Those kind of Turkish students mentioning in the second group are the ones living in Germany, France, Austria, Australia, Italy, the UK, the USA and so on. Their language education is not the subject of this presentation, and it is obviously clear that this process needs having too much experience on teaching foreign languages, and needs knowing the both languages well. Other wise, the teachers may be disappointed. They may be the well educated teachers in the fields of both Turkish Language teaching and Curriculum Development in education as well [6].

Teaching Turkish Process to those adult foreign students in the group one and in the group two mentioning above seems easier because their parents are Turkish and because they will be speaking Turkish at home even if it is a rural areas Turkish, uneducated Turkish or a broken Turkish. Their being in a positive environment means their having the supportive sources during the education period.

The writer of this presentation has been in different foreign countries for teaching the Modern Turkish to the foreigners living there. He had some interesting experiences on learning difficulties while he was a university student in the UK, while he was teaching at IML(The Institute of Modern Languages ) in Dhaka University, Bangladesh, and while he was teaching in the Bangladesh Army. All of those experiences mentioning in this presentation on learning and teaching Turkish are the true stories the writer lived in personally. I would like to get great satisfaction sharing them with my colleagues who are teaching Turkish or studying on Turkish, or the ones who are interested in teaching techniques of the agglutinative languages.

The third group students want to learn Turkish may be the ones who are foreigners and living in their own country and have already known one or two or sometimes more other foreign Languages. In addition, their Turkish teacher(s) may know the students' mother tongue as well. In this circumstance, the teaching process may

be more interesting or more complicated than the ones have been studied above in the first and the second stages. The following story may become a good example for it, I suppose.

When I was a student at the University of Birmingham in 1978, I was doing my fall term and spring term extra year studying in General Linguistics Department. It was the preparatory year of mine before starting to do my post graduate education in Linguistics. One day, my supervisor called and asked me if I could teach Turkish to the vice-president of the ICI company, a well known British Company working on Chemical Industry. It was a well paid job in a different city, in Manchester, and we would be teaching in a luxurious hotel there. I accepted the job and I travelled there on the British Railway. The man wanted to learn Turkish was the one who knew English as the mother tongue, knew German, French, Spanish and Japanese as the foreign languages. He could speak and write in them and he was learning Modern Turkish from me in the levels of A1 and in the half of the level A2. Japan was the last country he had been in, and he told me that he had been living there for 7 years. He was doing the international relation business of the company in the countries where he lived. He told me that the following job he would be doing, was going to be in Turkey. And he added that he had to learn some pieces of communicative Turkish at the beginning. There was not a Turkish Teaching Center in Britain in those days and I did not have any other teaching materials at all. Cultural Affairs Division of the Turkish Embassy could not help me on this point either. First, I developed my own teaching materials and later we had improved it under the lights of the questions the learner asked me and the answers of those questions given by me were all totally became a nice Turkish teaching text. I have been feeling very sorry about not having the copies of those informational papers we had improved together since then. The learner was very smart and he was learning every thing I taught very well and I was admired of his fast learning. After he had memorised some communicative sentences he wanted to learn, he asked me to teach him more in Turkish grammar. I did so. A few days more we spent as studying Turkish, and he told me that he had solved the mathematical aspects of Turkish because it looked like Japanese. He was telling me that all he was learning about Turkish were enjoyable and easy and sympathetic. I got surprised because he had learnt the vowel harmony rules of Turkish, the four main tenses. Here are the subjects what he learnt in two months time. The present continuous tense-şimdiki zaman, simple present tense- Geniş zaman, simple past and simple future tenses-görülen geçmiş zaman ve gelecek zaman. The polite request utterances, imperatives and the possessive case, plurals, cardinal and ordinal numbers and greetings, asking and saying the time were the others additionally he learnt. In those days I was teaching him, I was admired of his being so much clever. I did know nothing about the teaching techniques, but I had made it good. I was proud of my self. Years later I recognized that being able to reach to those unexpected good outputs of that teaching process was in Britain were not only related to the learner's being smart or to the teacher's being good in teaching. There may have been some other influential factors making the process more active. Those can be explained as in the following steps.

- a) The teaching process had been progressed for an individual basis, and the lesson plans were the teacher-made ones. They studied and practised the subjects in a one-student class. Teaching in small classes is always effective and teaching individually may become more effective. Home work studies were very much supportive. All of those language exercises were set on the technique of being creative in both sides in the mean of cognitive approach in learning and teaching [7].
- b) The whole content of the curriculum was developed by the teacher and according to the learner's need [8].
- c) Both the student and the teacher were in the mood of high motivation. The student learnt all information he had planned to learn before easily.
- d) The young lecturer I am was happy because it was my first teaching experience and I was doing it well and I was also earning good amount of Money.
- e) The teacher recognized that the learner could learn well if the teacher knew the learner's mother tongue well and use it as the communication language in the teaching process.
- f) The learner may have recognized the teaching techniques of teacher applying in teaching process, contrary the teacher may have recognized the student's personal learning style and designed his lesson plans according to those [9].

For instance: When I was teaching him the following information, his recognition about the mathematical structure of suffixes in Turkish sentences made me shocked on which I had never thought as a native speaker before. It was a marvelous example of having an experience in an interactive influential happening between

the teacher and the students [10]. This example will show us how the opposite side during the teaching process may be looking at the same thing differently.

Ben eve gidiyorum ( gid- iyor-um ) / I am going home

Sen eve gidiyorsun ( gid- iyor- sun) / You are going home

O eve gidiyor (gid-iyor- (-) the third person singular does not take personal pronoun suffix/ He, she, it is going home

Biz eve gidiyoruz (gid-iyor-uz) / we are going home

Siz eve gidiyorsunuz ( gid-iyor- sunuz ) / You are going home

Onlar eve gidiyorlar (gid- iyor-(-)- lar / They are going home

The verb action of the sentence in present continuous tense is divided into its structural form so that the adult learners can recognize the affixes and suffixes clearly and easily.

Verb stem (gid-)+present continuous tense affix(-iyor-)+personal pronoun inflectional suffixes -um, sun, (-), -uz, -sunuz, (-)+lar.

Ps: the suffixes /- lar , - ler / are added to either the nouns for making them plural or they are used in the verb tenses in final position as the inflectional suffixes of the third person plural which is ‘ they’ in English.

The suffixes in verb can easily be understood and recognized that they are the inflections of the subjective pronouns. They are really easy to learn and recognizable for the foreigners. However, the learner’s recognition about the formation of the second plural case he recognized was very much interesting that had made me shocked.

Ben..... um

Sen.....sun

O.....(-)

Biz.....uz

Siz.....sunuz

(sun+uz) means (sen+ biz) which is the second person plural and it means the all of you in Turkish, a combination of singular you and the plural we in English

Onlar.....(-)lar.

The third singular does not take an inflectional suffix but the third person plural has to be used with the plural case suffix /-lar, ler/ because it is the third person plural case.

I had not recognized the mathematical features of Turkish language until the foreign learner asked me about it. None of the native speakers have learnt their own languages in the ways of mathematics but the foreigners may find his own way of learning. Each learners in the World have their own learning styles. This personal learning style has been given to young learners by their parents, and by the formal and the informal environments. Learners may learn better if the teacher can recognise the student’s or the students’ learning style(s) and design the teaching process according to his style or their styles.

As I was teaching Turkish to the single man in the UK. I was not in difficulties of teaching because of the supporting processes both the teacher and the learners have, which were providing the necessary supports to the learners.

The most difficult Turkish teaching process is for the fourth types of foreign adult groups I suppose. They do not know any piece of Turkish. There are not any Turkish people living in that country. They want to learn Turkish on be half of immigrating to the Western Countries and they are planning to pass through Turkey. The main aim of them is being not in difficulties as they are travelling. They do not say so, but it is the reality. In that case, they just want to learn practical and situational Turkish. They do not care to know the standard Turkish. Therefore the Turkish Government’s teaching Turkish target in abroad does not match with the goals of those adult university students in the countries like Bangladesh, Pakistan, or Afganistan. In addition, let’s suppose that the Turkish teacher who will take part in teaching process does not know that country’s official language or any other

foreign language like English, French, German, etc. The social scientists in Turkey have a contrary opinion on this point saying that the Turkish teachers working in abroad do not need to know a foreign language for ensuring the communication in class, they'd better do it in Turkish. It may be right in a certain extent if the students are small children because the younger learners may easily pick up information in the whole but not in the details [11].

However, I believe that Turkish can not be taught to the adult foreigners thoroughly if there is not a communication medium between the teacher and the students. It may be right in a case if the Turkish teacher who does not know a foreign language will be learning the mother tongue of that country where he will be teaching. But how much time will it take to learn that country's language for that poor teacher? And how much does it cost to Turkish Ministry of Education? What will happen if the Turkish teacher get resigned after learning that country' language and find a better job there? Has he/she been appointed in abroad for teaching Turkish or for learning a foreign language? All those bad scenario should be thought before the Turkish teachers are appointed in abroad politically and the evaluations should be done on the side of the scientific approach. There are alot of Turkish teachers in Germany, in France, in Ukraine and in Avustarila and so on, who were sent to those countries offically by the Turkish State. At he beginning, they taught Turkish for a year or for a few, they easily got their official work- permissions, but got retired or resigned and became the citizens of that foreign countries later. They are not teaching there at all. However, it can be solved in the way of South Korean Government is doing so. It works very well I have seen personally at Bangladesh University IML language center, in the Department of Korean Language Teaching. The Foreign Language teacher can live in that country for a year on a contract before he starts teaching there, learn the official language of that country well, and then begins to teach Turkish. Korean Government was doing it for teaching Korean to the Bangladeshi university students. Korea has several factories in Bagladesh and the Korean Government doesn't mind spending on this matter because it is their a national investing approach on the cheap labour. Turkish Government's application in the mean of sending unqualified Turkish teachers in abroad is meaningless, I suppose. Here is a bad example of this application I had experienced in Bangladesh although I was the one who knew English well enough.

I was teaching Turkish in IML in Dhaka University in Bangladesh, and I had been in the worst teaching difficulties for two monhts at the beginning of the teaching session. Nevertheless, it was the most affective and effective teaching process that influenced on me there and influenced my post graduate studying subjects later. It was affective for me that I had loved teaching my own language to the foreigners, It was a satisfying job. People should study in the field of what they want to do and teach in the field of what they like to. It was effective in my academic life that because of my teaching experience there I had decided to study on cirriculum development in education and I did it after coming back home. Now I am going to debate with the social scientists studying on foreing language teaching. And I will be giving some examples related to the arguments on teaching techniques and the reality on why the foreign language teacher should know semantics, morphology, phonotics and sentax [12] [13].

Most of the Turkish teaching books written in Turkey have been developped in the content-based teaching techniques. Contents of the units and the lessons have been designed in a chain of cumulative improvement. Top-down teaching technique is being used in the lesson- plans and the presentations are being given according to that [14] [15] [16]. In my opinion, it is not right at the beging level of Turkish teaching. The Word formation and the sentence structure of the Indo-European languages may accept the Top-down teaching thechnique and so, the teaching processes may succeed in. Moreover, this technique may succeed in the language teaching processes of the Ural-Altaic languages upper levels, aspecially in Modern Turkish teaching process if the students have completed their basic education in the process. But this does not work fort he lower class students. The Learners of the agglutinative languages can learn it better and are learning it easily if the lesson plans are designed according to the Bottom-up teaching technique. I experienced it personally and successfully.

What I have mentioned in the beginning of this presentation that the foreigners, who are students in Turkey as adults can learn Turkish as using their own learning styles and practices. Their living in the active life is another advantage for them, etc. It does not matter wheather their students' books are written in these techniques or in those others. Even if they cannot learn Turkish well enough in their preb classes education, they may improve their Turkish in the following years as they are being in the university education. I mean they have several

supportive opportunities in the following years. The other groups of students I have mentioned above have also the supportive learning advantages look like.

The students like in Bangladesh does not have those sort of learning advantages unless the new text books to be written according to the students' needs or the old ones to be reduced under the lights of those suggestions given in this presentation. Let's give two examples on this point:

It is said that Bengali is one of the far members of Ural- Altaic languages family. Let's think about the students of Bangladeshi Education, who are used to being educated in the Bottom-up teaching technique, and an unexperienced Turkish teacher is trying to teach them Turkish as using the Bottom-up teaching technique with the content of the books written into mixed teaching techniques. Who is wrong? The books? The teacher? The learners? The environment? Etc. Nobody knew the truth and the answers of those questions. I could not make them the active learners for about two months although I had been teaching through the lessons of the books and although I was spending all my efforts in the classes and out of the classes. I was giving them meaningful sentences from the text in books and sometimes I was asking them to memorize those sentences, and I was asking them doing the writing practises. We were communicating into English because I did not know Bengali, but they knew English well enough. I did my best as applying all the techniques on Language teaching, but still they could not learn.

Just it was the time I had got fed up with my failings, the Turkish Ambassador in Dhaka telephoned me. I went to his Office but I did not talk about my teaching difficulties, I was planning to progress my own teaching programme. He asked me to help the Bangladeshi lieutenant who was teaching Turkish in the Bangladesh army. He had been taught Turkish in Ankara, at TÖMER, in Turkey. All the members of the classroom were Bengaldeshi and they were lietenants, captains and colonels as totally 21 of them.

They were learning through the same teaching set I was using and had been learning for a year. They were studying the last book. They could not understand the structure of the Causative Sentence pattern in Turkish with the help of their teacher and I taught the mentioning subject as making a comparison with its English forms and they understood it well. Their problem was the teacher's previous learning experiences. He had been taught in Ankara with in the techniques of direct method. And he was able to practise and share everything he had learnt in classes. He was almost transferring the information he had learnt before. He knew English well and he could communicate with the students either into Bengali or into English, but he was not educated about how to teach Languages. His job is not educating, his job is training. Education gets progressed in logically, training is given in practising, repeating and experimenting into operant conditioning. I think he could not explain the subject in the mean of comperative linguistics. After the first meeting we understood that we needed each other and we started to share our teaching experiences. He was asking me about the Turkish, I was asking him about how Bengali adults can learn Turkish better. He helped me much under the lights of the experiences he had been in both Turkey at Tömer and in the Bangladesh Army Language Teaching Programme.

According to that lietenant teacher's experiences and my foreign language teaching studies and cirriculum development knowledge, I gave up teaching Turkish through the books for about two months. I progressed my own teaching program. It was beging to teach theTurkish Alphabet first, and were going on the subjects of syllable formation, word formation, sentence structure vowel harmony in Turkish and how to pronous some special Turkish sounds correctlly. I used the International Phonetics Alphabet in this phase. I taught in the technique of Bottom-up. Finally I felt that we could succeed in

I taught them the Modern Turkish Alphabet and its special vowels and consonants which there are not in the Latin Alphabet. Such as:

Aa Bb Cc Çç Dd Ee Ff Gg Ğğ Hh İı İi Jj Kk Ll Mm Nn Oo Öö Pp Rr Ss Şş Tt Uu Üü Vv Yy Zs

Vowels are

/ A .....E // I .....İ // O.....Ö // U.....Ü /

The vowels on the left are low, the ones on the right are high vowels

All the others are consonants.

Turkish has 29 letters and those letters are also the voices of the language. It is called as the best phonetic language in the World. Turkish does not have voices like in English /sh, ch..etc/, Just writing them into one letter means the voice, /Ş, ş/ /Ç ç/ /Ö ö/ /Ğ g /..etc.

A vowel can be a syllable itself alone, combination of vowel+consonant can be a syllables, consant+vowel+ consants can be sylables. Etc..

Than I started to teach according to my programmes.

/A/, /B/.....BA BA+BA=BABA= father, An+ne=Anne= mother, de a+de=dede=grand fathers both  
I did writing and reading practise in this technique for one month, and they became productive.

Because this presentation is on teaching techniques and solution suggestions, the examples used in those teaching processes is limited with a few ones.

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## Meaningful Interaction between Childrens and Teacher in Pre-School Education Practice

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### Abstract

A topicality of this research is based on idea that by implementing a child-oriented approach in pre-school education, a meaningful interaction is provided between a child and a teacher as well as between a child and a child. It has been found that in a pre-school education the meaningful nature of interaction is revealed deeper in a child - teacher than a child - child relationship. The dominant figure in this relationship is an adult. In order to implement the child-oriented approach it is relevant to balance the child - adult relationship as well as to establish a meaningful child - child interaction. The goal of this article is to characterize the indicators that show the meaningful interaction of child - adult and child - child relationships. The theory of this research is grounded in work of Røbe (2009), Wood (2009), Osorina (2008), etc. on children's initiative and balancing of teacher-children's activities. The research results are analysed in the framework of a case study. The data are obtained as the result of video analysis. As the result of this study the exogenous and endogenous indicators of a meaningful interaction were determined, and they are linked to a purposefulness, positive mutual relationship and self-realization of pre-school age children.

**Key words:** meaningful interaction, pre-school children, child-oriented approach.

### 1. Introduction

Pre-school education is the foundation for life-long learning (Eiropas Parlaments, 2011), it encourages children already in young age to explore the world around them, and to learn and find the possibilities or ways for achieving results and solving problems. Such educational environment contributes to the child's willingness and desire to engage in activities. For this desire to be meaningful, it is important to involve the children in the planning, development and implementation of activities. The main goal for this engagement, which also meets the child-oriented approach guidelines for pre-school education, is to give children the opportunity to offer their ideas for activities and to learn to choose (Hansena, Kaufmane, Saifers, 2002). Offering ideas and choice of activities is in line with the principles of meaningful interaction (Competent Educators of the 21st Century, 2013). A key idea for providing a meaningful activity for children is transition from teacher-centred to child-centred activities. In the teacher-centred approach the direct teaching methods are dominating, where children learn their skills in the process of practicing (drilling), following a successive, teacher's defined set of activities. This approach does not prioritize free children's activity in accordance with their abilities, curiosity, research ability, interests and initiative (Karule, 1992; Gudjons, 1998; Малкина-Пых, 2004; Alijevs, 2005). Executing the tasks proposed by a teacher, a particular behaviour influenced by external stimulus is obtained (Alexander & Fox, 2004). It is believed that the concepts do not emerge within a child and do not develop spontaneously (B.Skinner etc.). Thus, the teacher passes on the information, which the child must learn.

In the second half of 20<sup>th</sup> century and in the 21<sup>st</sup> century, along with the educational paradigm shift in the world (Scheller, 1981; Marcon, 2002; Edwards, 2005), the shift towards the development of child-centred approach takes place also in Latvia (Karule, 1992; Krastiņa & Salīte, 2008, etc.). It is also stressed both in the Education Law (v. 2), which states that the goal of education is to develop and promote "development of a knowledgeable, skilful and socialized personality" (Izglītības likums, 1998), and General Education Law (v.20), which states that the task of the pre-school education is to prepare the learner for basic education, which implies the development of child's mental, physical and social abilities, as well as the development of child's initiative, inquisitiveness, independence and creative activity (Vispārējās izglītības likums, 1999).

However, in the praxis of pre-school education, the child-centred approach and its principles are implemented rarely or not fully (Grava, 2012). The teachers explain it with “lack of time due to the results that must be achieved”, with “need to discipline the children”, with “potential negative consequences introducing the freedom of choice”. However, the implementation of child-centred approach asks also the teachers to change, since the move towards implementing the child-oriented approach in pre-school requires from teachers a new professional competence.

A contradiction can be observed in Latvian education system – the pre-school education guidelines and programmes require specific theoretical knowledge, which does not necessarily coincide with what is happening in real life and does not always provide continuity for the next level of education, for example, the emphasis on social skills development is not sufficient (Stratēģiskās analīzes komisija, 2007). Menshikov (2007) has actualized three basic approaches of education system development: socio-national (state and public interests and needs), personal (child’s interests and needs prevail over the public interests), socio-personal (social direction of education is alongside the free, wholesome and peculiar development of the child). The author believes that socio-personal approach establishes the framework for social partnership, which is regarded as the developmental goal also in Latvia (Meņšikovs, 2007). Its essence is in line with the child-oriented approach.

Since Latvia has chosen to take a road of socio-personal approach, it is important that the foundations of social partnership would be acquired already in pre-school as interaction experience between the children and adults; children and children. Already Dewey has pointed out that education must be considered as development in the process of gaining experience, and any meaningful/true experience involves active work (Дьюи, 2009). J. Dewey defined the concept of education as the result of human interaction with physical and social environment, as the process and communication. The conditions for meaningful development and behaviour are reflective interaction, attitude towards one’s experience, understanding of connection with nature culture, practical activity. Also the experience of pre-school children is formed through active engagement in activities and interaction with others (both with the teachers and peers). Thus, the objective of pre-school education is not only to give children the knowledge (what?), but to develop the skills to use the knowledge (how?). It can only be implemented through active and meaningful interaction with people and surrounding environment, where these skills become an instrument for solving various (cognitive, moral social, practical) problems.

In the process of child-oriented learning each child’s abilities, interests and potential capabilities are developed and perfected. It is implemented by: (1) identifying each child’s subjective experience. New knowledge must be based on the child’s subjective experience, interests and individual essential values, which form the child’s ways of perceiving and understanding the world, (2) organizing the learning process as child teacher, and child interactions, instead of influencing unilaterally the child’s activity. For example, when learning a new topic, a child maximally uses his/her subjective experience and not just “learn” what the teacher is telling. The child and the teacher are equal partners, each offering their distinct but equally significant experience. The effectiveness of teacher’s pedagogical activity is determined by the level of child’s interest and activity. Child-centred learning approach can be defined as methodological guidance of pedagogic activity towards interaction system that creates and supports the child’s self-perception, self-development and self-realization processes, developing child’s individuality (Maslow, Dewey, Markon, etc.). Interaction is mentioned as a first principle of qualitative pedagogy in the material “Competent Educators of the 21<sup>st</sup> Century”, elaborated by international association “Step by Step” (Competent Educators of the 21<sup>st</sup> Century, 2013: 23). Interaction is described as providing the support for the learning process of children and exploring the surrounding world. The task of the teacher is to create opportunities for children to engage in interactions and participate in the processes that develop their knowledge and understanding. Interaction is based on meaningful and respectful cooperation between the participants of this process, in which everyone is heard and noticed (Competent Educators of the 21<sup>st</sup> Century, 2013: 23).

Interaction in education is characterized by the following interaction components: (1) adult’s support for the child. This support manifests as tension reduction – noticing signs of stress (crying, sadness) the adult reacts and comforts the child (using also the body contact), also in cases when child is looking for help from adult in a situation of a difficult task, and the adult provides this assistance (Ahnert, 2006); (2) providing feeling of

security. In vulnerable situation or when task is on more difficult level (when the child is not able to fully perform the task on his/her own), child finds help from an adult receiving also encouragement and support.

In the pedagogical process the interaction between its members is directed towards each participant's personality and socialization development (Maslo, 1995). In child-oriented approach, unlike teacher-oriented approach, personal *meaning* and *significance* factors are of great importance. It cannot be achieved just with the external conditions, as the subjective personality development is of great importance, which is linked to such personality development indicators as interest, activity, involvement, **inner motivation**. It becomes necessary for a person to realize the inner meaning or motivation, as well as to implement the goal of the personality development – “I can achieve something important in this world and receive from others acknowledgement and gratitude for the results of my performance” (Svence, 2009).

Purposeful interaction can be understood as activity in which, while acting together, each participant can maintain his/her sense of internal and external autonomy. Autonomous subjective experience as meaning snaps through person's personal perception, images, semantics, and emotions (Артемяева, 1999). Personal meaning is inseparable from emotions, because emotions directly evaluate the meaning and place of objective reality images, processes and phenomena in person's life, assessing them and expressing and attitude towards them (Леонтьев, 2003). But emotions cannot be identified with personal meaning. Personal meaning is always clear, it points implicitly or explicitly to the motifs, which gives personal significance. Emotions provide only general, superficial characteristic of personal meaning. The feeling – I can do it, I succeed, **I make my own decisions** and they give results, is accepted by great part of society.

The characteristics of a meaningful interaction process are: (1) child-supportive teacher's activity (Amabile, 2007; Осорина, 2008), (2) teacher is a child's partner, (3) diagnosing and naming/ describing the children's abilities in the process of action (Robe, 2008; Wood, 2009), (4) children have the opportunity to choose or change the task, technique, material or activity, (5) accepting the child's subjective experience (Осорина, 2008), (6) respectful attitude towards child's views, ideas and thoughts, (7) mutual trust between a teacher and a child (Amabile, 2007; Pickler, 2009), (8) cooperation form is characterized as a polilogue or a dialogue.

## **2. Research design and data collection methods**

This research employs a case study – a method for studying particular individuals, groups or phenomena (Geske & Grīnfelds, 2006). Specifically, an educational case study was carried out in pre-school education establishments for exploring interactions *children – adults* and *children – children*. The goal of the study was to clarify if the interactions are meaningful and to determine the internal and external indicators that facilitate the meaningful interactions. Interactions were observed in research participants' relationships during the morning circle and play activity according to the criteria.

The research was conducted in three Liepaja pre-school education institutions, which implement the guidelines determined by the State'- Regulations on the pre-school guidelines', issued by Cabinet of Ministers (CM), Regulation Nr. 533.) (Noteikumi par valsts pirmsskolas izglītības vadlīnijām, 2012), and which follow a model programme and/or licenced pre-school education programme (Vispārējās izglītības likums, 1999). All pre-school education institutions implement a particular daily routine, which is regulated by Regulations of CM (Nr. 890) “Hygiene requirements for child care providers and educational establishments which implement pre-school education programme” (Higiēnas prasības bērnu uzraudzības, 2013). The selection of respondents was based on researchers' subjective selection criteria, namely, accessibility, in other words, the most accessible respondents were selected from the general sample. A data gathered from representative sample allow to speculate about the characteristics and draw conclusions, which can be applied to the general sample as a whole (state pre-school education institutions). In Latvia there are 1024 preschool education establishments, which implement the following pre-school education programmes (Izglītības un Zinātnes ministrijas 2014. gada publiskais pārskats, 2015: 10) and the daily routine, which includes a play activity and a morning circle. Therefore, the research data can be relevant to the general sample as well.

In total 6 cases were documented: in Pre-school education establishment Nr.1 – 3 cases, Pre-school education establishment Nr.2 – 2 cases, and Pre-school education establishment Nr. 3 – 1 case. Observed cases were documented in video recording. The total length of the video recordings is 4 hours and 25,15 minutes, or 255,09 minutes. In the case study 49 episodes were identified.

The observations fixed in the video recording respect several aspects: (1) the research goal orientation to researching the general interactions in pre-school taking into account criteria of meaningful interaction; (2) opportunity to learn about the research participants in their natural conditions; (3) the ability to perceive the teaching process as a whole, observing and repeatedly analysing each of the criteria.

#### **Data about the cases**

In Pre-school education establishment Nr.1: cases Nr.1, 2, 5.

In Pre-school education establishment Nr.2: cases Nr, 3, 4.

In Pre-school education establishment Nr.3: cases Nr. 6

#### **Pre-school education establishment Nr. 1**

**Case 1 characteristics.** The case was observed on 20.05.2016. Participants: 1 pre-school teacher with work experience of 10 years, 2 pre- school teacher's assistants, 18 children (5-6 y/o). Length of the video recording: 42,05 min., 7 episodes documented (1-7).

The characteristics of the observed group. The group teacher is working with children for 1 year (she was leading the observed lesson). The second teacher has been with children for 2 years. In spring one child joined the group from another group, but has adopted there successfully and is accepted by the other members of group. The group has 2 leaders and other children are eager to be friends with them and want to be together. Generally children can be characterized as self-confident and independent.

**Case 2 characteristics.** The case was observed on 22.05.2016. Participants: 2 pre – school teachers with work experience of 11 years, 16 children (4-5 y/o). Length of the video recording: 32.30 min., 13 episodes documented (8-20).

The characteristics of the observed group. Both of the group teachers are working with children for 1 year. In December 2 children joined the group from another group. The new children are accepted by the other children and adaptation has been successful. The group has 3 distinct leaders. Learning difficulties are not observed, but children have difficulties to cooperate, they better like to work individually.

**Case 5 characteristics.** The case was observed on 11.03.2015. Participants: 1 pre – school teacher with work experience of 9 years, 1 pre- school teacher's assistant, 11 children (6-7 y/o). Length of the video recording: 48,05 min., 10 episodes documented (35-44).

The characteristics of the observed group. Both of the group teachers are working with children for 1 year. Before these children have not been in the same group. One girl is from the same pre-school education institution, but others have not attended any preschool institutions. In the group learning difficulties are observed and also attention disorders (for 8 children). Several children come from the social risk families.

#### **Preschool education establishment Nr.2.**

**Case 3 characteristics.** The case was observed on 10.12.2014. Participants: 1 pre – school teacher with work experience of 12 years, 1 pre –school teacher's assistant, 18children (6-7 y/o). Length of the video recording: 53,38 min., 7 episodes documented (21-27).

The characteristics of the observed group. The group consists of 18 children (8 boys and 10 girls). Both teachers have been with these children for 3 years. Before, for 2 years all children have been together with other teachers. One boy has joined the group a year ago, and adaption in the group has been with difficulty – other children did not want to accept him because of his aggressive behaviour. In 2016 the situation has improved – a boy has

acquired friends, his behaviour has changed. The group does not have visible leaders. Learning difficulties or attention disorders are not observed in the group.

**Case characteristics.** The case was observed on 10.12.2015. Participants: 1 pre – school teacher with work experience of 10 years, 1 pre - school teacher’s assistant, 18 children (3-4 y/o). Length of the video recording: 50, 32 min., 7 episodes documented (28-34).

The characteristics of the observed group. The group consists of 18 children (7 boys and 11 girls). Both teachers have been with these children for 1 year. Before for 2 years all children have been together with other teachers. A year ago 1 child joined the group, adaption took place without difficulties, the girl has adjusted to the new environment and other children accept her friendly.

### Pre-school education establishment Nr.3

**Case 6 characteristics.** The case was observed on 15.04.2016. Participants: 1 pre –school teacher with work experience of 3 years, 1 pre –school teacher’s assistant, 11 children (2-3 y/o). Length of the video recording: 29,34 min., 5 episodes documented (45-50).

The characteristics of the observed group. The group consists of 14 children (5 boys and 9 girls). Both teachers have been with these children for 2 year. Conflict situations are not observed, all children are successfully adapted and they feel good in their group. In the beginning of the year a girl has joined the group, and she has adjusted to the group without difficulties. Children are happy to communicate, they are responsive.

**Table 1.** Documented video episodes that correspond to the observation criteria

Nr.	Criterion	Episode	Episodes in total
1.	Child supportive teacher’s activity	1,2,3,8,9,21,22,28,29,35,36,37,45,46	14
2.	Diagnostics of children’s abilities	4,10,11,12,13,14,15,2,3,24,30,31,38,47	13
3.	Accepting subjective experience of children	5,6,16,17,25,32,39,40,48	9
4.	Mutual trust between teacher and child	7,18,19,20,26,27,33,34,41,42,43,44,49,50	14

The teachers certify that the play activities and the morning circle captured on video recordings were organized in usual circumstances and that there was a casual and well-known atmosphere, and that the teacher and children’s behaviour was as usual – no differences observed. Interpreting the obtained data, the existing criteria of meaningful interaction was supplemented by internal and external indicators, which allows developing better this meaningful interaction in accordance with the child-centred approach.

### 3. Findings and discussion

**Child supportive teacher’s activity** (Teacher as child’s partner) (Amabile, 2007; Осорина, 2008).

During the play activities the teacher is performing **informative** activity – in the morning circle she provides information about the theme of the play activity – “Butterflies” (through telling a story and reading from the book (15 min) the facts about the life span of butterflies, saying that “there are no two similar butterflies in the world”); introduces to the tasks and gives instructions for each activity (everybody is given a sheet of paper with the outline of butterfly – everybody must carefully cut out his/her butterfly) (Case 1, Episode 1). The teacher informs about the tasks for the day, explaining them in details: “*First, we will repeat the houses, then repeat the geometric shapes and then will be some practical work at the tables!*” (Case 5, Episode 35). The teacher informs about the results to be achieved – there is a sample on the whiteboard and all children make application for the silhouette of the car. Cut paper figures are on everybody’s table (case 5, Episode 36). The teacher is telling a fairy tale with the help of a puppet and interactive whiteboard (Case 6, Episode 45). During the play activity the teacher performs a **controlling** activity, walking around the tables and observing the children’s work, talking to the whole group “*Let’s cut accurately! Let’s not hurry!*” (Case 1, Episode 2).

The teacher performs **evaluation** at the end of the play activity – saying a general phrase of praise “*How beautiful butterflies!*” (case 1, Episode 3).

Talking to children, occasionally and delicately, each child's activity is evaluated. If necessary (eg., the child starts eating the dough or starts to play with it) teacher approaches the child and explains by showing and commenting each activity. If children are not doing properly (insufficient quantity of flour on the table and the dough sticks to the table, or the gingerbread figures are rolled too thick, etc.), but the child do not ask for help, the teacher is not interfering (Case 3, Episode 21).

Children carry out an individual task bringing the suggested number of dandelions, teacher comes to each child and checks whether the task is executed correctly ("*Yeah, great, put in the water!*"), and helps to count if the task was done incorrectly or if the child does not know what to do (Case 2, Episode 8). Children work at the tables and the teacher calls one-by-one: "*Davis, I want to hear you now! Come to the whiteboard! Did you all understand?*" (Case 5, Episode 37).

**Teacher works together with the children** – the teacher draws together with children a dandelion on the asphalt, commenting her activity "*I got a tufted dandelion!*" (Case 2, Episode 9).

The teacher bakes gingerbread together with the children, and children imitate the teacher's action (Case 3, Episode 22). In the beginning of play activity a teacher tells a fairytale and raises the problem by trying to solve it together with the children (looking for hidden objects in the room). Children engage without hesitation. (Case 4, Episode 28). The teacher informs (tells with expression) about the task, and discuss with the children how to fulfill the task, "*Let's sit in the circle and look at what Janis have prepared! How could we help him?!*" (Case 4, Episode 29). The teacher works together with children during the morning circle (recites a rhyme, sings a song, shows movements), children imitate (Case 6, Episode 46).

**Diagnosing and naming the child's abilities/ description during the activity/ process** (Children have opportunity to choose if they want to change tasks, techniques, materials, activities) (Wood, 2009; Robe, 2008). During the play activity children are not offered to choose anything, they all execute tasks assigned by the teacher and no one shows any desire to do something different (Case 1, Episode 4). During the task "*Draw a dandelion!*" the teacher offers a choice of the chalk color - white or yellow; as well as drawing technique: "*You can draw a dandelion as you want or watch first how I do it!*" (Case 2, Episode 10.epizode). One of the children does not want to participate in play activity, and it is respected; occasionally the child is encouraged to participate in common activities, and the child occasionally participates (Case 2, Episode 11). A child does not get a second chance for performing the task, even if he/she wants to do it. Teacher's response: "*You do not need more! You already counted*" (Case 2, Episode 12). The teacher offers assistance to children ("*Who still needs help to draw a dandelion?*"). None of the kids ask for help but when they hear the teacher's offer, they start asking for help. The teacher helps to draw, holding the child's hand. (Case 2, Episode 13.). At the end of the dance teacher offers children to choose their movements (1 min): "*And now as we want!*" (Case 2, Episode 14). In the end of play activity, children are given the opportunity to choose an activity - to draw what they want, to help to put things in right places, to run (Case 2, Episode 15).

In the play activity (gingerbread baking) at first only some of the children are participating, the others are finishing up the previous activities, then some more children show interest and get involved in the activity. Children can choose the duration of activity and switch activities when they feel so. Children are not particularly encouraged to participate – they engage on their own initiative (Case 3, Episode 23). Children show a teacher the result of their work, receiving favorable and specific evaluation: "*You've made a very precise form! How did you do that?*" (Case 3, Episode 24). During the play activity ("*revealing secrets*") each child has the opportunity to say something, and then other children add to it (Case 4, Episode 30). Each child comes and displays how he/she solved the task, and the other children are encouraged to express their opinion, "*Did Elina arrive at the bunny house?*" (Case 4, Episode 31). During the play activity children are not given the opportunity to choose an action, technique or duration for the activity, everyone is doing the same task following the same pattern (Case 5, Episode 38). Children have the opportunity to choose the color and size of napkins for decorating the letter (Case 6, Episode 47).

**Accepting child's subjective experience** (Respectful attitude towards children's views, ideas, thoughts and activities) (Осорина, 2008). Children color in a butterfly picture on the worksheet and a teacher makes a remark: *"Take one of the other colors, there are no brown butterflies!"* (Case 1, Episode 5). In the end of the play activity all children are gathered at the light table, but children who are standing at the back do not see the experiment (Case 1, Episode 6). The teacher asks a question: *"How do bees buzz?"*, and all children together mimic a buzzing of bees. One of the children says: *"the bee has a sharp nose!"*, but teacher does not react (Case 2, Episode 16). The teacher praises the child (*"Good job!", "Good!"*) if the task is performed correctly, without specifying what exactly was the achievement in the child's work (Case 2, Episode 17). Children are given the opportunity to experiment. *"How do you think, this big and thick gingerbread piece will bake together with all others?"* (Case 3, Episode 25). Children are encouraged to help each other to carry out the task and to comment on the way the results can be achieved. The teacher asks for children's help to accomplish the task (Case 4, Episode 32). During the play activity, children are not given choice to choose activities or techniques; specific tasks are given. (Case 5, Episode 39). At the end all of activity all children are praised: *"All of you were doing good! Now you can be free!"* (Case 5, Episode 40). The teacher approaches each child and comments on their actions: *"Annika, it is very good that you put the glue on just before bonding, then the glue does not get hard!, Very nice that you took several colors!"* (Case 6, Episode 48).

**Mutual trust between a teacher and a child** (Cooperation form can be characterised as polilogue or dialogue) (Amabile, 2007, Pickler, 2009). During the play activity only the teacher is talking (tells story, gives directions), the children answer questions during the morning circle: *"How long do you think a butterfly live?"* Each child in turn expresses their thoughts about butterfly's life span. In the end the teacher gives the correct answer. During the play activity children do not ask questions, do not talk to each other (Case 1, Episode 7). The teacher asks and answers without waiting for the children to answer: *"What has flown to us today? Little bees!"* (Case 2, Episode 18). The teacher, telling a story and showing (illustratively), provides information about the flowering and reproduction of dandelions, and asks children some questions: *"What blows away the fluff? How does the wind blow?"* Children answer questions in the group, demonstrating the wind. (Case 2, Episode 19). Children are chatting to each other after finishing their task waiting for the rest to finish; their talk is not related to the topic of play activity (Case 2, Episode 20). During the lesson the teacher does not talk to the whole group, but to the children close to her, responding to the children's questions, commenting on her activities, discussing not only topics related to play activity, but also topics related to children's adventures outside the pre-school establishment. Children talk to each other, compare results, discuss the course of action, eg., *"I rolled very hard!", "Look, how interesting is mine!", "My mom bakes smaller biscuits!"* (Case 3, Episode 26). Children ask a lot of questions about how to do the task, eg., *"Is my dough not too thin? Shall I add more flour? How can I roll it thinner?"* (Case 3, Episode 27). The teacher tells, asks. Children talk to the teacher, ask questions and respond to the teacher's questions, but do not talk to each other. Children are encouraged not to talk to each other (Case 4, Episode 33). In the beginning of the play activity the teacher talks alone (monologue), the children respond one by one or together, and at the end, while drawing, children ask a lot (about the execution of task) and talk among themselves. (Case 4, Episode 34). During the morning circle teacher speaks, children are silent; they do not respond to the questions or do it very quietly (Case 5, Episode 41). In the end of the play activity each child is asked: *"What did we do today?" Children name activities, "worked with houses of numbers, looked for geometric forms, worked with buttons."* (Case 5, Episode 42). Children did not talk to each other (Case 5, Episode 43). When asking a question, the teacher encourages children to raise a hand before answering and speak in complete sentences, but answers are required from children who do not raise a hand – they are called out (Case 5, Episode 44).

Teacher speaks, tells, and asks questions the whole time of play activity (Case 6, Episode 49).

During the morning circle and while doing applications children talk to each other and watch each other's work (Case 6, Episode 50).

#### 4. Discussion

With the respect to provided criteria of meaningful interaction (Amabile, 2007; Осорина, 2008, Röße, 2008; Wood, 2009) and analysing the obtained results, it can be concluded that in all cases interaction was observed between the children and teacher, and the teacher has the leading and dominant role. Children's interaction with each other was observed significantly less than between teacher and children. This interaction is intentionally designed and managed by a teacher. The teacher, when planning and managing the play activities, pays attention to cooperation of children and mutual interaction. If the pre-school teacher has set as goal of organizing and developing the mutual collaboration, then it could be seen in the observed lessons, whereas if the teacher has not put forward it as the task while organizing the pedagogical process, then it was not observed. The educator is the creator, organizer and leader of interaction processes of children's interaction processes. Thus, the child-child interactions were mainly observed in play activities during which children acted in accordance with the given task. The mutual interaction of children could be observed in children's free play before or after the organized play activity. In the organized activities this type of interaction was not observed or was observed very little.

The obtained data and their analysis allow making the following conclusions:

1. Teaching activity can generally be defined as informative, controlling and evaluative (9 episodes or 18 %). In 5 episodes it was observed that the teacher is the child's activity partner (10 %).
2. During the play activity and the morning circle children could choose between different tasks, techniques and materials only in 3 episodes (6 %), but the diagnosis and naming of children's ability was done in two episodes (4 %).
3. The acceptance of child's subjective experience was done in a very general form – for the whole children's group together, assuming that the experience of the same age children is the same. In some cases a particular child's experience was approved, creating conditions for its development (2 episodes, or 4 %)
4. During the play activity and the morning circle a teacher's monologue was observed (10 episodes, or 20 %); the teacher-child and child-child dialogue or polilogue was observed only in 4 episodes (8 %).

These criteria can be defined as exogenous interaction indicators which arise from the teacher's actions and initiatives. In turn, the endogenous indicators are the ones that contribute to the child's self-selected, creative and inquisitive activities, that promote formation of positive attitude towards other interaction partners and arises from the child's own initiative and self-realization. It fully complies with the environment conditions of child-oriented learning.

The endogenous indicators are: (1) **inquisitive activity**- search for alternative, attitude formation, understanding of the existing experience; (2) **creative activity** - practical problem solving, new idea generation, expression of individual abilities; (3) **self-motivated activities** – satisfaction of children's needs, implementation of interests, discovering subjectivity.

Thus, children-teachers and children-children relationships can be considered as meaningful interaction only in the case when compliance to endogenous and exogenous indicators are in balance, allowing to safeguard the autonomy of each partner (see Figure 1).

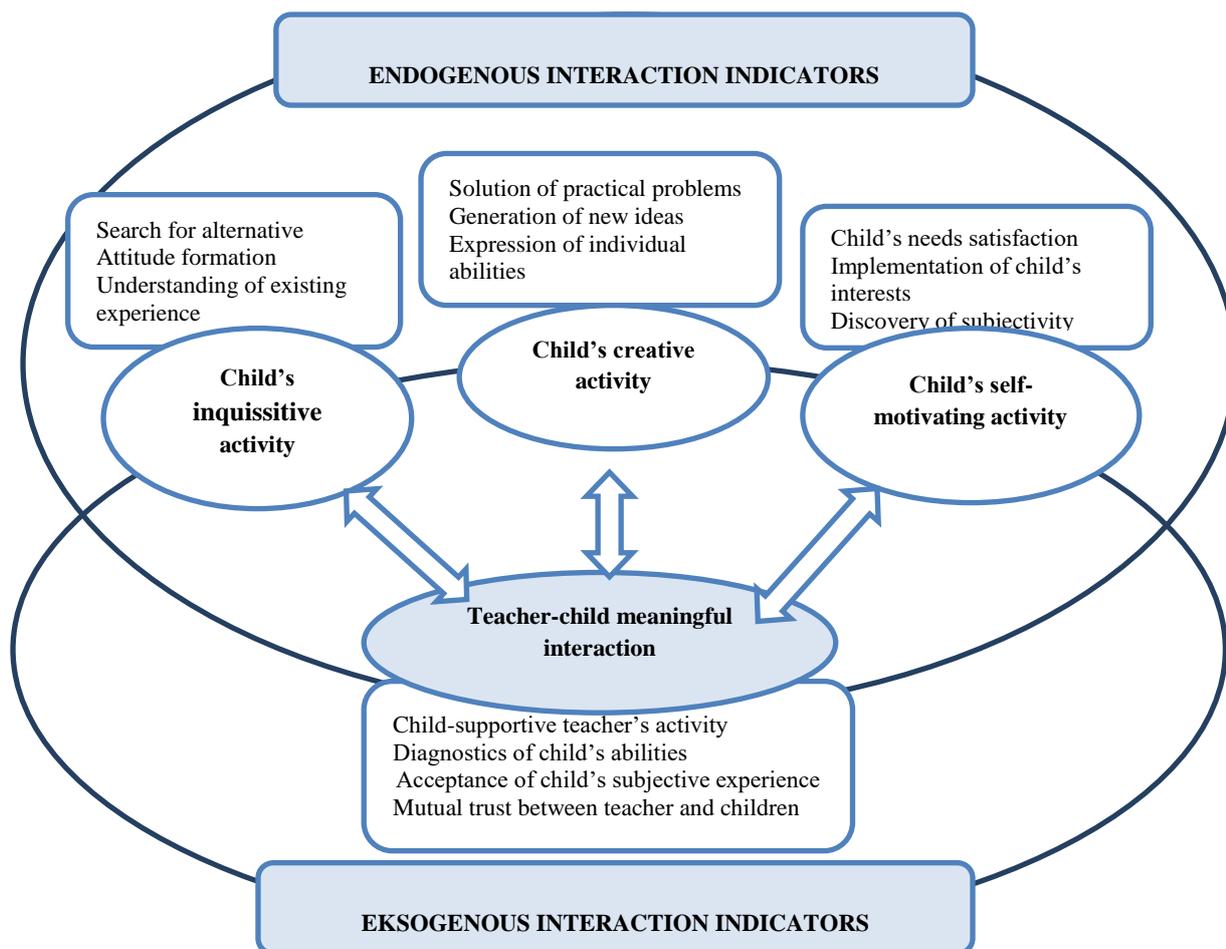


Figure 1. Teacher-child meaningful interaction

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# Didactic Potential Of Cloud Technology In Creating A Unified Educational “Space” In A Sla Classroom

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## Abstract

In this article the author will provide evidence for the effective application of information and communication technologies (ICT) in the educational process of a university, evidence regarding cloud technology. The urgent need to change educational priorities at the present time has necessitated wholesale changes in the methodology of teaching foreign language at the linguistic university. Accordingly, at the present time, teaching English as a second language (second language acquisition, or SLA) at the university requires a radical revision in terms of the choice of new methods and technologies. Today, the enhancement of the cognitive activity of future foreign language teachers is impossible without the use of modern pedagogical technologies in the educational process at the university, among which are new information and communication technologies (software platforms and learning management systems) as well as Internet resources (podcasting and cloud technology). Currently, the importance of cloud technology is rapidly growing. This offers universities new capabilities to provide modern network-based applications with a high level of educational service. Key characteristics of the cloud technologies (self-service on demand, universal access to the network, resource grouping, flexibility, etc.) greatly enhance the user experience in the sphere of educational services. The author will consider the opportunities and prospects for the application of cloud technologies in teaching foreign languages at university, evidence from the use of cloud platforms such as Google Apps Education Edition and Microsoft Live@edu, Microsoft’s SkyDrive, and Apple iCloud online storage. The author will also suggest challenging applications of these resources in the cloud-based educational process both during in-class learning and in the course of students’ self-training. For this purpose the author presents a “local cloud” model of an educational institution or a faculty. During testing of this model each trainee out of 75 students participating in the project was given a personal learning environment (in the form of personal account) based on cloud services. The experimental work was conducted within the framework of the English teaching programme as a second language through the creation of educational content, based on cloud technologies at the university level and has confirmed the didactic benefits of such technologies, namely the intensive upgrading of educational content, the development of individual creative initiative, and self-organisation practice in the new educational environment. Moreover, the author analyses the prospects of creating a “collective cloud”, uniting in the Internet network “clouds” of different universities with their educational content into a unified educational “space”, which would expand the capabilities of both students and teachers.

**Key words:** cloud technologies, SLA classroom, ICT technologies.

## 1. Introduction

Today, using information technologies for the purposes of education is a pre-requisite for the development of Kazakhstani society. Introducing new information services in the educational process is one of the development options for the domestic higher education system. It is not just that such information technologies are to be used only as tools for educational purposes, they may also open up new opportunities for training, stimulate the development of the didactics and methodology and promote new forms of learning and teaching.

Nowadays, cloud computing is seen as an advanced IT development trend in education. Though relatively new (the first cloud computing project dates back to as early as 1999), cloud technologies are currently being widely used with sufficient experience gained in their application by educational processes and institutions of different levels. Researcher Ye.A. Shirokova, while describing the background of cloud computing, said that it was Salesforce.com set up in 1999, which was the first to grant access to its application via the website. Therefore, they were the first to provide their software on a “software as a service (Saas)” basis.

## 2. Findings

The didactic potential that cloud computing provides for teaching English at universities consists of a range of online tools and services enabling the almost uninterrupted collaboration of teachers and students. The cloud computing services most popular with the modern system of education include Google Apps, Education Edition, Microsoft Live @ edu, Microsoft's SkyDrive, and Apple iCloud online storage. These systems are web-based

applications of cloud computing, which, when used, may increase the effectiveness of the learning process in collaborative work and communication between teachers and students. With cloud technologies intended for teaching English at hand, teachers can organize practical training as an alternative to traditional training, thus creating the opportunity for personal training, interactive lessons and syndicate (in-group) teaching. The cloud-based teaching advantages, as stated above, are discussed in the article by A.I. Gazykina and A.S. Kuvina. Provided below is a brief description of the above services based on the cloud computing technologies.

1) Google Apps is a suite of cloud-based services and applications for collaborative work. The suite includes: Gmail supportive text, voice and video chat messages; Google Drive, which is a virtual file and access rights storage; Google Calendar, which helps to create a training timetable, individualized education programmes and others; Google Docs is a tool used to create and generate documents, spreadsheets and presentations.

2) Microsoft Live@edu allows the use of practical and popular office applications through a cloud-based Web browser. It is possible to use e-mail, calendar, or conduct a web conference using a video cam, a virtual board and compatible access to the desktop, as well as to create and maintain your own website, create and review documents in such formats as Word, Power Point, Excel, and OneNote. SkyDrive is a cloud storage for files. 3) Apple iCloud is a cloud storage designed for any files transferrable from Apple gadgets to remote Apple servers. iCloud is a service allowing use of a calendar for scheduling events and related reminders, reviewing documents with automated backup, use of email, and has other functionality.

An analysis of the opportunities provided by cloud-based education performed by O.F. Bryksina and A.Yu. Sirotkin made a particular emphasis on Google Apps. O.F. Bryksina believes that Google services allow creating a unique innovation-educational environment compliant with the new generation of the Federal State Educational Standard. A.Yu. Sirotkin listed the educational benefits of the service with a breakdown of those for the students and those for the teachers. Cloud computing strongly and basically integrates different Active Learning techniques into an information environment that are very attractive for modern students. According to Ye.L. Amirova and N.A. Matveyeva, the most effective cloud-based methods of teaching foreign languages are blog teaching, webquests, web conferencing, and online chatting. The authors note that the WebQuest is the most promising way of using cloud technologies for foreign language teaching. WebQuest is understood here as an educational website, where students can do independent research on a given topic.

Cloud-based teaching of undergraduate senior students is not simply a means to improve the quality and efficiency of the educational process, but also to train to-be teachers of English for professional life and to be a part of an information scientific community. The use of cloud technologies in Kazakhstani Pedagogical Universities undoubtedly promote professional growth, professional advances of the senior students of the pedagogical faculty as regards their professional competency development, because through this approach the students are active participants in learning, rather than passive observers in cooperative team work.

The traditional approaches to organizing the educational process no longer meet the requirements placed on modern teachers of English. The didactic potential of cloud computing enhances the professional value of teaching methods by making the process of teachers' everyday routine effective and easier. It helps to search, analyze, organize, keep and save information and this is very important, because contemporary teachers should be skilled and competent in deeds connected with information search, distribution, application and implementation in their work.

According to D.S. Kovalev, the wide use of information technologies and ever-increasing information flow pushes educational institutions to provide students with structured information, which is also obtained from cloud-based resources. Researchers O.B. Shamina and T.V. Bulanova have studied the use of cloud computing in educational process, and have concluded that cloud-based education gives freedom of action for both teacher and student. A teacher can provide open access to his/her electronic lectures, laboratory research assignments, additional literature and other educational resources.

In turn, the students can interact with their teacher and their classmates within an educational learning environment. Of particular interest for us is a report by researchers O.F. Bryksin and N.V. Belenova on the

opportunities offered by the cloud-based educational process, prepared for the VI International Applied Research Conference “Info-Strategy 2014: Society. State. Education”. We would like to highlight one of the ten advantages of using cloud technologies that we consider particularly, more than ever, important for teaching English. This is about how cloud technologies make the educational process more open. That is, the students are now able to listen to lectures of the world’s prominent scientists and teachers, which is a unique opportunity for self-development. For now, not all students or prospective teachers of English are in a position to visit English-speaking countries for language practice, and this is where cloud computing can assist, as it allows the students to easily navigate the network and retrieve new knowledge. We believe that this is where cloud computing can afford the best opportunities of training future teachers of English at universities.

Researcher S.A. Shchennikov believes that the use of cloud computing in an educational process should be based on principles of teaching such as: 1) the principle of activity; 2) the principle of the individual approach; 3) the principle of learner-centred interaction; 4) the principle of a learner-friendly environment; and 5) the principle of an open communicative space.

He believes that constant use of cloud computing would be efficiency and effective to the maximum only if these principles are complied with. Of interest for us also is an article written by N.B. Strelakova about cloud computing in the training of modern professionals. She comments on the didactic principles defined by S.A. Shchennikov and notes that they are as relevant as ever for practical training in particular, and adds two more principles: 6) the principle of visual aids and 7) the principle of feedback.

### **3.Results, Conclusions and Recommendations**

Researcher L.K. Raitskaya assumes that a web-based educational process is *a priori* perceived by students positively, because the web is now the most popular habitat of the youth, being a major source of actual scientific and educational information and a promising tool of training. Therefore, the cloud-based educational processes carry great potentialities for the modernization of educational technologies. In particular, this involves 24-hour access to educational resources, simultaneous access to various forms of educational information and prompt updating of educational information, and helps build a new level of information culture with students and teachers. The cloud computing technologies allow the implementation of a profession-oriented educational environment that encourages professionals to develop their individual professional styles as early as at the university.

Self-learning, universal web access, grouping of resources, flexibility - all these are characteristics of cloud computing, which makes learning and teaching, and educational services as a whole, immensely convenient and efficient. Moreover, the author hereof is researching the creation of “collective clouds” networking the “clouds” of various universities, which would expand the capabilities of both students and teachers. Thus, cloud-based teaching of English in university provides universities with great didactic potential for the students as well as for teachers, and for the whole system of Kazakhstani pedagogical education.

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## Burnout Among Instructors

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### Abstract

The aim of the current study is to find out instructors' level of burnout. Descriptive method was used in the present study. The population of the study is made up of 231 instructors who work at Education Faculty, Science and Letters Faculty, Management and Business Administration Faculty, Engineering and Architecture Faculty and Faculty of Medicine associated to Abant İzzet Baysal University in Turkey in the 2007-2008 Academic Year. Maslach Burnout Inventory that was developed by Maslach and Jackson in 1986 and adapted into Turkish by Ergin (1993) was used as the data collection tool in this study. Maslach Burnout Inventory has three dimensions named as emotional exhaustion, depersonalization and reduced personal accomplishment. Emotional exhaustion has 9 items, depersonalization has 5 items and reduced personal accomplishment has 8 items. Emotional exhaustion and depersonalization dimensions are formed of positive expressions but reduced personal accomplishment is comprised of negative expressions. The Cronbach-Alfa coefficient of consistence was found to be .86 for emotional exhaustion, .68 for depersonalization and .69 for reduced personal accomplishment in the current study. In the analysis of the data, in order to obtain the instructors' emotional exhaustion, depersonalization and reduced personal accomplishment, average and standard deviation were applied. The findings of the present study revealed that instructors' emotional exhaustion and reduced personal accomplishment levels were low but their depersonalization level was very low.

**Keywords:** Instructors, Burnout, Universities.

### 1. Introduction

In conjunction with transition to information society, the competition between societies has centered on scientific researches resulting in the importance of the higher education more. Turkey, one of the developing countries, needs specialized labor in various professional fields to reach the level of contemporary development. Therefore, the higher education in our country has been getting more substantial every day and the number of teaching staff employed in higher education institutions is increasing rapidly. According to the recent data, higher education institutions can no longer provide work environment with a low stress (Winfield and Jarret, 2001; cited in, Rothman and Essenko, 2007). Instructors may have to contend with many students, poor physical conditions, low salaries, difficulties in achieving professional success and insufficient professional support. Changes in the education policy associated with undesired and stressful conditions may impact the performance of instructors. Instructors can ignore their own emotional needs while trying to meet the demands of students and instructors. Unlike teachers, instructors have to both lecture and do researches in order to pursue their academic careers. They have to keep themselves informed of the latest scientific developments, improve themselves intellectually and sustain their professional development. As a result of these, they can experience a decrease in their business performance, their relationships with the others can be damaged bringing about burnout.

The concept of burnout was firstly used by Herbert Freudenberger in 1974 (Toch and Grant, 1982). According to Pines and Aronson (1988), burnout is a state of physical, emotional and mental exhaustion resulting from a person's dealing with conditions requiring emotional care for a long time. Burnout is an individual's losing his energy, enthusiasm and confidence so he has difficulty in continuing and the less effective he feels, the more doubts he has about his sense of self-worth (Leiter and Maslach, 2005). Every person is not affected by burnout rapidly. Burnout is more often experienced by individuals who are dynamic, charismatic and target locked (Freudenberger and Richelson, 1980). Burnout is likely to affect individuals who started their career highly motivated and in an idealistic way and who were in an expectation that their jobs would bring a sense of meaning to their lives. Burnout involves an individual's realization of not being able to make the world a better place, to help people in need and to create a real impact on the organization, and the realization of wasting his efforts, spending all his energy and he has nothing to give more (Pines and Aronson, 1988).

The factors affecting burnout can be grouped under two headings as individual and organizational factors. Some of the individual factors resulting in burnout can be stated as having an external locus of control, being deprived of self-esteem and self-sufficiency and unrealistic expectations. Maslach, Schaufeli and Leiter (2001) propose that individuals who have an external locus of control are more likely to be prone to burnout compared to individuals having an internal locus of control. People that have an external locus of control believe in the power and control of people outside of their own (Spector, 1997). Another organizational factor is not having self-confidence, Maslach (1982) argues that if a worker does not have the self-confidence to meet the expectations from him in the service delivery process, he can be overwhelmed by the workplace conditions and can be emotionally exhausted. An individual's setting an unrealistic goal and his insistence to achieve it can also cause burnout (Freudenberger and Richelson, 1980). Despite individual differences and the psychological state of the individual, it can be asserted that the main cause of the burnout is environmental factors especially, work conditions (Pines and Aronson, 1988; Maslach and Leiter, 1997). The fundamental reason of burnout is the mismatch between an individual and his job (Maslach and Leiter, 1997). The organizational factors contributing to burnout can be work environment, work load, control, awards and management. The extension of weekly work creates fatigue and finish employees' energy. When employees take on several roles at the same time, the work becomes more complex. This tendency has become particularly evident especially in the public service sector such as teachers, nurses, professors and police officers. Instructors' heavy workloads can have them be prone to burnout (Maslach and Leiter, 1997). Control is another organizational factor that may impact burnout. Most of the highly motivated employees want to do their jobs as they know and expect to have a reasonable degree of control over their work environment. If the individuals have the feeling that they do not have control on the areas they work, they are likely to experience burnout (Pines and Aronson, 1988). Rewarding in the organization is also outstanding. Mismatch in terms of rewarding is associated with the reduced personal accomplishment dimension of burnout (Maslach, Schaufeli and Leiter, 2001). Management has an important role as well. In contrast to colleagues, supervisors have an official position and have the power to affect and shape service relationship which can bring into burnout (Maslach, 1982; Cherniss, 1995).

Burnout has physical and mental symptoms. Burnout may lead to physical symptoms such as headaches, digestive disorders, high blood pressure, muscle tension and chronic fatigue. The mental symptoms resulting from burnout can be stated as anxiety, depression and insomnia (Maslach and Leiter, 1997). Moreover, it has also some behavioral outcomes in the work environment. Newstrom (2007) argues that employees' experiencing burnout complain more, blame others for their mistakes, exaggerate their dominant features, get angry very quickly and show susceptibility. The sense of alienation they experience make them to quit their jobs. Moreover, burnout gives rise to absenteeism and a decrease in performance.

Burnout is comprised of three dimensions named as emotional exhaustion, depersonalization and reduced personal accomplishment. Emotional exhaustion can be defined as an individual's experiencing both emotional and physical intensity. Emotionally exhausted people feel like they depleted their energy and they wouldn't be able to get rid of this situation. Fatigue is the first response to the stress caused by the work. Instructors who feel emotionally exhausted can lose their energy to lecture, do researches and show the necessary interest to their students. People experiencing depersonalization maintain a cold and distant attitude towards their work and their coworkers. Their displaying cynicism and negativity is their attempt to protect themselves from exhaustion and frustration. But being so negative can damage their health and productivity. Instructors who feel depersonalized can have the tendency to show indifference to their students and humiliate them. People experiencing reduced personal accomplishment feel a growing insufficiency. They perceive each new project as overwhelming. They lose faith in their ability to make changes and the more they lose their self-confidence, the more others lose confidence in them. When instructors reduce their personal accomplishment, they are likely to perceive their courses, researches and students as devastating (Maslach and Leiter, 1997).

Instructing is mainly based on lecturing and doing researches which are highly demanding in terms of physical and mental resources. Furthermore, instructors spend majority of their time in interaction with their students and coworkers. In this process, many factors like overcrowded classrooms, heavy workloads, the lack of opportunities for self-development and the intensity of emotional interactions can cause instructors experience burnout. In this study it was aimed to find out the level of instructors' burnout.

## 2. Method

The aim of the present study is to determine the level of instructors' burnout as it exists. The model of this research is descriptive method. The population of the study is comprised of 231 instructors who work at Education Faculty, Science and Letters Faculty, Management and Business Administration Faculty, Engineering and Architecture Faculty and Faculty of Medicine associated to Abant İzzet Baysal University in the 2007-2008 Academic Year. In order to determine instructors' level of burnout Maslach Burnout Inventory which was developed by Maslach and Jackson in 1986 and adapted into Turkish by Ergin (1993) was used. Maslach Burnout Inventory consists of three dimensions called as emotional exhaustion, depersonalization and reduced personal accomplishment . Emotional exhaustion involves 9 items, depersonalization involves 5 items and reduced personal accomplishment involves 8 items. Emotional exhaustion and depersonalization dimensions are formed of positive expressions but reduced personal accomplishment is comprised of negative expressions. It is a Likert-type scale, ranging from never to always. Burnout limits used in this study are as follows; range between 0-0.79 is very low, range between 0.80-1.59 is low, range between 1.60-2.39 is moderate, range between 2.40-3.19 is high and range between 3.20-4 is very high. The test-retest reliability coefficient of emotional exhaustion was found to be .83, depersonalization .72 and reduced personal accomplishment .67 after being adapted into Turkish (Ergin, 1993). The Cronbach-Alfa coefficient of consistence was found to be .86 for emotional exhaustion, .68 for depersonalization and .69 for reduced personal accomplishment in the current study. In the analysis of the data, in order to obtain the instructors' emotional exhaustion, depersonalization and reduced personal accomplishment, average and standard deviation were applied.

## 3. Findings

**Table 1.** The descriptive statistics on instructors' burnout

	N	$\bar{X}$	Ss
Emotional exhaustion	231	1,17	0,66
Depersonalization	231	0,76	0,57
Reduced personal accomplishment	231	1,11	0,44

The average and standard deviation on instructors' burnout has been given in Table 1. When Table 1 was analyzed, the arithmetic means of instructors' emotional exhaustion was found to be ( $\bar{x}$  =1,17), depersonalization ( $\bar{x}$  =0,76) and reduced personal accomplishment ( $\bar{x}$  =1,11). When the arithmetic means were analyzed in details, the findings reveal that instructors' emotional exhaustion level was low (between 0,80-1,59), depersonalization level was very low (between 0-0,79) and reduced personal accomplishment level was low (between 0,80-1,59).

## 4. Results, Conclusions and Recommendations

The aim of the present study was to investigate the burnout level of instructors. The findings of the current study documented that that instructors' emotional exhaustion and reduced personal accomplishment levels were low but their depersonalization level was very low, in other words, instructors can cope with the problems they face in their academic life efficiently. This finding of the study is in line with the studies of Ayaz (2016), Yıldırım and Taşmektepligil (2011) where instructors' burnout levels were found to be low.

This study is thought to be contributing to the literature positively. The findings demonstrated that instructors' burnout level was low. The administrators of the universities can organize in service-training for the instructors about the possible consequences of burnout and may be informed about how to avoid it. To cope with the problems they experience, teaching staff can be provided with facilities to interview with colleagues whose experience they can benefit from about burnout. Further researches can be conducted to investigate and compare instructors' burnout levels working at public and private universities.

## Note

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## **Consumer Satisfaction in the Facilities Where Leisure Activities are Organized in Public Institution: Eskisehir Municipality Sample**

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### **Abstract**

Nowadays to determining satisfactory level of recreation consumers with the content of art, health, sportive, cultural and social represents one of the priority issues to be paid attention by local managers. Inasmuch as recreative services that local managements produce should be in the direction of individuals' needs and views who benefit from these kind of services. In this regard, in order to make the managers in local management develop, diversify and evaluate the recreational activities, to determining the consumer satisfaction level presents significance. In this context, in this study it is aimed at to determine the consumer satisfaction level in the facilities where spare time activities in public institution. The population is composed of the individuals who benefits from recreation services with the art, health, sportive and social content during their spare time in the facilities that belong to Eskisehir Metropolitan Municipality. From within the determined population, thanks to convenience sampling method 58 female (%24,2) and 182 male (%75,8) in total 240 recreation consumers were chosen. In the study as data collecting tool 'Consumer Satisfaction Scale' that Alexandris and Palialia (1999) developed was used. In order to determine the effects of recreational activities that take place in Municipality facilities on consumer satisfaction; gender, education level, age, occupation and income state differences were examined with t- test and ANOVA analysis. As a consequence of the committed analysis, there are no differences according to gender. The individuals who have primary school level education and are officers have high level satisfaction in dimension of facilities/ services. In comparing the sample group age with the age groups, having high level significant differences in all dimensions that compose consumer satisfaction is remarkable result of the research.

**Key words:** Consumer Satisfaction, Leisure Satisfaction, Local Administration

### **1. Introduction**

The interest to consumption has become a daily must among individual marketers. At the same time, to be able to attract the consumer is one of the most significant points of the marketing process. To be able to keep the consumer is the main issue that leisure managers also should pay attention most. For the sake of keeping leisure consumer, knowing in detail the behavioral effects in the process of making a decision of the individuals who provide recreation consumption with the aim of valuing their leisure has importance. The aim of the consumer behavior surveys is to be able to understand the process of behavior after they used the service or product. In this sense, satisfaction gains importance in the point of having a close relationship with consumers' behaviors or behavioral tends (purchasing again or advising) in the future (Cronin et all, 2000).

Building and dedicating facilities which provide public an opportunity to value their monotonous and stable time or relax in their leisure except for their basic needs are among the primary duties of municipalities (Ağlönü and Mengütay, 2009). In our day and future, preserving the social interest oriented social, cultural, sportive and artistic leisure activities will be one of the most important duties of local authorities. The basic way to preserve this is to be able to meet the needs and expectations of leisure consumer. Inasmuch as it is known that the consumer's being faithful tendency increases when his needs and expectations are met in high level and increased faithfulness affects the future participation positively (Greenwell, 2007; Triado et all, 2004). One of the ways of composing, developing, diversifying the social, cultural, sportive and artistic activities in public institution in the direction of public and increasing participation to the activities is determining the level of satisfaction of the consumers who benefit from facilities of public institution.

### **Consumer satisfaction**

Consumers evaluate the product or the service according to their needs or expectations. The result of that evaluation appears as satisfaction or dissatisfaction. Satisfaction provides being the product or the service consumed again by reinforcing the customer's faithfulness. On the other hand, dissatisfaction causes to leave the

product or the service by composing negative opinions. Engel et al (1995) explained satisfaction as the rate of meeting the expectations. This definition bases on expectation measuring consumer's satisfaction depending on the consistency between the expectation from the service / product and the performance of service /product. It is a model which foresees that when the performance of the product service is low, dissatisfaction composes, when it is high, satisfaction composes. There are lots of studies about satisfaction and dissatisfaction in marketing literature. For increasing the attention and researches on this issue Engel et al (1995) suggested three significant reasons. (1) keeping the consumer is a basic part of marketing. (2) indisputable consumer satisfaction is very important for keeping consumer. (3) the competitive role of product/ service quality is important in consumer satisfaction behavior.

One of the results that the researches about satisfaction usually reach is that the consumer tends to buy the same product again or continuously when they have been satisfied with the product they bought (Taylor and Baker, 1994). Oliver (1997) defines consumer satisfaction as delighting satisfactoriness judgment about the consumption from a feature of the product or totally the product itself including the levels of satisfactoriness and unsatisfactoriness. To Oliver (1997), in order to that the defined satisfaction appears, at least two indicative factors are required. These are; a result which appears at the end of the usage of the product and a reference point to make a comparison with this result. A performance which is got from a product is accepted as a result which appears at the end of the usage of the product (like whether the product works well or not). On the other hand, Oliver (1997) stated that the most typical example for the notions which are taken as a reference for comparison is the satisfaction which is obtained from the former usage of the product or perception of satisfaction of acquaintances around the consumer. Oliver (1997) emphasized that the notion of satisfaction is different from the performance of goods and service, quality, value, behavior, concern, regret, dependence, purchasing again. Another issue which attracts the researchers' attention is making service quality conceptual against consumer satisfaction. Crompton and Mackaay (1989) claimed that there are some complexities between these two structures. They stated that it is not equal to evaluate the satisfaction with the quality of service which is perceived. Parasuraman (1988) clarified these two structures. When the expectations determine the level of consumer's satisfaction, the consumer focuses on what the firm has to promise. When the expectations affect the quality of service, the consumer has some thoughts about what the firm requires to promise. Satisfaction is a psychological result which generated from satisfaction experience. Service quality depends on its being related to service features and itself (Crompton and MacKay, 1989). In an organization, it is possible to control the quality but it is not possible to control the satisfaction exactly. Service qualifications can be controlled by recreation providers. However, the level of the satisfaction doesn't depend on just service qualifications. It depends on many different variations like the climate of the social group or its nature. These variations can be out of the authorities' control. Therefore low level of satisfaction can be come across as opposed to perceived high service quality (Crompton and MacKay, 1989). Cronin and Taylor (1992) support this idea. They state that satisfaction has many strong effects on purchasing behavior and these effects can be interconnected. Consumer wishes or expectations may not overlap with the service quality.

### **Leisure satisfaction**

The need which is directed to recreational activities personally can be explained as creating physical health progress, gaining mental health, socialization, creativity, developing personal skill and talent, the effect of working success on productivity, economic mobility and providing happiness. In terms of society, ensuring social solidarity and social integration and creating democratic society are some of the reasons of the recreation need (Karaküçük, 2001). Leisure contains two dimensions. These are life satisfaction and social satisfaction. Life satisfaction links to participation to social activities. Being a part of social activities affect many fields like health, education and environment (Sener et al, 2007). Leisure satisfaction is a positive satisfaction or feeling which contains leisure activities, achieving and obtaining (Ryan 1998). Leisure satisfaction shows the level of satisfaction and success obtained from leisure activities. Satisfaction state is effective in the point of individual ability or disability in a positive way. Positive feelings satisfaction is provided by individual needs satisfaction (Du Cap, 2002). Evaluating the satisfaction obtained from leisure activities is important in terms of providing them to feel contented about participating in activities and satisfaction of individual's needs and to feel more satisfied and happier and also it is important to develop activities about this (Yerlisu, 2013).

Satisfaction and activities which are done in leisure affect the other events in individuals' lives positively. Janke et al (2011) stated that when individuals feel more independent in the leisure activities, they can develop themselves in the fields of talent, control and motivation.

### **Recreation in public institute**

Consistent recreation planning must reflect the interest about different values, talents and curiosity of public and interest which foreground people's needs. However, firstly the necessity of such a planning must be accepted by public and managers. Recreation activity planning is carried out by handling with living and working actions like in developed countries. Thus city and district planning are being done according to this understanding (Çubuk, 2001). Local administrations should pay attention to social, cultural, sportive and artistic activities which will attract society's attention. Music, drama, handicrafts, physical appropriateness, water sports, outdoor recreation, cultural and social activities are some of them. Public education centers, libraries, museums, theatres, beaches, water sports centers and the other areas should benefit more as recreation activity places by municipalities. Except for the basic needs of citizens who live inside local management borders, building facilities, and places that provide opportunity of making use of their monotonous or stable time best or relaxing in their leisure are among their main duties of local administrations. When the sports management systems of European countries which are developed in this field are analyzed, it is obviously seen that municipalities focus on mass sports and recreation activities quietly (Akdenk, 1989).

It is seen that municipalities in developed countries serve by providing society with areas where they can do sports and by running these areas, organizing various sports courses and tournaments, taking the lead for voluntary institute and guiding them to have a healthier society and more beautiful city with the aim of making as many as possible people do sports. Today, in the leisure services which local administrations provide for public, it is seen that present tendency is working in collaboration with voluntary institutes, decentralization and encouragement of private enterprise. Besides, managers who work as a brand managers in municipality should conduct surveys to obtain information about the personal characteristics of the customers in the target market and develop their own marketing strategies based on the demands and needs of their customers (Celik, 2015). It is stated that meeting consumers' expectations is significant in terms of both keeping existing consumers and new consumers' enrolling to these centers (Kim and Kim, 1998).

## **2. Material Method**

### **Research model**

In this research general scanning model which is one of the descriptive research methods and descriptive statistics model were used. Scanning model is defined as a research approach which aims at defining an existing case as it exist (Karasar, 2005; Ozmen, 2000).

### **Population of research and its Sample**

Population of research was composed by individuals who make use of their leisure in social, cultural, sportive and artistic facilities of Eskisehir Municipality. Because of the fact that the population is large and it has cost, time and control difficulties, it was needed to determine the sample from the inside of the population. Totally 240 leisure consumers were chosen. 182 of them (%75, 8) were women and 58 of them (%24,2) were men. They were chosen from the determined population with the method of random sampling.

### **Data collection tool**

Within the context of the research, 'Consumer Satisfaction Scale' which was developed by Alexandris and Palialia (1999) was used in order to determine the degree of satisfaction which recreation consumers who benefit from social, cultural, sportive and artistic facilities of Eskisehir Municipality. The dimensions of the scale which was developed by researchers are facilities/services, individuals/ psychological, relaxing, social and health/fitness. Alexandris and Palialia (1999) stated that the Alpha values of Consumer Satisfaction Scale which they developed are facilities/services (0,82), individual/psychological (0,80), relaxing (0,79), social (0,72) and health/fitness (0,55). Moreover total Cronbach Alpha level of the scale is (0,87).

“Consumer Satisfaction Scale” which was adapted by researcher, the tests of content validity (two language expert and expert opinion), convergent validity (factor load value minimum 0,365 maximum 0,862), external validity (all factors have positive medium and high level relation) and structural validity (5 factor and 18 items) were done applying to the individuals who utilize their leisure in the social, cultural, sportive and artistic facilities which belong to Eskisehir Municipality. It was benefited from the analyzes of Material Total Correlation (material values between 0,39 and 0,80) and Cronbach Alfa (0,898) which are internal coefficient about the reliability of the scale.

### Analysis of the data

T-test and one way variance analysis (ANOVA) were used with the aim of determining satisfaction level which recreation consumers who benefit from social, cultural, sportive and artistic facilities within Eskisehir Municipality perceive from the facilities to determine the gender, education level, and occupation or age differences of the sample group. For the means which have differences in t-test and Anova, the evaluation of variance homogeneity (homojenlik) was carried out with the help of Levene’s test. In order to find from which groups gender, education level, occupation and age difference cause, evaluation levels which provide homogeneity were evaluated by LSD statistics (p 0,05).

### 3. Findings

T-test and Anova analysis were done to determine the effects of leisure activities which are organized in Eskisehir Municipality on the level of satisfaction which consumers’ perceive. In the tables which were formed according to gender, education level, occupation and age of sample group comparison was done by taking notice of the groups which have the highest mean. The differentiation situation of the dimensions which compose the scale called Consumer Satisfaction Scale according to the gender of sample group is showed in Table1.

**Table 1:** The differentiation situation of consumer satisfaction dimensions according to gender of the sample group

DIMENSIONS	GENDER	n	X	Sd.	t	p
Individual/ Psychological	Male	58	4,6034	,5022	,414	,679
	Female	182	4,6346	,4980		
Social	Male	58	4,6552	,6427	,756	,451
	Female	182	4,5861	,5943		
Relaxation	Male	58	4,5000	,6959	,322	,748
	Female	182	4,5311	,6238		
Facilities/Services	Male	58	4,3793	,6909	,463	,644
	Female	182	4,3297	,7172		
Health/Fitness	Male	58	3,8506	,9390	,202	,840
	Female	182	3,8260	,7602		

\*\* p<.01, \* p<.05

(1= I strongly disagree, 5= I strongly agree)

According to the results of t – test consumer satisfaction dimensions do not show any meaningful differences according to gender.

**Table 2:** The differentiation situation of consumer satisfaction dimensions according to the education level of the sample group

DIMENSIONS	THE LEVEL OF EDUCATION	n	X	Sd.	F	p
Individual/ Psychological	Primary School	91	4,7216	,3833	2,679	,071
	High Schools and their Equivalents	73	4,5662	,5326		
	Undergraduate and Postgraduate	76	4,5724	,5698		
Social	Primary School	91	4,6593	,5234		
	High Schools and their	73	4,5982	,5442		

	Equivalents				,813	,445
Relaxation	Undergraduate and Postgraduate	76	4,5395	,7403		
	Primary School	91	4,6264	,5371		
	High Schools and their Equivalents	73	4,4612	,6541	1,900	,152
Facilities/ Services	Undergraduate and Postgraduate	76	4,4605	,7282		
	Primary School	91	4,5275	,6147		
	High Schools and their Equivalents	73	4,2237	,6691	5,201	,006*
Health/Fitness	Undergraduate and Postgraduate	76	4,2325	,8092		
	Primary School	91	4,0183	,6765		
	High Schools and their Equivalents	73	3,7352	,7972	4,061	,018*
	Undergraduate and Postgraduate	76	3,7018	,9150		

\*\* p<.01, \* p<.05

(1= I strongly disagree, 5= I strongly agree)

A statistically significant difference was determined in the dimensions of facilities/services (F=5,201; p=,006) and health/fitness (F=4,061; p=,018) in the Consumption Satisfaction Scale according to the educational background of the sample group. According to the results of the LSD test; primary school graduates expressed more positive opinions in the dimensions of facilities/services (X=4,5275) and health/fitness (X=4,0183) than other groups.

**Table 3:** Differentiation situation of consumer satisfaction dimensions according to the occupations of the sample group

DIMENSIONS	OCCUPATION	n	X	Sd.	F	p
Individual/ Psychological	Housewife	129	4,6757	,4833		
	Worker	15	4,5111	,5399		
	Official	11	4,5606	,5232	1,815	,111
	Retired	36	4,7222	,4063		
	Student	36	4,4352	,5495		
Social	Self- employment	13	4,6026	,5795		
	Housewife	129	4,6124	,5648		
	Worker	15	4,5778	,6954		
	Official	11	4,6970	,4583	1,454	,206
	Retired	36	4,6667	,5225		
Relaxation	Student	36	4,6389	,5484		
	Self- employment	13	4,1795	1,1272		
	Housewife	129	4,5685	,6101		
	Worker	15	4,3556	,8210		
	Official	11	4,4848	,6559	1,088	,368
Facilities/ Services	Retired	36	4,6389	,6588		
	Student	36	4,3611	,4805		
	Self-employment	13	4,4359	,9659		
	Housewife	129	4,4083	,6811		
	Worker	15	4,2889	,6407		
Health/ Fitness	Official	11	4,5152	,5649	2,984	,012*
	Retired	36	4,5093	,5881		
	Student	36	3,9815	,8005		
	Self- employment	13	4,1282	,9283		
	Housewife	129	3,9018	,6710		
Health/ Fitness	Worker	15	3,8000	,9823		
	Official	11	3,6364	,9000	1,298	,265
	Retired	36	3,9444	,7948		
	Student	36	3,6759	,9511		
	Self - employment	13	3,4615	1,2136		

A statistically significant difference was determined in the dimensions of facilities/services ( $F=2,984$ ;  $p=.012$ ) in the Consumption Satisfaction Scale according to the occupation of the sample group. According to the results of the LSD test; official expressed more positive opinions in the dimensions of facilities/services ( $X=4,5152$ ) than other groups.

**Table 4:** Differentiation situation of consumer satisfaction dimensions according to the age of the sample group

DIMENSIONS	AGE	n	X	Sd.	F	p
Individual/ Psychological	Between 14-20	18	4,6667	,3660	5,277	,001**
	Between 21-27	30	4,2500	,6734		
	Between 28-36	44	4,5833	,5597		
	Between 37-43	47	4,6206	,4710		
	Between 44-50 50 and over	42 59	4,7540 4,7542	,3899 ,3705		
Social	Between 14-20	18	4,7963	,4593	2,811	,017*
	Between 21-27	30	4,4333	,7787		
	Between 28-36	44	4,3712	,8328		
	Between 37-43	47	4,6383	,5376		
	Between 44-50 50 and over	42 59	4,7063 4,7006	,4112 ,4450		
Relaxation	Between 14-20	18	4,5000	,4316	4,127	,001**
	Between 21-27	30	4,1222	,7705		
	Between 28-36	44	4,4167	,7121		
	Between 37-43	47	4,5603	,6336		
	Between 44-50 50 and over	42 59	4,6270 4,7119	,5806 ,5195		
Facilities/ Services	Between 14-20	18	4,1667	,6691	6,208	,001**
	Between 21-27	30	3,8556	,8999		
	Between 28-36	44	4,3030	,6736		
	Between 37-43	47	4,2553	,7620		
	Between 44-50 50 and over	42 59	4,4841 4,6384	,5519 ,5335		
Health/Fitness	Between 14-20	18	4,0000	,9074	4,683	,001**
	Between 21-27	30	3,2667	1,0186		
	Between 28-36	44	3,8030	,8813		
	Between 37-43	47	3,7518	,7691		
	Between 44-50 50 and over	42 59	3,9841 4,0452	,6157 ,5951		

A statistically significant difference was determined in the dimensions of individual/psychological ( $F= 5, 277$ ;  $p= 001$ ), social ( $F= 2, 811$ ;  $p= 0179$ ), relaxation ( $F= 4, 127$ ;  $p=001$ ), facilities/ services ( $F= 6,208$ ;  $p= 001$ ) and health / fitness ( $F= 4, 683$ ;  $p= 001$ ) in the Consumption Satisfaction Scale according to the age of the sample group. According to the results of LSD test is a difference among the age groups, the ones' between 21-27( $X= 3, 9815$ ) ages views directed to individual/psychological dimension about consumption satisfaction are more positive than other groups. It was stated that in the sample group between 14-20 ages individuals' views oriented social dimension about consumption satisfaction are positive than the other groups. It was determined that in the sample group between 50 and over ages ( $X= 4, 7119$ ) individuals' views directed to relaxation dimension about consumption satisfaction are more positive than the other groups. It was found that in the sample group between 50 and over ages ( $X= 4, 6384$ ) individuals' views directed to facilities/ services dimension about consumption satisfaction are more optimistic than the other groups. It was stated that in the sample group between 50 and over ages ( $X= 4, 0452$ ) individuals' views oriented health/fitness dimension about consumption satisfaction are more positive than the other groups.

#### 4. Discussion and Conclusions

When the body of literature about consumer satisfaction, it is encountered the findings which explain that the notion of consumer satisfaction has a multidimensional and hierarchical structure as the common view of scientists. On the subject of consumer satisfaction, scientists composed unique satisfaction dimensions. While each tool and scale are unique, some similarities and repetitive subjects compose in the studies about this topic

because of the diversity of the service dimensions and quality which they want to evaluate. In order to form a valid and reliable service model at the recreative facilities and services which are directed to consumers, more researches are needed to be done. Sport industry which is directed to recreative consumer is an industry which has a great social and economical effect on the international field especially in Europe (Theodorakis and Alexandris, 2008).

When the research results which were obtained according to gender of the sample group are analyzed, individual/psychological, social, relaxation, facilities/services and health/fitness dimensions which compose recreative consumer satisfaction do not show a meaningful difference according to the gender. Alexandrisve Carroll (1997) encountered some findings which show that the service and facility quality is more important to male participants than female participants. Theodorakis et all (2004) found that females' expectations of service and satisfaction is higher than males. Lin (2010) suggested that the managers of fitness centers need to make the service which is given by basing on the gender criteria appropriate for consumer's wish. The differences according to gender of recreative consumer satisfaction should be researched. Main assumption of quality, satisfaction and behavioral intention chain theory is being able to survive in a competitive market, satisfy their customers and preserve and produce long term benefits (Cronin and Taylor, 1992; Dabholkar et all., 2000).

When the research findings which were obtained according to the education level of sample group are analyzed, the primary school educated individuals' view directed to facilities/ services dimension about recreative consumption satisfaction are more positive than the ones' views who have high school and its equivalent and undergraduate and postgraduate education levels. It is stated that according to the results which was done with the aim of finding the difference among education levels is among which groups, primary school educated individuals' views oriented health/ fitness dimensions about recreative consumption satisfaction are more positive than the individuals' views who have high school and its equivalent and undergraduate and post graduate education levels. A meaningful difference according to education level in individual/ psychological, social and relaxation dimensions about Recreative Consumption Satisfaction was not found. Brady and Cronin (2001) mentioned about the individuals' who have a high education level expectations about consumer satisfaction are higher. Similar findings were reached at the end of the research. Ko and Pastore (2005) said that the most significant dimension is physical environment dimension in the consumer satisfaction. They suggest great and small novelties to develop facility atmosphere and design. Because of the fact that many services which are experienced by consumers in a physical facility are produced and consumed at the same time (Bitner, 1992). It is expressed that at the center of facility services of consumers during the sport and recreation services is sport facility (Westerbeek, 2000).

According to the results which was done with the aim of finding the difference among occupation groups is among which groups, the individuals' who are students views directed to the facilities/ services dimension about recreative consumption satisfaction are more positive than the ones views who are housewife, worker official, retired and self-employed. Each individual may have different decision about satisfaction. To understand the difference among individuals helps organizations with developing and designing better strategies about consumer satisfaction oriented occupation groups (Landrum et all, 2010). Ko and Pastore (2007) established that in the study which they did about consumer satisfaction and service quality of campus recreation programs which comprise of student occupation group of % 82 of sample group, they confirmed that participants have high average about general service quality. In the research findings which were obtained about occupation groups, individuals' who are students high average directed to result quality overlaps Ko and Pastore's results. Spectators who provide participation into sports facilities expect to have social and psychological benefits like excitement, pleasure and social interaction (Deighton, 1992; Milne and McDonald, 1999). The level of these benefits affects the sport participators' perceptions about their satisfaction. The research results are such as to support this statement.

Leisure satisfaction was analyzed by Franckve Van Raaij (1981) with demographic data and it was found that leisure satisfaction is lower among the young in accordance with the old. In the studies which Afthinos et all (2005) and Kim and Kim (1995) did directed to service quality in fitness centers, it was resulted that in all age groups service expectations and consumption satisfaction are close to each other. It is mentioned about age is a

strong determiner of customer behavior which affect some elements like interest, taste, purchasing behavior, political choice and investment (Lim et all (2008). Ko and Pastore (2005) stated in their studies that the personnel's who work in the activities attitude and behavior and experiences have an effect on consumers' service quality evaluation. Consumer's satisfaction perception about service is affected by other consumers' attitudes and behaviors. This social process is mentioned in the recreation and sports services which consumers have high level interaction (Ko and Pastore, 2005).

Relaxation and social dimensions show similarities with health/fitness and psychological dimensions. However facilities/services dimension shows difference. The reason of that is different nature of the activities which were done with the aim of recreation and individuals different expectations from these (Alexandris and Carroll, 1997). To Gerson (1999) consumer satisfaction is a significant indicator in the meaning of guiding service provider and employer and investment.

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# The Effect of Feedback in English Language Education

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## Abstract

The significance of English Language within the world, as well as in Turkey, reveals the importance of language teaching and evaluation techniques within the learning-teaching process. Through the whole process, feedback is claimed to hold an important place as it forms the basis for understanding the missing aspect of learning-teaching process. The aim of this study is to examine the effect of feedback on the students' success in grammar and writing skills. For this purpose, 36 students were taken into the analysis –19 being the experimental group and 17 being the control group. The students were given a pre and post-test on their grammatical skills, and a post-test on their writing skills. In between the pre and post-tests the students went through a process in which they did some writing practices on some specific grammar topics they were tested on, and the experimental group took feedback during this process while the control group didn't. As a result, the variables collected through the pre and post tests were analyzed through non-parametric tests MWU and Wilcoxon. Finally, the results of the study revealed that feedback wasn't effective on the students' overall success in grammar as well as writing.

**Key Words:** Feedback, English Language, English Language Education

## 1.Introduction

Language is a conventional means of communication used by humans in order to express themselves as well as to communicate with the others (Brown, 2000, 5). Thus, the language used within specific cultures, borders, and regions are to be considered the mother tongue or native language, whereas the languages out of these specifications are to be named as foreign languages.

In today's globalizing world conditions, in order for the individuals to be able to communicate with others from various cultures and languages and so to be able to catch up with the developing conditions, being competent in other languages holds an important place. In addition, the importance of learning foreign languages has also been supported by Çınar (2007) by the idea that being competent in other foreign languages helps individuals in learning new cultures and new information, and thus gain new points of view, all of which would in turn make those individuals contribute to their own culture and country. After all, it is not easy or possible to be competent in all of the foreign languages being spoken in the world. Therefore, specializing in some of the languages which are widely used through the world would be more useful in terms of work conditions as well as communicating purposes.

Considering the world languages, the one which is most widely used in the world, with 400 million people using it as their native language and 1,400 million people using it as a foreign or a second language, is the English Language (Güneş, 2009, 100; McArthur, 2003; McCrum, Cran and MacNeil, 1992, 9). Except its feature of being the most widely used language, English is also seen as a language used as the common language of international relations. After all, it is used as the common language of the international organizations including

NATO, UNESCO AND UN (Güneş, 2009, 100), as well as international constitutes or any other common activities. In short, English is to be the lingua franca of the world (Burchfield, 1985; Güneş, 2009, 100).

## English Language Education in Turkey

As it is valid through the world, English Language also has a significant position within Turkey. The encounter of Turks with the English Language first materialized during the Ottoman times through trades done around 1530s and it first entered into the public schools around 1908 (Demircan, 1988; Doğançay-Aktuna, 1998, 26). Furthermore, English began to have rather more importance in Turkey after the declaration of Turkish Republic. Then, together with the Unification of Instruction Regulation in 1924, a necessity for teaching a foreign

language in the schools was put forward and English was decided to be thought as the necessary foreign language beginning from 1955. Moreover, the number of schools giving English Language education increased around 1975 aiming to spread English Language use all over Turkey (Güneş, 2009, 100-101). Furthermore, together with the globalization of the world as well as the development of communication technology the innovation of increasing compulsory education to eight years was put into action in 1997, which also lowered down the English Language education in Turkish schools to younger ages. After this time, as the international relations got closer, the importance of English Language has increased and spread all over the country, the effect of which still continues.

Considering the importance given to English Language education in Turkey and in the world, it is crucial for the students to learn the target language in the best way. Therefore, the most appropriate techniques should be used in the most appropriate ways in order to teach the target language in a more effective way.

### **English Language Teaching in the Class**

Considering all of the people, environment and process components in terms of education, process is the continuum beginning from the preplanning of the educational program till the assessment of it, including the in-class processes (Özsever, 2008, 32). Thus, as the education process is the component which includes the two other components –people and context–, what should be done is to be able to have the process designed and put into action in the best way. Moreover, considering the study conducted by Özsever on the effect of the educational process on English preparatory school students' attitudes, it has been stated that in-class process, which is "...another aspect of instruction process in which the actual learning and teaching activities take place... including students, teachers and the environmental aspects..." (2008, 46), with an emphasis on teacher's role in the class, is really effective on student's attitudes together with feedback (2008, 146-147). Therefore, it can be interpreted that in-class process, including especially the effect of teacher interaction and thus feedback, is very important while teaching English Language, meaning that appropriate teaching techniques should be used during the process, including effective feedback.

Furthermore, the importance of feedback is also mentioned in the Bloom's 'Learning for Mastery Model', and it is claimed to form the basis for understanding the missing aspects of the learning-teaching process and thus strike into it (Davis and Sorrell, 1995). According to the model, the factors effecting the learning process is stated under two broad titles, being; 'learner qualities' –cognitive and affective features – and 'education process qualities,' and feedback is named as one of the four factors –clue, participation, reinforcement, and feedback and correction– affecting the quality of the education process, leading the learning and teaching process to be more meaningful, effective and adequate for the students within 'teaching process qualities' (Akpınar, 2010, 184-186; Senemoğlu, 2011, 445-446).

## **2. Feedback**

In addition to the importance in using appropriate teaching techniques, assessment techniques also have an important place in students' education, both of which can be taken as inseparable. Assessment is a process which can be considered as a general name for evaluation and feedback processes (Özsever, 2008, 58), and it can be considered as an important aspect of the educational process as it prepares the bases for meaningful learning through making the students as well as the teachers aware of the shortcomings of the whole process. Therefore, evaluation and feedback can be taken as two important aspects in education, both of which are supportive forces in teaching.

After all, as it was discussed by Özsever (2008, 146) that feedback was found to be the most closely correlated aspect of education process with student attitudes considering the other components under education process. In addition, although feedback can not be considered without its evaluation aspect which gives an idea about the individuals' situation, needed as a basement for feedback, the emphasis of success is mostly put on feedback. Thus, not matter what, the idea that the individuals should be informed about their mistakes in order for the

evaluation to be meaningful, was also mentioned by Harmer (2001, 59), Lado (1964, 55) and Ur (1981, 23), meaning that feedback deserves to be emphasized.

Feedback is defined as the “knowledge of results given to students on their performance” (Mathewson, 2010, 6) which can be used as a control process within itself. Moreover, feedback can also be defined as the reflection of an action, which can be used to control the system in various grounds, as also suggested by Demirel (2007, 26). A similar idea is also mentioned in Collins Dictionary (1987, 524) with the definition that feedback is used in order to find out if the process of the work trying to be done is successful at the end. In other words, feedback is the return of information that is result of an activity or process (Clariana, 2000). Therefore, feedback can be taken as having a great significance within the system it is given (Çalışkan, 1999, 10). In addition, Mathewson (2010, 6) puts forward the claim that feedback is a powerful tool for student improvement and empowerment. Moreover, Brinko (1993, 4) and Karaman (2010, 10) define feedback as an element which gives dynamism and two sidedness to communication, together with Cross (1988, 5) who as well claims feedback to be a two way communication.

In terms of educational aspect, feedback is an important part of education process which helps to make sure that the learning process has taken place (Atalı, 2008, 11; Demirel, 2007, 26; Karaman, 2010, 10). In short, feedback can be defined as a kind of determinant. Thus, it is an informative process which happens to take place between the teacher and the learner (Karaman, 2010, 12). In addition, feedback is a crucial feature of education process, which is important in enhancing learning and thus supports it (Askew and Lodge, 2000, 1). Similarly, Schimmel (1988, 188) defines feedback as a facilitative or substitutional factor for learner processing. This view is also supported by another view taking feedback as a necessary process for the students to acquire necessary skills (Costa, 2006, 8). Moreover, Williams and Burden’s (1997, 134) claim on feedback having a motivating influence on students, is an explanatory information on feedback being effective in learning. Furthermore, Askew and Lodge (2000, 5) take feedback as a gap filling factor between the current potential and the desired outcome in learning and teaching process. After all, it can be interpreted that, as feedback is a way to reflect the individuals’ competence and a necessity in order for the students to learn from their mistakes, and as it usually takes place following the evaluation they go through; it is important that learners get clear instructions beforehand so that they would know the criteria for their evaluation, which would in turn lead into more effective feedback (Harmer, 2001, 60).

Moreover, feedback is claimed to be effective for the teachers themselves as well, in terms of understanding the effectiveness of their instruction (Karaman, 2010, 10; Moore and Thompson, 1990, 21). This aspect of feedback is also mentioned by Angelo and Cross (1993, 1) with their explanation of feedback being; used to state how effective the teachers are teaching as well as how well the students are learning, and by Cross (1988, 3) by the claim that teachers need feedback to see their teaching. Therefore, considering the educational atmosphere, feedback can be interpreted as a process which is used as a chain of control system which can be used for teachers and students to control themselves as well as controlling the others; students and peers, respectively.

In sum, Nicol and Macfarlane-Dick (2006, 205) point out seven principles of giving effective feedback as; clarifying the expected standards and goals, facilitating learning, delivering high quality information, encouraging teacher and peer dialogue, encouraging motivation and self-esteem, providing opportunities to close the gap between current and desired performance and providing information to teachers in order to help them shape teaching.

Nevertheless, while deciding on which aspects the students should be evaluated and be given feedback, there are some factors to be considered, including; the objectives of the course in general as well as the specific assignment given, the criteria for the assignment –the important aspects to be focused on–, the type/genre of the assignment, together with the individual student variables including their strengths and weaknesses, attitude and expectations (McGarrell and Verbeem, 2007, 229). Therefore, considering numerous aspects together with the ones mentioned, they are all effective and needed to be considered while evaluating and giving feedback, in order to be successful in choosing the most appropriate type, source, form and way of giving it, and thus successfully reveal the message that is meant to be given.

To begin with, considering the types of feedback, Schimmel (1988, 184-186) groups them under four topics being; 'confirmative feedback' –confirms whether a learner's answer is correct or incorrect–, 'explanatory feedback' –gives step by step explanation to incorrect answers–, 'diagnostic feedback' –pointing out the problem without correcting them–, and 'corrective feedback' –bug related feedback; errors are pinpointed and than corrections are made. Similarly, (Milwaukee, 2011) groups types of feedback under 'descriptive' –what is needed by the individual to improve is described, explained to him–, 'evaluative' –for measuring individuals' performance–, 'effective' –helps individual to do reasoning for his future work– and 'motivational' –feedback is given to support the individual and make him feel good–, and suggests that the usage of the kind of feedback should be parallel with the intended goal. In addition, according to Roger's view, the five feedback types are; 'evaluative' –making judgment on the final situation–, 'interpretive' –trying to make sure if what is understood is correct–, 'supportive' –supporting, motivating the individual–, 'probing' –asking deeper questions for specific info– and 'understanding' –asking deeper questions in order to understand the individual (Changingminds.org, 2011). In short, feedback can be given for motivational, corrective, evaluative, diagnostic, descriptive, and understanding purposes depending on the objectives and the other variables of the educational process.

Moreover, in terms of the source of the feedback, feedback takes two forms being 'internal feedback' –given by the individual himself in order to compare his current progress against internal desired goals–, and 'external feedback' –given by the teacher, peer or other means like; videos and computers (Nicol and Macfarlane-Dick, 2006, 202). Nevertheless, Muncie (2000, 47) divides these sources as peer feedback, conferencing, teacher feedback and computer-based response. Putting self feedback aside which is an individual process, teacher feedback and peer feedback are two important sources of feedback which can be transformed within technological or one-to-one contexts. While teacher feedback refers to the feedback given to the students by the teacher, and thus teachers sharing their observations with the students, peer feedback refers to the students' sharing their observations with and on their peers or their teachers, which in turn is helpful to both of the sides; one side doing the evaluation and giving the feedback and the other side learning their mistakes. Additionally, Bahçe (1999, 22) also points out the importance of peer feedback by mentioning the fact that teacher feedback is not the only source of feedback that is to be effective. Moreover, Askew and Lodge (2000, 8) point out the importance of students' feedback in improving teaching, learning and schooling aspects of education process. On the other hand, Muncie (2000, 51) points out the importance of teacher feedback by mentioning the fact that the teachers are more knowledgeable and thus more experienced considering with the students, so teacher feedback is wanted and necessary for the students in order their improvement to be facilitated. After all, it can be concluded that any source of feedback can be advantageous depending on the context and the objectives as well as the other variables included in the educational process.

Furthermore, feedback can also be considered as being direct and indirect as well as being positive and negative. Firstly, taking direct and indirect feedback, direct feedback can be explained as giving feedback by indicating the mistakes as well as giving the corrections. On the other hand, indirect feedback is to be given when the teacher indicates the mistakes but doesn't give the correction and thus require students to do it (Eyleyen, 2008, 22). Secondly, considering the positive and negative feedback; positive feedback, which can as well be called constructivist feedback, is feedback which encourages learners' improvement, whereas negative feedback, which can also be named destructive feedback, would hinder learning (Atalı, 2008, 13-14). Positive feedback is used for affirming comments about the things that were successfully done in the past and need to be repeated, whereas negative feedback is corrective feedback about the things that went wrong in the past and need to be corrected (Eikenberry, 2011). Brinko (1993, 2-5) states that feedback would be more effective and thus be constructive for the learners when it is positive, interactive, certain, sensitive, credible and gathered from a number of sources. Therefore, it can be assumed that the feedback givers should be authentic, supportive, and non-judgmental while giving feedback. Additionally, Black and William (1998, 9) support the idea that; as feedback is used to improve students on specific aspects, it should be given as an advice without being used as a comparing factor between the students (Black and Wiliam, 1998, 9). Moreover, Brown (2000, 236) and Muncie (2000, 52) put forward the fact that positive feedback supports students in internalizing information and thus improving. Similarly, positive feedback, in other words praising is supported to lead into individuals with achievement motivation (Molden and Dweck, 2000, 152), meaning that it helps students achieve and thus learn. Therefore, it can be inferred that

students need positive feedback in order to develop positive feelings and thus improve (Uzel, 1995, 78). In contrast, negative feedback is defined as being destructive as it demotivates, discourages, over judges, criticizes and gives unclear or contradictory messages (Askew and Lodge, 2000, 7). Supporting this view, it is claimed that negative feedback should be avoided as it is taken to be devaluing, dehumanizing and insulting by the students (Brown, 2000, 236). Therefore, in short, positive feedback can be taken to be constructive in terms of learning whereas, negative feedback is destructive. However, although this is the case, both should be used when needed, considering the context (Eikenberry, 2011), and while doing it, Brinko (1993, 5) suggests ‘sandwiching’ negative feedback within the positive one.

Other than being positive or negative, or direct or indirect, the effectiveness of the feedback, the constructivity of it, is also affected by the timing of conveying it (Atalı, 2008, 16). Taking the timing of the feedback into consideration, it can be given during or after the evaluation or observation depending on the tasks, classroom environment and the activity (Brinko, 1993, 3; Harmer, 2001, 104-111). In addition, Clariana (2000) and Çalışkan (1999, 18) also mentions that feedback can be given right after the action or answer, or after sometime, in order to reinforce the students’ action or work, motivate and correct the mistakes. Thus, both of the claims can be interpreted as; giving feedback can be given during the evaluation –right after the action– as well as after sometime, which can be done individually with the students as well as with the whole class in order for the students to learn from each other’s mistakes.

Additionally, other than the timing of the feedback, the frequency of it is another aspect to be considered.

Çalışkan (1999, 31) claims that the frequency of giving feedback is important in terms of the need of the students. Moreover, Çalışkan (1999, 31) also claims that continuous feedback is needed at the beginning levels of the information transmission as the students don’t know anything about the topic, whereas, as they get competent in the topic, giving feedback periodically, in some intervals would be better in order to elicit keeping their interest and excitement towards the topic alive. In addition, and Cross (1988, 3) suggests giving continuous feedback, as well as Brinko (1993, 6) who suggests giving frequent feedback, though not extensive. So, it can be inferred that the frequency of the feedback should be arranged according to the variables that take place within the educational context, and should not be given more than enough.

Moreover, formative and summative feedbacks are two types of giving feedback related to the evaluation goals as well as timing; the first being used to help individuals improve their work, former being about evaluating the final product (Draper, 2003). To begin with, summative feedback, which is also named evaluative feedback, focuses on the undefined ‘ideal’ paper, and includes giving directives for improvement of the present of future assignments in terms of form (McGarrell and Verbeem, 2007, 229-230). On the other hand, the purpose of formative feedback, which is also named facilitative or intermediate feedback, is to address the needs of individuals and to encourage revision on the next draft by taking an inquiring stance towards the text, in order to raise awareness of the writer and thus the reader (McGarrell and Verbeem, 2007, 229). After all, it can be summarized that summative feedback focuses on form, whereas formative feedback focuses on the idea. Moreover, Uzel (1995, 10) also mentions the two types of feedback as one focusing on form/grammar and the other focusing on content, especially mentioning that they are used in giving feedback on writings, and points out the fact that they can also be used at the same time as also pointed out by McGarrell and Berbeem (2007, 234). Similarly, Sheppard (1992, 103) also puts forward the ways of responding to an essay, as form and meaning.

Nevertheless, the way of giving feedback is another important aspect of feedback, and it can take written or oral forms, again depending on the classroom environment as well as the in-class process (Bahçe, 1999, 26; Çalışkan, 1999, 10; Ergünay, 2008, 6; Harmer, 2001, 104-111; Karaman, 2010, 11). Thus, considering the written feedback, ‘responding’ –responding to the students’ answers on how to do the activity without assessing them– and ‘coding’ –used in order for students to understand their mistakes, and more helpful than random marks and comments– are the two ways of helping students to be more successful (Harmer, 2001, 110-111). On the other hand, oral feedback is given to the students orally without giving written suggestions. As suggested by Uzel (1995, 73) both types of written and oral feedback are preferred by the students. Moreover, it is suggested by

Brinko (1993, 2) that both of the ways of giving feedback is effective for students. Similarly, it is also claimed that, reinforcing written feedback with the oral one in order to help students understand their weak points better, thus, using both forms of feedback, would be more effective than using only one of them (Draper, 2003). In addition, Lecuyer, et al (2002, 1) point at another form of giving feedback, being haptic feedback, which is feedback given in tactile way. After all, no matter how the feedback is given, what is important is not only letting the individuals know how they did, but also evaluating the feedback points together with them, which helps the feedback givers have more control over the individuals as well as being more effective (Karaman, 2010, 11; Muncie, 2007, 52; Ryan and Deci, 2000, 40). In short, more feedback and thus more information brings by more learning (Clariana, 2000; Ferris and Roberts, 2001, 161).

In sum, feedback is a useful process which gives information on how bad or good someone is doing or has done something, which can be used within or outside the educational context, in a direct or indirect way, and both in oral or in the written ways, and is very much effective on students' education as students learn from their own as well as their peers' mistakes. Therefore, no matter which teaching technique is used within the education process, feedback should be given to the students following the evaluation process in order for them to be aware of their situation and have positive attitude and thus become motivated, which would carry them to success. Moreover, according to a study conducted by Wang and Wu (2008, 1589), it is stated that receiving attentive feedback promotes students' self-efficacy, while receiving knowledge of correct response improves student performance. These situations are also supported by Tarone and Yule (1989, 135), claiming that positive feelings and attitudes leads into motivated individuals who will probably be a successful learner. Similarly, this point is also supported by the idea that metacognition –being aware of one's own cognitive process– helps individuals improve their weak areas that would in turn help them find hope and become motivated GAC (2011, 5), together with the finding of Stravtianosopoulos's (2007, 7) research on the fact that both metacognition and motivation are to be effective on students' academic success.

After all, within the language education aspect, it is indicated by Harmer (2001, 59) that feedback is one of the things that students expect from their teachers in order to understand if they are getting their English right or not. Thus, considering the importance of individuals' attitudes, metacognition skills, and motivation factors, feedback can be interpreted to also be effective in being successful in learning and teaching English.

Considering the written works as one of in-class process performances, Keh (1990, 294) defines feedback as being a supportive factor for the writer in order for them to reach to the final product. Additionally, draft revision is claimed to have importance in individuals' development in terms of writing skills (McGarrell and Verbeem, 2007, 228; Paulus, 1999, 265). Nevertheless, students are found to make noticeable improvements in revising their writings when they are given written comments together with an oral one afterwards, in order to have a deeper understanding of their mistakes (Uzel, 1995, 74). Therefore, it can be interpreted that individuals desire for detailed explanation, detailed feedback in order to improve themselves. After all, as also suggested by

Muncie (2000, 52) feedback is to be vital in supporting individuals' writing skills.

### **3. The aim of the study**

The main aim of the present study is to find out the effect of feedback on achievement and improving students' writing skills in English Courses. It was intended to determine whether;

1. there is a significant difference between the pre-test and post-tests of the experimental group,
2. there is a significant difference between the post-tests of control and experimental groups,
3. there is a significant difference between pre-test and writing of the experimental group,
4. there is a significant difference between the writings of control and experimental groups

## 4. Research Design and Methodology

### Research design

The study has been designed as a true experimental study as it fulfills the three requirements of a true experimental study, which are; to select the students randomly and assign them into two groups, to have two experimental conditions or treatments, and to give both of the selected groups a pre-test and a post-test involving some kind of academic writing (Brown & Rogers, 2002, 211).

### Study group

The study group consisted of 53 students attending the English Preparatory classes A and B in the School of Foreign Languages at İnönü University in Malatya, Turkey.

53 students have participated in the study. However, after taking their scores in Exemption test, Second Midterm and Pre-test into consideration, they have been put into cluster analysis –*a statistical technique used for sorting observations into similar sets or groups (Ketchen and Shook, 1996, 441) in order to split the variables into homogeneous groups (Scott and Knott, 1974, 507)*– to make sure that the students were at the same level before beginning the experiment. As a result of the cluster analysis, 40 students were found to be in one group whereas 15 others were in another. Thus, the group with 40 students was taken in order to conduct the rest of the experiment although the assignments as well as the post-tests were assigned to all of the students in both of the classes. However, four of the students were not included in the study as they had not turned in the final post-test essay. Therefore, 36 students in total have participated in the study, 19 students as experimental group and 17 students as the control group.

### Data collection procedure

For this research, quantitative research has been used to collect data. The data has been collected through the grades earned from the ‘pre-test and post-test exams which were given in quiz format, and the grades earned from ‘post-test writing,’ which was requested as an essay, as another post-test which didn’t have a pre-test version, at the same day with the post-test questionnaire.

At the beginning, data is obtained through a structured exam which has been given to the students as a pre-test and post-test. The exam has been developed in quiz format and given to both classes.

While preparing the quiz questions, the grammar points that are included in the experimental study have been selected among the contents of the English course among the contents of the English course given in the second semester in 2014-2015 academic year of the preparatory classes at İnönü University. Moreover, timing has been considered while choosing the grammar points, and three sets of topics were included – one set each week – to be taught before the midterm, chosen accordingly by putting one week off after each set of topics in order to allocate enough time for giving feedback to the student’s essays to be used in the experimental process.

Furthermore, as it is important to prepare the questions by considering the cognitive domain stages which affect students’ learning styles (Airasian, et al. 2010, 7; Ayvaci and Türkdoğan, 2010, 14), the questions have been prepared consciously taking Bloom’s taxonomy into consideration, which is used for the classification of learning objectives especially in constructivism (Ayvaci and Türkdoğan, 2010, 15, 22). Among the six stages of the cognitive domain, including; remembering, understanding, applying, analyzing, evaluating and creating

(Airasian, et al. 2010, 7; Ayvaci and Türkdoğan, 2010, 2; Yüksel, 2007, 503), understanding and applying stages have been considered while preparing the quiz.

Before the pre-test was given to the students, it was given to 12 English instructors from two different universities and necessary corrections were made. Then, the corrected draft of the pre-test was given to 31 students as a pilot study and as a result of the pilot study;

1. the question style of first part of the quiz was transformed into multiple choice format due to the fact that more than one possible answers were found out to be acceptable,
2. one of the questions was deleted from the second part as it was found to be unclear,
3. an extra question was added to part three as it was found necessary to be tested, and
4. it was decided to add more questions on more grammar points so four more rewrite questions were added to the last part of the quiz.

After that, the new draft of the pre-test was again given to 7 English instructors in order to review the questions, and at last the final draft of the pre-test was formed and was given to the students of both control and experimental groups in the week of January 31, 2011.

The questions in the test were mainly made up of multiple choice questions, except the last part which required the students to do rewrite. To begin with, the first nine questions were tense questions. A paragraph was given with nine gaps and the students were asked to choose the most appropriate answers among the four choices given for each blank, being right under the paragraph. In fact, the first part was a cloze test whereas the answers were hidden among the four choices for each question. Next, the second part of the quiz required the students to fill in the blanks with one of the four models given in the instructions. Moreover, the third part of the quiz required the students to choose one of the two alternative words for each sentence. Therefore, as in the first part, the second and third parts asked the students to choose the best alternative among the ones given. Lastly, the fourth and the final part of the test was a rewrite. The students were given ten sentences and they were required to rewrite the sentences with the words given in parenthesis at the end of each sentence.

In addition to the test, a total of three essays were assigned to both of the groups during the experimental process, after presenting all of the grammar points in each set – all of which was included in the pre-test, asking them to use the assigned grammar points following some criteria (Table 1). Then 2 days were given to all of the students to get their essays ready and turn them in to the instructor.

While the control group didn't get any feedback from the instructor, the experimental group got two feedbacks for each of their essays. While giving the feedback, both formative and summative feedback have been used, though there was more emphasis on summative feedback as it is mostly focused on form with a little emphasis on content. Moreover, corrective feedbacks have been given mostly in indirect way –by making use of codes and symbols in order to make the students understand where they did wrong for each of their essays, especially on the use of the specified grammar points, and the written feedbacks given by the teacher were also followed by oral feedbacks. Thus, feedbacks were given for all three of the experimental group students' essays twice– within their scheduled times–, and the essays were rewritten and turned in as the final draft, according to the feedbacks given. The pattern, together with the specified grammar points and criteria are shown in Table 1:

**Table 1: Weekly Essay Topics, Their Usage Criteria**

	<b>Preparatory Class A</b>	<b>Preparatory Class B</b>
<b>ESSAY 1:</b>	- February 8,: Assign Essay	- February 9: Assign Essay
<i>TOPICS; Present Perfect, Linkers: (in contrast, but, whereas)</i>	- February 10,: 1 <sup>st</sup> Draft - February 14: 1 <sup>st</sup> Feedback - February 15: 2 <sup>nd</sup> Draft	- February 11: Collect Essay
<i>CRITERIA: Use each of the linker at least once and use present perfect tense at least 2 or3 times.</i>	- February 16: 2 <sup>nd</sup> Feedback - February 17: Final Draft	
<b>ESSAY 2:</b>	- February 22: Assign Essay	- February 23: Assign Essay
<i>TOPICS: 1<sup>st</sup> Conditional, Must/Mustn't, Have to/Don't Have to, -ING and -ED Adjectives</i>	- February 24: 1 <sup>st</sup> Draft - February 28: 1 <sup>st</sup> Feedback - March 1: 2 <sup>nd</sup> Draft	- February 25: Collect Essay

<i>CRITERIA: Each of the topics should be used at least 2 or 3 times</i>	- March 2: 2 <sup>nd</sup> Feedback	
	- March 3: Final Draft	
<b>ESSAY 3:</b>	- March 8: Assign Essay	- March 9: Assign Essay
<i>TOPICS: Present Perfect Continuous, Used to, Linkers: (On the other hand, Although, Therefore)</i>	- March 10: 1 <sup>st</sup> Draft	- March 11: Collect Essay
	- March 14: 1 <sup>st</sup> Feedback	
	- March 15: 2 <sup>nd</sup> Draft	
<i>CRITERIA: Use each of the linker at least once and use the other grammar points at least 2 or 3 times</i>	- March 16: 2 <sup>nd</sup> Feedback	
	- March 17: Final Draft	

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Next, in addition to the pre-test and the essay assignments, the students were given a post-test –same quiz given as the pre-test– in the week of March 23, and on the same day, they were also assigned for a final essay to be turned in, in two days again. These last essays were collected in order to be graded according to; title (5 points), vocabulary usage (20 points), grammar (40 points – 30 points specified grammar points, 10 points general grammar), content (10 points), writing fluency (5 points), organization (10 points) and spelling (10 points), and they were graded by five English instructors and the mean has been used as one of the data. Thus, the final essays were not given any feedbacks, and students are expected to be free in choosing at least three of the grammar points and three of the linkers, which the study revolved around, at least once.

## 5. Findings

Considering the analyses points, the first three of the hypotheses, including the analyses of pre-test, post-test and writings of both of the groups, have been analyzed with Mann Whitney U (MWU) and the other four hypotheses, including the pre-test – post-test and pre-test – writing comparisons of the control and experimental groups, have been analyzed with Wilcoxon analysis. Non-parametric tests have been used due to the fact that the number of students under each aspect of analyses were less than 30 (Sipahi, Yurtkoru and Çinko, 2006, 52, 183).

Furthermore, MWU analysis has been used in order to compare the grades of the independent groups, and Wilcoxon analysis has been used in order to compare the pre-tests, post-tests and writings of the same group (Sipahi, Yurtkoru and Çinko, 2006, 188, 190).

**Table 2.** The MWU analysis of results

	<b>N</b>	<b>Mean Rank</b>	<b>MWU</b>	<b>P</b>
<b>Experimental</b> (Pre-test)	19	19,50	142.500	0.55
<b>Control</b> (Pre-test)	17	17,38		
<b>Experimental</b> (Post-test)	19	17,82	148.500	0.68
<b>Control</b> (Post-test)	17	19,26		
<b>Experimental</b> (Writings)	19	20,13	130.500	0.33
<b>Control</b> (Writings)	17	16,68		

Beginning with the first analysis point, the pre-tests of both control and experimental groups have been taken and analyzed with the help of MWU and p value has been found to be  $>.05$ . Thus, the result revealed that there has been no significant difference between the pre-tests of control and experimental groups.

Moreover, the post-tests of both control and experimental groups have been considered with the help of MWU and the p value has been found to be  $>.05$ . Therefore, it has been put forward that the post-tests of the experimental and control groups didn't have significant difference-.

Furthermore, the writings of both control and experimental groups have been compared with the help of MWU and the p value has been found to be  $>.05$ . As a result, it has been understood that there were no significant differences between the writings of the two groups.

**Table 3.** The Wilcoxon analysis of results

	N		N	Mean Rank	Sum of Ranks	Z	P
<b>Pre-test</b> (Control)	17	Neg. Ranks	1	4	4	-3.312	0.001
<b>Post-test</b> (Control)	17	Pos. Ranks	15	8.80	132		
		Ties	1				
<b>Pre-test</b> (Experimental)	19	Neg. Ranks	2	7,75	15,50	-3.202	0.001
<b>Post-test</b> (Experimental)	19	Pos. Ranks	17	10,26	174,50		
		Ties	0				
<b>Pre-test</b> (Control)	17	Neg. Ranks	9	9.17	82	-0.284	0.776
<b>Writing</b> (Control)	17	Pos. Ranks	8	8.81	70		
		Ties	0				
<b>Pre-test</b> (Experimental)	19	Neg. Ranks	10	8.90	89	-0.153	0.879
<b>Writing</b> (Experimental)	19	Pos. Ranks	8	10.25	82		
		Ties	1				

Moving on to the other topics which have been analyzed through Wilcoxon, the first hypothesis was on the differences of mean considering the pre and post-test results of the control group. The analysis has stated that there were differences between the control group's pre and post-test scores ( $p < 0.05$ ). Therefore, the next table has been taken into consideration and it has been found out that the students' post-test grade was higher than their pre-test grade.

In addition, considering the pre and post-test scores of the experimental group, it has been found out that the pre-test and post-test results of the students showed differences as the analysis had a p value  $< 0.05$ . Having a further look at the analysis, the post-test results have been found to be higher than the pre-test results.

Furthermore, the pre-test and writing grades of the control group have been compared and the results revealed that there was no difference in between, with a p value  $>.05$  (Table 7).

Finally, the pre-test and writing scores of the experimental group have been taken into analysis and the p value has been found to be  $>.05$ , meaning that there were no differences between the two.

## 6. Conclusion

As a result of the experimental study conducted on the two classes of İnönü University School of Foreign Languages, it has been found out that;

- there was no significant difference between the pre-test, post-test and writing grades of both of the control and experimental groups,
- there was a significant difference between the pre and post-tests of both of the control and their post-test grades being higher,
- there was no significant difference between the pre-test and writings of both of the control and experimental groups

Taking the first block of findings into consideration, as the study has been an experimental study analyzing the effect of teacher feedback on students; it was a favorable result to have no significant difference between the pre-test results of the control and experimental groups. However, although feedback has been thought to have a developmental aspect in terms of student knowledge and thus their achievement, the findings of the study revealed that the post-tests and the final writings of the control and experimental group didn't have any significant differences.

Moreover, having a deeper look at the second block of findings, the study clarified the fact that both of the student groups, had gone through a development and thus had better results in their post-tests when compared with their pre-tests. However, as this situation came to be true both for the control and experimental groups, the findings revealed that the feedback given to the experimental group didn't have a comparative advantage over the control group. Furthermore, the mean scores of control group increased more than those of experimental group contrary to expectations.

Furthermore, taking the last block of findings in to consideration, it has been found out that the final writing grades of both of the student groups were not higher than their pre-test grades, meaning that the writing process, thus the feedback process didn't have any effect on the experimental group.

Therefore, it can be said that although the experiment conducted has resulted in both control and experimental groups' students' post-test grades to be higher than their pre-test grades –which was expected–, this might have resulted due to the standard lessons in which the students were taught the points asked in the tests. On the other hand, when the writings of the students of both groups were compared, it was seen that there were no significant difference between the control and experimental groups which should not have been the case if feedback was to have an improving role within the experiment. This situation has also been revealed by other studies as mentioned by Truscott (1998, 530), and it was stated that correction had little or no effect on students' writing ability. Similarly, Frankenberg-Garcia (1999, 100) has mentioned in his article on feedback that there found to be “very little evidence of improvement in the overall quality of student writing” as a result of the writing feedback process.

Having a look at the studies conducted about the use of feedback, Eyleyen (2008, 67) supports the idea that as writing improvement takes a lot of time, carrying out the study for a longer term is a good thing to do in order for the feedbacks given to the students to be more effective. Furthermore, other than the need of a longer time period for the improvement in essays, other reasons of the feedback process not being successful within the study might be due to some aspects of the experiment. First of all, it can clearly be seen that the main focus of the study was on giving feedback on the grammar more than the content. However, a study conducted by Truscott (1996, 328) reveals the fact that grammar correction, thus the corrective feedback given on grammar, is ineffective or has negative effects on students and thus it should be abandoned. Moreover, another idea mentions the fact that the students should also be given feedback on the content of their writings rather than only on grammar (Eyleyen, 2008, 65).

Furthermore, student's situation and thus their interpretations are really important while considering the effect of feedback as they are in the receiver position who should improve themselves (Eyleyen, 2008, 61; Uzel, 1997, 150). According to some researchers, some students interpret their teachers' feedback as rules and thus they just try to follow the rules they dictate (Mathewson, 2010, 11; Uzel, 1995, 11). Apparently, this kind of a situation wouldn't be effective, so it wouldn't help students improve themselves. In addition, the students' preferences on what kind of feedback they want in terms of the way and type are important as well. The feedback given only in written form for example is found not to be appreciated by the students as they prefer getting oral and written feedback together as they want the comments of their teachers' to be clarified (Eyleyen, 2008, 61; Uzel, 1995, 73, 74; Uzel, 1997, 152). Furthermore, Eyleyen (2008, 64) has also mentioned the fact that mechanical corrective feedback was not helpful for the students to improve their writing performance. Therefore, another reason for this feedback process in the study not to be successful might be due to the lack of oral feedback, so lack of clarification, given to the students as it was only given to the ones who required.

Next, considering the type of feedback, Atalı (2008, 62) and Eyleyen (2008, 67) has mentioned the fact that giving different kinds of feedback to students is important depending on the topic, context and the goals of the lesson, and thus teachers should be trained on various types of feedback they can make use of in the class (Eyleyen, 2008, 67; Uzel, 1997, 156). Another important issue, with an emphasis to the kinds of feedback given to the students, is the fact that positive feedback is also needed to be given to the students in addition to the corrective ones in order to encourage their work (Uzel, 1996, 78; Uzel, 1997, 154).

After all, the present study has shown that the feedback process experiment conducted for the sake of the improvement of the specific grammar points and writing skills hasn't shown its effect on the students' grades. The reason for this situation could have been due to students' perceptions, mechanical feedback, focusing more on grammar rather than content, lack of clarifying the comments given by the instructor and the time constraints. Moreover, the situation of the students who had already been programmed to work and pass the preparatory school might have been another possible reason why there found to be no differences between the control and the experimental groups' post-test and writings.

## 7. Suggestions

In order to find out the effect of feedback on the preparatory students' language improvement in terms of grammar and writing, other experimental studies can be conducted where the feedbacks can be given both written and orally to all of the students in order to clarify the points, the content of the writings can be focused on more, more time can be allocated for the study in order to enable the students to have more time for the language improvement and the students can be encouraged by commenting on the positive sides of their works. Moreover, as has also been suggested by Frankenberg-Garcia (1999, 102), Uzel (1996, 80) and Uzel (1997, 155), giving workshops, Frankenberg-Garcia names it as pre-text feedback, to the students on what they need in order to write better in their first drafts and improve their writings as well as understanding the feedback given to them by their teachers can be another recommendation which would make them ask their questions whenever they want and thus help them improve their writings. Furthermore, as suggested by Frankenberg-Garcia (1999, 103), revision feedback is another way of helping students with their writing process, which makes students show their teachers each step of their work and thus their thinking process –they are asked to leave some room within the lines of their writings so that they can insert any additions whenever they want, and they are also asked not to erase what they decide to rewrite and put a thin line on it instead. As a result, all of these factors help the teachers detect the students' underlying problems in writing and thus work on their problems one by one, which is more important and effective than the classical feedback tasks.

Consequently, although feedback is an effective process in improving students language skills, various aspects should be considered in terms of students, teachers and the context while transferring the comments to the students so that the process can be more helpful and lead the students to achievement.

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## Effects of Tourism Students' Optimist-Pessimist Features on their Leisure Satisfactions and Interpersonal Relations

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### ABSTRACT

The aim of this study is to investigate the effects of optimistic and pessimistic characteristics of tourism students, who will determine the future of the tourism sector, on their psychological, social and physiological leisure satisfaction and empathy, emotion awareness and trust in others, in interpersonal relationships. A quantitative survey was applied to 378 tourism faculty students. Data analysis results show us that the scales that were used are highly reliable, and that there is a positive correlation of optimistic characteristics to psychological, physiological, and social leisure satisfaction, but there is a negative correlation of pessimistic characteristics to psychological, physiological, and social leisure satisfaction, optimistic characteristics have positive correlation to empathy, but negative correlation to social leisure satisfaction, pessimistic characteristics have positive correlation to emotion awareness and trust in others, but negative correlation to empathy, physiological leisure satisfaction have positive correlation to empathy, but negative correlation to trust in others and emotion awareness, social leisure satisfaction has positive correlation to empathy and emotion awareness, but negative correlation to trust in others. It was also revealed that optimistic characteristics affect social satisfaction, pessimistic characteristics affect psychological satisfaction most widely, psychological satisfaction affects empathy positively, but trust in others negatively, social satisfaction affects empathy positively, but trust in others negatively, psychological leisure satisfaction has positive correlation to empathy and emotion awareness, but negative correlation to trust in others, optimistic characteristics affect empathy positively but trust in others negatively, pessimistic characteristics affect empathy negatively but trust in others positively, and pessimistic characteristics affect emotion awareness most widely.

**Keywords:** Optimist-Pessimist Feature, leisure Satisfaction, Interpersonal Relation, Tourism Student

### 1. Introduction

Optimist and pessimist are considered to be the most important determinants of personality traits that affect the well-being of individuals and define their point of view in looking at events. Optimist represents the positive side of the individual's mood, and pessimist represents the negative aspect. Optimist and pessimist are generally defined as the expectation of positive and/or negative results from life, being important determinants of adaptation to life, and a tendency to be, positively or negatively, expecting everything in life to get better or worse (Scheier and Carver 1985).

Optimist is associated with positive psychological results while pessimism is associated with mainly negative psychological results (Bayrami, et.al. 2012). According to Seligman (2006), optimist is a characteristic that can be learned, changed and developed. He claims that individuals attribute positive or negative properties to events based on past lives, and optimist may be achieved by gaining some new, cognitive capabilities. According to the point of view regarding optimist as a form of attribution, optimists evaluate the failures or negative events in their lives as temporary, controllable, incidental to a certain difficulty, and arising from external factors. Furthermore, optimistic individuals are represented as duty focused, beneficial within the socio-economic structure, with high educational performance, and as a result, within the high income bracket, and more successful at personal relationships (Carver et. al. 2010). A high level of optimist is associated with subjective well-being, even in times of possible hardness and difficulties. Optimist is found to be associated with a high level of coping with responsibility, low level of taking responsibility or pulling back, and coping. Furthermore, it has also been indicated that optimist has a positive correlation with an individual's general health (psychological, sociological, and physiological), whereas pessimist has a negative correlation, with deleterious behavior (Carver et al. 2010).

The generalized negative result expectations of individuals are defined as pessimist. Pessimist adversely affects the psychological, sociological and physiological well-being of individuals (Peterson and Seligman 1987). Pessimistic individuals do not act because they believe that no matter what they do, they will not be successful, and they evaluate problems and misfortunes as permanent, universal, and personal (Peterson 1991; Seligman 2006; Sapmaz and Doğan 2012). Defensive pessimistic individuals perform more when they think of negative results, because the expectation of a negative result brings forth negative feelings such as worry, anxiety, fear, etc., in defensive pessimists. These individuals act in order to rid themselves of these negative feelings. (Spencer and Norem 1996). According to Carver et al. (2010), although pessimist is seen as a personality trait, it can be transformed into optimist, and as the optimist level of individuals rises, it is thought that level of pessimist will drop (Riskind et al. 1996).

Hargrove (2011) has defined Leisure Satisfaction as the socio-psychological results of leisure motivation and behaviour (Broughton and Beggs 2007). In today's conditions, with the adoption of hedonism by individuals in the utilization of leisure, contentment, relaxation and enjoyment have gained importance in leisure activities. The change in the individual's wants and needs together with the developments and changes in the environment, significantly affect their satisfaction levels.

The concept of satisfaction is defined as "cognitive and effective reaction to a service event" according to Oliver (1993) "the satiation of motivations, needs and expectations" according to Siegenthaler and O'Dell (2000), and according to Kovacs (2000), it is "relative to the difference between what individuals have, and what they expect; the smaller the difference, the greater will be the satisfaction". Leisure satisfaction, on the other hand, is related to the general contentment level of the individuals during their leisure time. Positive feelings about contentment are the result of the satisfaction of felt and unmet needs (Chen 2005; Tu et.al. 2007). Beard and Ragheb (1980) define leisure satisfaction as "the positive feelings individuals achieve, win, reach and perceive as a result of participation in leisure activities".

According to Beard and Ragheb (1980) as a result of participation in leisure activities, individuals gain physiological, psychological, aesthetical, social, educational and relaxing benefits. *Psychological benefits* refer to the freedom, fun, participation and competition characteristics of leisure activities; educational benefits cover the satisfaction level of subjects such as personal development, mental stimulation, learning new things; social benefits include the effects of leisure activities on participants in becoming a member of a group, and building new and meaningful relationships with different persons; *the benefit of relaxing*, covers the effect of leisure in the relaxation, rest, and renewal of the individuals, as well as the need to get away from stress and the difficulties of life; physiological benefit, defines the physiological benefits such as the condition of vitality, healthiness, weight control and well-being individuals achieve as a result of leisure activities they participate in; and aesthetical benefit means the evaluation of the design, beauty, interest and niceness of the places visited or used by the individuals for the realization of their leisure activities (Beggs and Elkins 2010; Chen 2005; Karlı et al. 2008).

There are studies directed at leisure satisfaction, leisure involvement, leisure loyalty (Yetim 2014) personality traits, life satisfaction (Akyıldız 2013) individual differences (Hills et al. 2000), freedom (Lapa 2013), and similar variables. In research related to leisure satisfaction, it has been disclosed, by Chen, et.al. 2013) that adolescent motivation levels have positive effects on leisure satisfaction; by Yetim (2014) that the leisure involvement of individuals who are members of fitness centers have positive effects on leisure satisfaction and leisure loyalty; by Lapa (2013) that there is a positive correlation between life saturation, leisure satisfaction, and perceived leisure freedom, that gender does not change leisure satisfaction, but changes the perception of freedom, and leisure satisfaction and perceived freedom differs according to age and income level; and by Lin et al. (2015) that low workload and flexible working hours directly benefit leisure satisfaction.

Individuals communicate with other individuals in their environment according to need. Both parties are affected as a result of the communication process between individuals, and behavioral differences may result. Interpersonal relationships represent interaction between individuals (İmamoğlu 2009). Many events, such as

happiness, success, friendship, companionship, etc., belonging in the life process of an individual, comes to life through interpersonal relationships (Koç 2014). In the establishment, continuation and termination of interpersonal relationships, as well as the individual, the choices and qualities of the other party also function as determinants in the relationship (Graham and Lafollette 1989).

According to Peplau (2004) the concept of interpersonal relationships is the sharing of different experiences and perceptions between two persons being affected by the feelings, thoughts, perceptions, assumptions and expectations of each other. According to İmamoğlu (2008), it is defined as the mutual emotional interactions and behaviors developing between two or more persons, arising from different needs, and exhibiting various levels of intensity, from simple acquaintanceship to cordiality. According to Saymaz (2003), it is defined as the emotion, thought and behavior styles experienced by individuals in their relationships with others. İmamoğlu (2008), has listed the factors effective in interpersonal relationships as, primarily, factors related to the individual (personality traits, self-conception, self-determination, interpersonal dependency – interpersonal devotion, etc.), and, secondarily, factors indirectly related to the individual due to the environment, and others (mutual attraction, trust, parental attitude, etc.).

### **Objectives of this Study**

This study aims to reveal the effects of optimistic and pessimistic characteristics of tourism students on leisure work satisfaction and interpersonal relationships. In this study, the researchers have searched for the answers to the following sub-dimensional questions:

1. Do optimistic and pessimistic characteristics affect leisure satisfaction? If they do, what kind of a correlation is there?
2. Do optimistic and pessimistic characteristics affect interpersonal relationships? If they do, what kind of a correlation is there?

## **2. Methodology**

A quantitative research method was employed to investigate the effects of tourism students' optimistic and pessimistic characteristics and the psychological, social and physiological sub-dimensions of leisure satisfaction on the empathy and trust in others sub-dimensions of interpersonal relationships. Target population of the study were a total of 2169 students enrolled in the Mediterranean University, Department of Tourism. 378 Tourism Department students with a reliability factor of 95% make up the sample of the study. Data was collected during the spring term of the 2015 – 2016 education year through a questionnaire technique. The questionnaire created for the purpose of collecting research data consists of four sections. The first section contains personal information (age, gender, citizenship, grade, monthly income, section); in the second section, the Optimist and Pessimist Scale developed by Colligan, et.al., and containing 20 statements and two sub-dimensions, which is a four-point likert scale of (1) "I definitely do not agree," (2) "I do not agree," (3) "I agree," and (4) "I definitely agree"; in the third section, the Leisure Satisfaction

Scale, with 24 statements and 6 sub-dimensions, developed by Beard and Ragheb, (1980), and used by Beggs and Elkins (2010) in their studies, which is five-point likert scale of (1) "I definitely do not agree", (2) "I somewhat do not agree", (3) "I am undecided", (4) "I somewhat agree", (5) "I definitely agree" was used to determine the leisure satisfactions of the students; and in the fourth section, in order to define the interpersonal relationships of the students, the Interpersonal Relationships Scale, developed by İmamoglu and Aydın (2009), and containing 53 statements and 4 sub-dimensions, which is a five-point likert scale of (1)

"Does not define", (2) "Slightly defines", (3) "Partially defines", (4) "Quite defines", (5) "Fully defines". Data collected with the questionnaire were analysed and interpreted, using the SPSS statistical data analysis package program. In multi-variable analyses, the Kolmogorov-Simimov test was applied to check for normal distribution, and the results of this test showed that the distribution was normal. As the obtained data showed normal distribution, parametric tests were preferred. To measure the reliability of the Optimist – Pessimist, Leisure

Satisfaction, and Interpersonal Relationship Scales used in the study, the Cronbach Alpha reliability analysis, and for the personal information frequency and percentage defining statistics were used. In order to test the validity of the Optimist – Pessimist, Leisure Satisfaction, and Interpersonal Relationship Scales, factor analysis was applied. Pearson correlation analysis was applied in order to determine the correlation of the students' variables of optimist, pessimist, psychological, social, and physiological leisure satisfaction, and empathy and trust in others sub-dimensions of the interpersonal relationships, and linear regression analysis was used to determine the effects of the variables on each other. The model of the study is shown in Figure 1.

### **Figure 1. Research Model**

The research hypotheses formed in accordance with the research model are as follows: “H1: There is a positive, meaningful correlation between the optimistic characteristics of the tourism students and their leisure satisfaction dimensions”; “H2: There is a negative, meaningful correlation between the pessimistic characteristics of the tourism students and their leisure satisfaction dimensions”; “H3: There is a positive, meaningful correlation between the leisure satisfaction dimensions of the tourism students and their interpersonal relationship dimensions”; “H4: There is a positive, meaningful correlation between the optimistic characteristics of the tourism students and their interpersonal relationship dimensions”; “H5: There is a negative, meaningful correlation between the pessimistic characteristics of the tourism students and their interpersonal relationship dimensions”; “H6: The optimistic characteristics of the tourism students positively affect their psychological leisure satisfaction”; “H7: The optimistic characteristics of the tourism students positively affect their physiological leisure satisfaction”; “H8: The optimistic characteristics of the tourism students positively affect their social leisure satisfaction”; “H9: The pessimistic characteristics of the tourism students positively affect their psychological leisure satisfaction”; “H10: : The pessimistic characteristics of the tourism students positively affect their physiological leisure satisfaction”; “H11: : The pessimistic characteristics of the tourism students positively affect their social leisure satisfaction”; “H12: The psychological leisure satisfaction of tourism students positively affect their empathy characteristics in interpersonal relationships”; “H13: The psychological leisure satisfaction of tourism students positively affect their trust in others characteristics in interpersonal relationships”; “H14: The physiological leisure satisfaction of tourism students positively affect their empathy characteristics in interpersonal relationships”; “H15: The physiological leisure satisfaction of tourism students positively affect their trust in others characteristics in interpersonal relationships”; “H16: The social leisure satisfaction of tourism students positively affect their empathy characteristics in interpersonal relationships”; “H17: The social leisure satisfaction of tourism students positively affect their trust in others characteristics in interpersonal relationships”; “H18: The optimistic characteristics of tourism students positively affect their empathy characteristics in interpersonal relationships”; “H19: The pessimistic characteristics of tourism students positively affect their empathy characteristics in interpersonal relationships”; “H20: The pessimistic characteristics of tourism students positively affect their trust in others characteristics in interpersonal relationships”; “H21: The optimistic characteristics of tourism students positively affect their trust in others characteristics in interpersonal relationships”; “H22: The optimistic characteristics of tourism students positively affect their emotion awareness characteristics in interpersonal relationships”; “H23: The pessimistic characteristics of tourism students positively affect their emotion awareness characteristics in interpersonal relationships.”

### **3. Results and Discussion**

Cronbach Alpha Coefficient was used in the reliability analysis of the utilized scales. The Cronbach Alpha coefficient in the general validity and reliability analysis of the scales used in the study was 0.89, the Cronbach Alpha coefficient of the Optimist-Pessimist Scale was 0.68, the Cronbach Alpha coefficient of the Leisure Satisfaction Scale was 0.93, and the Cronbach Alpha coefficient of the Interpersonal Relationships Scale was 0.80. The general Cronbach Alpha coefficient (0.89) of the scales show that the scales are highly reliable for the study.

A factor analysis was applied to test the structural validity of the optimist-pessimist, leisure satisfaction and interpersonal relationships scales. Kaiser-Meyer-Olkin (KMO) test, to check the sufficiency of the size of the sample group, and Barlett Sphericity test, to determine if the variables had normal distribution, were applied. The KMO value of the Optimist-Pessimist Scale was 0.726, the KMO value of the Leisure Satisfaction Scale was 0.924, the KMO value of the Interpersonal Relationships Scale was 0.708, and the Barlett Sphericity test results were meaningful. After factor analysis and the varimax rotation process, the eigenvalue of the Optimist-Pessimist scale was defined as two dimensions greater than one, the eigenvalue of the Leisure Satisfaction scale as five dimensions greater than one, and the eigenvalue of the Interpersonal Relationships scale, as four dimensions greater than one. Optimist-Pessimist dimensions disclose 67.203%, psychological satisfaction, social satisfaction and physiological satisfaction dimensions, 45.293%, and empathy, emotion awareness, and trust in others, 46.161% of the total variance. Data related to factor validity and variances are given in Table 1, below.

**Table 1.** Factor validity and factor variances

In Table 2, the correlation between the tourism students' optimism, pessimism, psychological, social and physiological leisure satisfaction, empathy, emotion awareness and trust in others was examined with the Pearson correlation technique. In the correlation table, mean values were determined for optimism ( $X=2.9642$ ), pessimism ( $X=1.8518$ ), psychological satisfaction ( $X=3.7883$ ), physiological satisfaction ( $X=3.5939$ ), social satisfaction ( $X=3.7471$ ), empathy ( $X=3.7247$ ), emotion awareness ( $X=3.0597$ ), and trust in others ( $X=2.5598$ ). There is a positive correlation between optimism and psychological, physiological and social leisure satisfaction (Psychological Satisfaction ( $r=.372$ ,  $p>.01$ ), Physiological Satisfaction ( $r=.277$ ,  $p>.01$ ), Social Satisfaction ( $r=.408$ ,  $p>.01$ )). There is a negative correlation between pessimistic characteristics and psychological, physiological and social leisure satisfaction (Psychological Satisfaction ( $r=-.308$ ,  $p>.01$ ), Physiological Satisfaction ( $r=-.087$ ,  $p>.05$ ), Social Satisfaction ( $r=-.226$ ,  $p>.01$ )). Optimistic characteristics have a positive correlation to empathy and emotion awareness, and a negative correlation to trust in others (Empathy ( $r=.296$ ,  $p>.01$ ), Emotion Awareness ( $r=.098$ ,  $p>.05$ ), Trust in Others ( $r=-.153$ ,  $p>.01$ )). Pessimistic characteristics have a positive correlation to emotion awareness and trust in others, and a negative correlation to empathy (Empathy ( $r=-.263$ ,  $p>.01$ ), Emotion Awareness ( $r=.263$ ,  $p>.01$ ), Trust in Others ( $r=.472$ ,  $p>.01$ )). Accordingly, H1 and H2 hypotheses have been accepted. Psychological leisure satisfaction has a positive correlation to empathy and emotion awareness, and a negative correlation to trust in others (Empathy ( $r=.385$ ,  $p>.01$ ), Emotion Awareness ( $r=.037$ ,  $p>.05$ ), Trust in Others ( $r=-.121$ ,  $p>.05$ )). Physiological leisure satisfaction has a positive correlation to empathy, and a negative correlation to emotion awareness and trust in others (Empathy ( $r=.224$ ,  $p>.01$ ), Emotion Awareness ( $r=-.004$ ,  $p>.05$ ), Trust in Others ( $r=-.075$ ,  $p>.05$ )). Social leisure satisfaction has a positive correlation to empathy and emotion awareness, and a negative correlation to trust in others (Empathy ( $r=.357$ ,  $p>.01$ ), Emotion Awareness ( $r=.045$ ,  $p>.05$ ), Trust in Others ( $r=-.145$ ,  $p>.01$ )). Therefore, the H3, H4 and H5 hypotheses have been partially accepted.

**Table 2.** Correlation of variables

The F values in Table 3 show that the models as a whole are meaningful at all levels (Sig.=.000). It can be seen that each variable added to the model from the t statistical values is individually meaningful (at 5% significance level). Optimistic characteristic positively affects psychological, social and physiological leisure satisfaction. According to  $\beta$  values, optimism affects social satisfaction relatively more (.501). Accordingly, the H6, H7 and H8 hypotheses have been accepted.

**Table 3.** The effect of optimistic characteristics on psychological, social and physiological leisure satisfaction

The F values in Table 4 show that the models as a whole are meaningful at all levels (Sig.=.000). It can be seen that each variable added to the model from the t statistical values is individually meaningful (at 5% significance level). Pessimistic characteristic negatively affects psychological, social and physiological leisure satisfaction. According to  $\beta$  values, pessimism affects psychological satisfaction relatively the most (-.319) Accordingly, the H9, H10 and H11 hypotheses have been accepted.

**Table 4.** The effect of pessimistic characteristics on psychological, social and physiological leisure satisfaction

The F values in Table 5 show that the models as a whole are meaningful at all levels (Sig.=.000). It can be seen that each variable added to the model from the t statistical values is individually meaningful (at 5% significance level). According to  $\beta$  values, psychological satisfaction positively affects empathy (.361), negatively affects trust in others (-.121); social satisfaction positively affects empathy (.320), negatively affects trust in others (-.137); physiological satisfaction positively affects empathy (.187), and negatively affects trust in others (-.067). Accordingly, the H12, H13, H14, H15, H16 and H17 hypotheses have been partially accepted.

**Table 5.** The effect of the psychological, social and physiological leisure satisfaction on empathy and trust in others

The F values in Table 6 show that the models as a whole are meaningful at all levels (Sig.=.000). It can be seen that each variable added to the model from the t statistical values is individually meaningful (at 5% significance level). According to  $\beta$  values, optimistic characteristics positively affect empathy (.326), negatively affect trust in others (-.179), and pessimistic characteristics negatively affect empathy (-.259) and positively affect trust in others. Accordingly, the H18 and H20 hypotheses have been accepted, and H19 and H21 hypotheses have been rejected.

**Table 6.** The effect of the optimistic and pessimistic characteristics of the students on empathy and trust in others

The F values in Table 7 show that the models as a whole are meaningful at all levels (Sig.=.000). It can be seen that each variable added to the model from the t statistical values is individually meaningful (at 5% significance level). Optimistic (.154) and pessimistic (.228) characteristics have a positive effect on emotion awareness. According to the  $\beta$  values, emotion awareness is affected by pessimistic characteristics relatively more. Accordingly, the H22 and H23 hypotheses have been accepted.

**Table 7.** The effect of the optimistic and pessimistic characteristics of the students on emotion awareness

In this study, it has been determined that the students gain different levels of benefit and satisfaction from different leisure activities according to their optimistic or pessimistic characteristics; in other words, the relative leisure satisfaction levels of students differed according to the differences between what was expected from the activity and the actual result. Smith, et.al. (2013) in the study they carried out, using interpersonal perspective, to define the role of spiritual goodness in social relationships, determined that optimism and pessimism were associated with moderate-dominant and hostile-submissive interpersonal relationship styles, and optimism increases interpersonal harmony. Francken and Raaij (1981) have determined in their studies that the leisure satisfaction levels of optimists are high, whereas those with pessimistic outlooks have low levels of leisure satisfaction. Broughton and Beggs (2007) have found that age and condition of health in elderly individuals is effective in leisure satisfaction. Research carried out by Lu and Hu (2005) has led them to the conclusion that serious leisure activities are more stressful, require effort, and besides being more absorbing, require control, therefore, individuals involved in such activities achieve a higher level of satisfaction. Tekin et. al. (2009) on the other hand have concluded that participating in physical exercise during leisure positively affects the depression and hardiness levels of both genders. Sharpe et. al. (2011) have found in their study that optimism has a high level of positive correlation with emotional stability, extrovertism, kindness, and compassionate personality structures. The above mentioned findings are compatible with the findings of this study.

According to the correlation results obtained in this study between optimism, pessimism, psychological, social and physiological leisure satisfaction, and the variables of empathy, emotion awareness, and trust in others, it was determined that,

- a positive correlation of optimistic characteristics to psychological, social and physiological leisure satisfaction,
- a negative correlation of pessimistic characteristics to psychological, social and physiological leisure satisfaction,
- a positive correlation of optimistic characteristics to empathy and emotion awareness, and a negative correlation to trust in others,
- a positive correlation of pessimistic characteristics to emotion awareness and trust in others, and a negative correlation to empathy,
- a positive correlation of psychological leisure satisfaction to empathy and emotion awareness, and a negative correlation to trust in others,
- a positive correlation of physiological leisure satisfaction to empathy, and a negative correlation to emotion awareness and trust in others,
- a positive correlation of social leisure satisfaction to empathy and emotion awareness, and a negative correlation to trust in others exists.

Upon evaluation of the findings obtained in this study, it is seen that the opinion that, while the correlation of optimistic characteristics to empathy and emotion awareness is positive, the correlation of pessimistic characteristics to empathy is negative, is widely accepted in literature. However, it is remarkable that the correlation of pessimistic characteristics to emotion awareness, and especially to trust in others is positive, and furthermore, the correlation of optimistic characteristics to trust in others is negative. Here, it is believed that students with optimistic characteristics probably have the belief that “no good deed goes unpunished,” due to “abused good intentions”, and therefore have diminished trust in others, while, on the other hand, students with pessimistic characteristics, with the belief that “nothing can be worse than the present conditions,” and the struggle to escape the adverse conditions they find themselves in, think that seeking to trust others might provide a way out.

#### **4. Conclusion**

This study has aimed to define the effect of the optimistic and pessimistic characteristics of tourism students that will have careers as academicians or professional executives in the field of tourism, and will shape tourism’s future, on their psychological, social and physiological leisure satisfactions, and empathy, emotion awareness and trust in others in their interpersonal relationships.

Within this context, and in line with the understanding that optimism is a trait that can be learned, changed and developed (Seligman 2006), it must be realized that, in accordance with the findings of this study, tourism students must be provided with cognitive skills and positively replenished to ensure their psychological, sociological and physiological well-being. It is believed that, in schools providing tourism education, in addition to the curriculum, with the provision of psychological support, the subjective well-being of the students will increase, although pessimism is seen as a personality trait, it can be changed into optimism with the provision of some positive cognitive skills (Riskind et al. 1996), and, as the optimism levels of the individuals rise, the pessimism levels will fall and their general health (psychological, sociological, and physiological) will improve (Carver et al. 2010). In this context, the students will be responsibility and duty focused, with high educational performance, and more successful in interpersonal relationships.

The limited data obtained in this quantitative research is due to factors of time and money. nevertheless, we believe that this study will make significant contributions to academic field studies to be conducted in this field, in accordance with data acquired in relation to variables, and correlations between the variables. We recommend that academicians conduct far-reaching and more detailed studies in this field.

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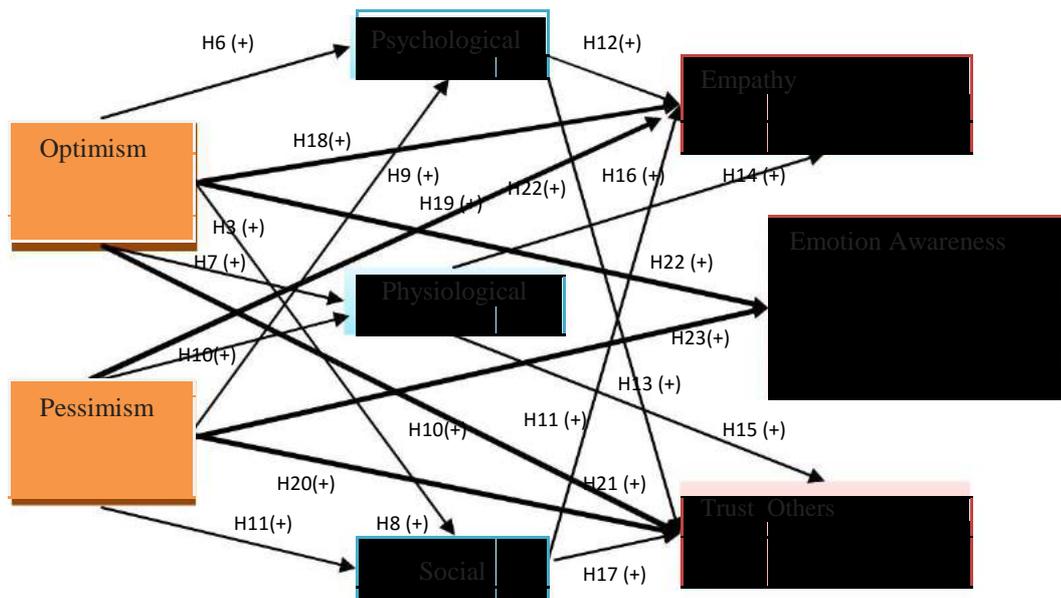
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**Figures and Tables**



**Figure 1.** Research Model

**Table 1.** Factorial validity and factor variances

Variables	Validation of Factors	Factor Variances
Optimism	,74	34,114
Pessimism	,73	33,089
KMO:0,726 P:.,000 (Barlett's Test)		<b>Total Variance: 67,203</b>
Psychological Satisfaction	,89	19,822
Social Satisfaction	,86	15,109
Physiological Satisfaction	,81	10,362
KMO:0,924 P:.,000 (Barlett's Test)		<b>Total Variance:45,293</b>
Empathy	,68	16,360
Emotion Awareness	,63	14,938
Trust Others	,65	14,863
KMO:0,708 P:.,000 (Barlett's Test)		<b>Total Variance: 46,161</b>

**Table 2.** The correlation between variables

Scale	N	Mean	Sd	1	2	3	4	5	6	7	8
1. Optimism	372	2,964	,737	1							
2. Pessimism	371	1,851	,816	-,309***	1						
3. Psychological Satisfaction	375	3,788	,865	,372***	-,308***	1					
4. Physiological Satisfaction	371	3,593	,963	,277***	-,087	,534***	1				
5. Social Satisfaction	373	3,747	,909	,408***	-,226**	,654***	,527**	1			
6. Empathy	376	3,724	,828	,296***	-,263***	,385***	,224***	,357***	1		
7. Emotion Awareness	377	3,059	,585	,098	,263***	,037	-,004	,045	,154***	1	
8. Trust in Others	376	2,559	,860	-,153**	,472***	-,121	-,075	-,145**	-,231**	,186**	1

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table 3.** The Optimist features' effect on psychological, social and physiological leisure satisfaction

Dependent Variable	Independent Variable	Coefficient		t	F	R <sup>2</sup>
		$\beta$	S.Error			
Psychological Satisfaction	Constant Value	2,537	,169	14,995	59,164	0,138
	Optimism	,426	,055			
Social Satisfaction	Constant Value	2,269	,178	12,722	73,488	0,166
	Optimism	,501	,058			
Physiological Satisfaction	Constant Value	2,523	,199	12,665	30,676	0,077
	Optimism	,361	,065			

**Table 4.** The Pesimist features' effect on psychological, social, physiological leisure satisfaction

Dependent Variable	Independent Variable	Coefficient		t	F	R <sup>2</sup>
		$\beta$	S.Error			
Psychological Satisfaction	Constant Value	4,390	,104	42,248	38,561	0,095
	Pessimism	-,319	,051			
Social Satisfaction	Constant Value	4,217	,114	36,986	19,816	0,051
	Pessimism	-,251	,056			
Physiological Satisfaction	Constant Value	3,783	,124	30,560	2,783	0,007
	Pessimism	-,102	,061			

**Table 5.** Psychological, social, and physiological leisure satisfaction effect on empathy and trust in others

Dependent Variable	Independent Variable	Coefficient		t	F	R <sup>2</sup>
		$\beta$	S.Error			
Empathy	Constant Value	2,374	,174	13,608	64,462	0,148
	Psychological Satisfaction	,361	,045			
Trust in Others	Constant Value	3,021	,199	15,189	5,552	0,015
	Psychological Satisfaction	-,121	,051			
Empathy	Constant Value	2,541	,168	30,560	54,013	0,128
	Social Satisfaction	,320	,044			
Trust in Others	Constant Value	3,081	,188	16,380	7,902	0,021
	Social Satisfaction	-,137	,049			
Empathy	Constant Value	3,070	,158	19,417	19,385	0,050
	Physiological Satisfaction	,187	,043			
Trust in Others	Constant Value	2,805	,173	16,190	2,067	0,006
	Physiological Satisfaction	-,067	,047			

**Table 6.** Students' optimist and pessimist features effect on empathy and trust in others

Dependent Variable	Independent Variable	Coefficient		t	F	R <sup>2</sup>
		$\beta$	S.Error			
Empathy	Constant Value	2,770	,167	16,551	35,326	0,088
	Optimism	,326	,055			
Trust in Others	Constant Value	3,096	,184	16,862	8,871	0,024
	Optimism	-,179	,060			
Empathy	Constant Value	4,222	,101	41,983	27,165	0,069
	Pessimism	-,259	,050			
Trust in Others	Constant Value	1,640	,098	16,669	105,293	0,223
	Pessimism	,499	,049			

**Table 7.** Optimist and pessimist features effect on emotion awareness

Dependent Variable	Independent Variable	Coefficient		t	F	R <sup>2</sup>
		$\beta$	S.Error			
Emotion Awareness	Constant Value	2,182	,157	13,899	21,467	0,105
	Optimism	,154	,040			
	Pessimism	,228	,036			



## Attachment Need and Fear of Loneliness in Close Relationships

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### Abstract

The main purpose of the present study is to investigate the relationship between attachment need in close/romantic relationships and fear of loneliness. The study is designed according to mixed research approach. Quantitative and qualitative research instruments were used respectively. Firstly Experience in Close relationships Inventory (ECR) and Adult Separation Anxiety Survey (ASA) were applied to 200 adult individuals aged between 25-35. In the second phase, 30 interviews were conducted with voluntary participants. Data gathered through quantitative and qualitative instruments were interpreted and evaluated together. Independent Samples T-test and Pearson Correlation analyses were conducted for examining quantitative data. Significant difference was found in ASA questionnaire and avoidance dimension of ECR Inventory scores between the groups formed according to gender, relationship status and relationship history. And also, significant differences were detected in both dimensions of ECR and ASA scores between participants who experienced fear of losing someone during a relationship and who did not. Pearson correlation analysis shows that there is a significant relationship between ASA questionnaire and anxiety dimension ECR Inventory. There is also positive and significant relationship between anxiety and avoidance dimensions of ECR. In qualitative phase, phenomenological research design was used. The analysis shows that participants have the fear of losing their partners and family members. Besides, they associated their fear of loneliness with leaving home and being abandoned by parents. Meanings attributed to presence of a partner consist of four themes: safety, sharing life, joy and love. Another finding indicates that absence of a partner leads to feeling incomplete, not being worthy of love and loneliness. Some participants described absence of a partner as a positive process. Possible feelings attributed to hypothetical ending of current relationship are expressed in seven themes: incompleteness, fear, unhappiness, relief, hopefulness for future, disappointment and loss of trust. Loneliness and attachment processes in relationships are not only related to each other, but also they may have significant roles in close relationships. It is suggested to consider dynamics of these concepts and help individuals develop through therapeutic interventions in order to strengthen close relationships, which can deeply affect individuals' existence in personal and social mental health.

**Keywords:** Attachment Need, Close Relationships, Fear of Loneliness.

### 1. Introduction

Although we consider ourselves as self-sufficient human beings, our lives would be meaningless and tough if we exclude others and live alone. Standing from this point of view, this research started with the observations of intimate relationships and individuals who were not involved in romantic relationships at that time, and described themselves as lonely. As a result, it was observed that some individuals were tended to engage in new romantic relationships shortly after they ended previous relationships. Some, on the other hand, preferred to continue their relationships with partners they emotionally did not connected to. These people were observed to have fears of ending a relationship in some cases. Such relationships are alike in nature with the parental relationships in that individuals find it hard to break bonds even if they experience serious problems.

As a result of our observations, it was revealed that "attachment" is one of the key concepts behind continuation of romantic relationships. On the other side, some individuals are observed to fear from loneliness and prefer to be in a relationship. From this standpoint, the study seeks to discover attachment processes and their effects on romantic relationships, and the relationship between attachment need and fear of loneliness.

As a human being people need social or intimate relationships (Higgs, Croker, Tasker, Hummell & Patton 2014; Lee, Andrade & Palmer, 2013). While a person may have a small social network without any experience of loneliness, on the other hand another one may have large social network but within experience feelings of loneliness (de Jong Gierveld and Havens, 2004). “Loneliness is a word that people use to summarize their experience of the problem emotions they feel when they are alone” (Andre, 2000). Loneliness is a prevalent experience in human life as an effect of the common human need for belonging, which has a sense of privation on one’s relationships and social world (Shevlin, McElroy and Murphy, 2015).

Moustakas (1961) mentions two types of loneliness: “the loneliness of the human condition (existential loneliness) and the loneliness which is experienced as a result of the fear of loneliness (loneliness anxiety).” While the first type of loneliness cannot be controlled, the second one can be controlled. Weiss (1974, 1989) defines loneliness as a separation from significant others and an absence of attachment relations. Besides, he mentions loneliness as emotional loneliness and social loneliness. Social loneliness expresses the absence of joining social relations and connection with others. Emotional loneliness is related with feelings like feeling alone or isolated.

Loneliness can cause an array of psychological difficulties and negative experiences for individuals (Shaver and Miculincer, 2002). Peplau and Perlman (1982) offer three important key characteristics of loneliness:

- Loneliness results from the deficiencies in a person’s social relationships.
- Loneliness is a subjective experience.
- The experience of loneliness is unpleasant and distressing.

Loneliness is defined as a subjective process with-in a disagreeable and distressful situation for people who feel deficiencies in their life. It is also associated with lack of attachment relations with intimate others (Larose, Guay and Boivin, 2002; Weiss, 1989). Bowlby (1973, 1979) defines attachment as desiring someone to be with us and feeling safe when that person is present. Moreover, he asserts that internal models developed for mother and for other adults in early years continue to function in adulthood without undergoing dramatic changes. Attachment relations differ from other relationships in adulthood in that it makes the individual feel trust and a sense of belonging towards the other individual, and its absence and deficiency cause loneliness and distress (Shaver and Miculincer, 2002). According to Hazan and Shaver (1987) there are three types of attachment styles called secure, anxious-ambivalent and avoidant. Bartholomew and Horowitz (1991), on the other hand, suggest four types attachment styles: secure, obsessed, indifferent and fearful. From childhood to adolescence and young adulthood, lack of attachment figures results in pain and unhappiness for individuals (Shevlin, McElroy and Murphy, 2015; Weiss, 1987). In the study conducted in 1971 by Bowlby focused on early child-parent relationships and associated loneliness with early attachment experiences. He elaborated that a child has a need to maintain close relations to its parents and a sudden separation from parent is concluded with feelings of distressing, anxiety, fear and not to expect to be taken care of by others. Moreover he claimed that early attachment processes had the most influence on the feelings of loneliness during infancy and adulthood (Bowlby, 1973; 1980). Murphy and Kupshik (1992) and Victor, Scambler and Bond (2009) defend that these experiences are especially seen in adulthood and adult attachment boundaries develop similarly as they do in childhood. Some researchers acknowledge loneliness as the absence of attachment, emotional and physical intimacy or intimate relationship. These concepts are the key descriptors for individuals who feel and define themselves lonely (Victor, Scambler and Bond, 2009).

By nature human beings tend to engage in a variety of relationships ranging from intimate relationships to casual relationships. The privileged question should be that: “Are the intimate relationships more important than casual ones?” Several researchers claim that people make more effort in maintaining intimate relationships than casual relationships (Rokach and Sha’ked, 2013; Rusbult 1980). One of the conclusions showed that people have a strong desire for intimate relationships as they have in their early childhood with their parents. In childhood, children experience an unconditional care and support by their parents within a secure environment. Also people have a tendency to generalize this security and over the years, they try to find similar relations within similar contexts (Murphy and Kupshik, 1992). As seen in Maslow’s (1970) hierarchy of needs, the need for love and

belongingness are accepted as the most powerful need after safety. According to Wilson et. al (2007) individuals who conjunction feel themselves lonely, are prone to think that they do not have enough control over fulfilling their social and emotional needs. Intimacy in relationships is seen as necessary for well-being of human beings and its absence may cause negative emotional processes for people. Intimacy is also associated with high level of social and psychological development, and mental and physical health (Reis, 2001). Verhaeghe (1999) expresses that “love is seen as a remedy in a time of loneliness by some people” and Mellor et al (2008) indicate that the sense of belongingness acts as a shield against loneliness.

Results of studies addressing the relationship between attachment need and close relationships point that individuals who have higher levels of belongingness also tend to have higher levels of loneliness. Moreover, a relation was found between feelings of loneliness and higher wish for intimacy. Mikulincer and Segal (1991) assert that feeling of loneliness affects individuals’ sense of control over relationships. When they perceive that they have no control on the environment, feeling of loneliness has unsettling effect on desire for intimacy. Intimacy provides opportunities for individuals to reveal their negative feelings to a partner and also to support a partner who has emotional problems (Reis & Shaver, 1988; Rokach and Sha’ked, 2013). At this point, this question arises: “Which factors can determine individuals’ intimate relationships and need of love?”. As one of the researchers motivated to answer this question, Reis (2001) remarks that individual differences including both personality and past experiences affect intimate relationships. Although the importance of parent–child relationship on adulthood was mentioned above, we will focus on the matter in this part of the literature. Parent–child relationship provides a basis for future intimate relationships and the capacity for intimacy with partners (Bowlby, 1980; Collins and Sroufe, 1999; Shevlin, McElroy and Murphy, 2015). Individuals’ coping skills developed during childhood to deal with may affect and shape their approaches to intimate relationships. They may internalize their parents’ attitudes and generalize them to their intimate relationships (Bowlby, 1980; 1990; Shevlin, McElroy and Murphy, 2015; Schmidt, Blank, Bellizzi and Park, 2012). In addition, individuals may inherit some habitual and behavioral patterns from their parents’ and their parents’ parental relationships. Thus they may continue these patterns in their own intimate relationships (Gray and Steinberg, 1999; Scharf and Maysseless, 2001).

Apart from parental relationships experienced during childhood, there are other several approaches which also emphasize the importance of adolescence and young adulthood period on intimate relationships. Feeney & Van Vleet (2010) and Meier & Allen (2009) refer to adolescence as a period when “capacities for romantic intimacy and identity formation are convolving.” In conjunction with gaining experience in intimate relationships during adolescence period, adolescents’ attachment processes are reshaped and this affects their next relationships in adulthood period. Likewise identity is seen as an important element for intimacy in relationships. Although there are supportive studies for the intersection of identity and intimacy during adolescence and young adulthood (Bosma & Gerlsma, 2003; Montgomery, 2005), there are not sufficient empirical findings to prove the relationship. In another study, young adulthood is accepted as the initiation of learning process for intimate relationships. Mansoobifar, Mujembaria and Keybollahi (2012) support the idea that there are some typical traits during young adulthood period. In fact young adulthood is seen as a period in which maturation of love and attachment is completed.

With the perspective of Cacioppo and Patrick (2008), loneliness is not a disaster; feeling lonely from time to time is like feeling hungry or thirsty from time to time. Loneliness can be seen as a crucial part of being human since it reminds people how much they depend on others. In addition loneliness is evaluated according to ‘not quantity but quality of relationships’. Sentences such as "I can't live without you" show an individual's fear of losing loved one. If people accept loneliness as an inevitable and disastrous feeling and have negative views about loneliness, it becomes harder for them to overcome the feeling and experience of loneliness (Andre, 2000).

Standing from arguments presented above, this study aims to find out how attachment processes and fear of loneliness interact with each other and affect close relationships of adults. For this purpose, our research question is stated as “ To what extend do the qualitative findings related to the fear of loneliness and attachment processes of adults aged between 25-35 explain quantitative findings concerning attachment experiences and fear of loneliness in close relationships?

## 2. Method

Research design, study group, instrumentation, procedures, data collection and data analysis of study were explained in detail in this section.

### Research Design

Mixed research approach was used in research design. The mix-methods sequential explanatory design was preferred for the purposes of this study. Sequential explanatory design includes two phases: quantitative followed by qualitative (Creswell & Pablo-Clark, 2014; Ivankova, Creswell & Stick, 2006). In order to expand, detail and present findings of the quantitative phase, qualitative data analysis is used in mixed-methods paradigm. Therefore, each data analysis method complements the other (Baki ve Gökçek, 2012; Bamberger, 2012). A sequential explanatory design was used for the purposes of complementarity in mixed-research. Accordingly, quantitative data were collected and analyzed. Afterwards these data were supported by qualitative data. In quantitative phase, data gathered from scales were used to detect differences between Experiences in Close Relationships Inventory and Adult Separation Anxiety Questionnaire scores of participants grouped according to their gender, relationship status, relationship history and fear of loneliness. In qualitative phase, more detailed data were collected and analyzed considering fear of loneliness and adult attachment needs.

### Study Group and Instruments

In Quantitative phase, 200 adults aged between 25-35 and living in Istanbul participated the study. Study group consists of individuals who have graduated from a university and entered into a professional life, and who are not in mid-adult stage. Although Robert J. Havighurst's mid-adult stage includes ages between 30-35, Levinson's stage includes ages between 40-60. But general acceptance is between 35-55 (Köylü, 2004). Therefore, our study group consist of people aged between 25-35. Participants were chosen according to appropriate sampling method. 123 (62%) of the participants were female and 77(38%) were male. 119 (60%) of the participants were in a relationship whereas 81 (40%) were single during implementation the research. Participants were separated into two groups according to their relationship history. Accordingly, 145 (73%) of the participants had at least one past relationship experience and 55(27%) of them had no past relationship experience. In qualitative phase, 30 voluntary participants were interviewed. These participants were chosen among highest scoring individuals in Experience in Close relationships Inventory and Adult Separation Anxiety Survey.

*Experiences in Close Relationship Inventory II.* It is a 36-item likert-type scale scored between 1-7 (1: I strongly disagree-7: I strongly agree). Experiences in Close Relationships Inventory (ECR II) was developed by Brennan, Clark and Shaver (1998) and it consist of two dimensions: anxiety and avoidance. Sümer (2006), examined the factor structure of the inventory and obtained two sub-dimension as Breannan et al. (1998). The internal consistency of coefficients of these two sub-dimensions are found to be .86 and .90 respectively. Reverse-coded items are 4, 8, 16, 17, 20, 21, 22, 24, 26, 30, 32, 34, and 36.

*Adult Separation Anxiety Survey.* In addition to ECR, Adult Separation Anxiety Questionnaire (ASA) was used to learn more about adult attachment need. Questionnaire was originally developed by Manicavasagar, Slove and Wagner (2003) and examined in Turkish culture by Diriöz, Alkın, Yemez, Onur and Eminağaoğlu (2012). It is a 27-item likert-type questionnaire scored between 0-3 (0: never- 3 very often).

*Interview Questions.* In qualitative phase, researchers formed semi-structured interview questions to expand and presents quantitative data. Questions were examined by three experts from the field during the question structuring process and data analysis.

### Procedures and Data Analysis

In quantitative phase, data was gathered via an online platform, which allows participants to invite to join the study. In the data analysis, descriptive statistics to learn gender, relationship status and relationship history of the participants were used. Besides, Pearson's Correlation Coefficient and Independent Samples T-test Analysis were used with statistical program. In qualitative phase, data obtained from semi-structured interviews were

analyzed according to phenomenological analysis steps followed by Colaizzi (Sanders, 2003). Phenomenological analysis includes these steps: protocols, extracting significant statements, formulate meanings, organizing formulated meanings into clusters of themes, exhaustive description, describing the fundamental structure of the phenomenon.

### 3. Findings

#### Quantitative Findings

**Table 1:** Results of Independent Samples T-Test Run to Determine Differences in Adult Separation Anxiety and Experiences in Close Relationships Inventory between Females and Males

Score	Gender	N	$\bar{X}$	SS	Sh $_{\bar{x}}$	t Test		
						t	Sd	p
<b>Adult Separation Anxiety</b>	Female	123	27,58	12,47	1,12	1,66	198	,098
	Male	77	24,82	10,68	1,22			
<b>Experiences in Close Relationships Inventory Avoidance Dimension</b>	Female	123	58,48	20,50	1,85	2,21	198	,028
	Male	77	52,25	18,56	2,12			
<b>Experiences in Close Relationships Inventory Anxiety Dimension</b>	Female	123	67,92	20,91	1,88	1,31	198	,189
	Male	77	64,02	20,01	2,28			

An independent samples t-test was conducted to determine if there were differences in Adult Separation Anxiety ( $t=1,66$ ;  $p>,05$ ) and Experiences in Close Relationships Inventory Anxiety Dimension ( $t=1,31$ ;  $p>,05$ ) between females and males (see Table 1). There was not a significant difference between the means of two gender groups. According to independent samples t-test conducted to determine if there were differences in Experiences in Close Relationships Avoidance dimension ( $t=2,21$ ;  $p<,05$ ), there was a significant difference between two gender. This result suggests that Experiences in Close Relationships Avoidance dimension scores differentiate in favor of females.

**Table 2:** Results of Independent Samples T-Test Run to Determine Differences in Adult Separation Anxiety and Experiences in Close Relationships Inventory considering Relationship Status

Score	Relationship Status	N	$\bar{X}$	SS	Sh $_{\bar{x}}$	t Test		
						t	Sd	p
<b>Adult Separation Anxiety</b>	In a Relationship	119	27,54	12,23	1,12	1,51	198	,132
	Single	81	25,00	11,21	1,25			
<b>Experiences in Close Relationships Inventory Avoidance Dimension</b>	In a Relationship	119	51,32	19,53	1,79	-4,30	198	,000
	Single	81	63,08	18,59	2,07			
<b>Experiences in Close Relationships Inventory Anxiety Dimension</b>	In a Relationship	119	66,33	21,44	1,97	-,08	198	,936
	Single	81	66,56	19,44	2,16			

As seen in Table 2, an independent samples t-test was run to determine if there were differences in Adult Separation Anxiety ( $t=1,51$ ;  $p>,05$ ) and Experiences in Close Relationships Inventory Anxiety Dimension ( $t=-,08$ ;  $p>,05$ ) between participants who are in a romantic relationship and who are single. There was not a significant difference between two participants groups. According to independent samples t-test conducted to determine if there were differences in Experiences in Close Relationships Avoidance dimension ( $t=-4,30$ ;  $p<,001$ ) there was a significant difference between participants who are in a relationship and who are single. This result suggests that Experiences in Close Relationships Avoidance dimension scores differentiate in favor of participants who are single.

**Table 3:** Results of Independent Samples T-Test Run to Determine Differences in Adult Separation Anxiety and Experiences in Close Relationships Inventory Considering Relationship History

Score	Relationship History	N	$\bar{X}$	SS	Sh $_{\bar{x}}$	t Test		
						t	Sd	p
<b>Adult Separation Anxiety</b>	Relationship experience	145	26,57	11,65	,97	,11	198	,913
	No relationship experience	55	26,36	12,53	1,69			
<b>Experiences in Close Relationships Inventory Avoidance Dimension</b>	Relationship experience	145	54,21	19,93	1,65	-2,21	198	,029
	No relationship experience	55	61,04	19,38	2,61			
<b>Experiences in Close Relationships Inventory Anxiety Dimension</b>	Relationship experience	145	66,54	20,91	1,74	,13	198	,894
	No relationship experience	55	66,11	19,97	2,69			

An independent samples t-test was conducted to determine if there were differences in Adult Separation Anxiety ( $t=,11$ ;  $p>,05$ ) and Experiences in Close Relationships Inventory Anxiety Dimension ( $t=,13$ ;  $p>,05$ ) between participants with past relationship experience and with no past relationship experience (see Table 3). There was not a significant difference between the means of two participant groups. According to independent samples t-test conducted to determine if there were differences in Experiences in Close Relationships Avoidance dimension ( $t=-2,21$ ;  $p<,001$ ), there was a significant difference between two participant groups. This result shows that Experiences in Close Relationships Avoidance dimension scores differentiate in favor of participants with no relationship experience in the past.

**Table 4:** Results of Independent Samples T-Test Run to Determine Differences in Adult Separation Anxiety and Experiences in Close Relationships Inventory Considering Fear of Losing Experienced During a Relationship

Score	Fear of Losing	N	$\bar{X}$	SS	Sh $_{\bar{x}}$	t Test		
						t	Sd	p
<b>Adult Separation Anxiety</b>	Yes	114	29,69	11,64	1,09	4,62	198	,000
	No	86	22,30	10,85	1,17			
<b>Experiences in Close Relationships Inventory Avoidance Dimension</b>	Yes	114	52,54	18,11	1,69	-2,88	198	,005
	No	86	60,79	21,41	2,31			
<b>Experiences in Close Relationships Inventory Anxiety Dimension</b>	Yes	114	73,31	20,13	1,88	6,00	198	,000
	No	86	57,29	17,54	1,89			

As seen in Table 4, an independent samples t-test was run to determine if there were differences in Adult Separation Anxiety between participants who experienced fear of losing someone during a relationship and who did not. There was a significant difference between two participant groups ( $t=-4,62$ ;  $p<,001$ ). This result suggests that Adult Separation Anxiety scores differentiate in favor of participants who experienced fear of losing someone previously. According to independent samples t-test conducted to determine if there were differences in Experiences in Close Relationships Avoidance dimension, there was a significant difference between participants who experienced fear of losing someone during a relationship and who did not ( $t=-2,88$ ;  $p<,01$ ). This finding indicates that Experiences in Close Relationships avoidance dimension scores differentiate in favor of participants who did not experience fear of losing someone during a relationship. According to independent samples t-test conducted to determine if there were differences in Experiences in Close Relationships Anxiety dimension, there was a significant difference between two participant groups ( $t=6,00$ ;  $p<,001$ ). This Finding suggests that Experiences in Close Relationships anxiety dimension scores differentiate in favor of participants experienced fear of losing someone during a relationship.

**Table 5: Correlation Coefficients between the Variables**

Variable	1	2	3
<b>1. Adult Separation Anxiety</b>	1		
<b>2. Experiences In Close Relationships Avoidance Dimension</b>	-,007	1	
<b>3. Experiences In Close Relationships Anxiety Dimension</b>	,590**	,142*	1

p<.05\*, p<.001 \*\*

As shown in Table 5, the results of Pearson Analysis indicates no significant relationship between Adult Separation Anxiety and Experiences In Close Relationships avoidance dimension ( $r=-,007$ ;  $p>,05$ ). The results of Pearson Analysis indicates positive and meaningful relationship between Adult Separation Anxiety and Experiences In Close Relationships anxiety dimension ( $r=,142$ ;  $p<.05$ ). Pearson analysis conducted for Experiences In Close Relationships avoidance dimension and Experiences In Close Relationships anxiety dimension shows that there is positive and meaningful relationship between these two variables ( $r=,590$ ;  $p<,001$ ).

### Qualitative Findings

**Table 1. First Fear Experience of Losing Someone in Life**

Fear of Losing	Participant Experience
<b>Partner</b>	"I felt such kind of fear when I got separated from my first boyfriend intensely. I was in great desperation. I could not figure out living without him. And I promised myself that I will never be with someone again." (K21)
<b>Family Members</b>	"I saw a dream about losing my mum during primary school. I have never forgotten how I was scared since then." (K14)
<b>Leaving Home</b>	"I feared to lose my mother and family. I got separated from my home for five months during my childhood and I really struggled to overcome this separation." (K2)
<b>Being Abandoned</b>	"My mother used to threaten leaving me when she was angry with me. For a while every time she left home I thought she was gonna die and never came back. I feared that she would leave me." (K15)

Participants were asked to explain the first incident in which they experience fear of losing. Participants' explanations indicate that they experienced fear of losing their partners and family members. Besides, they closely associated getting separated from home and being abandoned by their parents with fear of losing. Experiences of participants can be seen in Table 1.

**Table 2: Meanings Attributed To the Presence of a Partner**

Meanings Attributed	Participant Views
<b>Safety</b>	"...I guess it represents safety in my life. A partner means not only physical presence but also a spiritual situation in which I can breathe and laugh at each other, and we together live moments unforgettable." (K20) "A safe life" (K16)
<b>Sharing Life</b>	"It means someone to share emotions and everything related to life" (K14) "The presence of my husband means infinite friendship, growing with him, sharing, meeting our needs, learning and growing with our child... something like that..." (K8)
<b>Joy</b>	"It means joy and intensity" (K17) "It means presence of a person who cares about me and enjoying life much more while doing stuff together." (K11)
<b>Love</b>	"It is like a space of unconditioned love and acceptance in which I can overcome hardships of life. It doesn't mean unproblematic relationship, but it means fighting against life together and not losing love and acceptance no matter what problems we face inside." (K13) "A person I can share my love" (K12)

In order to gain more information about adult attachment need, participants were asked to describe what it means to have a partner. Findings show that they associated presence of a partner with safety, sharing life, joy and love. Participants' statements can be seen in Table 2.

**Table 3. Meaning Attributed to the Absence of a Partner**

Meanings Attributed	Participant Views
<b>Feeling Incomplete</b>	“Maybe being alone but more like being and feeling incomplete.” (K5) “I feel lonely and empty. I can define this situation as incompleteness.” (K11)
<b>Not Being Worthy of Love</b>	“Incompleteness and not being worthy of love.” (K4)
<b>Loneliness</b>	“A deep loneliness comes into my mind first. It is like being crushed by all the stress life gives us and not being able to refresh again. Losing the anchor that helps met o find peace.” (K7)
<b>Positive Process</b>	“A life that is less anxious and stressed. I see it as a more enhancing process.” (K2) “... means having more time for my friends.” (K14) “Serenity and calmness.” (K17) “I haven’t had a partner for a long time. I am happy to be with myself.” (K28)

Participant responses indicate that associations related to the absence of a partner are mostly negative. Accordingly, they associated absence of a partner with feeling incomplete, not being worthy of love and loneliness. However some participants see absence of a partner as a positive process in which one can improve themselves (see Table 3).

**Table 4: Possible Feelings Attributed to Hypothetical Ending of Current Relationship**

Possible Feelings	Participant Views
<b>Incompleteness</b>	“I guess I would feel incomplete as if losing a part of me.” (K1)
<b>Fear</b>	“I even fear to imagine it.” (K10) “Fear and not being able to adapt new life. Not being able to breathe.” (K19)
<b>Unhappiness</b>	“Fragileness and deep unhappiness.” (K3) “...changes according to how we ended. Great emptiness, depression, despair, resentment, missing, gratitude...” (K8)
<b>Disappointment</b>	“It is like a movie you never want it to end. The feeling of disappointment, sadness and failure come out.” (K11)
<b>Loss of Trust</b>	“I would be so sad and feel that I will never trust anyone again. I would think that my life will never be the same again.” (K14)
<b>Relief</b>	“It would be relieved considering its tiring aspect.” (K5)
<b>Hopefulness for the future</b>	“I would think that life was preparing other surprises for me. I would accept our relationship and memories as an experience, suffer for some time and think I am not gonna die because of this suffering.” (K6) “Of course I would be devastated, but also I always have a plan B to continue my life.” (K9)

In this part of the interview, participants were asked to imagine that their current relationship ended. Negative Feelings attributed hypothetical ending of current relationship consist of incompleteness, fear, unhappiness, disappointment, loss of trust whereas positive feelings include relief and hopefulness for the future. Example statements are in Table 4.

**Table 5: Situations in Which Participants Make Efforts to Please Their Partners**

Priority to pleasing the partner	Participant Views
<b>Clothing Style</b>	“Such things do not happen much, but being careful about my clothes worries me. I try to be tolerant when I could not wear clothes I desire. I become unhappy and show my unhappiness.” (K3)
<b>Compromising</b>	“I do not find myself in such situations a lot. My actions in relationship generally occur as I’m convinced about or believe its necessity. Of course I sometimes decide to compromise after some discussion or consensus.” (K8)
<b>Pleasing the Partner</b>	“I don’t like cooking, but I cook because it pleases him. Most important of all, I try not to have unnecessary attitudes and argue.” (K1) “Doing all the housework, being quiet.” (K30)
<b>Abandoning Habits</b>	“Drinking alcohol less, going home early.” (K27) “I had never given her flowers, but I started to buy when we had relationship breakdown. Buying flowers and carrying them outside and waiting in a cafe with flowers were not my style. I started to send romantic and emotional messages to her. I helped her in personal life.” (K11)

Participants were asked to describe situations in which they acted according to their partners. Findings reveal that participants mostly change their clothing styles; compromise in certain situations; act to please their partners

and abandon their habits, which shows that they give priority to pleasing their partners (see Table 5). However, some participants specified that they give priority to their own desires and principles. An example statement was reported below:

*“I do not give up my principles. If I give up them it is because I want so. It’s not because my partner want it.” (K2)*

#### **4. Results, Conclusions and Recommendations**

This study seeks to discover attachment processes and their effects on close relationships, and the relationship between attachment need and fear of loneliness. Starting from this point of view and considering the relationship between attachment need and fear of loneliness in close relationships which is supported by the literature reviews; it is possible to say that our study’s findings are consistent with the literature.

People experience loneliness one or more occasions throughout their life. Nevertheless, feeling of loneliness affects some people more negatively. Concerning gender variable it was found that there is a significant difference between two genders in favor of females in Adult Separation Anxiety Questionnaire and avoidance dimension of Experience in Close Relationship Inventory score whereas there is no significant difference between genders in anxiety dimension. Females seem to be more avoidant than males. In Keklik’s study (2011) males and females did not differ on the anxiety dimension of attachment. However, as opposed to our study, males scored higher than females on avoidance dimension of attachment. While some of people are suffering from loneliness and defining their situation as painful, others may evaluate their loneliness as a process to refresh, think deeply and spend time with itself (Bogaerts, Vanheule and Desmet, 2006). Findings from literature show that there are contradicting results regarding gender and loneliness. In some studies males are found to suffer from loneliness more while in some studies females seem to experience fear of loneliness more (Akbağ & İmamoğlu, 2010; Demir, 1990; Galanaki & KalantziAzizi, 1999; McWhirter, 1997). Considering findings about attachment and loneliness, it can be recommended to conduct qualitative research to explain the sources of contradicting findings in specific study groups.

In Adult Separation Anxiety Questionnaire and anxiety dimension of Experience in Close Relationships, no significant difference was found between participants according to relationship status. But participants who are single were found to be more avoidant than participants who are in a relationship. Interview questions concerning the presence and absence of a partner were directed to learn more about attachment and fear of loneliness. Qualitative data indicates that participants associated presence of a partner with “safety, sharing life, joy and love”. Participant responses demonstrate that associations related to the absence of a partner are mostly negative. Accordingly, they associated absence of a partner with feeling incomplete, not being worthy of love and loneliness. However some participants see absence of a partner as a positive process in which one can improve themselves. Each individual can have emotional and social deficits in their relationships; emotional deficit of lonely people reaches some critical level. The feelings experienced depend on the relationship involved. In addition, people who label themselves as lonely, their perception influences their experience of loneliness. Research results state that people, who are unable to ‘mix-in’ with others, spend their time alone (Murphy and Kupshik, 1992). Bowlby (1973; 1980) stresses that a child needs to bond with her parents and an instant separation may result in experiencing sadness, anxiety and fear. In addition, Bowlby asserts that early attachment experiences can have drastic effects on feeling of loneliness in adulthood. From this point of view, associations related to absence or presence of a partner may be a result of emotional deficits, unique experiences in relationships and early attachment experiences. Researcher can focus on these three aspects to see the differences between individuals who are in a relationship and participants who are single. And also these three aspects can help to explain negative and positive feeling attributed to absence and presence of a partner.

In Adult Separation Anxiety Questionnaire and anxiety dimension of Experience in Close Relationships, no significant difference was found between participants considering relationship history. But in avoidance dimension there is a significant difference between participants with past relationship experience and participants with no past experience. Participants with no past relationship experience were found to be more avoidant. In

qualitative phase, participants were asked to imagine they got separated from their partners and to define their feelings in order to find out more about fear of losing. Negative Feelings attributed hypothetical ending of current relationship consist of incompleteness, fear, unhappiness, disappointment, loss of trust whereas positive feelings include relief and hopefulness for the future. As a results, people who did not have a partner are more avoidant on attachment, which indicates past experiences (positive or not) can affect involvement in close relationships. Moreover, people with a current relationship seem to fear from getting separated, since they mostly attributed negative feelings to hypothetical ending of their current relationships. In light of these findings we recommend to form different study groups comparing participants' relationship status and relationship history in accordance with attachment need and fear of loneliness.

Loneliness and attachment process in relationships are seen related to each other and attachment styles are accepted to have a significant role in close relationships (Bowlby, 1973; Pickering et al., 2008). This view is supported by our research's findings about anxiety dimension and avoidance dimension. Also, according to our research findings, Adult Separation Anxiety scores differentiate in favor of participants who experienced fear of losing someone previously. This result is similar with Experiences in Close Relationships Avoidance dimension and Experiences in Close Relationships Anxiety dimension. The scores differentiate in favor of participants who experienced fear of losing someone during a relationship. To discover the source of fear of losing someone participants were asked to explain the first incident in which they experience fear of losing. Qualitative data indicate that they experienced fear of losing their partners and family members. Besides, they closely associated getting separated from home and being abandoned by their parents with fear of losing

The need for togetherness has a significant role in individuals' lives (Higgs, Croker, Tasker, Hummell & Patton 2014; Lee, Andrade & Palmer, 2013; Moustakas, 1968). Some people may accept close relationships as an outstanding matter in their lives (Reis, 2001). In addition to our study's findings, Cacioppo and Patrick (2008) had stated that individuals who feel lonely tend to do more negative evaluations about themselves and their lives. Participants also indicate that they have much more fear when they feel lonely and they do not definitely desire being lonely. Moreover, the research results show that the feeling of fear is the core of the experience of loneliness. Based on their research, Shaver and Hazan (1985) express that lonely individuals constantly seek for new relationship partners, easily fall in love or become attached passionately to the person who seems capable of gratifying urgent needs (Brown et al., 1999). Yet it is also seen as the main factor directly affecting their anxieties and happiness. Our study also indicate that there is no significant relationship between separation anxiety and avoidance dimension, which means that people with high separation anxiety tend to be less avoidant. Moreover, our findings show that there is positive relationship between separation anxiety and anxiety dimension of Experience in Close Relationship Inventory. Additionally, there is positive and meaningful relationship between anxiety and avoidance dimension of Experience in Close Relationship Inventory. In short, it can be said that individuals with attachment problems have high level of fear of loneliness. And also qualitative data reveal that individuals with attachment problems and fear of loneliness adjust their lives according to their partners. They change their clothing styles; compromise in certain situations; act to please their partners and abandon their habits, which shows that they give priority to pleasing their partner

Givertz, Woszidlo, Segrin and Knutson (2013) and Mikulincer and Segal (1991) found that loneliness was related to higher need for intimacy among individuals. Several studies state a relation between loneliness and attachment as predictor of experience feelings of loneliness. They also express that attachment processes in relationships closely affect the experience of loneliness (Bogaerts, Vanheule & Desmet, 2006). Nevertheless, according to the research results of Victor, Scambler and Bond (2009), loneliness is described as a deficit between a person's covetable level of social relations and is distinct from being alone (time spent alone), living alone and social isolation (lack of interaction with social relations and environment).

As seen above qualitative findings provided deeper understanding for quantitative data. Yet some of our findings are in line with the literature; some contradicts previous research. In addition to our recommendations presented above, focusing on qualitative studies about attachment, loneliness and the effect of both on close relationships may provide more comprehensive data.

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## Values and Future Challenges of Children's Socialization in the Family

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### Abstract

Socialization in the family is an essential condition and mechanism for the child's personality development. Each person's life experience, acquisition of social norms and values are based on the daily habits in the family, mutual relationship, communication and interaction. The ideal in upbringing is constructive socialization. Constructive socialization as a targeted personal life activity, and based on generally accepted values, both ensure and promote individual's inclusion in society and affects formation of the life position. At the same time, it is socialization in the family that provides opportunities to develop and cultivate individual talents and abilities, thus, discovering the human factor – their own spiritual identity and manifold possibilities for self-empowerment. The constant, dynamic and turbulent changes in modern society strongly influence the modern family and the processes within it. They leave unavoidable and often a negative effect on the family's social and psychological microclimate, increase the level of stress, intolerance and even aggressiveness among family members. Quite often, the child and tackling the issues related to the upbringing are the main causes of parental dispute. Disagreements in the family lead to deformation of the child's awareness of the social norms and successful acquisition of the roles needed in life. Indisputably, creation of the new generation's attitudes and value orientation largely depends on the influence directly from the social environment and family, the parents' needs, expectations and vision of future perspective, on their pedagogical experience and understanding of the child's potential growth, as well as a particular parenting style, communication culture and interest in children's life scenario formation process. Under the influence of multiple external and internal factors the need for deliberate and values-based parents' pedagogical competence and its purposeful research increases.

**Keywords:** Children, Family, Socialization, Necessities, Values

### 1. Introduction

The basis for sustainable development of Latvia is our new generation: children, pupils, and youth. Their socialization processes start in the family. Latvia's growth is not possible without clearly defined ideals, goals, values and knowledge. According to R. Baumanis, Z. Jaunzeme, T. Tisenkopfs (2007), in the long run the aspiration for values brings more wellbeing than aspiration for the wellbeing itself, as prosperity does not create ideals, but ideals can create wealth and happiness.

A human person is a central element for sustainable development – simultaneously a goal for growth and the one who implements it in the practice. The twenty-first century vitally needs ideals which people could rely on, which they want to follow and which motivate for action. There are five basic values in the foundation of sustainable development of Latvia: respect, excellence, knowledge, rootedness, and children. These values apply not only to individuals, but also to families, businesses, regions, sectors, and also the state as a whole.

Values are historically accumulated perceptions and ideals, landmarks and criteria of human action grounded in social culture. Values have a collective origin and a long-term nature, but they also are changing. If the values and principles are active change management instruments then human attitude, reaction, choices and activity largely depend on action principles based on values (Purmale, 2000; Baumanis, Jaunzeme, Tisenkopfs, 2007).

Modern society is characterized by variety of values. Moreover, their number is almost unlimited. Everyone can build their own set of values. However, for the future perspective it is important to identify the most important common values, and the number of these values cannot be very big. The foundation for Latvia's sustainable development is human wisdom, values and virtues: "Values are act of mind, will, emotions and performance" (Baumanis, Jaunzeme, Tisenkopfs, 2007, 25). R. Barret has expressed similar thoughts emphasizing that we need wisdom, humility and ethics to build a sustainable future for everyone. Values reflect what is important to us. Together with our beliefs, values drive our decisions and actions (Barret, 2010, 6).

The aim of this publication is to focus on the nuances of children's socialization problems in a modern family in the context of future challenges in society development, revealing and characterising parents' pedagogical values, their understanding and expectations, as well as opportunities for parents in promoting children's self-initiative and self-development.

## 2. Findings: Theoretical Guidelines

"Life is change. From the moment of conception to the moment of death, human beings undergo many complex processes of development. Throughout life, people have the potential to grow, to change, to develop" (Papalia,

Olds & Feldman, 1989). R. Baumanis, Z. Jaunzeme, T. Tisenkopfs (2007) suggest that values form the link between the past and the future, they are the basis of social self-definition and identity. They possess a great emotional strength, as they have formed during the long-term practice and they are encoded in the nation's wisdom.

A. Līdaka (2007) classifies three groups of values, which characterize values needed for a person's life activities: values connected with individual personality development (acknowledgement of individuality and abilities, adequate self-assessment, determination, assertiveness, perseverance, responsibility for one's actions); values connected with personality's interaction with others (mutual respect and equality, honesty, loyalty, reliability, composure, compassion and tolerance, helpfulness, fairness, impartiality); and values associated with the role of a citizen and member of the society as well as with relationships between the nations (respect for life, freedom, justice, mutual helpfulness, basic democratic values and national self-esteem, care for conservation and enhancement of one's own cultural heritage, openness and tolerance towards other people and other nations

(Līdaka, 2007, 18-19). The authors believe that in the socialization process of new generation it is important to update the value of citizenship by integrating traditional and national values. According to the authors, the traditional formation of the civic consciousness and virtues begin in the family. Parental values and attitudes have a significant impact on a child's vision and understanding about the world. Acquisition of civic values is a way of how to become an active member of society, to respect and love one's homeland, nation, language, cultural heritage, respect work of other people and values they have created, etc.

Through the process of socialization, value education takes place at first in the family, then in pre-school, school and through various social activities. Socialization is a process, which promotes acquiring models of behaviour, social norms and values for successful functioning in the society. In the process of socialization a child obtains knowledge, creates attitudes, learns practical knowledge, develops his/her personality (Vikmane, 2009; Braše, 2010). "Socialization may be defined as the process by which we learn the ways of a given society or social group so that we can function within it" (Elkin & Handel, 1980, 4). Thus, socialization concept simultaneously includes two situations: child's personality development process, which happens through social communication (for example, in the family) and result of acquiring a social experience (Vikmane, 2009). The role of the family is crucial in socialization process, because even at school age a child spends 60% of the time in his/her family and acquires there up to 70% of necessary life skills (Braše, 2010).

Developed mind, rich world of feelings, cultivated self-reflection, ability for meaningful creative activities make the person needed for the society (Šteinberga & Tunne, 1999). However, A. Līdaka (2007, 4) emphasizes that nowadays young people need some help to get prepared for life in this changing world, so that everyone would have the ability to become a mentally and physically developed, free, responsible and creative personality, to become such member of democratic society who is able to see and effectively solve life problems, and with the strong sense of belonging to the family, nation, Latvia state, and humanity, who is responsible for one's own actions, who is free and tolerant both in thinking and in actions. Unfortunately, not always a child has the opportunity to grow into such personality, because as the research of R. Purmale shows, only 29% of

respondents recognize child as a value and only 3% of respondents state that in their childhood they "always felt important, loved, and act the same way against their children" (Purmale, 2000, 13). The author notes that in the emotional communication the knowledge about children is secondary, because if the adult in his/her childhood has not experienced uniqueness and the special place and role in the family, he/she is unable to perceive a child as a value in his adulthood as well. The childhood's negative emotional experiences do not disappear; they turn into a negative self-worth feeling.

The researchers of Latvia University, drawing up a report on Latvian national development, within its framework have asked the question: "*Which values would be particularly important for children to be acquired in the family?*" The respondents' answers indicate that in Latvia the traditional values are dominating: a sense of responsibility, love for work, family, etc., but also the modern, towards dynamic development oriented values were highly valued: independence, striving for success, creativity, etc. But there is a difference between the moral obligation and the performance. People express more support and positive attitude towards the value ideals in words than practically follow these ideals in their daily behavior, for example: a sense of responsibility is important for 67% of respondents; love for work 61%; family 49%; tolerance and respect for other people 40%; independence, self-sufficiency 35%; good behavior 35%; persistence 34%; thrift, frugality 30%; striving for the success 22%; obedience 22%; creative approach 18%; belief that it is important to be able to earn money 16%; tolerance of 10%; to be the leader 9%; the desire to be the best 9%; faith, religiousness 8%; a low profile, to be like everyone else 4%, quest for popularity, fame 2% (Baumanis, Jaunzeme&Tisenkopfs, 2007, 22-23).

Latvia University research data prove that Latvian people still do not feel much need for being a leader, outstanding, popular or famous. In the research on pedagogical values in Latvia (Krūze, Ķestere, 2010; Anspaks, 2003) it is found that historically Latvians have had a number of child-rearing ethical ideals: work virtue (love for work and diligence), mind wisdom (ingenuity and knowledge), singing and dancing skills, respectful relationships with parents and the people around, etc., which points to the traditional values that are encoded in the nation's consciousness and corresponds with the values of Latvia University research. However, in order to allow the social development and progress, the values must change too. A. Steinberga and I.Tunne (1999, 67) writes: "the re-evaluation process of values as logical result of human dialectics nowadays happens in the whole society, and it is contradictory, dynamic".

### **3. Methodology**

The research focus is determined by child's personality formation process through interaction with adults and peers on the one hand, and the structurally-dynamic value and activity regularities of the social functioning on the other hand. Socialization is always associated with the processes of change that affect interpersonal relationships and quality of interactions. The socialization research becomes particularly complex if it is focused on acknowledging family attitudes and value system, which according to holistic approach is interdisciplinary. The implemented hermeneutic approach provides the ability to interpret the various parents' views and opinions in relation to the theory on children's socialization. The symbolic approach gives space to qualitative and interpretative data analysis and understanding. From the research point of view the principles of legitimacy, credibility and ethical principles are particularly emphasized. The respect for these principles gives assurance for of data accuracy and ensures the generalization.

Specifics of the chosen methodology complies with the descriptive research goal - to describe the situation in the field of education, to determine correlations between different parameters, processes, events (Geske, Grīnfelds, 2006). In descriptive research the obtained information is essential, as well as selection of the general sample, that is groups subjected to survey findings. In this specific case study the conclusions and recommendations are applicable to all Latvian parents, who are raising children. Our respondents were chosen randomly, offering parents the opportunity to voluntarily participate in the survey in electronic environment.

The overall research design consists from theoretical research and two successive empirical research stages.

According to the research methodology (Cropley, Raščevska, 2004; Gay, 1987), the aim of theoretical research is to describe the internal and external factors of child's socialization and describe their interaction in the process of upbringing. The practical aim is to increase the knowledge among parents about the child's necessities and importance of socialization helping parents to understand their role and responsibility in children's upbringing. To achieve these objectives, both theoretical research methods - scientific literature, document and applied research analysis, as well as empirical research methods for data acquisition which took place in two phases of the study were applied.

In the first stage of research the online educational portals were chosen, selected and the web materials assessed, analysed and interpreted in order to detect the changes taking place in society and their impact on child's socialization process in the family. In the second stage parents were surveyed (N = 90) about educational and technological opportunities and their pedagogical effectiveness, as well as case studies on topical child-raising issues in the family. "Case studies – scientific studies, each covering a single case or life, based on notes taken by observers or on published biographical materials" (Papalia, Olds & Feldman, 1989, 26).

The qualitative approach used in this research anticipates the following research results:

- discoveries (as opposition to the expected result);
- widely defined goal (opposition to the set of the hypothesis);
- open questions, that can change during the research;
- hypothesis generation, rather than approval or disapproval of existing ones (Elliot, 1999,252).

## **4. Results**

### **4.1. Characteristics and analysis of web portals**

It must be noted that in today's society more and more people value the great opportunities of the Internet. The data of Latvian Central Statistical Bureau (2015, 1-8) show that the use of information and communication technologies is available in 76% of households. In comparison with 2004, these technologies were only available in 15% of households, which means the amount has increased five times, but in the same time-span the use of a broadband connection from 5% has increased to 74% (15 times more). The most Internet is available in Riga (81%), but the least in Latgale region (69%). The differences are also with regards to the financial well-being of households – the use of information technologies in the households with higher income reaches 97%, but with lower income is only 51%. In 2015, on a regular basis (at least once a week) the internet was used by 97 % of young people (age 16-24), age 25-54 (87%), but in the midst of older respondents the regular internet users are only 47%. Most households use the internet for reading online the news, newspapers and magazines (87%), but the least - to take part in online consultations or vote (4%) and to participate in social networks for professionals (5%). In general, social networks are used by 73% of households - the information and communication technology users. 28% of respondents are looking for information to learn something. Comparing with 2008, the information extraction from websites has increased from 24% to 65%. Although the number of broadband internet connections are rapidly increasing in Latvia, in 2014 it was for 5% lower than average in the EU. (Among EU countries Latvia shared the 14th place with Spain) (Eurostat, Households-type of connection to the internet (broadband) available: <http://epp.eurostat.ec.europa.eu>).

Websites offer a sufficiently wide and varied spectrum of materials for parents about the issues of child-upbringing (Table 1).

**Table 1.** Availability of Internet Sites for Parents

Portal	Approximate number
For parents about children	535 000
Parents" forum	216 000
For Moms and Dads	64 000
Forum for Moms and Dads	61 500
Calis (Chicken)	524 000
Forum „Calis“ (Chicken)	388 000
Child and parents	569 000
Parents and children	422 000
About school	16 200
Mummy Club	368 000
Parent-children relationships	137 000
Parent-children mutual relationships	15 000
For parents about upbringing of children	130 100
Children and parents	422 000
Mummy School	218 100
E magazine "For Moms and Dads"	4 070

The data of Table 1 (viewed on 17.06.2016.) show that parents have ample opportunities to choose the most interesting site and find the necessary information. To be noted that the same materials can be found on various sites. This is a positive fact, because it provides a greater assurance that the information will reach the recipient. The table shows that the most materials are placed on sites called "Child and parents" (569 000), "For parents about children" (535 000), the "Chicken" (524 000). At the same time it shows that many web sites have very similar names, such as "Child and parents" and "Children and parents", but the amount of inserted material is different (respectively: 569 000 and 422 000) or "parent-child relationship" and "parent-child mutual relationship" (137 000 and 15 000).

Analysing website materials, their versatility should be noted. They are aimed at those adults who hold family life as one of their life values, both emerging and existing parents. Calis ("Chicken") was the first of such portals in Latvia. Its popularity can be explained by the fact that it publishes articles about all that is important in today's families: mutual relations, upbringing, health, household, recreation. Almost each site contains sections on pregnancy, child birth, childcare and upbringing according to the stages of development. There are also reference materials and information about laws related to families, for example, guidelines for parents on child care, information on child care allowances and parents-children's mutual rights and obligations, about children's preparation for school or attending the kindergarten. Sufficiently has been written on medical matters: natural feeding of child in the first year of life, vaccination, children's diseases and their prevention, healthy diet, daily routine, etc. Website materials focus also on educating the parents about child-safe internet and computer use. There can even be found advertisements on language courses for parents and children who started life abroad.

Questions relating to the upbringing of children (socialization) explains the different types of relationships between parents and children and the most serious errors of upbringing. There are also plays, games, quizzes that can be used for parental education and promoting child's development, and also for spending interesting time together. Many parents would find the information useful about children's clothing offers, private kindergartens, children's centres and their addresses, children's camps, and variety of other events - creative workshops for parents and children, shows for children, books about the upbringing, and seminars (eg., thematic series of events for parents who have children with special needs). In May 2012 a portal "Parents Forum" was established for parents who are active and who care about the quality of education and child-rearing issues in Latvia. The goal of "Parents Forum" is to express parent's views on the need for change in the education system, to make proposals to the Ministry of Education and Science, the Parliament and the Cabinet of Ministers for more successful solutions on these issues.

L.Liepiņa (2015, 8), the director of Children and Family Policy Department of Latvia Ministry of Welfare, writing about the changes for providing support to families with children, indicates that it is necessary to educate the parents, children and educators. When parents receive the needed support for developing socialization skills of children, the parental understanding is raised about children's needs at different developmental stages, which

results in reducing conflicts and improving the mutual understanding. Similar ideas are expressed also in the document "State Family Policy Guidelines for 2011- 2017", which is a medium-term policy planning document, which reveals an overall goal of family policy, its course of action and objectives, policy results and resultative indicators. The Guidelines stress that not all parents, especially young parents, are competent enough at their children's socialization. To help parents to fulfil their role better (which changes as the child grows) and obtain the necessary knowledge and skills, it is necessary to implement some training and informative activities.

In addition to these sites, useful information about promoting parents' pedagogical competence can be found on the website of the Ministry of Welfare, in section called "Parents", which has several sub-sections. In these sub-sections parents can obtain information and different materials about social benefits, social rehabilitation, help for those in difficulties, large families, child adoptions, nanny services, etc. In the context of this research the section "Child Upbringing", which includes three-way thematic material: "Letters for Parents", "10 steps towards successful child-rearing", "Positive discipline methods" was studied. In the section "For Parents" there are six video materials on topical children's socialization issues: "Relationships at school", "Pay attention", "Reach out hand", "Do not leave unattended", "Security on the internet", "Addiction - alcohol", "Addiction - cigarettes", "Addiction - computer", "Addiction - drugs", "For safe childhood", "Double Faced Eels experiment". In addition to these materials there are also educational information for parents about child-safe internet, extra-curricular activities (information from almost all municipalities on events, their costs and discounts). There also the advice book can be found for parents, who have adopted children "Raising a child in the family." This guidebook is written in an easily understandable manner and includes some emotionally touching interviews with experienced foster parents, as well as all the necessary information about the child's enrolment in the family (explanation of adoption concept, adoption process, cooperation with the orphanage court, dissemination of the myth about the 'others genes', recommendation for positive discipline, etc.)

Very large and rich educational material can be found in the section "Letters for parents", which contains extensive information about the child's development from birth and possibilities for individual differences, the mother and father's role in child care and upbringing, children's plays and so on. To make it easier for parents to navigate in midst of all this information, the letters are thematically divided according to the developmental stages of children: the first eight weeks, first year of life, 1 - 3 years, 3 - 6 years, 6 -10 years, teenage parents. In every age group parents may encounter a variety of situations that can lead to difficulties or not knowing how to act in a particular situation. It should be noted that the "Letters to Parents" are adapted for Latvian reader from the material developed by Austrian Federal Ministry of Health, Family and Youth Affairs.

Methodical material "10 steps for successful child-rearing" emphasizes love as the most important need for the child, parents' skills to listen, to respect their children, to find time for playing together, remembering one's own childhood in order to better understand your child, to encourage and support the child, to praise, but at the same time set clear limits, develop daily routine not forgetting their own - parents' needs.

An interesting and modern informative material is "Positive discipline methods" issued by Children's Rights

Inspection, which emphasizes that many parents learn to nurture their children in the process of socialization. One of today's challenges is positive discipline. As it is highlighted in this guide for parents, disciplining a child means teaching a child. With the help of positive discipline it is possible to develop in child those qualities, which parents and the public want to see when the child becomes an adult. From the positive parenting perspective, the most desirable characteristics are kindness, helpfulness, care, ability to make wise and sensible decisions, honesty, trustworthiness, non-violence. Raising a child means to be by his/her side with support, advice and leading by example. In this methodical material the educational content is arranged in successive steps, where each next step is based on the previous step. Basic step is setting a long-term goals. Effective discipline is the ability to see in short-term objectives (to dress up quickly, arrange toys, meet the requirements of parents) the opportunity to contribute to the long-term objectives.

Unfortunately, in the website of Ministry of Education, section called “For Parents” information is only about the beginning of the school year, the semesters, duration of school day according to the grade level, as well as the weight of school bags, etc., but there is nothing about the upbringing (socialization) or educational issues.

Also the centre *Dardedze* in its website has published advice to parents on positive child-rearing: "Understand your child and improve the relationship." The booklet has been developed in collaboration with the Romanian Association of Lifelong Learning (Romania), "Nobody's Children Foundation" (Poland), Sasuolo municipality (Italy), Amala municipality (Sweden) and Polibienestar Research Institute (Spain). The booklet is meant for parents with children of age 6 -14.

#### 4.2. Parental Survey Data Analysis

Personality is being formed only through life in the community. The child's development and self-sufficiency is being ensured according to the practical actions, attitudes and life values. A child is a unique being. Adult is the one who, feeling the child, helps him/her to get to know the world, helps to awaken his/her hidden spiritual forces and capabilities. Parents' example and attitude serves as a foundation for child's life values and prospective vision. Parental opinion survey data confirm that when thinking about their children's future perspectives, parents name a number of important and desirable personality traits which can ensure success, personal fulfilment and self-fulfilment of the new generation.

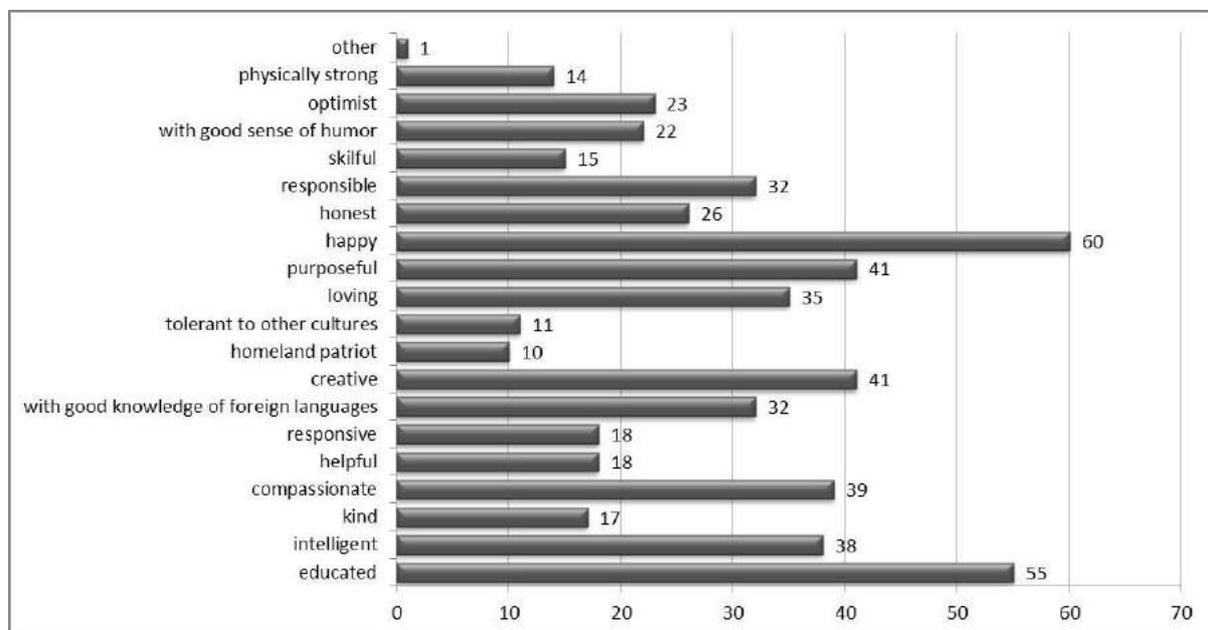


Figure 1. Necessary Characteristics for Children in Parents' Opinion

As it is seen in Figure 1, the parents want that their child is happy (69% of respondents), educated (63,2%) and creative (47,1%). Parents' opinion is based on their own personal experience, desiring the subjective well-being for their child in all spheres, because as it is known interpretations of happiness concept is so broad and distinct as life itself and human self-realization in its diverse contexts: personal, social and professional. People's literacy and creativity are the main keys for ensuring the sustainability of society. Education plays a key role in working life, children's future and long-term global development. Creativity is the ability to create original and valuable ideas. The authors agree with K. Robinson, internationally recognized expert for creativity, innovations and human capacity building, who see the creativity strategy options and rightly points out that when we follow our true calling, we are creating new opportunities, meet different people, gain valuable experience and create unique life (Robinson, 2013). In the context of projecting the future design, socially highly recognized are such characteristics needed for child's personality as purposefulness (47.1%), goodness (43.7) and wisdom (43.7%).

The education level of the respondents involved in the survey is high - 77% of them have higher education. Assessing their pedagogical competence on parenting issues, only 8% of the surveyed parents state that in

everyday life they do not face difficulties. However, the majority of responding parents (74.7%) say that, despite the fact that they consider themselves to be knowledgeable and educated in child-rearing issues, they sometimes get into problematic situations which create difficulties. If parents are aware of their value and they do not feel alienated from society; if they are not constantly exposed to stress fighting for mere survival, they are more responsive to children's needs and are able to provide the conditions in which children feel loved, can interruptedly grow and develop (Smith, 2001).

Paying attention to child-rearing difficulties and analysing parental roles, it can be concluded that at the basis of all problems mentioned in the questionnaires there are unfulfilled children's emotional basic needs:

- unconditional love,
- respect towards child's personality,
- time given to the child
- feeling of security and stability
- key role of parents,
- help to achieve maturity (Smita, 2001).

In his essay on axiology and values a philosopher P. Zeile (1983) characterizes diversity and unifying common features of emotional expressions. Emotions perform axiological function. In the basis of altruistic emotions there is a person's internal requirement to collaborate with others, help them to feel care, tenderness, concern for fellow human beings. These emotions are related to communicative emotions which are based on an internal need to keep in touch, to interact with other people while performing important tasks, to have friends and to love (Zeile, 1983). Pedagogically important is to be aware that it is in the family where main basic types of emotions are born and formed.

Systematizing the main parenting mistakes in the family, the Finnish researcher L. Keltikangasa - Jervinena (2013) emphasizes that due to the "free child-rearing" children outwardly seem to feel secure, but internally they are still insecure. According to the researcher, in order to compensate this insecurity, the child develops control feelings in the form of self-sufficiency, self-confidence and constant rebellion against the rules (Keltikangasa - Jervinena, 2013).

Proper respect for rules in the upbringing process is a serious challenge for parents' pedagogical competence.

Parental techniques for solving child-rearing problems are summarized in Figure Table 2.

**Table 2.** Parental techniques for solving child-rearing problems

Parental techniques	Responses, %
With understanding and patience	62,8%
With threats and punishment	2,2%
Asking advice from the friends	9,3%
Reading books and articles	14%
Looking for information in the internet	11,7%

Setting the borders alongside the sense of security in the family fills the child's need for the adult being present. Like leitmotifs of upbringing - autonomy, independence and cooperative relations - cannot be imagined without the rituals and borders, the same freedom is unthinkable without certain order and responsibility. The child's needs-oriented behaviour is mandatory, but it should not be confused with fulfilling each child's request and desire. Relations with the child should be clear and direct. When children feel - not experience - rigor, they obtain landmarks. Certainty creates borders, but, where they are lacking, insecurity takes place and children start testing the boundaries how far they can go. Strictness has nothing to do with shouting or with mental or physical violence, but with clarity and certainty in deeds and words, with inner peace, confidence and mutual respect (Roge, 2008, 23).

Assessing the usefulness of the information found in the internet sources for upbringing of children, one-third of parents (38%) consider it as essential resource for acquisition of pedagogical experience, while the largest proportion of respondents (52%) states that it is one of the features that is useful only occasionally.

Summarizing facts obtained analysing individual cases it can be concluded that the independent search for information, its transformation into knowledge and experience requires parental interest, skills for using information technology, which could be an obstacle for some parents and they can become reluctant to use independent explorations and studies. A substantial proportion of parents who are sufficiently knowledgeable and competent in parenting issues stress the need for individualized approaches and information, which cannot be systematized within a web material. The educational needs of these parents could be fulfilled with specific applied research studies that would be conducted on the basis of an in-depth study of children. Would parents have sufficient time and other resources for learning child's research methodology - it remains still unknown. In any event, it is one of the possibilities, which can be actualized when designing, developing and offering parents educational courses and lessons.

Indian mystic and spiritual leader Osho (2015), describing the child-raising issues from the point of view of child's freedom and individuality, encourages parents to respect their children: "All what you can do is to develop children more intelligent, more alert, more aware, more loving and quieter. Thus, wherever he/she may be, he/she will act in accordance with his/her silence, love and vigilance. It will be good. Do not tell a child what is right, but teach the child to understand what is good in different situations" (Osho, 2015, 43). The parents themselves must learn first these and many other parenting lessons in order to create a safe and stable basis for social and psychological well-being and well-feeling, which promotes the self-empowerment of child's personality.

## **5. Conclusions and Recommendations**

For providing sustainable development of Latvia the five basic human values are topical: respect, excellence, knowledge, rootedness, and the children. The society's future begins in the family in children socialization process, in which traditional and variable values are crystallized through the historical experience of humanity.

Although the human being and his/her personal qualities are considered as the core value of society and as a promoter of its development, a child has not been yet in this status. It manifests through disrespect, violence and other ways which actualize the need for development of pedagogical competence in terms of children's upbringing (socialization) and preparation of children for future life in society. It is one of the most important challenges of the future – optimizing the child's values and the socialization process.

The research methodology of the humane dimension of child's socialization in family (attitudes and values) must be based on synergy of holistic, hermeneutic and symbolic approaches, which help to detect, identify and characterize the interdisciplinary aspects of family in the context of future challenges on the basis of identification and resolution of social and pedagogical problems.

Modern information technologies are widely available to the largest part of Latvian society (76%), which can be considered as a significant resource also for promoting the parental educational competence, as 87% of the younger people (age 25-54) use internet at least once a week. Internet sites hold a wide range of materials and useful information for families, which are able to improve the parents' pedagogical competence.

Summarising the issues in which parents are interested in terms of raising children, it can be concluded that several thematic groups are important for raising parents' pedagogical competence:

- promotion of child's development, implementation of positive upbringing;
- responsibility building, child discipline issues;
- specific activity in complex socialization situations, etc.

Child socialization in the family in the context of present and future challenges expects accepting the child's personality in a way that implies a true parental interest in his/her needs and capacity, it means unconditional love from adults and undivided attention, mutual respect and strengthening the self-esteem of each family member, ensuring trust and understanding by providing real positive behavioral examples and personal growth landmarks, which contribute to the child's own initiative and capacity development.

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## Pedagogical – Psychological Regularities of Civic Education and Civic Engagement

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### Abstract

Young people are an important group of society, which is located in his life transition, young people have unlimited potential for growth, they are social capital and development resource which will ensure the sustainability of society and state development. In this context, special attention and topicality obtained the promotion of youth civic engagement in the pedagogical process. The aim of publication is describe pedagogical-psychological regularities of civic educations and civic engagement, revealing the concept of civic position, civic upbringing, civic education, civic competence and civic engagement, identifying the concept of regularities and pedagogical-psychological aspects of formation and promotion process of youth civic engagement.

**Keywords:** civic competence, civic education, civic engagement, civic position, civic upbringing.

### 1. Introduction

To study the problem, pedagogical-psychological regularities of civic education and civic engagement, was determined by socially objective reality, which also reflects to the circle of the contradictions of the research problem: *firstly*, the existing youth inactivity in the level of the engagement in social activities. Assessing the participation of young people in different organizations (non-governmental youth organizations, sports clubs, youth and cultural organizations), on average 45.8% of young people take part in one of the organizations in the European Union in general, while only 38.7% of young people participate in one of the organizations in Latvia, which is one of the lowest indicators in the context of the European Union (European Commission, 2011). The data gathered by the European Commission (2015) shows that a relatively small percentage of young people would be happy to participate in one of the youth non-governmental organizations (European Commission, 2015).

*Secondly*, there is a relatively low level of engagement in the referendums, municipal, parliamentary and European Parliament elections– according to the information found in Central Election Commission's website, the average number of citizens voting participation in all elections and referendums, since 1991 to 2014, is only 55.94%. Young people's interest in the political processes and the desire to participate in them is very low, only 5% of the youth in Latvia are willing to engage in political participation activities (European Commission, 2015), it should be noted that this is the lowest figure among the 28 European Union Member States. Compared to the European Commission's data gathered in 2011, the negative trend can be observed which increased in 2015. This trend is: fewer and fewer young people participate in the parliamentary and municipal elections. This fact can be characterized by a certain lack of interest of young people in the political life of Latvia, thus distancing from the decision-making and executive bodies, as well as failing to fulfil their direct duties of citizens. In general, young people across the European Union support the democratic system and at the same time are very critical for their participation in it (European Commission, 2015, 101). In addition, 83% of youth in Latvia (aged 13 to 25 years) are not confident about their ability to influence decisions taken by the local authorities or the government of Latvia, as well as 44% of young people do not trust the parliament of the Republic of Latvia (Analītisko pētījumu un stratēģiju laboratorija, 2015).

*Thirdly*, the topicality of the problem of the study is confirmed by the students` low achievements in the field of civic education according to the data gathered in an international study of civic education (ICCS 2009) (Čekse et al., 2010) as well as a lack of the conception of civic education in the education system of Latvia. Despite the urgency and necessity of civic education and the recommendations of the United Nations, there is not a separate compulsory subject in civic education neither in the primary nor in the secondary students` level age group in Latvia (Eurydice, 2012). Civic education in elementary stage is implemented mainly within the subject “Social

studies” and indirectly in the subjects “The history of Latvia” and “The history of the world”. Particular civic education issues are viewed in the upbringing/class lessons. Civic engagement has been interpreted in the program sample of the subject: social science as political participation, which is inherently insufficient interpretation of the concept of civic engagement. Within the social science only 6% of the total number of lessons in grade 9 has been intended for the issues of civic engagement. The number of the lessons for obtaining civic engagement is not enough to reach the target of the subject – students` readiness to accept and implement socially responsible decisions in the personal, professional and social life in a democratic society (Falka, 2014), so the pedagogical relevance is to provide civic education within diverse dimensions and in an interdisciplinary way in the other subjects, encouraging students to think independently and be socially responsible.

## 2. The Base and Methods of Research

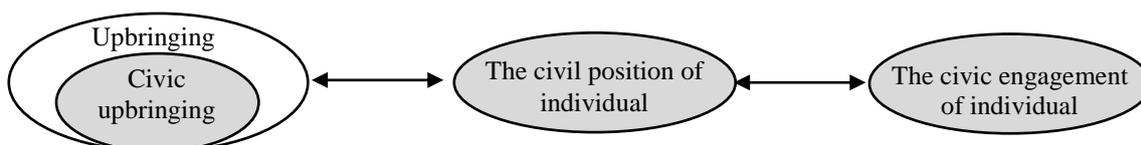
The base of the research is formed by 83 students from three 9th grades of one “X” city Secondary School of Latvia. The average age of the respondents' is 15 years, gender distribution: 43 boys and 39 girls. In order to achieve the aim of the publication, the study was used the following research methods:

1. theoretical research methods – the diverse analysis of scientific and methodological literature of the civic engagement, civic education and civic competence preconditions; the analysis of regulatory documents to improvement curriculum.
2. empirical research methods – data mining methods: (surveys, testing, unfinished sentence method); data processing and analysis methods (quantitative data processing with data mathematical statistical analysis and predictive analytics methods implemented through processing programs Microsoft Office Excel 2010 un SPSS 18.0 version); graphical representation of data; qualitative data processing (content analysis, data coding, grouping and processing); quantitative and qualitative data interpretation.

### 1. Theoretical research regularities of civic education, civic position and youth civic engagement

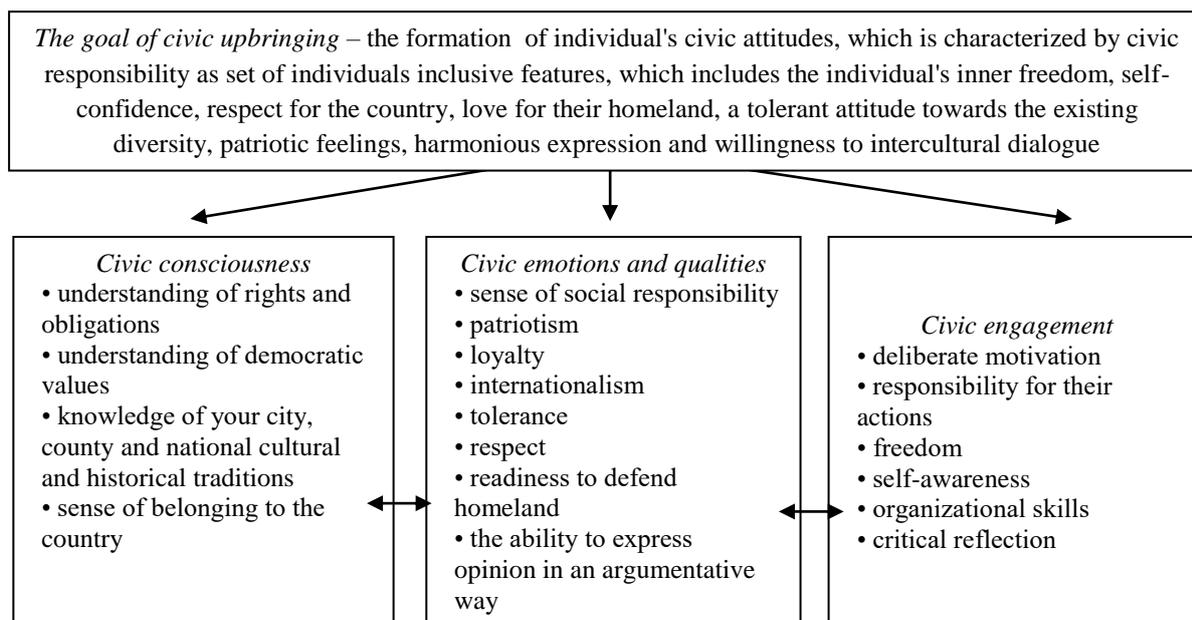
#### 1.1. The theoretical analyse of civic upbringing, civic education and formation of civic position in the pedagogical process

In the context of civic upbringing (Figure 1), which promotes the formation of a civic position (Špona, 2006) and the future structure of personality (Мяснищев, 1960), youth must learn and practice the skills of civic engagement directly (McFarland, 2002).



**Figure 1.** The role of civic education in the process of shaping the civic position of the individual

The sense of statehood is formed by an individual’s civic upbringing (Students, 1933). It is the method of embedding a love for the motherland, nation and culture as well as embedding a respect for the rights of one’s self and the rights, work and values of other citizens (Zelmenis, 2000). In this context, the cooperation between the student and the teacher bears special importance because it ensures the conversion of the understanding of education from a form of passing down knowledge to a form of problem-centred education (Lapiņa, Rudiņa, 1997). In the pedagogical process of education, during which the adolescent is participating in the experience of the school environment and outside of it and adopting the experience gained in the form of self-exploration (Maslo, 2006). The youngsters gain a new experience of life which serves as the basis for an active or passive, civically responsible behaviour. The core of civic upbringing is the formation of civic responsibility in the context of civic positions (Figure 2) which includes the inner freedom, self-awareness, respect for the state, love for the motherland, tolerance towards the existing diversity, harmonic expression of patriotism and the formation of dialogue between cultures (Сластѣнин et al., 2002).

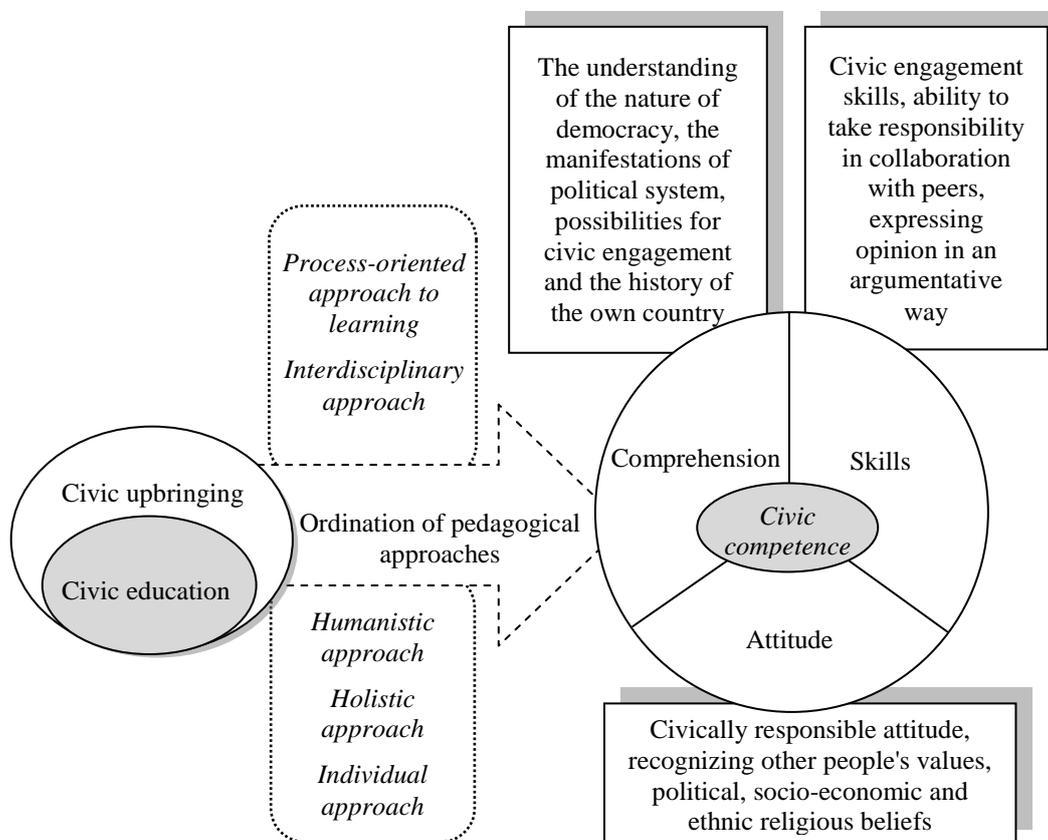


**Figure 2.** The structure of civic position

Meanwhile, the core of civic education is based on the task of developing civic competence in a multidimensional aspect which is civic knowledge, skills and attitude that are based on democratic values (Komalasari, 2009) and thus, the learning of civic education is largely based on the teacher's knowledge, views and management of the content of education (Torney-Purta et al., 2005) as well as the professional growth of the teacher (Prets, 2000). Civic education as a holistic approach during the process of education ensures knowledge, activity, understanding and appreciation (UNESCO, 2002). The implementation of civic education consists of a holistically social approach: on the individual level – within the family – within the local society – within the national level – on the regional level – on the global level (Quisumbing, 2002). Thus in the result, students would be able to implement the changes in past for the investment in future and to live and work together for a single civic beneficial purpose (Grossman, 2000). Civic education is oriented towards the formation of knowledge and values of adolescents (Torney-Purta et al., 2001), towards the skills and civic position (Branson, Quigley, 1998), motivation (Ehrlich, 2000), civic virtue (Patrick, 2004) and the formation of critical thinking and analytical skills (Eurydice, 2012) in order for the youth to participate in the social processes and to provide an immense investment for the society (Shaw et al., 2012). Civic education is an integral part of the high school education (UNESCO, 2011) which affects the society significantly as well as being the only way for a civic society to develop (Sherrod, 2007). Whilst acknowledging the context of the content of civic education it must be noted that specific approaches cannot be highlighted because the process of searching the optimal methodological approach that fits the tasks of the modern school can never be finished (Samuseviča, 2000).

The civic education that is carried out within the framework of civic upbringing, forms the civic competence of youth, promotes the support for democratic values and directly promotes civic engagement (Galston, 2004) and increases the social capital (Heggart, 2015) as well as promotes the capacity of democracy (Martens, Gainous, 2012). The elements of civic competence are formed by civic knowledge, civic skills (Abs, Veldhuis, 2006), the use of knowledge, practical activities (Brammer et al., 2013) and attitude (European Commission, 2007). Civic competence, which promotes the civic engagement of students in the long term (Hoskins, Villalba, Saisana, 2015) presents itself in the interaction of four intertwined components: cognitive component, the component of motivations/values, the component of will, the component of reflection (Журова, 2012). The essence of civic competence is explained with the intermediation of the competence of exploration, the emotional competence, social competence, all of which express as the individuals freedom of choice (Audigier, 2000).

The theoretical analysis confirms that civic education affects the formation of students' civic competence as a cognitive process, improving students' knowledge of themselves and people around, their country and cultural traditions, democratic values and principles of their rights and obligations and the development of students' skills to take responsibility for themselves and people around them. The authors defines the concept of civic competence as a synergy of civic knowledge, skills, attitudes and acquired individual life experiences, which sets the future of a person`s civic position and capacity. Being aware of the potential of upbringing in the family and the objective reality in the society and the impact of the educational process, it is possible, with using diverse pedagogical approaches, to promote the formation of students' civic competence at school through civic education and civic upbringing (Figure 3). As a result, student can gain capacity, civic responsibility, competence, confidence and become a creator of active social processes with a high sense of responsibility, a person who is not indifferent to the surrounding social environment. The successful implementation of civic education can be provided by civic upbringing. Thus civic education (as a cognitive process for the development of civic knowledge and skills) serves as a narrative framework, affecting the formation of students' civic competences and civic upbringing (component of the formation of civil attitudes) is the way and the process the civic education is being implemented.



**Figure 3.** The model of youth civic competence development

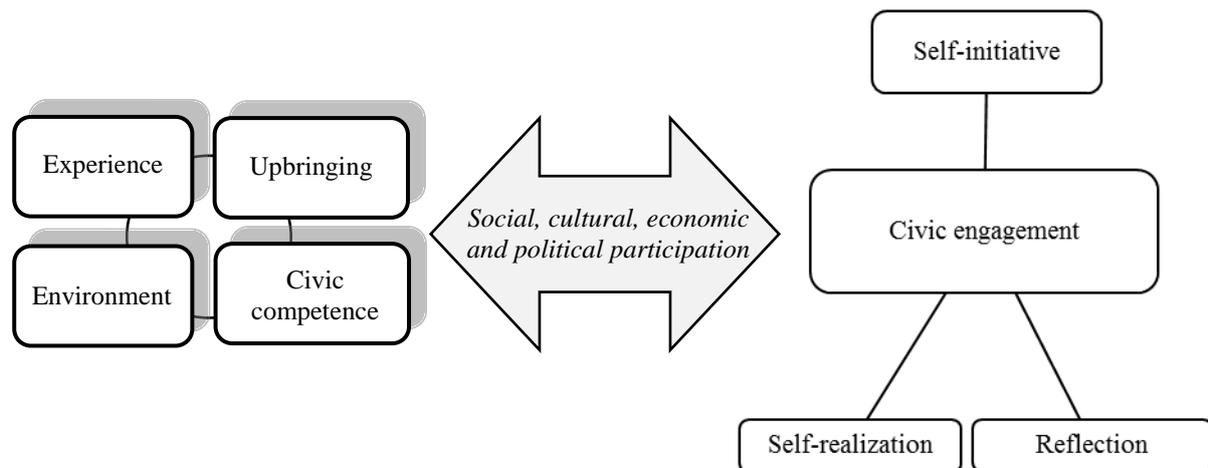
The study confirms the need to enrich learning process not only in the field of students' knowledge, but also to promote civic skills and attitudes, helping students to prepare for the existing objective reality of life, recognizing the needs and values of fellows, to be aware of their potential contribution to society`s and country's development, as well as looking for ways to improve their quality of life in the long-term.

### 1.2. The nature of civic engagement and influencing and promoting factors of youth civic engagement

The term "civic engagement" has many definitions and interpretations. For example, in his theory of civic engagement, political researcher J. Hauptmann points out the factors of human participation, voluntarily, consciousness and the system of value (Hauptmann, 2005). In the context of globalization, civic engagement and the civic behaviour of humans has a profound effect on democracy and the preservation of democratic values

(John, 2003), moreover, civic engagement is a way of collectively overcoming the existing global challenges (Koritz, 2009) such as, solving the issue of protecting the environment (Smith, Pangsap, 2008). Civic engagement includes the political, social, cultural and economic engagement (Abs, Veldhuis, 2006). Civic engagement regards human behaviour, values, beliefs, attitude, feelings, knowledge and skills that are connected with the circumstances outside of the direct environment of an individual – family and friends (Amná, 2012). Civic engagement can be interpreted as a motivated behaviour of an individual that drives to change the social order by basing on the knowledge of the essence of democracy and by trusting the state’s institutions, people and thus promoting the freedom of citizens (Campbel, 2006). By joining in the activities of civic engagement the sense of responsibility is formed within the adolescents and thus a civic society is sustained (Innovations in Civic Participation, 2010). Civic engagement is an important component in the development of youth as it promotes the personal growth of an individual, helps in the process of the formation of a social capital and allows adolescents to unwrap their potential and to invest in the development of the local society (UNESCO, 2014). Moreover, it is very crucial to provide the adolescents with a diversity of support: emotional support, respect and advice (Dolan, 2012). Through civic participation, the needs of the adolescents are satisfied as well (Brennan, 2008) by promoting the social and economic well-being of adolescents (Douglas, Alessi, 2006) and by promoting the wellbeing of the community (Chaskin et al, 2001). By understanding the topicality of civic engagement and its importance for the development of the state, the question of the need for the promotion of civic engagement in adolescents through the process of education needs more insight.

The concept of youth civic engagement (Figure 4) reveals the most essential influencing factors of youth civic engagement formation (upbringing, life experience, civic competence and the environment) and the diversity of civic engagement (social, cultural, economic and political participation). Youth civic participation provides opportunities for updating young people's social needs, purposeful self-realization and quality of life, which is a prerequisite for civic attitude.



**Figure 4.** The general conception of concept of youth civic engagement

Authors has characterized civic engagement as individual`s motivated involvement using available resources in the political, socio-economic and cultural processes in the local, regional, national and international levels, in a democratic way purposefully addressing common existing challenges of the society, influencing public policy and improving the quality of life, thus self-implementing civic position. The youth civic engagement can be described as intentional and purposeful involvement, from the point of view of the participation and implementation of the operational process, which has been implemented by self-realization of civil position, in order to contribute to both: the growth of the personality and the development of the local community and country. Youth civic engagement can be characterized by social responsibility towards the surrounding people and the environment, depending from their civic competence and individual civic positions. Youth civic engagement and its formation process largely depends on his/her acquired life experience and social environment impact as well as the specific living conditions and support provided. It can be concluded that there are required democratic prerequisites to provide an opportunity for a successful and productive youth civic engagement and development in Latvia.

In the pedagogical context it is very important to promote the formation of civic attitudes and civic position within civic education. Upbringing is essential in the personality formation process. It contributes to the formation of attitudes, responsibility and behaviour, while the attitude expresses choice of active position of personality, determining individual's behaviour (Špona, 2006). Civic responsibility and capacity of students can lead to specific activities – learning by doing independently and purposefully. Pedagogical approach, which provides the principle of learning in practice, develops competencies, as well as gives significant impact on students' civic attitudes and beliefs in the position to act civically responsible and to be civically active citizens. The upbringing factor in a family where the observed parental attitude becomes a habit for young people (World Bank, 2007) and implemented pedagogical approach at school, where teachers have obligation and at the same time a challenge to prepare young people for the unique requirements of the 21st century (National Education Association, 2010), are both important in the context of civic upbringing. The promotion of youth civic engagement in the educational process must be based on certain civic skills, going beyond the theoretical view. Students' civic knowledge and attitudes can be developed and are needed to be developed within the formal education process. In addition, using the potential of non-formal education as well, various civic skills can be fostered.

## 2. The promotion of youth civic engagement in mainstream educational institution

To define students' civic competence in practice within the subjects: Social studies and the history of Latvia launching the 9th grade on the bases on the regulations of Minister Cabinet No. 468, elementary and lower secondary level education subject standards and education program samples, the diagnostic tests were developed by the authors in order to provide the opportunity for students to express personal opinion. Also the questionnaire for the 9th grade students was developed.

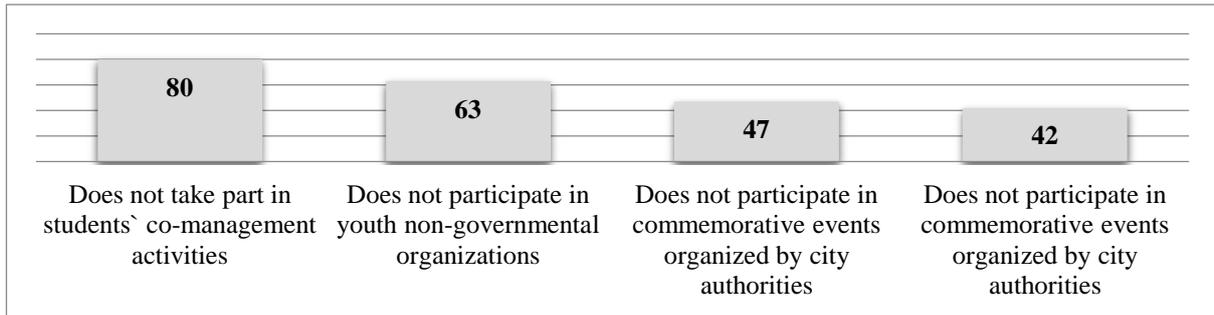
Basing on the analyzed studies and knowledge about civic engagement and the nature and formation of the prerequisites for the civic education content and structure of the civic competence, as well as being aware of the regulatory framework of the Curriculum of the Republic of Latvia, the author has developed appropriate civic competence criteria and indicators appropriate for the educational content of Latvia (Table 1). The 9th grade students' civic competence within the research was assessed, identified and described according to these criteria and indicators.

**Table 1.** Criteria and indicators of youth civic competence

<i>Criteria</i>	<i>Indicators</i>
Knowledge	<ul style="list-style-type: none"> <li>• The understanding of the essence of democracy</li> <li>• The understanding of the decision-making process</li> <li>• The awareness of rights and obligations</li> <li>• The understanding of the role of the Constitution in a democratic society</li> <li>• The knowledge of the forms of political engagement</li> <li>• The knowledge of the executive decision-makers and the nature of operation</li> <li>• The knowledge of the European Union, NATO and the UN</li> <li>• The knowledge of the statehood and the historical development of Latvia</li> <li>• The perception of the cultural heritage of Latvia, Europe and the world</li> <li>• The awareness of possibility of active participation in school, municipality, state and EU</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• The ability to apply knowledge by participating in various socially important events and youth organizations</li> <li>• Skills to participate in decision-making processes</li> <li>• Skills to participate in political discussions</li> <li>• Ability to express opinion in argumentative way</li> <li>• Skills to cooperate effectively with others, work in a team</li> <li>• Ability critically and analytically evaluate information</li> <li>• Intercultural skills</li> <li>• Leadership skills</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>• The awareness of the necessary of civic engagement</li> <li>• A positive and active attitude towards life in the society and the democratic participation in the manifestations</li> <li>• The awareness and acceptance of important cultural traditions and the values</li> </ul>

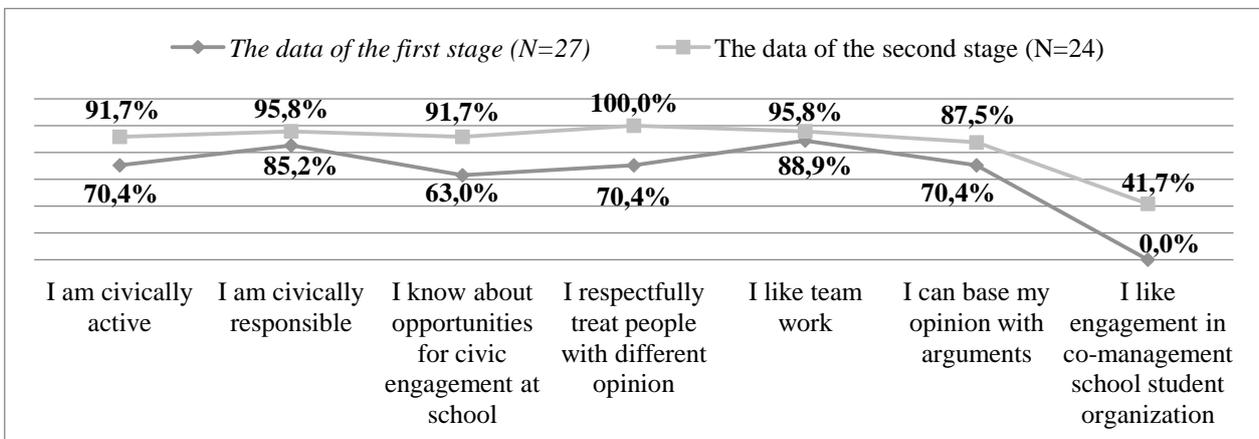
- Independent evaluation of the school, local, national and European Union's attitude towards citizens' initiatives
- The ability to distinguish and formulate school's, local, national and European Union's fundamental values
- Being open to cooperation with others
- Responsibility for self and others
- Tolerant attitude towards different cultures, political opinions, religions, genders, ages, races, ethnic backgrounds and other groups in society
- Full respect for human rights and equality

The data processing and the analysis of the results of the tests has been carried out, describing students' outcomes of the civic engagement (Figure 5).



**Figure 5.** The expressions civic engagement in the 9th grade of research base classes (N = 82)

In order to improve students identified civic attitude and civic engagement was developed and successfully tested educational program to provide civic engagement. To assess the acquisition impact of the developed and approved educational program to provide youth civic engagement, the results of two stages have been compared: the data of the first stage and the data of the second stage (Figure 6) in the research base.



**Figure 6.** The changes in the self-assessment of research base students after acquisition of the educational program to provide civic engagement

Analysing changes in the self-assessment of research base students after acquisition of the educational program to provide civic engagement, the following positive trends can be observed.

*1. The high self-esteem in the field of civic participation.*

Nearly all respondents (23 students) consider themselves to be civically active young people who are willing to take responsibility. However, despite the high self-esteem of students in the field of personal civil responsibility, 15 respondents are willing to take the organizing issues of different events.

## *2. Manages his/her civic engagement and is aware of its role.*

Respondents understand their civic engagement directly in their school, as they are engaged in daily contact with the school's extra-curricular options. However, it is important to note that the students are very well informed about their engagement in city, national and European Union level. The vast majority of respondents (22 students) in the research base class noted that they know their civic engagement at school, city, country and the EU.

## *3. The promotion of civic competences*

Students enjoy working in a team (23 students), are able to base their opinion with arguments (21 students), are able to take important decisions independently (21 students), understand meaning of tolerance and respectfully treat different opinion (24 students), while the vast majority of respondents (18 students) are aware of their significance in the national development.

The explanation for so positive results could be found in the fact that during the approbation of the developed thematic plan of the lessons, all students were offered the opportunity for active participation and the organization of the events. Very significant fact is that in the process in order to promote students' civic competence not only formal but also informal teaching methods and forms were used within the lessons and beyond them.

## **3. Conclusions**

1. Holistically acknowledged and carefully carried out civic education has a profound effect on the civic position of adolescents which in result promotes their civic responsibility and affects the expressions of civic participation. The upbringing within the family and the school environment affects the formation of attitudes directly but civic upbringing highlights the formation of a civically responsible attitude which is expressed in an individual civic position. By developing civic position a student can fully satisfy his/her social and emotional needs. By raising the topic of the upbringing at schools, the formation of students' civic position can be influenced more effectively along with the certainty of the need to behave civically responsibly and of the need to be patriotic, proactive citizen who can provide his share in the development of the state.

2. Civic engagement ensures the long term development of a society, strengthens the democratic values, consolidates the society for the overcoming of common challenges, influences the political processes of the state and provides an invaluable investment in the solving of various social problems. Civic engagement is based upon the engagement of the individuals of the society. Civic engagement is the factor of responsibility in the context of the complicated geopolitical situation. It is the way of promoting a constructive dialogue between the society and the decision-making power, executive power, as well as being the prerequisite for the maintaining of democratic values which nowadays gains more and more necessity.

3. The teacher has to be able to provide the confidence in their abilities and their potential for the development of abilities and skills. In fact the whole content of education has to be based on the basic principles of civic education by using the variety of pedagogic approaches and forms in order for the formation of civic responsibility to be as an integrating holistic developmental process of the characteristics, skills and abilities throughout the whole pedagogical process. A teacher can be (or can fail to be) a source of inspiration, motivation and practical support for the civic engagement of the student. Thus, the interest, civic position and pedagogical competence of a teacher are crucial components of the development of civic competence of youth.

4. The dominant civic attitude in the family, the individual and positive experience of cooperation with the peers at school and the professional skill of the teacher all have a crucial importance in the formation of civic competence. The formation of civic competence takes place in a direct cooperation with the opportunities of civic engagement carried out by the student due to the fact that it helps the students to see the reason for their

actions. In result, the positive experience acquired by the student during the process of self-realization serves as a basis for the promotion of civic responsibility and the future improvement of civic position and civic activity.

5. The data acquired in the research suggests that on the existing background of social problems, there is a lack of communication between children and parents (60 from 82 respondents) and the intolerance of the students, which is based on distinct prejudices (39 from 82 respondents characterize themselves as intolerant towards different opinions, religions, ethnicities). Thus, there is a reason to consider that the future process of socializing of the students as personalities will be more complicated. The family is the most important prime source of upbringing. It affects the formation of personality of an individual, the understanding of values, the civic position and provides an immense investment in the further development of the personality.

#### **4. Recommendations**

1. Results-oriented learning gains a significant relevance in the process of obtaining civic education where the development of civic competence is a significant personal gain as well. In this context, the necessity to revise the curriculum has been highlighted in order to emphasize civic engagement issues not only in theoretical but also practical dimension.

2. In order to promote youth civic engagement in the pedagogical process, it is important for schools to promote civic competence formation in the process of the implementation of civic upbringing. Civic upbringing serves as a fundamental basis, but civic education specifies the contents and options in the implementation process. Learning of the various subjects is mainly based on the acquisition of theoretical issues, but there is no practical operation component, which prepares students to the existing realities of life in a rapidly changing era of globalization and promotes youth civic engagement and shapes young people's civic competence. Without excluding other probabilities, few examples and techniques are offered to demonstrate the way of promoting obtaining civic education in the learning process and beyond it, focusing on civic upbringing aspects:

2.1. In the lessons of social sciences, it would be useful to organize a charity campaigns (inviting peers to donate board games for the purchase of social risk children; to hold a small concert for elderly people; to help the animal shelter, etc.) rather than teaching to take responsibility in the abstract. For the successful implementation of ideas, a teacher's imagination and initiative are only needed;

2.2. In order to familiarize students with, e.g. local government or parliamentary work, it is recommended to visit these institutions, in person, to participate in meetings, to organize meetings with representatives of legislative and executive bodies, etc.;

2.3. It is recommended to provide the necessary support and motivation for students to be enrolled in school authorities. Participation in school institutions provides students opportunities to test their participation skills in practice, promoting the development of their school as well. Students' self-government is civic engagement at the micro level, where young people learn to take responsibility, develop initiative and exercise their initiative with peers, involve them in joint work, thus developing citizenship and democracy.

3. While implementing the civic education program, developed within the doctoral thesis, the teacher is recommended to consider:

3.1. students' pedagogical and social characteristics, providing the individual approach and the use of varied teaching forms and methods in the learning process and beyond it;

3.2. students' individual differences in the field of civic knowledge, skills, attitudes and values deriving from the previous stages of education and individual life experiences, foreseeing each student's potential for growth;

3.3. to provide holistic approach in the process of building civic skills, through using diverse methodically didactic activities;

3.4. the total number of class upbringing/class lessons, learning civic education program in the context of students' total teaching load;

3.5. an opportunity for students to actively participate in the implementation of civic education program, offering a variety of alternatives.

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## Role Of Purposefulness In The Development Process Of Personality

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### Abstract

As stated in the National Development Plan of Latvia for 2014-2020, people have realized the truth that only through targeted and wise investing in their own and their children's education they have opportunity to ensure personal competitiveness in the labour market and in the country's overall growth in long term. Nowadays, to be successful, it means to acknowledge own goals and to utilize opportunities. Purposefulness is considered as one of the most important characteristics of the will. "Focused person can independently and deeply acknowledge and analyse his or her motivation and scope of needs, can adapt their needs to their knowledge in order to consecutively get closer to reaching the goal." (R. Nemov) Whereas A. Adler points out that the person in movement, striving for personally important goals, can be perceived as entirety - undivided and consistent with himself. Person, striving for perfection, is always moving towards personally important life goals. These goals are selected individually to a certain extent. Reaching the set goals, the person not only increases his or her self-esteem, but also finds own place in the life. People have a creative power, which ensures possibility to deal with their life – it is free, conscious activity, aimed on improving the quality of life. This creative power influences person's experience: perception, memory, imagination, fantasy and expectations. The creative power makes person a self-determined individual, architect of own life. The article analyses self-determined learning, efficiency of own performance, personality's securitability, habits of purposefulness in the context of diversified competences development and personal self-development.

**Keywords:** self-determined learning, personality's securitability, habits of purposefulness, personal self-development

### 1. Introduction

The quality of person's life is determined by his/her *legal capacity*. It is a set of traits, abilities and activities that allow him/her to create appropriate life and self-realization model. Life quality is created daily. Legal capacity is connected with the establishment of aims, choices and practical activity. Legal capacity is characterized by the initiative, activity, taking risks, adaptation, innovation and ability to change, activity management etc. Legal capacity is an active mechanism of life's social network that connects knowledge with the practice, resources with the activity. Person's legal capacity is influenced by the education, social origin, upbringing, it changes throughout lifetime and it is also influenced by person's experience, self-assurance, reflection, purposefulness and willpower. (Tisenkopfs, 2006)

In European culture often the person who is considered happy is rather the one that has set and achieved quite high targets in wellness, education, culture and social status but not the person who lives in poverty but does not understand that because of lack of education. There has to be done much on the way to educate the public in Latvia. It is necessary to undertake targeted measures that would ensure each community member's opportunities to develop according to their own interests and abilities, and these interests and abilities could be applied in today's labour market, as well as contribute to their quality of life.

Sustainable development is people-oriented, its objective is to improve people's life conditions. People's quality of life, internal harmony, education, economic and social comfort are core values in our society.

Personality realization is awareness, cognitive activity. Actualization means activity as a process, as the power consumption (from the Latin *actus*-action), with significant results. The term self-realization means cognitive aspects of thinking, activity, theoretical activities, work in the internal aspect. Self-realization expresses in the development, adjustment and transformation of "I" concept, including the "ideal I" in the world image and life plan, as well as awareness of the results of previous activities. Consequently, self-actualization and self-realization are two integral components of one process, the process of the development and growth, and the result is the man who ignited and used the maximum of his/her human potential - self-actualized personality (Мацрой, 1997).

The necessity of the self-realization in the teaching process takes place in the in relation with environmental conditions, exploring their individual ability which appears in the freedom of choice, creative activity, realizing their needs, aspirations and opportunities, and creating awareness about the meaning of life and its quality indicators. The quality of life is characterized in the study on the methods of quality of life assessment and tools with the concept of "self-realization". (Š keštere, I. (2012), therefore, creating awareness of the meaning the quality of life and, simultaneously the process of self-realization is developed.

In the modern education it is important to develop life skills to pupils/students. Those are currently important skills as initiative, creative thinking, team work skills, analytical and organizational skills, thus increasing their potential for competitiveness in the labour market.

Integral is also people's adequate emotional appraising against themselves because it is the foundation of human expression, self-actualization, that determines individual's behaviour model and expression in certain situations, determines the tasks that the students intend to implement in life and in the realisation of which tasks they feel capable. Self-actualization helps you to realize your place in life, it is the basis for decision making, realization of active life position. Competence is gained in the process of education and it is person's ability that is based on the knowledge, experience, values and attitudes, that appears in the skills-ready for operation.

The rapid pace of life and its change requires adapting to it. There are being formulated new competences necessary for the person to integrate into society successfully, would be able to ensure his/her well-being, increase his/her comprehensive quality of life aspects, with the objective of ensuring the development of society as a whole. As competences to be developed there are mentioned: critical thinking, technology awareness, collaborative skills, creativity and innovation skills, as well as personal financial responsibility.

Ž. Tauriņa (Tauriņa, 2007) indicates that person's competencies are to be defined as the abilities, knowledge, skills, qualifications and experience during a lifetime. The author writes: "like the information society becomes a knowledge society, the qualification society transformation into the competence society takes place. The knowledge society can be considered as competence society because the development of knowledge is a part of the competency development".

Worth of reflection is a UNESCO International Commission President Jacques Delors's words: "...requirements for the traditional education, which are mainly quantitative and based on knowledge, are not suitable anymore. You cannot give specific knowledge "baggage" from which to draw all your life. Every man should be able to learn all his/her life, both to expand their knowledge, skills and attitudes, and to adapt to a changing, complex and interdependent world... This way of learning should not be considered as acquisition of organized and aggregated information, but rather as knowledge acquisition methodology learning, and it can be seen as both means and objective to be achieved in life. In the foreground stands a prerequisite of acquisition of learning skills, that is based on concentration skills, memory, and thinking." (Delors, 1996)

Education specialist Hilary Wilce (Wilce, 2013) in the article that was published in the newspaper *The Independent*, states that it will do little good if parents at home will not have taken care of it, in order for their children to learn the necessary character traits. In the author's opinion, those are at least six:

1. **Joie de vivre.** The ability to love and appreciate life might sound wishy-washy in the hard world of exam results, but love and security feed a host of qualities that great learners need. These include the ability to be open and receptive, to be willing and to feel connected. Meanwhile, cultivating an attitude of appreciation means being able to enjoy the journey of learning, wonder at nature, relish a good story, feel good about achievements, and enjoy the companionship of the classroom. All of which, in turn, feed confidence, excitement and curiosity back into the learning loop.
2. **Resilience.** Martin Seligman, the US psychology professor who has studied this extensively, has shown that it helps children think more flexibly and realistically, be more creative and ward off depression and anxiety. Resilient children give things a try. They understand that learning has plenty of setbacks and that they can overcome them. Resilient children talk to themselves differently from non-resilient ones, and don't turn mistakes into catastrophes. Instead, they look at a wider, more positive.

3. **Self-discipline.** There are many famous pieces of research that show that children's ability to control their impulses appears to lead to better health, wealth and mental happiness in later life. In school, self-discipline is central. Great learners need to listen, absorb and think. They need to keep going through difficult patches, stick at hard tasks, manage their time well and keep mental focus. Children who bounce about the classroom shouting the first answer that comes into their heads will never be great learners.

4. **Honesty.** Honesty matters for great learning because its opposites – deception and self-deception – hinder progress. Great learners don't say "I'm brilliant at science" but, "I'm OK on photosynthesis, but not sure I've nailed atomic structure yet." And this needs to start early.

5. **Courage.** Learning anything – piano, physics, tennis – is a bout approaching the unknown, and stepping up to new challenges. Great learners are just as frightened of this as others, but can overcome their fear and find focus. They are able to try, fail, and try again. They can also navigate school life skilfully. Children need moral courage to turn away from distractions.

6. **Kindness.** Great learners are kind to themselves. They understand that learning is sometimes hard, and not always possible to get right, but keep a "good" voice going in their heads to encourage themselves on. A kind disposition also draws other people to them and bolsters their learning through the help and support of others, as well as allowing them to work productively in teams and groups. A kind disposition also feeds listening and empathy, which in turn foster deeper, more complex learning. (Wilce, 2013)

The authors believe that among competences, skills, qualifications it is possible to speak about legally capable person if different factors that influence the development of purposeful person are taken into account.

D. Spendlove (2009) has developed BASIS model where the base of person's development is his/her self-assessment and self-reliance. Belonging. Aspiration. Safety. Identity. Success.

- Belonging means to feel evaluated and respected, especially in the relationship that is important for the person. People who have sense of belonging feel pertaining to the group, collective, organization that they consider important for themselves. They feel approved and evaluated. Essential is that people need to feel trust, confidence and independence in this group.
- it is necessary to be aware of the purpose of the activity, this goal should be emphasized, maintain the clarity of the goal in order to reach for it. The lack of efforts leads to a downward spiral of negativity. Efforts provide on-going self-motivation. People who really want to achieve something can set the aims for themselves, and also determine the means and are ready to accept advices and tasks for the realization of the aim. They have more responsibility for the decisions they have taken implementing efforts.
- Sense of security is promoted by clarity and certainty. Each person feels comfortable and safe in a group, where the basic rules and requirements are known and accepted. Only that who feels safe, can afford to take risks, to experiment and make mistakes too. Safe family, working environment is characterized by certain rules, roles, rights and responsibilities. Security also means trust and confidence.
- Strong sense of identity means that people are aware of their strengths and weaknesses, their beliefs and values. They have an internal resistance, which does not allow to doubt about their abilities and to be disappointed in themselves. Identity also means to be properly conscious of yourself – know your roles, relationships, personality attributes, to feel yourself as individuality. People with a strong sense of identity are less susceptible to the negative effects of stress, which often prevent running efficiently.
- Regularly affirming human progress can strengthen his belief that he himself is able to regulate his life, that success is largely dependent on himself. This belief allows you to delay the mental "withdrawal", the loser syndrome and activates the human positive potential. Each success encourages the desire to put the effort to achieve the next threshold of success. The success helps to both your strengths and examine your failures and weaknesses in the context of the situation. (Spendlove, 2009.)

**Picture 1.**The factors and conditions influencing purposeful activity (I.Strazdiņa)



Therefore purposefulness may cause person's constructive or destructive activity.

The process of personality development is inconceivable without an effort, as it is also shown in Picture 1. Will is the ability to choose the activity objectives and the human internal effort that is necessary for the implementation of the objectives.

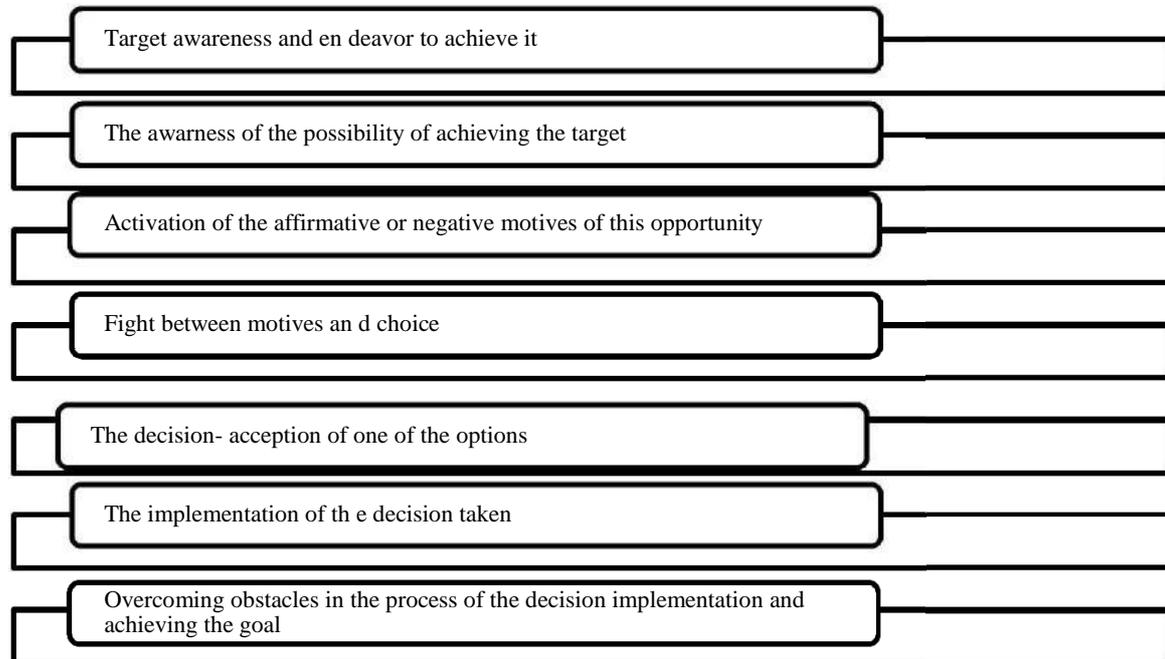
Will is a psychic function that permeates all aspects of life. In the content of the action of will there can be three key features distributed:

1. Will provides human activity determination and continuity. Action of will is a conscious, purposeful activity, where man realizes the purpose, exposing his impulses to conscious control and the altering the surrounding reality according to their own conception.
2. Will as the human self-regulation ability makes him relatively free of external conditions that make people as active subjects.
3. Will is human's conscious overcoming of the difficulties on the way to goal. When faced with obstacles, person either renounces the planned direction of activity, or increases the strength, the effort to overcome the difficulties.

Will appears in such personality traits as: determination, purposefulness, independence, self-dependence, perseverance, decisiveness, confidence, strength, self-possession.

The purposefulness can be described as the person's ability to realize his/her life goals.

**Picture 2** Will action structure



As the most important mental health indicator is considered a mental balance, which is closely related to the harmonious structure of the psyche and adequate adaptation ability. The criteria of healthy psyche are:

1. the ability to perceive events adequately and be aware of your actions;
2. purposefulness, capacity for work, activity;
3. the valuable relationships, the ability to balance your behaviour with close people needs and a sense of responsibility about them;
4. a critical attitude towards living conditions;
5. personal autonomy, competence, self-actualization, certainty about yourself,
6. ability to forgive and not to hold a grudge;
7. independent and natural behaviour;
8. a sense of humour, grace, adequate ability for self-assessment;
9. composure and ability to enjoy yourself.

We're already at birth with the desire to know, to explore, to understand, to learn, to learn something new, that is still unknown. Are we able to act with this desire, will to do or are we able to unbind the relentless, the active desire to learn, explore, learn and learn each day something new? In other words, do we develop determination, perseverance in ourselves?

Personal development is characterized by a natural need to learn because our curiosity can be satisfied only if we create conditions, situations, provide a thing environment and of course, the social environment that will stimulate, encourage, interest, surprise, encourage to work and learn. Curiosity is connected with satisfaction of the needs.

## **2.Methods And Findings**

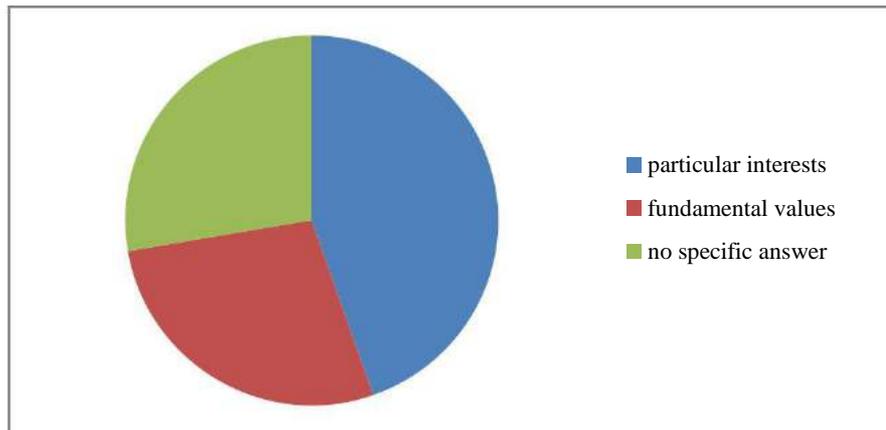
To study the habits of purposefulness in the context of development of diverse competencies and personality self-growth there was a questionnaire with 12 questions developed. 94 respondents participated in the questionnaire-

Liepaja University Masters of different academic programs. There were 100 questionnaires given, 94 of them are valid.

1. What do you have enduring, sustainable interest about ? Why do you have it?

- particular interests linked to individual interests; (42);
- fundamental values associated with both professional, personal life; (26);
- no specific answer (26)

**Picture 3** Enduring, sustainable interest of respondents



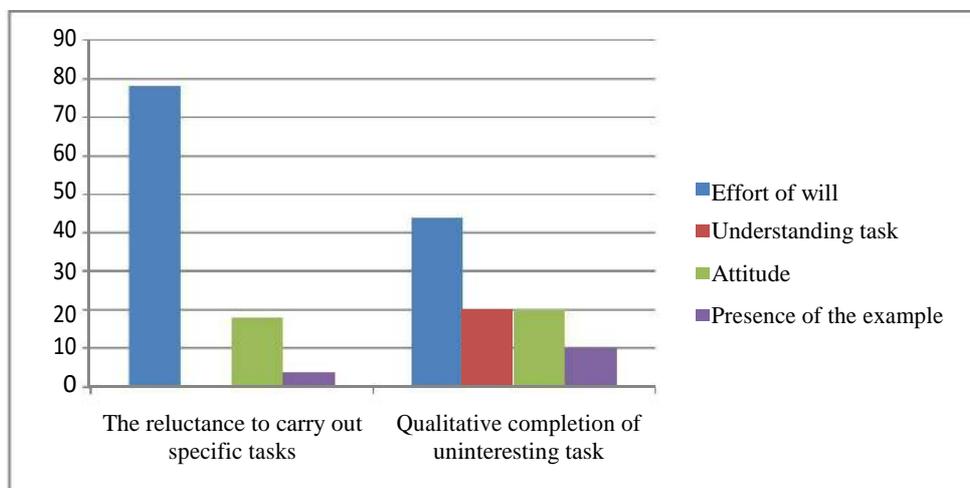
2. How do you overcome your reluctance to learn something, to learn if the specific task is given?

- Effort, persistence, target awareness (78)
- Understanding the task (0)
- Attitude (18)
- Presence of the example (what others are doing, showing the example) (4)

3. What do you do to complete not interesting task qualitatively?

- Effort of will (44)
- Understanding task (20)
- Attitude (20)
- Presence of the example (10)

**Picture 4** Approach to overcoming difficulties in the completing uninteresting task

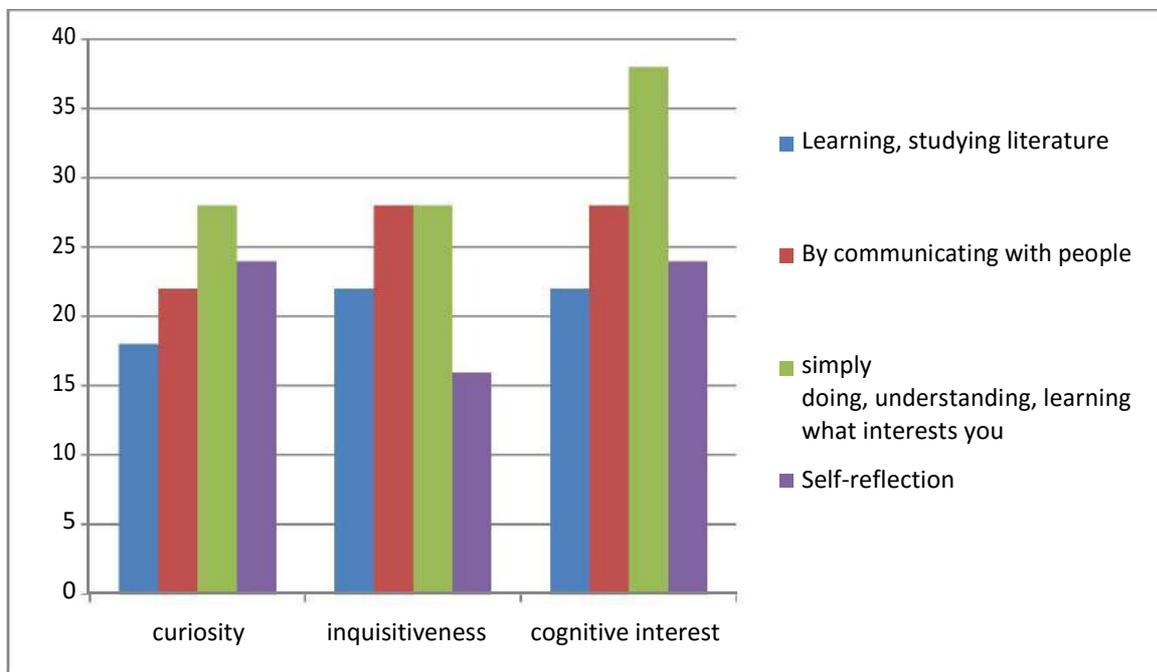


4. What do you do in situations in order to solve uninteresting and complex task, do it in such manner that later you would feel satisfaction: I did it, I managed?

- Plan, methods, means (25)

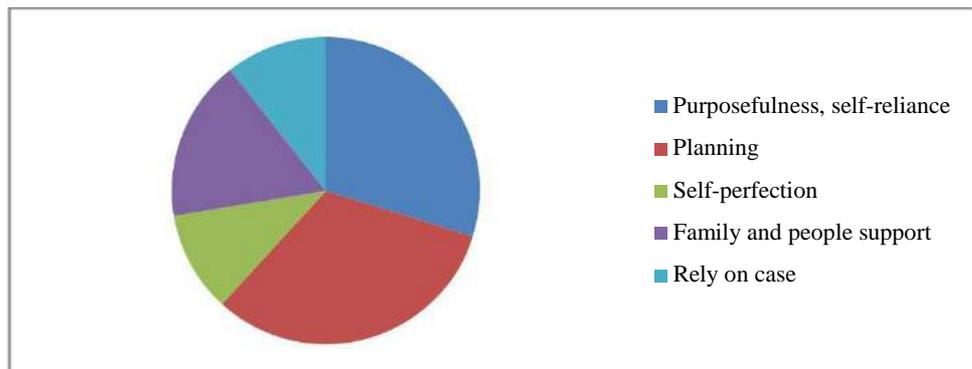
- Persistence, sense of responsibility, precision (29)
  - simple process of completion (12)
  - self-reflection, positive attitude (28)
5. How do you think following concepts are related: curiosity, inquisitiveness, the cognitive interest?
- You can compare with the child's energy that should be directed in correct direction, the cognitive interest is more connected with learning motivation;
  - They are sorted in ascending order, beginning with the curiosity, seabed, orienting to academic direction, then cognitive interest appears, then curiosity etc.
6. How and about what (what fields, topics) do you satisfy your curiosity?
- Learning, studying literature (18)
  - By communicating with people (22)
  - clarifying questions of interest (28)
  - Self-reflection (24)
7. How and about what do you satisfy your inquisitiveness?
- Learning, studying literature(22)
  - By communicating with people(28)
  - doing what interests you (28)
  - Self-reflection (16)
8. How and what about do you satisfy your cognitive interest?
- Learning, studying literature(22)
  - By communicating with people(28)
  - simply doing, understanding, learning what interests you (38)
  - Self-reflection (6)

**Picture 5** Respondents' views about the ways they satisfy their curiosity, inquisitiveness and cognitive interest



9. How do you make your life?
- Purposefulness, self-reliance (28)
  - Planning (30)
  - Self-perfection (10)
  - Family and people support (16)
  - Rely on the case (10)

**Picture 6** Respondents ' views about their actions creating their lives?



10. What do need to create your life as you want it?
- Purposefulness, self-reliance(44)
  - Planning (24)
  - Self-perfection (7)
  - Family and people support (36)
  - No response(0)
11. How do you understand rational management of yourself?
- Purposefulness, self-reliance(40)
  - Planning(42)
  - Self-perfection(8)
  - Family and people support (12)
  - no response(0)
12. What do you need for rational management of yourself?
- Awareness of personality traits (64)
  - Mentality (58)
  - Family and people support(4)

### 3. Conclusions

1. Personality development, solving person's topical problems, give life meaning, life in accordance with values and ideals creates an opportunity to develop self-esteem, develop individuality, get creative activities and personal self-expression experience, to be aware of realization of abilities and interests in the future.
2. Self-realization is not only continuous personal growth process, but also a real achievement of practical results in any sphere of activity: learning, social, spiritual.
3. Person's self-realization takes place in relation to environmental conditions as the conscious self-development and discovery of individual abilities, which appears in understanding of the meaning of life, freedom of choice, creativity in action using the given opportunities and realizing their needs and desires to organize personal life.
4. Person's self-realization and self management determine the ability to impose objectives to be achieved; active life position, with gumption, initiative, determination; flexible adaptation to conditions; the ability to mobilize and use resources available, to search for new opportunities; social activity; conformity with yourself (living according to your worldview, sense of rhythm of life, values); optimistic view on life.
5. With "meaning of life" person understands the internal motivation when his/her activity is important for himself and the ability to feel your life like something important and uniform-"be yourself", "self-realize", "to recognize yourself as value".
6. A man can see the sense in action, in the creative process, what we give to life; you can feel the meaning in feelings, emotional experience, love to someone, in the process of value awareness; you can search for a sense in desperate situation when person is helpless. The essence of everything is person's attitude and determination.

7. Autonomy, self-determination, those are the leading values in the development of modern society. It relates to the ability of people's self-development, i.e. the person's ability to set the objectives to change yourself (or not change), the promotion of the quality of life and the search for the means to achieve those objectives.

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## Impact of Interest-Related Education on Personality Self-Realisation

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### Abstract

Implementation of interest-related education is an opportunity to create an environment where everyone can use their abilities and potential, discover themselves, become independent, develop their personality and self worth, get meaningfully involved in various events and be creative and experience success. Participation in interest-related education can be seen as a search for meaningful direction in life. Interest-related education can influence the mental development and education level of the new generation and this is reflected in the students' views, actions and attitude towards life and various happenings in their nearby environment, their region, country and the world. Development of a spiritual system of values gains a special importance for personality development within the constantly changing rhythm of life. Culture can contribute awareness to the new generation about the values of the past and present, preservation of its values and continuation of it in the future thusly creating the development of a cultural identity that strengthens the feeling of belonging to their country, community and nature. Comprehension of their own culture can be a cornerstone to finding a person's place in the world, improve understanding of other cultures and value and respect these. The social crisis is currently marked by inequality, strained relationships between people, abundance of short emotional reactions, moral crisis and widespread violence and crime. At the same time socialisation has an important role, because people are drawn to each other and need each other. Development of social skills is one of the tasks of personality development. Through hands on participation in interest-related education students can become aware of their rights and responsibilities, learn about values and become responsible and helpful members of the community who can participate in public life. Aim of the research: Based on the theoretical analysis of the bibliography and research carried out, to investigate and evaluate the opportunities of interest-related education for self-implementation of individuals. Research question: Can interest-related education ensure the self-realisation of students during the process of personality development? Results of the research: Explored the opportunities of interested-related education in ensuring students' self-realisation.

**Keywords:** Interest related education, culture, personality, socialisation

### 1. Introduction

The Recommendation of the European Parliament and the Council (Brussels 2006) about the importance of education stressed that education has a significant role maintaining and restoring the cornerstones of the cultural foundation of society as well as the importance of learning such essential social and civic traits like patriotism, equality, tolerance and respect, especially during times when challenges of increasing cultural and social diversity arise. Council Resolution (November 29, 2006) about a renewed regulation about European cooperation in youth issues (2010-2018) set one of its goals to support the creativity and innovation of young people, starting from a young age by improving accessibility to participation in culture and self expression, therefore aiding personality development, greater ability to learn, understanding of different cultures and their differences and respecting them, and also develop new and variable skills for future employment opportunities.(Council Resolution ...2009). The Latvian National Development Plan 2014-2020 sets out that by 2020 all children and young people should have access to such activities of informal education that gives them experience and creates opportunities to discover and nurture their talents (Latvijas nacionālais..., 2014). The 21st century creates a number of problems in education. One of the highlighted problems is the contradictory nature of global and individual phenomena. One important task of interest-related education is to help to not lose the sense of belonging in their own country's society during this age of globalization. To maintain a person's unique personality and reveal their full potential within carefully preserved traditions in today's globalization. The next problems are conflicts between traditions and modern phenomena. Another equally important problem is contradiction between nearer and further goals, so that they are meaningfully arranged to further the development of education. In the context of this century

contradictions arise between the needed competition and concerns about equality, depth of knowledge and human abilities. Another important aspect and a challenge of this century is the tension between material and spiritual things (Delors 1996). This list of problems shows that the implementation of interest related is needed and has opportunities via hands on experience to develop the abilities of children and young people alongside formal education. It should be noted that formal education often does not match the students' interests, wishes and needs. Formal education is associated with schools, whereas interest related education is more flexible but at the same time systematic with a planned structure, it has certain level of autonomy in decision making about programme implementation and it creates certain interest groups outside formal education, therefore interest-related education has wider opportunities and more accessibility. From 2014 to 2020 several actions have been decided on in this field, among them the current need to research interest related education as such and increase the capacity and sustainability of interest related education (Izglītības attīstības..., 2014). In the life of the new generation increasing importance is given to a healthy lifestyle, intellectual and spiritual development and social activities. After school activities have several advantages - they help students develop their talents and skills, maintain their health, create trust and participate in public life and create life skills. Klinebella (2012) points out six reasons why after school activities are important for the development of students, drawing attention to social, physical and psychological aspects.

Klinebella's research shows that by participating in after school activities students spend their free time not only watching TV or playing video games but in meaningful activities. Therefore interest related education can change and improve their lives and support their full development and self realization.

## **2. Methodology**

Aim of the research: Based on the theoretical analysis of the bibliography and research carried out, to investigate and evaluate the opportunities of interest-related education for self-implementation of individuals. Research question: Can interest-related education ensure the self-realisation of students during the process of personality development? Results of the research: Explored the opportunities of interested-related education in ensuring students' self-realisation. Basis of the research: Liepāja Children's and Youth Centre (Latvia).

### **Opportunities of interest related education in increasing cultural understanding**

During the personality development process in the quickly changing rhythm of life the importance of improvement of a spiritual system of values increases. One can agree with Zvirbule's (2014) findings that a high spiritual potential of a society is one of the most important factors for its survival and development. Culture can improve the new generation's understanding about past and present values and how to protect and preserve these in the future, thus contributing to the development of a cultural identity and strengthen the feeling of belonging to their country, community and nature. Understanding of one's own culture can serve as cornerstones to finding one's place in the world and will help to understand, value and respect other cultures better. In the Dictionary of Ideas culture (latin *cultura*) is defined as the lifestyle of a society or group of people that includes not only art, music and literature but also thinking patterns, views, behaviours, traditions, rituals, clothing and language. (Nortona, 1999). Špona (2001) has rightly described culture as the caring and organising of the beautiful, good and human via education. It is generally accepted, however, that the concept of culture is difficult to define precisely, because it differs depending on scientific views or scope. For example, in social sciences culture means the lifestyle of a society, including both material and spiritual things. Art and intellectual works are described as culture. An individual who strives to self improve, understand art and think about intellectual questions is often called a cultural person. Zvirbule (2004) offers an important opinion that culture is sought through human relationships with objects created by humans or nature and these are interactions that create cultural differences that share a unique. One of the main characteristics of culture is spirituality and is based on a developed human spiritual self. Whereas spirituality is linked with human self awareness, understanding of self worth, the ability to understand and feel the spiritual values in other people and themselves (Dictionary of Pedagogy Terms ...2000). Culture is

an integral part with every human's inner culture. Interest related education has the chance to affect the spiritual development and education level of children and young people that is reflected in their views, behaviour, attitude towards life events in the environment, region, country and the whole world. Therefore, it is important implement interest related education that is based on components of values that include: self worth, self reflection, language abilities and development of creativity. Along with that human qualities are developed - tolerance, compromise, compassion etc. As Delors (2001) points out, values as such and tolerance cannot be taught. He rightly believes that the wish to force preconceived values onto someone will result in the denial of these values. Values gain importance only when the person can freely choose them. Interest related education can promote tolerance among children and young people due to sharing of information about other cultures and values and by topics in artistic and technical activities that raise moral dilemmas and an exchange of views during discussions. After school activities that are offered can be geared towards personal interests or social phenomena. Therefore it can ease the students' preparation for a successful life that is devoid of influences and be more open to the world and have a skill to determine what is important and what is not, and highlight what is important and develop thinking and a stable system of values. It is believed that it is a way to create a democratic dialogue that is the foundation for future harmony and peace and of being tolerant towards other cultures. Value orientation is based on freedom of choice - how to live, how to behave towards nature and other people. A stable system of values gives a person behaviour and actions that are sustainable, stabilises the direction of interests and needs and determines the person's motivation (Dictionary of Pedagogy 2000). The authors suggest that when working as teacher in interest related education, the teacher should base their work on the definition of culture as given by Zvirbule (2004) that sets out that culture is the most important factor for a persons' growth and development. The author points out that culture is created by society and individuals and it has evolved and developed during the centuries and inherited the experiences of the past generations and preserves both material and spiritual values (Zvirbule, 2004). This context creates great opportunities in interest related education to promote the students' sense of belonging to their culture, create patriotic thinking, learn about important history and historical places, Latvian traditions and aid preservation of these and make them participate in important activities that will help them become cultural people. One becomes a cultural person by developing personality and understanding their own 'I', having self worth and good attitude towards oneself and others (Špona, 2001). Additionally, understanding other cultures can promote the understanding of their own culture's uniqueness, and help to comprehend the values that are shared for all people in moral and intellectual solidarity (Delors, 2001). Participation in interest related education can be seen as inclusion in the search for a meaningful life.

### **Opportunities for interest related education in the students' socio-emotional development**

Today's goal in education is to create social ties among people and letting people be social creatures and participate actively as citizens (Delors, 2001). The social crisis is highlighted by inequality, tensions among people, abundance of short term emotional reactions, moral crisis and the rise of violence and crime. At the same time, people seek out others and need each other. As Amonašvili (1988) points out, it is impossible to have a human society where everyone lives alone and only seeks their own benefit is impossible. People should strive to help each other and succeed.

Socialization is described as a set of influences from society on an individual's personality development (Tillmann, 1994). Socialization as Gudjons argues, is concept made of theoretical questions and problems that exist but are not a tangible object to study, it can be described as a model that metaphorically describes what cannot be shown literally. This concept was introduced by French sociologist Durkheim (1907) to describe the socialisation of people and the important role of society standards in the development of personality. Geulen&Hurelmann (1980) describe socialisation as the creation and development of personality dependant on social and material environment of the society. It stresses that a person develops as an able individual. The individual's becoming a part of a society can be seen from three perspectives according to Hurelmann and Uhlich's research:

- A subject-orientated perspective emphasises the active role of confrontation with the environment in human development to become a socially able subject;
- An institution-orientated perspective evaluates the functions and goals of public institutions, their effectiveness, value and service to the culture;
- A culture-orientated perspective evaluates how culture is passed on, how the next generation inherits it, to understand it and use it in their perception of reality and self-understanding (Hurrelmann&Uhlich, 1991, 8).

This perspective analyses, on the one hand, society but on the other - the body, psyche and meets on the personality and personality development level. This process happens through interaction, communication and various actions (Gudjons, 2007). Along with the aforementioned the element of education can also be seen here, as it represents measures and actions. Therefore, planned and intentional methods of influence are used so that people can affect the personality development of other people to orientate them towards certain values. Emotions, experiences and joy are important in enriching spirituality.

### **Opportunities for interest related education in creating civil responsibility during the personality development process**

As Delors (2001) stresses, education has to answer this question - why are we living together? He points out that educational institutions have the obligation to teach every student their rights and responsibilities and develop their social skills by working in teams and preparing them for participation in public events. The aforementioned applies to education about democracy and citizenship which is not only in formal education.

Interest related education can, via practical actions give students the opportunity to understand their rights and responsibilities, promote understanding of values and create responsible and helpful members of society who can participate in various public events. A UNESCO report says that education should focus adequate attention towards developing a free mind so that everyone can think, decide and act independently. This would ease the integration of children and young people into society and balance their personal rights and responsibilities towards others and society as a whole.

### **Opportunities for interest related education in learning social skills**

Andersone (2004) argues that an ever increasing role in the current socioeconomic situation is gained by each individual's social skills, that are important in everyone's personal life, development and career choice. She refers to research done by Russian psychologist B. Dushkov (1999) who argues that the social development each personality depends on the economic, political and social development, social behaviour types and social experiences that are learned and actively used and happen during interaction and cooperation (Andersone, 2004). Andersone explains that when the student develops relationships with other people the student learns social skills and creates a relationship with other people and the environment where the student lives. A successfully chose education content and types of studying during the education process can aid the student in learning how to control their life, actively participate in the community and care for the environment (Andersone, 2004). These conclusions can be applied interest related education opportunities to encourage students become responsible citizens.

By participating in interest related education that is based on the findings of humane pedagogy the students have the chance to self-realise, develop their skills, expand and add to their experiences and participate in their interest activities, learn by doing and care about the end result, improve their social competencies, increase self worth, promote humane and emotional relationships, become part of in socially important activities and gain a sense of responsibility for themselves and others. Implementation of interest related education is a chance to create an environment that gives students the ability to use their skills and potential, discover their individuality, become independent, develop their personality and self worth, fully participate in all aspects of life and develop their creativity and succeed.

Student has said that a personality cannot develop outside a country and that highlights that personality development is closely related with patriotic education. Andersone (2004) indicates that a teenager's attitude towards their country can be positive when it is a true value to the teenager because they feel that they belong, understand its meaning and is ready to participate and act in events that are important in the country. At the same time, it can also be neutral and negative. Interest related education is one of the opportunities to encourage teenagers feel that they belong to their country. Elkoniņš has said that especially during the teenage years the most important action is contact and socially important actions, it is a time when relationships are made, self worth is created and one wants to be an adult.

Andersone (2004) stresses that a teenager's social skills are created with regard to their goals, needs and values via forms and methods of the learning process and the content of the curriculum. All this when in constant interaction leaves a significant impact on the creation of social skills. Building social skills is one of the tasks of creating a socially active personality. The socialisation process is closely related to education that encourages personality development with a certain system of values.

### **The importance of interest related education in reducing crimes perpetuated by children and young people**

According to the Latvian Criminal Law, a minor under the age of 14 cannot be charged with a crime. As it is often seen internationally, psychologists work with these persons in targeted ways. Interest related education can significantly affect the participation of these young people in important, positive activities that create new life experience.

Often these teenagers come from so called disadvantaged families where the children are disregarded by their parents. These can be families where the parents are divorced, one of the parents is dead, alcoholics with inadequate behaviour, ex-convicts, mentally ill people prone to sexual abuse, homeless. Therefore these children have never gotten attention and they are at risk of becoming street children. It can be concluded that when a teenager lives in such a family they do not feel safe but the feeling of home and safety is important for children. Teenage criminality can also be caused by the parent being too busy with work or completely absent. It has been observed that there are some parents that send their children to beg on the streets. All this leaves a significant impact on the teenage personality development process, as especially teenagers feel the need to prove themselves though they have not developed a sustained emotional and judgement traits. Teenagers can be at least partly preserved from feeling abandoned and gain a safe and reliable environment for positive self realisation via participating in interest related education programmes.

Another factor that leaves a significant negative impact on the development of the new personality is the media and new technologies. Movies and games that contain violence undoubtedly affect the young person. Kincāns (2005) indicates in his research that TV models many standards and determines the behavioural strategies in children. Teenagers seek an ideal, an image that is invincible and strong that they want to be like. It has been found that literature that precisely and skillfully depicts emotions, characters of criminals and their inner turmoil can be a trigger towards accepting these emotions (Ceplis et al 2001). Participation in interest related education can promote the development of wholesome interests, create a meaning life and become honest towards their society, nature and country and encourage positive success. Ceplis et al. (2001) note that a person grows up in harmony if the environment is harmonious and diverse and that a human only becomes human among those similar to themselves.

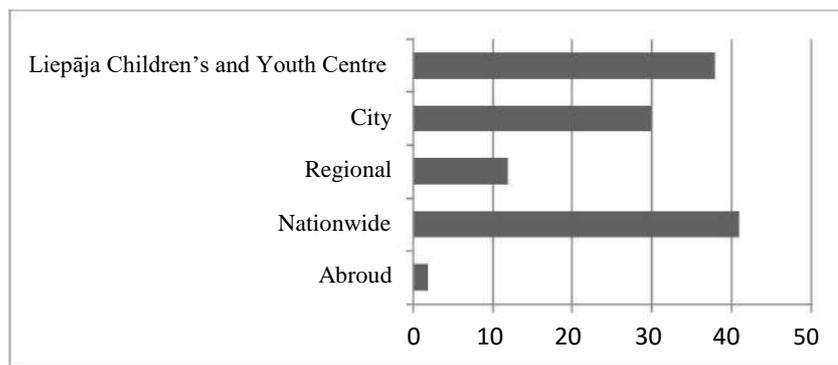
There are various ways how to support crime prevention initiatives for teenagers during their development as it is the period when an intense personality development process that joins individuality, everyday happenings and education happens. The authors note that is important not to be indifferent one of the ways of self realisation of a personality is socialisation - targeted organisation of free time, creation of interests and summer camps. The aforementioned activities are closely related to the contents, organisation and teaching process of implemented interest related education,

### **The impact of of Liepāja Children’s and Youth Centre (Latvia) on personality self realisation**

The practical research was carried out based on the experience of the Liepāja Children’s and Youth Centre (Latvia). It looks at the types of activities, themes and their suitability for self realisation of a personality. The period of 2014 to 2016 has been analysed. Basis of the research: Liepāja Children’s and Youth Centre (Latvia) (Liepājas Bērnu un ...). Liepāja Children’s and Youth Centre (further - LCYC) is a state and local council governed educational institution that develops the individual abilities and interests of children and young people and helps them choose a future career and offers meaningful leisure activities.

### **Liepāja Children’s and Youth Centre collaborating spaces**

The aim of this research is to show collaborators of the LCYC that implement interest related education. Figure 1 shows the collaborative spaces in total for academic years 2014/2015 and 2015/2016.



**Figure 1.** Planned events of LCYC from 2014-2016

The results show that the LCYC participated in 317 activities.

During each academic year:

- Academic year 2014/2015 - 142 activities
- Academic year 2015/2016 - 175 activities

The findings do not include the everyday activities of various after school groups. The results show that a balanced participation in various events has happened not only on the premises of the LCYC, but also in Liepāja and nationwide. They have also participated in various events in the Kurzeme region. Unfortunately, the number of activities that took place abroad is very low because of a lack of funding. Overall these findings allow to conclude that the LCYC has created a wide cooperation network that allows students to participate in diverse activities.

### **Themes of Liepāja Children’s and Youth Centre interest related education offerings**

The aim of this research is to determine the themes of the activities offered by the interest related education centre and how they align with the theoretical findings about personality self realisation during the academic years 2014/2015 and 2015/2016. The themes contain several aspects that help to aid personality self realisation:

- They respect a day that is important to *Latvia as a country* - November 18th. ‘My Latvia’ included a quiz called ‘Battle of the smart minds’, workshop ‘My cake for my Latvia’ (2015), an exhibition of artworks made by the children and young people of Liepāja, including an exhibition by the painting interest group - an arrangement of painted candles called ‘A greeting to Latvia’s birthday’ (2015).
- *International context* was a topic by celebrating the Day of Baltic Unity together with the Klaipeda Latvian Association with the LCYC and the Music school’s wind orchestra (2014, 2015), an international remembrance exhibition in 2015 and 2016 ‘Lidice’ of paintings and sculptures takes place in the Czech

Republic, a seminar "Youth opportunities in Europe" (2014, 2015), the wind orchestra played in the international festival "Family Festival Liepāja".

- Events to celebrate Liepāja's birthday : city quiz "Battle of the smart minds" (2014, 2015); art contest about Liepāja's birthday (2015, 2016), workshop "Every bird in Liepāja needs a house" (2015, 2016) where birdhouses were made and put on trees.
  - School holidays are also spent usefully - "Spring break creative workshops" (2015), "Fall creative workshops"(2015).
  - The sense of family is also strengthened: "Family Festival" (Klaipeda, 2014), "Family Festival Liepāja" (2015, 2016), fair in the Esplanade (2015), Christmas concert (2014, 2015).
  - Ties with schools are created via events like: Celebrating the first day of school "Another new year!" (2014, 2015). LCYC music group concert and creative workshops (2014, 2015), creative open house (2014, 2015), school singing group competition (2016). Art exhibition "What can a teacher do?" (2014, 2015).
- Self-expression is encouraged in these events: "My book story"- an exhibition and story creation about their favourite books (2015), Lejaskurzeme region storyteller contest semi-final "Flow, flow my words"(2014, 2015), public speech contest "The Sparrow returns" (2016), Joke telling contest "Whirl of jokes" (2016), sail ship and wooden car running contest (2015, 2016), ship model contest "Liepāja Wave 2016" (2016), fashion day "Color explosion"(2015, 2016) technical innovation day (2016), V Latvian Children's and Young People's Theater Festival (2016).
- Encouragement about career choice: Career week - art contest, quiz "Get to know a profession" (2014), "Open the doors to the world of careers in Liepāja" (2015), "Art is created through suffering" (2015), "Career cocktail" (2014).

Researching the themes of events shows that the centre offers a wide variety of topics and these aid personality self realisation via understanding of culture and socialisation. It proves that the LCYC is evolving and is very flexible with their activities.

### 3. Conclusions

By analysing theoretical works, documents, evaluating the work of the Liepāja Children's and Youth Centre and using experience of the education field it can be proven that interest related education is an important part of the state education system and it provides various opportunities for personality self realisation and development.

Interest related education promotes student participation in leisure, culture and cooperation activities. This can improve the students' knowledge, skills and experience, aid their self image and value creation, give opportunities to show interests and realise their potential by participating in various activities and improve relationships between parents, teachers and society as a whole.

By encouraging students to participate in interest related education it is possible to highlight the importance of education, improve their participation in their city's, region's or country's important events, promote patriotism, offer meaningful leisure activities, reduce risk factors in student behaviour, promote self esteem development and motivation, give career choices, aid their inclusion in social events and thus encouraging personality self realisation.

The implementation of interest related education is closely linked with creating the inner culture of a human and the development of a cultural person. Thus interest related education can influence the students' spiritual and educational level, increase the feeling of belonging to their country and people, highlight the need to participate in nationally important activities, improving the development of social skills, aid the development of a value system, self esteem and self reflection.

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# Examining the Attitudes of the Students of Anatolian High Schools and Other High Schools towards Physical Education Classes

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## Abstract

This study was conducted to determine the attitudes of high school students towards physical education classes. The sampling of the study consisted of 217 female and 217 male students (a total of 434 students) who were studying at 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades of Anatolian High schools and in other high schools that were later converted into Anatolian high schools. The “Physical Education Classes Attitude Scale”, which was developed by Güllü and Güçlü in 2009, was used in order to determine the attitudes of the students towards Physical Education Classes. The scale consisted of 35 items and the validity and reliability studies of it were conducted. The students participated in the study voluntarily. The statistical package program was used to analyze the data and to find the computed values in the study. In order to determine the distribution of the variables, the frequency and percentage values were used. The “t” Test for Independent Variables was used in order to reveal the differences between the variables. The One-Way variance analysis, post-hoc Scheffé and Levene’s Tests were used to find the relation between the parameters. It was determined in the study that the movement education, extracurricular social and sports activities, the contents and application styles of physical education classes, the viewpoint on physical education classes, the attitudes that are transferred from previous learning-teaching medium, and the differences in regional sports culture influence the attitudes of the high school students towards physical education classes in a positive or negative manner.

**Key Words:** *Physical Education, Attitude, Physical Education Class Attitudes, High School Education*

## 1. INTRODUCTION

It is already known to be extremely important that physical education classes, which constitute an indispensable part of education, should be revised in the light of the expectations of the individuals, the society and the subject area. It is also well-known that Physical Education classes not only ensure activity at schools but also contribute to the development of the conditions to live together, and to the bodily, mental, emotional and social development of the individuals.

Humans need activity in order to sustain their lives in a healthier and quality way. The children who are at the age of attending school try to reach targets that differ according to their age groups. It has been reported in several studies that these targets include health, fitness, entertainment, influencing and being influenced, aesthetics, shaping the body, performance, self-confidence, adventure, being social, recreation, etc. It is expected that core idea of sports, which changes the sports education, human lifestyle, culture, viewpoint and morality of modern educational approaches, will also change the manner of education as well. It has been reported that more qualified, more human-centered, brain-centered and more social inclinations constitute the thinking styles of the modern educational models (Erdemli, 1990; Pangrazi, 2001; Gallahue & Donnelly, 2003; Kasap, 2010; Altinkök, 2012). Basically, physical education and sports fulfill the bodily, mental and emotional development of individuals as well as the function of socializing together with the influence of environmental factors during the educational process; and therefore, physical education and sports may be defined as the planned activities that supplement the general education. It is considered that the actual purpose of the movement education and Physical Education, which have a great importance in general education, is to help children to be educated through physical activities, bring their movement capacity to upper levels, and make them accepted by the social environment (CDC, 2004; AAP, 2000; Pate et al., 2002; McKenzie, 2003). It is also considered that many factors like previous experiences, the viewpoint to activity, and the considerations of social environment are reflected to the learning-teaching medium and to the physical education classes by the individual when s/he is included in the physical activities. Attitude is the negative or positive evaluation of an individual for an object (Franzoi, 2003). The attitudes of the students being positive for Physical Education classes may facilitate the teaching of the classes in a more productive manner and reaching the targets of the class or ensuring that the students participate voluntarily in various future activities (Silverman & Scrabis, 2004).

### **The Purpose of the Study**

The purpose of the study was to investigate the attitudes of the high school students towards Physical Education classes in terms of some variables like gender, school center and doing exercises, examine the relation levels among classes, and to determine the positive or negative attitudes developed by high school students towards Physical Education classes.

### **The Problem of the Study**

When the fact that the attitudes of the high school students, who are at puberty age, towards Physical Education classes have been already shaped at a great deal is considered, what kind of regulations can be made to revise the Physical Education classes in high schools in Turkey after determining the direction and severity of the attitudes of the students towards Physical Education classes?

## **2.METHOD**

### **The Method of the Study**

The Descriptive Method and the Questionnaire Model have been employed in the study. This method and the model are among the scientific research models that intend to define and classify a certain type of behavior and to determine its relations with the other behaviors with the help of present experiences (Kaptan, 1991; Büyüköztürk et al, 2008; Ekiz, 2009; Sönmez & Alacapınar, 2013; Fowler, 2013).

### **The Population and the Sampling of the Study**

The sampling of the study consisted of 434 students 217 of whom were male and 217 of whom were female selected randomly from the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades of Normal High schools and Anatolian High schools. The sampling of the study was organized in such a structure that would represent the study population and allow the generalization of it.

### **The Data Collection Tools**

The Physical Education Class Attitude Scale (Güllü & Güçlü, 2009) was used in order to determine the attitudes of the students, who participated in the study, towards Physical Education classes. The validity and reliability studies of the scale were previously performed. The Physical Education Class Attitude Scale consisted of a total of 35 items 24 of which were positive and 11 of which were negative (Items 3, 17, 19, 20, 24, 25, 26, 29, 30, 34, 35). The Scale was designed in the 5-Point Likert style as “(1) I do not totally agree, (2) I do not agree, (3) I am indecisive, (4) I agree, and (5) I totally agree”. The lowest point that might be received from the scale was 35, and the highest point was 175. The Internal Consistency Coefficient (Cronbach Alfa) coefficient was investigated to determine the reliability of the scale with an interval of 45 days with the “test-retest” method. The Cronbach Alpha coefficient that was obtained with the application of the scale to 600 individuals was determined to be 0,94; and the Pearson Product-Moment Correlation Coefficient was determined as 0,80. According to the specialists, the alpha coefficient has to be between 0,80 and 1, and the correlation coefficient must be at least 0,70 in order for a scale to be accepted as reliable (Alpar, 2001; Tavşancıl 2002).

### **The Collection of the Data**

The data to determine the attitudes of the high school students towards Physical Education classes were collected with Physical Education Class Attitude Scale from 434 students 217 of whom were male and 217 were female studying at 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> Grades of Normal and Anatolian High Schools in Physical Education classes in the first week of the spring semester.

### **The Analysis of the Data**

The statistical package program was used in evaluating the data and in finding the computed values. The frequency and percentage values were used to determine the distribution of the gender, school type, grades and exercise status; the “t” test for Independent Samples was used to determine the differences between the points of the Physical Education Class Attitude Scale in terms of gender, school type and doing or not doing exercise variables; the One-Way Variance Analyses was applied to find the relation between the attitude parameters at

grade level; and the Levene's tests were used to determine the normality of the distributions to apply the post-hoc Scheffe test.

### 3.FINDINGS

The findings obtained with the frequency values and percentage statistical computing methods are as follows.

**Table 1.** The Frequency and Percentage Values for the Gender, School Type and Exercise Status

Gender	Frequency	%	School Type	Frequency	%	Exercise Status	Frequency	%
Female	217	50	Anatolian High School	216	49,8	Doing Exercises	229	52,8
Male	217	50	Normal High School	218	50,2	Not Doing Exercises	205	47,2
Total	434	100		434	100		46	100

In the table above, when the frequency values on the gender variable are considered, it is observed that there are 217 female students, and they constitute 50% of the sampling, and there are 217 male students and they constitute 50% of the sampling. When the frequency values on school types are evaluated it is observed that there are 216 students from Anatolian High Schools, and they constitute 49,8% of the sampling; and there are 218 students from Normal High Schools, and constitute 50,2% of the sampling. When the frequency values on school types are evaluated according to the exercise status variable it is observed that the group who does exercises consist of 229 students and constitute 52,8% of the sampling, and the group who does not do exercises consist of 205 students and constitute 47,2% of the sampling.

**Table 2.** The Frequency and Percentage Values for Grade Variable

Grade	Frequency	%
9. Grade	108	24,9
10. Grade	108	24,9
11. Grade	108	24,9
12. Grade	110	25,3
Total	434	100

When the frequency values on school types given in the table above are evaluated according to the grade variable it is observed that there are 108 students at the 9<sup>th</sup> Grade, and constitute 24,9% of the sampling, there are 108 students at the 10<sup>th</sup> grade and constitute 24,9% of the sampling, and there are 108 students in the 11<sup>th</sup> grade and constitute 24,9% of the sampling, and there are 110 students in the 12<sup>th</sup> Grade and constitute 25,3% of the sampling.

The results of the Independent **t** Test conducted to determine whether the Physical Education Classes Attitude Scale points of the students vary according to the gender, school type, and exercise status of the students.

**Table 3.** The results of the Independent t Test conducted to determine whether the Physical Education Classes Attitude Scale points vary according to the gender of the students.

Point	Groups	N	Ave.	SD	T	t Test	
						SD	p
Attitude	Male	217	116,83	8,371	1,193	432	,011
	Female	217	112,91	13,554			

As it is observed in the table, the difference between the arithmetic averages of the Physical Education Classes Attitude Scale points of the students vary according to the gender variable and is statistically significant ( $t=1,193$ ;  $p<,01$ ). The difference is in favor of the male students.

**Table 4.** The results of the Independent t Test conducted to determine whether the Physical Education Classes Attitude Scale points of the students vary according to the school type of the students.

Point	School Type	N	Ave.	SD	t Test		
					t	SD	P
Attitude	Anatolian High School	216	108,75	13,848	2,119	432	,035
	Normal High School	218	111,40	12,131			

As it is observed in the table, the difference between the arithmetic averages of the Physical Education Classes Attitude Scale points of the students, who constituted the sampling, vary according to the school type variable

and is statistically significant ( $t=2,119$ ;  $p<,05$ ). The difference is in favor of the students from Normal High School.

**Table 5.** The Results of the Independent Group t Test conducted to determine whether the attitude scale points of the students in Physical Education classes vary according to the doing or not doing exercise variable

Point	Exercise	N	Ave.	SD	t Test		
					t	SD	P
Attitude	Doing	229	115,30	10,089	9,533	432	,000
	Not doing	205	104,25	13,563			

As it is observed in the table, the difference between the attitude points of the students, who constitute the sampling, in Physical Education Classes according to the exercise variable was found to be statistically significant ( $t=9,533$ ;  $p<,01$ ). The difference is in favor of the students who do exercises.

The Results of the One-Way Variance Analysis (ANOVA) that is applied in order to find whether Physical Education Class Attitude Points vary according to the grades of the students.

**Table 6.** The Results of One-Way Variance Analysis (ANOVA) applied in order to find whether the Physical Education classes attitude scale points vary according to the grade variable

<i>f</i> , $\bar{X}$ and <i>SS</i> Values					ANOVA Results					
Point	Group	N	$\bar{X}$	SS	Var. K.	KT	Sd	KO	F	P
Attitude	9. Grade	108	116,75	8,59	<b>Intergroup</b>	6813,029	3	2271,010	14,551	,000
	10. Grade	108	107,89	12,69	<b>Intragroup</b>	67113,148	430	156,077		
	11. Grade	108	109,26	15,81	<b>Total</b>	73926,177	433			
	12. Grade	110	106,49	11,81						

As it may be observed in the table, One-Way Variance Analysis (ANOVA) was applied in order to determine whether the difference between the arithmetic average points of the students in Physical Education classes vary according to the Grade variable or not, and the difference between the arithmetic values of the Grade Groups is statistically significant ( $F=14,551$ ;  $01$ ). After this process, the Complementary Post-Hoc Analysis Techniques were applied in order to determine which group caused the significant difference, which was determined after ANOVA.

In order to decide which Post-Hoc Comparison Technique would be used after the One-Way Analysis, first of all, it was tested whether the group distribution variations were homogenous or not with Levene's test, and it was determined that the variances were homogenous ( $LF=0,347$ ;  $05$ ). Then, the Scheffe Multiple Comparison Technique, which is used commonly in case the variances are homogenous, was preferred. Another reason of preferring the Scheffe Test was the fact that it was sensitive to alpha-type errors. The results of the Scheffe Multiple Comparison analysis are given below.

**Table 7.** The Results of Post-Hoc Scheffe test, which was applied after One-Way Variance analysis (ANOVA), in order to determine whether the Physical Education scale points vary according to Grade variable or not.

Groups (i)	Groups (j)	$\bar{x}_i - \bar{x}_j$	$Sh_{\bar{x}}$	P
9. Grade	10. Grade	8,861*	1,700	,000
	11. Grade	7,491*	1,700	,000
	12. Grade	10,259*	1,692	,000
10. Grade	9. Grade	-8,861*	1,700	,000
	11. Grade	-1,370	1,700	,852
	12. Grade	1,397	1,692	,842
11. Grade	9. Grade	-7,490*	1,700	,000
	10. Grade	1,370	1,700	,852
	12. Grade	2,768	1,692	,360
12. Grade	9. Grade	-10,259	1,692	,000
	10. Grade	-1,397	1,692	,842
	11. Grade	-2,768	1,692	,360

According to the results of the Post-Hoc Scheffe test, which was applied after One-Way Variance Analysis (ANOVA) for the purpose of determining among which groups the Physical Education classes attitude scale points differed according to the Grade variable, a statistically significant difference was determined between the

10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade and 9<sup>th</sup> Grade in favor of the 9<sup>th</sup> Grade ( $p<.01$ ). This situation shows that the attitudes of the students from 9<sup>th</sup> Grade towards Physical Education classes were developed more than the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades. The differences between the other sub-dimensions were not found to be statistically significant ( $p>.05$ ).

#### **4.DISCUSSION AND RESULT**

It was determined in the study that the attitude points of the students towards Physical Education classes showed variations according to the gender variable. This difference is in favor of the male students, which may be understood in the average points of the gender variable. Smoll & Schutz 1980; Şişko & Demirhan, 2002; Arslan & Mendeş, 2002; Koca & Aşçı, 2002; Kangalgil et al., 2004; Tekin et al., 2005; Taşğın et al., 2005; Hünük, 2006; Tekin et al., 2007; Güllü & Güçlü, 2009; Taşğın & Tekin 2009; Akandere et al., 2010; Çelik & Pulur, 2011; Ekici et al., 2011; Yanık & Çamlıyer (2015) conducted studies and reported a difference or significance between the attitude points of the students towards physical education classes according to gender variable in favor of male students. In this context, our findings show similarities with the results of these studies.

The students' attitude points towards Physical Education classes also vary according to the school type variable. This difference is in favor of the students of Normal High Schools that were converted later into Anatolian High Schools, which may be understood from the average points of the students according to the school type variable. It is considered that this difference may stem from the variety of the Physical Education applications, the reflection of Physical Education classes to the students in due manner by teachers, and the teachers' including the students more actively in classes, and due to the socio-demographic structure. In the literature review, no studies that were similar to or different from ours were determined in terms of this variable.

The Physical Education class attitude points of the students vary according to the doing/not doing exercise variable. This difference is in favor of the students who do exercises, which may be understood from the points on doing exercises variable. Kangalgil et al., 2004; Hünük, 2006; Güllü, 2007; Cox et al., 2008; Alparslan, 2008; Akandere et al., 2010; Özyalvaç, 2010; Yanık & Çamlıyer (2015) conducted studies on the Physical Education classes attitudes and reported significance or differences in favor of the students who did exercises. In this context, the results of these studies show similarities with the results of our study. The relation between the Physical Education classes attitude points in terms of grades show significance according to the grades, which may be observed in the One-Way Variance Analysis results. As a result of the Post-Hoc Scheffe test, which was conducted to determine between which groups the difference was according to the grade variable, a statistically significant difference was determined between 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade and 9<sup>th</sup> Grade in favor of the 9<sup>th</sup> Grade. This situation shows that the attitudes of 9<sup>th</sup> Grade students towards Physical Education classes are developed more than those of the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades. It is considered that this situation stems from the transition period of the 9<sup>th</sup> Grade students from secondary school to high school. No studies, similar to or different from the present study, conducted on this variable have been detected in the literature review.

As a conclusion, the levels of the relations between the attitudes of high school students towards Physical Education classes and their gender, school center, and doing exercises variables have been revealed in this study. It was concluded in the study that the attitudes of high school students towards Physical Education classes are influenced positively or negatively, directly or indirectly by many factors such as the variety of the Physical Education applications, the Physical Education teachers reflecting the classes in due manner, including the students in the activities in a more active manner, the differences in socio-demographic and socio-economic structures, the viewpoints of the society on Physical Education and sports culture, the awareness on the support provided by Physical Education for personality development, the structure of Physical Education teachers, the attitudes, characters and respect to the professions.

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## A New Model For In-Service Education In A Public Hospital: Web-Based Distance Education

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### Abstract

The unprecedented developments in information and communication technologies, together with other developments, such as increased prevalence of the internet, limited time of individuals allocated to face-to-face health trainings, and the enhanced availability of accessing web-based information have increased the indispensability of web-based educations. Web-based educations, compared to traditional educations, are more flexible and interactive for adult training, and therefore become preferable alternatives for education. In this study, within the scope of life-long learning, it is aimed to evaluate the effectiveness of web-based in-service education given to the nurses. The sample of this study was based on the nurses working in a research and education hospital in Sakarya. After obtaining the necessary permissions, between June 2013 and December 2013, it was planned to give the subjects of “Clinical Microbiology, Hospital Infections, Hand Hygiene, Blood-Borne Infection, and Hospital Cleaning and Waste Management”, under the main title of “Infection Protection”, which was involved in the in-house education program. The participants in the study were given standard username and password by the program managers. Username was set to the first five digits of national identity number. In order to solve user problems and respond to interface page, in which the technical problems are reported, researchers were given to one-day education in distance education center (DEC). The participants were asked to answer four questions both before the each education subject and after the each education subject, and participants got score of 50 or above were evaluated as successful. It was seen that the number of correct answers given by majority of the nurses was increased after the education, and this difference was found to be statistically significant ( $p < 0.05$ ) (Table 1). Distance education, which dates back to the first quarter of 20<sup>th</sup> century, has created competition in traditional education through combining different education materials in different settings. Today, health education is also transferred to web-environment through the increasing developments in information technologies. In this direction, it is possible to suggest that in-service education might also be transferred to web-environment due to the potential benefits offered by information technologies.

**Keywords:** Web-based distance education, in-service education, pretest-posttest, nurse

### 1.Introduction

Nursing is a professional occupation aiming to serve individuals, families, and society through using psychomotor skills and critical thinking abilities. In order to deliver effective care, in parallel with the developing technology, nurses are required to improve themselves as a necessity of their professionalism. As a result, the role of in-service education within hospitals becomes critical (Boz and Kurubacak 2008; Griscti and Jacono 2006; Kenny 2002; Al and Madran 2004; Karabağ and Aydın 2013).

The unprecedented developments in information and communication technologies, together with other developments, such as increased prevalence of the internet, limited time of individuals allocated to face-to-face health trainings, and the enhanced availability of accessing web-based information have increased the indispensability of web-based educations. Web-based educations, compared to traditional educations, are more flexible and interactive for adult training, and therefore become preferable alternatives for education (Aslantürk 2002; Al and Madran 2004; Sari et al., 2014).

For this purpose, an education program involving infection control was prepared to be given to nurses, who are active members of healthcare team. The education program was prepared by using distance education, which has been started to be used in numerous institutional education activities. Moreover, distance learning has also been widely used in associate degree programs, undergraduate education, and graduate education.

With distance education, it is also aimed to reach nurses in rural areas, which experience troubles to get access to central areas. In the previous studies, it is also shown that nursing education that is offered through distance education has reduced the obstacles derived from regional differences such as limited accessed to education. In addition, it is also noted that distance nursing education programs may offer individualized education opportunities to the nurses working in shifts in rural areas, who cannot access to traditional education opportunities (Boz and Kurubacak 2008; Demir and Gözüm 2011; Kanteka 2014). Within the scope of life-long learning and in the context of in-service education, the aims of this study are fourfold: (1) to demonstrate the benefits of web-based education in transferring knowledge, (2) to organize education activities through senior institutions, (3) to provide education with a humanist approach, and (4) to provide guidance to the healthcare members towards web-based distance education method.

## 2.Method

After taking the written permission and ethics committee approval, participants gave verbal consent for the use of their data for the purpose of this study. One group pretest and posttest design, which is one of the quasi-experimental study designs, was used. The study was conducted through [www.eke.sakarya.edu.tr](http://www.eke.sakarya.edu.tr) website.

Between June 2013 and December 2013, distance education programs for the subjects of “Clinical Microbiology, Hospital Infections, Hand Hygiene, Blood-Borne Infection, and Hospital Cleaning and Waste Management”, which were located under the main title of “Infection Protection”, were prepared. The education program was performed with the collaboration of Sakarya University Center of Distance Education, and faculty members from Clinical Microbiology and Infection Diseases departments participated as trainers.

The population of the study is composed of the all nurses working in an education and research hospital in Sakarya (n=522), and the sample of the study involves actively working nurses, who were volunteers for participating in the study and successfully completed the education program in the website (n=407; %82).

### Developing the website

A website was formed via World Wide Web through using the service provided by Sakarya University Distance Education Application and Research Center.

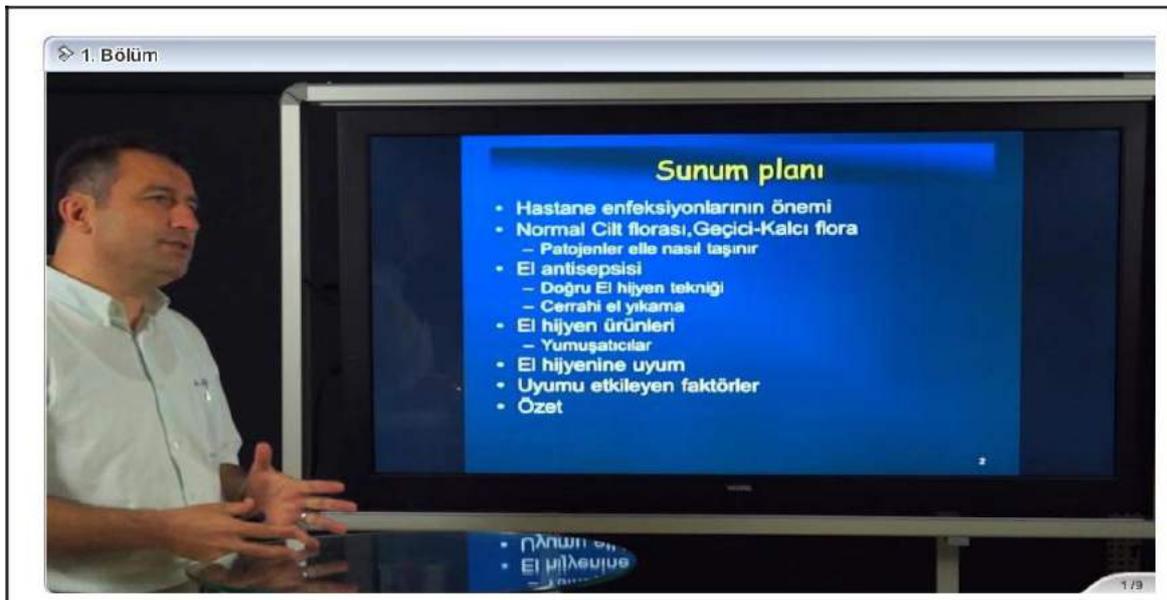


Resim 2. Kullanıcı girişi ile açılan içerik sayfası görüntüsü

Figure 1. Image of website homepage

In order to prepare distance education center, the following steps could be implemented.

- Determining the content of the education and appropriate instruments (video, pdf documents etc.)
- Determining the educators and planning the program.
- Forming an education platform in the webpage. Specifically (1) A video that shows use of the program, (2) and a homepage, in which the learning outcomes of the education are stated, and administrator and user interface pages.
- Recording the courses given by the subject matter experts in a studio environment.
- Creating participant list
- Identifying and managing the participants: Users are given authority to login, and users can be identified and managed.
- Monitoring participants' behaviors: it refers to what extent the system is used efficiently. Specifically, it is required to obtain and track users' data about when they login, how many hours they spend in which education subject.
- Establishing and managing interactive communication environment: It is aimed to get maximum benefit from interface technologies such as discussion groups and chat rooms, which may ensure user interaction.
- Assessing the effectiveness of education (Demir and Gözüm 2011; Yenal 2006; CDC 2009).



**Figure 2.** The courses were given by Infection Diseases Department and Clinical Microbiology Department

Data were collected through using administrator page, and content of data involves webpage using and four questions, which were asked before and after each subject.

### **Education process**

Standard username and passwords of the participants were given by program administrators. Special computer room was prepared in the case of experiencing a potential Internet trouble or not having a personal computer at home. Computers in the room were left open all day, so the participants without computer or experiencing technical problems could use them whenever they need. The researchers were also included in one-day administrator training in Distance Education Center in order to both respond to technical problems noted in interface page, and solve user problems.

Users, after performing the pretest with four questions, can open education module and listen to the course. Each training module was split into short parts; therefore long education processes were avoided. After the training, a posttest consists of the same questions was applied. Participants, who could not get score of 50 or above, had to

re-take the education module. In order to be evaluated as successful, participants had to get score of 50 or above from every posttest after each subject.



**Figure 3:** Use in education clinics

#### **Statistical analysis:**

Descriptive analyses were performed to provide information on general characteristics of the study population. Kolmogorov-Smirnov test was used to evaluate whether the distribution of scales were normal. Accordingly, it was seen that all scales displayed a normal distribution. Therefore, chi-square test was used in inter-group comparison, and a p-value  $<0.05$  was considered significant. Analyses were performed using commercial software (IBM SPSS Statistics, Version 22.0. Armonk, NY: IBM Corp.).

#### **3.Results**

Majority of the participants are women ( $n=369$ ; %90.7), 97.5 percent is married ( $n=397$ ), 54.8 percent ( $n=223$ ) is at their middle ages (33-45), and 47.9 percent ( $n=195$ ) has undergraduate degree. Before and after each training, nurses were given a set of questions, and they were asked to choose right options. The distribution of the nurses scored 50 and above is shown in Table 1. It was seen that the number of correct answers was increased more than 50 percent after the trainings. In other words, participants' performance is higher in posttests. In addition, it was found that there is a statistically significant difference between means, which assess knowledge and application of the participants ( $p<0.05$ ) (Table 1).

**Table 1:** Socio-demographic distributions and comparison of before and after education conditions (n=407)

		Clinical Microbiology		Hospital Diseases		Hand Hygiene		Blood-Borne Infection		Hospital Cleaning and Waste Management	
Overall		Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Age	18-32 (n=143)	30 (9.1)	113 (90.9)	25 (19.6)	118 (80.4)	21 (19.2)	122 (80.8)	32 (19.1)	111 (80.1)	32 (15.7)	111 (84.3)
	33-45 (n=223)	36 (10.5)	187 (89.5)	35 (10.9)	188 (89.1)	30 (10.6)	193 (89.4)	31 (11.2)	192 (88.8)	30 (11.9)	193 (88.1)
	≥ 45 (n=41)	11 (37.9)	30 (62.1)	7 (10.5)	34 (89.5)	10 (32.5)	31 (67.5)	14 (42.1)	27 (57.9)	15 (36.8)	26 (63.2)
Educational Status	College (n=74)	12 (11.8)	62 (88.2)	12 (11.8)	62 (83.2)	42 (41.9)	58 (58.1)	24 (43.0)	50 (57.0)	26 (33.5)	44 (66.5)
	High school grad (n=138)	26 (16.9)	112 (83.1)	22 (5.9)	116 (94.1)	33 (26.7)	105 (73.3)	23 (26.7)	115 (73.3)	40 (37.3)	98 (63.7)
	MSc or PhD (n=195)	18 (4.1)	177 (95.9)	11 (7.7)	174 (91.3)	22 (7.9)	173 (92.1)	35 (21.8)	162 (78.2)	45 (22.6)	150 (77.4)
Gender	Female (n=369)	66 (11.1)	303 (88.9)	41 (11.1)	327 (88.9)	100 (23.3)	269 (76.7)	105 (28.5)	264 (71.5)	156 (40.2)	211 (59.8)
	Male (n=38)	16 (40.9)	21 (59.1)	9 (35.7)	29 (64.3)	7 (24.4)	31 (75.6)	12 (33.2)	26 (66.8)	17 (48.8)	21 (51.2)
<b>p</b>		<b>0.000; X<sup>2</sup>=13.075*</b>		<b>0.004; X<sup>2</sup>=10.905*</b>		<b>0.000; X<sup>2</sup>=13.080*</b>		<b>0.022; X<sup>2</sup>=7.499*</b>		<b>0.031; X<sup>2</sup>=6.68*</b>	

\* Chi-square Test, A Value of  $p = p < 0.05$  was accepted as significant

#### 4. Conclusion, Discussion, and Recommendations

Instead of using face-to-face or training manuals, using an interactive method, namely the Internet, provides a learning environment, in which it is possible to offer individualized training to different people at the same time, and participants can get immediate feedback at anytime they want. In this study, distance education method, which was developed to realize in-service education through the Internet and web, was planned to be used in both ensuring our healthcare personnel to perform healthcare services with having professional knowledge and skills, and ensuring reliable healthcare environment in our health facility. Moreover, due to the high number of personnel within the hospital, distance education method is a good alternative to traditional education methods (Griscti, Jacono 2006; Karabağ and Aydın 2013).

In the study, it was seen that there is an increase in the posttest scores of individuals, who get score of 50 and above. In addition, it was found that this increase is statistically significant. Andrusyszyn, Cragg and Humbert (2001) asked nurses to list ideal learning situations. They found that nurses' preferred order of learning was reading, discussing, observing, doing, and reflecting. Furthermore, Reiners (2005) noted that nurses bring life experiences to the learning situation, and they learn best when they actively participate in the learning experience, and they are more motivated to learn when they understand the usefulness of the learning and its application to life situations (Boz and Kurubacak, 2008). In this direction, our program, which was based on ensuring infection prevention, was supported with video content (for enhanced visibility), chat rooms (for fostering discussion), subtitles lasting 5-10 minutes in average, and pretests-posttest (for better measurement of learning).

In their studies, Griscti and Jocano (2006) and Kenny (2002) both emphasized that nurses need to have a more participatory role in their learning, and education programs should force nurse to be active participants, rather than being passive receivers. In the literature, there are also various studies emphasizing that web-based distance education learning is also beneficial in terms of in-service education, in addition to being valuable for reaching large participants, delivering interactive and flexible information environment, and providing medical information both to healthy individuals and to patients (Galdeano et al. 2012; Doyle et al. 2011; Demir and Gözümlü 2011; Zülfiyar 2014; Valenta et al., 2001). Accordingly, our program supports the current literature, and it is argued that our program is appropriate to be used for in-service education in hospitals. It is recommended to popularize the use of method of education.

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## Development of Creative Behavior Observation Form: A Study on Validity and Reliability

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### Abstract

In this study, Creative Behavior Observation Form was developed to assess creativity of the children. While the study group on the reliability and validity of Creative Behavior Observation Form was being developed, 257 children in total who were at the ages of 5-6 were used as samples with stratified sampling method. In order to make assessment between the ranges zero-four, a total of 26 items were defined; six items in flexibility dimension, eight items in fluency dimension, six items in originality dimension and five items in elaboration dimensions in line with the literature review and views of the experts. Content Validity Index (CVI) and Confirmatory Factor Analysis (CFA) were applied in order to measure validity of Creative Behavior Observation Form. As a results of confirmatory analysis, it was found out that  $\chi^2/df=3,97$ , CFI=0,94 and NNFI=0,94. Cronbach's Alpha reliability coefficient was calculated in order to ensure reliability of Creative Behavior Observation Form. Coefficient of the form's flexibility factor was calculated as 0,85, fluency factor as 0,88, originality factor as 0,77 and elaboration factor as 0,87. Coefficient for overall Creative Behavior Observation Form was computed to be 0,94. Test-retest method was used in order to determine if Creative Behavior Observation Form has reliable measurements in time. 60 of the 257 children included in the research were randomly selected for this purpose. T-test was used for related samples and Pearson Product Moment Correlation Coefficient of the average values obtained from both application. Correlation coefficient was calculated to be 0,51 as a result of statistical processes. Findings show that Creative Behavior Observation Form can be regarded as a reliable and valid instrument to measure creativity of preschool children. This study concludes with recommendations for the applicators, researchers and teachers who will use Creative Behavior Observation Form as an instrument to develop creativity of preschool children.

**Key words:** preschool education, creativity, creative behavior observation form

### 1. Introduction

When creativity performance of an individual is considered, it is seen that highest level of creativity and highest number of creative behavior exist in pre-school period. Children can display their creativity in various activities during the day. It is significant to observe creativity within a process in the course of early childhood. Creativity begins during pre-school period and gradually decreases in later years. Therefore, educators are expected to attach necessary importance to creativity and utilize it in the classroom. Planned activities should support and develop creativity of the children (Torrance, 1964, p.75-76).

According to Torrance (2003), creativity is the process of developing a hypothesis where challenges, problems, deficiencies and flaws are detected and possible ways to overcome the problems are sought and finally the problems are solved. Steps in the creative process have quite a good system. Cases of deficiency in an individual, seeking for a way out or failure to solve a problem lead to emergence of creativity (Torrance, 1964, p.71). Exploring new things, discussing on a subject, trying to repeat the results, in-depth analysis of the advantages and the disadvantages of the results develop creativity. Individuals, being exposed to certain stages within all these processes, utilize their real creativity and generate their product (Rosnick, 2009, p.26).

Individual uses 2 types of thinking methods in creative thinking process. First one is convergent thinking, and the other one is divergent thinking. Convergent thinking is the case when a single answer is provided for a question or problem. It is divergent thinking when a problem is provided with many answers (Mayesky, 2009, p.5; Bernstein and Nash, 2005, p.251). Providing the children with appropriate opportunities to think, in a way where these processes moves along consistently with each other, will improve their creativity. Educators who appreciate thinking processes in the education of the children, try to improve himself/herself, understand the creativity theories and follow the developments in the field of creativity contribute positively to the children's creativity (Edwards, 2006, p.45). During creative process, an individual can change his/her mind until the product satisfies him/her, can make new trials and change his/her perspective until s/he gets what s/he wants.

S/he reaches a satisfactory solution at the end of the attempts. Every product is acquired as a result of creative thinking (Edwards, Gandini and Formen, 1993, p.70). All behaviors, expressions and products of children during the activities should be assessed according to the criteria of fluency, flexibility, originality and elaboration (Kaufman and Beguetto, 2009, p.5-69; Antonietti, 2000, p.75).

**Fluency:** All of the acts performed orally or non-orally, concerning the ideas and thoughts (Edwards, 2006, p.44). In order to observe the fluency, simple questions are asked and the evaluation is conducted according to the number of answers. It is the total sum of different ideas, in other words, it is equivalent with the consecutive generation of the products (Gerrig and Zimbardo, 2005, p.307). The fluency dimension is assessed in accordance with the answers of the questions such as; What are the things you can think of as a square? Say the names of the edible white materials that come to your mind? What are the benefits of bricks? (Runco and Pritzker, 1999, p.729).

**Flexibility:** It is when the person can see sudden changes and leaves the traditional method of problem solving. Flexibility is displayed in creative behaviors in two ways. First one is cognitive flexibility. Cognitive flexibility facilitates problem solving. The second one is behavioral flexibility (Edwards, 2006, p.44). Flexibility is the ability of individual for transition from a conceptive theme or event to another without difficulty. Different conception tests are used for measuring flexibility. Different conception does not have the same meaning with creativity, but different conception tests are very useful for testing the creative thinking. Researches indicate that the different conception tests are the most effective method for the evaluation of flexibility (Runco and Pritzker, 1999, p.729).

**Originality:** According to Kaufmann, originality means offering different solutions for a problem. If the solution is the same with someone else's, then there is no originality (Kaufmann, 1993, p.142). Originality is novelty and emerges with extraordinary answers. The concept of originality is closely related with "novelty", which is a major characteristic of many standard definitions of creativity. A new product or an expression can be considered as original. Novelty of products and expressions are indispensable elements of creativity (Isbell and Raines, 2003, p.260). If the product is different from the ones in the past, if not ordinary, we can call it as new. The product should be generated a least in a different time or place. The product which is generated genuinely can be called original (Guilford, 1976, p.173).

**Elaboration:** Description of a thought in detail, its elaboration and improvement is a distinct ability in creativity (Feldman, 1999, p.169). Beautification a product means adding an extra detail or making a final touch (Edwards, 2006, p.44). Children usually tend to elaborate on the ideas. When a child makes a paper chain, s/he can immediately attach it to the ribbon of a gift box as a decoration. Children develop ideas in this way and they elaborate the ideas for which they developed to generate a different product (Isbell and Raines, 2003, p.10). After an incomplete plan is given to the individual and s/he is asked to list all the steps for the operation of the plan, the answers can provide information about the elaboration factor. It is the ability to complete and add details to an incomplete thought or any thought (Almeidaa, Prieto, Fernando, Oliveiraa and Ferrandiz, 2008).

In order to identify the creativity of pre-school children, the following measurement instruments have been developed: Torrance Tests of Creative Thinking- TCTT by Torrance (1968), Creativity Assessment Packet by Williams (1980), Thinking Creatively in Action and Movement's Test TCAM by Torrance (1981), Preschool and Kindergarten Interest Descriptor-PRIDE by Rimm (1983), Creativity Evaluation of Potential Creativity-EPoC by Lubart (2009), Integrated Creativity Test for Preschoolers by Lee and Lee (2002), Pedagogical Framework for Creative Practices by Cheung (2013) (Torrance, 1968, p.1; Williams,1980, p.11; Zachopoulou, Makri and Pollatou, 2009; Pride, 1983; EPoC, 2009; Lee, 2005 Cheung, 2013).

As for the measuring instruments developed for the creativity of pre-school children, common points are they are all based on the drawing abilities and immediate performances of children are evaluated. However, evaluation of the creativity according to the immediate performance of pre-school children may bring a restrictive view to creativity. Creativity process of children can be assessed by observing their natural performances. There are no

instruments to identify creativity basing on the observation data. This study focuses on the development of Creative Behavior Observation Form, as this is one of the problematic situations.

## **2. Methodology**

This research focuses on a study to develop an observation form. Methodological research method was used in order to perform validity and reliability study of Creative Behavior Observation Form developed for 5-6 year old children. Methodological researches were carried out for theoretical research, theory development, theorem justification, development of an instrument or a model (Ozdamar, 2003, p.70).

The number of children attending pre-schools within primary schools in Ankara is 32.897 during 2012-2013 education year. All of these children constitute the universe. In order to identify the sample of validity and reliability study for Creative Behavior Observation Form, samples were selected with stratified sampling method, in the range of 5 % for sensitivity and 95 % for confidence interval, from seven different central districts. Sampling consisted of 257 children in total; 40 from Yenimahalle district, 40 from Mamak district, 39 from Keçiören district, 35 from Etimesgut district, 38 from Sincan district, 37 from Çankaya district and 28 from Altındağ district. In the validity reliability study of the form, 55 of 58-66 month-old children are male and 53 are female, 76 of 67-72 month-old children are male and 73 are female. 131 of the total 257 children of 58-72 month-olds are male and 126 are female.

Formation of Creative Behavior Observation Form: Initially, literature was reviewed on this subject while establishing Creative Behavior Observation Form, which was developed for assessment of 5-6 year-old children's creativity. Creativity theorems of Torrance, Guilford and Kaufmann were analyzed; characteristics of the creative person that is commonly specified by each of them and creativity-related scales were examined. Overlapping behaviors in the scales and the ones observed in children were collected under the same heading. In this way, relying on the creativity processes, an observation form with 25 items were established with Flexibility, Fluency, Originality and Elaboration dimensions. This 25-item observation form was presented to two measuring and evaluation experts and two field experts, and they were asked to analyze them. After receiving feedback from the experts, Creative Behavior Observation Form has been finalized in totally 26 items, which are 6 items to be observed in the Flexibility dimension, 8 items to be observed in the Fluency dimension, 6 items to be observed in the Originality dimension and 5 items in the Elaboration dimension.

Formation of the Creative Behavior Observation Form User Guide: Creative Behavior Observation Form User Guide was created in order to define under which circumstances 26 behaviors in the Creative Behavior Observation Form will be observed and how these observed behaviors will be assessed. Examples were given about assessment of the items in the form and it was explained when the children can pass the items. To finalize the Creative Behavior Observation Form User Guide, it was presented to two measuring and evaluation experts, besides two field experts; and necessary amendments were made.

Composition of the Creative Behavior Observation Form Activities: Creative Behavior Observation Form Activities was developed to observe the activities of creative children. Composing of four different activities, Creative Behavior Observation Form Activities were planned to carry out one activity for each day. During the development of activities, it was paid attention that the behaviors in the observation form are included in the activities and that they are observable. For the evaluation of activities after their completion, opinions of four experts, who are two field experts, two measuring and evaluation experts, were taken. Necessary amendments were made in accordance with the recommendations.

Creative Behavior Observation Form Activity Cards: There are 50 photo cards in four of the Creative Behavior Observation Form Activities for revealing the creativity of children. Activity cards were presented to two field experts and necessary amendments were made.

Pilot Implementation of the Creative Behavior Observation Form: In order to try the applicability of the 26-item Creative Behavior Observation Form, a pilot application was performed with children. 20 children aged 5-6 were examined for this purpose. At the end of pilot application, it was concluded that items and activities of the Creative Behavior Observation Form are applicable.

Video camera was mounted on a location from where all children could be seen during the activities in order to record their behaviors. When the activities in all schools and classes were completed, videotapes were transferred to a CD. Data in DVD format were backed up in an external memory. Exercises that were recorded by the camera were watched by the researcher in the end. Creative behaviors of a child in an activity were marked on an observation form. Four observation forms were filled in total for four different activities of a child.

The following analyses were made with the data obtained from the applications in order to provide a proof for the validity and reliability of Creative Behavior Observation Form:

- Content Validity of the Creative Behavior Observation Form: It was created through the views of the expert and literature review.
- Construct Validity of the Creative Behavior Observation Form: It was provided by Affirmative Factor Analysis.
- Cronbach's Alfa reliability was calculated to ensure the Internal Consistency Reliability.
- Reliability coefficient was calculated with regard to Test- ReTest reliability.

### **3. Findings**

Creative Behavior Observation Form is assessed by watching application of four activities successively and as a group activity for one child. Average of the behaviors observed in four activities is calculated. It is possible to comment on how creative the child in comparison to other children is by looking at the averages in all dimensions. One observation form is filled for each activity of one child. Totally four observation forms are filled for four activities. Child, in the activity, is graded depending on how many times s/he performed the items in the Creative Behavior Observation Form, as the following: Never: 0, Once: 1, 2-3 times: 2, 4-5 times: 3, 6 and more times: 4.

#### **Content Validity of the Creative Behavior Observation Form**

Views of the experts were taken in order to determine content validity of Creative Behavior Observation Form. Content validity ratio of each item was calculated while assessing the views of the experts. Later content validity index was prepared based on the average content validity ratios (CVR). This index is used to determine if each item is deemed necessary by the experts (Yurdugul, 2005, p.3). Four experts were assigned for the views of the exports on the Creative Behavior Observation Form; two as measurement and assessment experts and two as domain experts. Experts were asked to assess the items in terms of compliance with the purpose of the research, clarity and intelligibility. They were allowed to deduct, amend or add the parts when they find it necessary. One of the methods to ensure content validity is asking views of the experts. Views of the experts are taken through a form and after the assessment items with an agreement of % 68 are maintained in the instrument. Items which have 80 % criticisms can be maintained after corrected (Buyukozturk, 2012, p.168). Taking into account that there are four experts, measurement with content validity index ratio higher than 0,99 are regarded to ensure content validity (Yurdugul, 2005, p.3). Content validity index ratio of observation form was computed as 1,00 since content validity ratio for all the items in all observation forms are 1,00. These ratios mean that all the items in the observation form are necessary and they ensure content validity. Following the content validity, construct validity was sought in the Creative Behavior Observation Form.

**Confirmatory Factor Analysis (CFA):** Data of reliability studies were collected by the researcher through "Creative Behavior Observation Form". There are four factors and items in the form. Seven items form "flexibility" factor, eight items "fluency" factor, six items "originality" factor and five items "elaboration" factor. First level confirmatory factor analysis examined whether construct of the measurement with four factors

and 26 items were confirmed. Confirmatory Factor Analysis intends to assess to what extent a factorial model comprising of factors with plenty observed variables (latent variables) is compatible with real data.

The model to be studied may define a construct which is defined relying on data of an empirical study or developed on a theory (Sumer, 2000). Many fit indices are used in order to assess validity of the model in Confirmatory Factor Analysis. Most commonly used indices used for assessment of validity are as follows; the Chi-Square Fit Test, Root Mean Square Error of Approximation, Comparative Fit Index, Normed Fit Index, Adjusted Goodness of Fit Index (Cole, 1987; Sumer, 2000). During Confirmatory Factor Analysis of the Creative Behavior Observation Form, Chi-Square Goodness ( $\chi^2$ ), Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Non-Normed Fit Index (NNFI), Normed Fit Index (NFI) and Goodness of Fit Index (GFI) were used. Items with statistically non-significant t values were examined in the first CFA. Results showed that there are no items which have statistically non-significant t value.

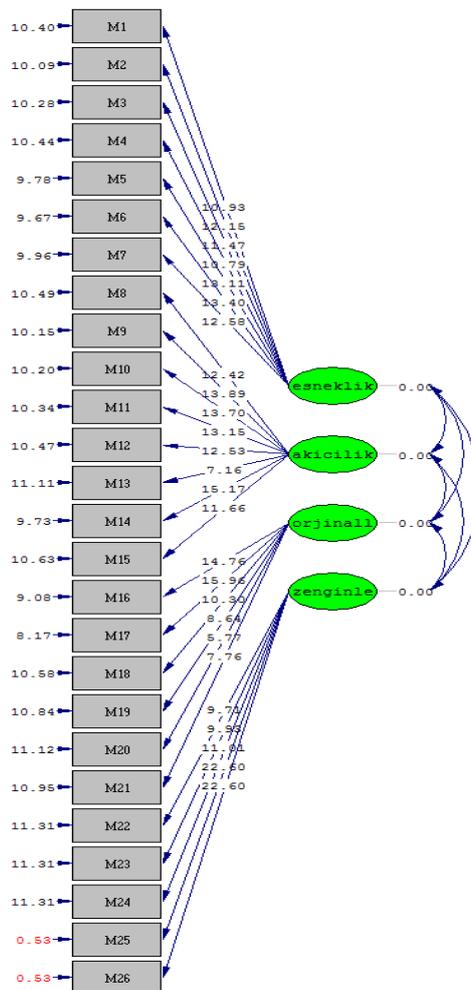


Figure 1. Path Diagram of Creative Behavior Observation Form

It is seen in Figure 1 that final version of Creative Behavior Observation Form consists of 26 items and four factors. Flexibility, the first factor, has seven items, fluency factor has eight items, originality factor has six items and elaboration factor has five items.

**Table 1.** Fit Indices of Creative Behavior Observation Form

Statistics	Values
$\chi^2$	1162.16
X2/sd	3.97
CFI	0.94
NNFI	0.94
NFI	0.92

As seen in Table 1, there are critical values concerning goodness of fit indices in order to assess fitness of Creative Behavior Observation Form. X2/sd ratio is less than 5 and CFI/NNFI value is higher than 0.90, which implies fitness in the observation form. Measurement model indicates perfect fitness in case that observed values range as follows:  $X^2/d < 3$ ;  $0 < RMSEA < 0.05$ ;  $0.97 \leq NNFI \leq 1$ ;  $0.97 \leq CFI \leq 1$ ;  $0.95 \leq GFI \leq 1$  and  $0.95 \leq NFI \leq 1$  and acceptable fitness in case observed values range as follows:  $4 < X^2/d < 5$ ;  $0,05 < RMSEA < 0.08$ ;  $0.95 \leq NNFI \leq 0.97$ ;  $0.95 \leq CFI \leq 0.97$ ;  $0.90 \leq GFI \leq 0.95$  and  $0.90 \leq NFI \leq 0.95$  (Sumer, 2000).

When coefficients which imply the relationship between observed variables and factors of the model with four-factorial construct in the Creative Behavior Observation Form are taken into account, it can be concluded that X2/sd, CFI and NNFI fit indices are at sufficient level. Fitness statistics calculated through Confirmatory Factor Analysis come up with the results that pre-established four-factorial construct of the Creative Behavior Observation Form, namely flexibility, fluency, originality and elaboration, show high compliance in general with the collected data.

**Table 2.** Results of regression and t values belonging to Confirmatory Factor Analysis of Creative Behavior

Items	Regression Values	t values	Items	Regression Values	t values
M1	0,18	10,93	M14	0,32	15,17
M2	0,22	12,15	M15	0,25	11,66
M3	0,18	11,47	M16	0,33	14,76
M4	0,17	10,79	M17	0,33	15,96
M5	0,24	13,11	M18	0,27	10,30
M6	0,38	13,40	M19	0,30	8,64
M7	0,28	12,58	M20	0,12	5,77
M8	0,34	12,42	M21	0,15	7,76
M9	0,33	13,89	M22	0,24	9,71
M10	0,35	13,70	M23	0,27	9,93
M11	0,41	13,70	M24	0,27	11,01
M12	0,29	12,53	M25	0,41	22,60
M13	0,07	7,16	M26	0,41	22,60

In Table 2 when t values are considered in order to understand if each value in the model is statistically significant, it is seen that all values are higher than the critical value of 1.96. Based on this fact, it was determined that all t values are significant confirming four-factorial model. Taking into account the coefficients between the factors and observed variables of the model which demonstrates factorial construct of the Creative Behavior Observation Form within the context of Table 2 and data in Table 2, it is concluded that all coefficients are at sufficient level. It was also found out that goodness of fit values computed through DFA significantly and statistically support pre-established four-factorial construct of the observation form and have fit the construct.

According to the results, values obtained concerning the study model show that modeling factorial construct has been confirmed in scope of standard fitness values. Validity study of the Observation Form established four dimensions of the Creative Behavior Observation Form; namely, Flexibility, Fluency, Originality and Elaboration. Flexibility dimension has seven items, fluency dimension has eight items, originality dimension has six items and elaboration factor has five items.

### Reliability Study of Creative Behavior Observation Form

Reliability coefficient for Cronbach's alpha internal consistency and reliability coefficient for test-retest were computed in order to ensure reliability of Creative Behavior Observation Form. Reliability means that individuals give the same response to the test items in each case. There are two criteria here; "consistency between mean values obtained at different times" and "consistency between mean values obtained at the same time". It is possible to use test- retest reliability and Cronbach's alpha reliability to ensure reliability of the measurement instruments (Buyukozturk, 2012, s.169-171).

Cronbach's Alpha reliability coefficient was computed in order to determine reliability of the Creative Behavior Observation Form. Coefficient of flexibility, the first factor, was computed as 0,85; fluency factor as 0,88; originality factor as 0,77; and elaboration factor as 0,87. Overall coefficient for the Creative Behavior Observation Form was calculated as 0,94. In a Likert type scale, reliability coefficient should be close to 1 as much as possible to be regarded as reliable (Tezbasaran, 1997, p.47). According to the results, whole Creative Behavior Observation Form can be regarded to have high reliability level.

Test- retest analysis was performed after reliability coefficient of Creative Behavior Observation Form was checked and its reliability was confirmed.

### Reliability Coefficient In Terms of Test –Retest Reliability

Test-retest method was used in order to determine if Creative Behavior Observation Form has performed reliable measurements in time. 60 of 257 children involved in the research were randomly selected for this purpose. Observation Form Activities were applied to these 60 children again after four weeks.

Sampling size of at least 50 participants is recommended in order to determine test-retest reliability coefficient (Carvajal, Centeno, Watson and Bruera, 2011). Suggested sampling size is sufficient for Pearson correlation coefficient or independent samples t-test which is carried out in order to determine test-retest reliability coefficient. Furthermore, reliability of test-retest is justified by a correlation between mean values which are reached by applying a test to the same group twice at certain internals. Usually four week period is suggested as an internal between two applications (Buyukozturk, 2012, p.170). T-test was used for the related samples and Pearson Product Moment Correlation Coefficient of the mean values obtained from both applications. Correlation coefficient is expected to be significant and close to 1, and t test results should be insignificant at ,05 level. In other words, mean values obtained from both applications in the Creative Behavior Observation Form are expected to have insignificant differences and mean values be close to each other.

**Table 3.** T-test Results based on Mean Values of Test-Retest obtained from Mean Values of Creative Behavior Observation Form

Group	N	$\bar{X}$	SS	sd	t	p
First Application	60	54,15	7,07	59	1,05	,297
Second Application	60	55,38	7,83			

p >.05

According to Table 3, mean values of retest obtained from Creative Observation Form does not show any statistical differences; t (59) = 1,05, p >.05.

Findings demonstrate that Creative Behavior Observation Form designed to assess creativity of five/six year old children is reliable in terms of internal consistency and can perform reliable measurement in terms of time.

#### **4. Results, Discussions and Recommendations**

Since CVR for all items in the observation form is 1,00, CFA value of the observation form was calculated to be 1,00. These values mean that all the items in the observation form are necessary and content validity has been provided.

When the coefficients showing the relationship between observed variables and factors of the model based on four factors in Creative Behavior Observation Form is considered, it can be concluded that  $\chi^2/sd=3.97$ , CFI=0.94 and NNFI=0.92 fit indices in particular are at sufficient level.

Fit statistics computed with Confirmatory Factor Analysis come up with the results that pre-established four-factorial construct of the Creative Behavior Observation Form, namely flexibility, fluency, originality and elaboration, has high fitness rate in line with the data collected in general.

T values of the Confirmatory Factor Analysis in the Creative Observation Form are higher than 1.96, the critical value. It was also concluded that goodness of fit values computed through DFA significantly support pre-established four-factorial construct of the observation form in terms of statistics and have fit the construct.

Cronbach's alpha reliability coefficient was calculated in order to determine reliability of the Creative Observation Form. Coefficient of flexibility, the first factor, was computed as 0,85; coefficient of fluency factor as 0,88; coefficient of originality factor as 0,77; and coefficient of elaboration factor as 0,87. Coefficient for overall Creative Behavior Observation Form was calculated as 0,94. These results indicate that whole Creative Behaviour Observation Form has high reliability rate.

Test- retest method was used in order to determine if Creative Behavior Observation Form performed reliable measurement or not in time. Correlation coefficient was computed as 0,51 as a result of t-test. This coefficient is significant at .05 level and moderate. It is seen that mean values of the first and final applications obtained from the Creative Behavior Observation Form do not show statistical differences  $t(59)=1,05$ ,  $p>.05$ . Results of the research indicate that Creative Behavior Observation Form is a valid and reliable instrument to assess creativity of the children.

#### **5. Implication**

Based on the results of the research, the following recommendations can be proposed in order to develop creativity of preschool children:

- Researchers and educators who wish to use Creative Behavior Observation Form are suggested to utilize all materials of the form without any missing parts.
- Further studies may continue with less number of children and qualitative research can be developed concerning creativity.
- Creative Behavior Observation Form was developed for preschool children in Ankara. Therefore, Creative Behavior Observation Form can be applied for the children living in different regions in further studies.
- Creative Behavior Observation Form is an observation tool prepared for preschool children. In further researched, it is recommended to study on different age groups such as primary school children, in addition to preschool children, by planning or adapting different activities.
- It is possible to develop a scale through which creativity of the children are assessed by the families during further studies on creativity.
- It will be beneficial to develop a measurement instrument which defines the attitudes and behaviors of the teachers concerning creativity.

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## Level of Public Education Center Students' Digital Literacy: An Example of Duzce

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### ABSTRACT

Aim to this research to observe level of public education center students' digital literacy and state new suggestions in literacy field. In this research, data was carried out through Digital Literacy Scale. Also were associated 100 students who study in Düzce Public Education Center. SPSS program was used to analyze research's data. Gender, age, education level, technological ownership, computer ownership and time of use internet are our variables were used to identify digital literacy level. Of quantitative research method, survey research method was specified for our research. In public education center with 170 students, 100 students were attended voluntarily. Data in performed from research; percentage, frequency, average, standard deviation was calculated and prepared as tables in research. In this research, observed that have no relation level of digital literacy based on gender as statistics in public education center students. When analyzed to other variables, it has been observed that doesn't differentiation between male and female variables as statistics. Also, all variables (handing an internet connection, handing a technological material) tested in analyze. But, it hasn't been observed that any variables have differentiation with level of digital literacy as statistics. Moreover; according to the age groups, level of digital literacy doesn't differentiation significantly.

**Keywords:** digital literacy, public education center, literacy in education

### 1. INTRODUCTION

Technology evolves much better in day by day at present. Consequently this situation brought some advantages and disadvantages to our technological life. We face definition of literacy in last decade and also hold special situation that studied not much on it. Specially; digital literacy, technological literacy and media literacy are fields need to be improved immediately in Turkey academic studies. In last 30 years, technological devices (TV, computer, cell phone, smart phone, tablet etc.) occupied our life mostly and were major reason to change our literacy level. Consequently, first of all we must mention literacy or basic literacy definitions.

Academic studies face literacy definition as basic literacy and literacy in easy way. NCREL (1993) define literacy in this way: "Efficiency performed to improve their knowledge and performance and reach their targets by people sufficiently." Literacy is not only reading or writing but also defines in general mean "symbols as writing skill with voiceover" in academic studies (Altun, 2005). As other definition; literacy is efficiency to communicate with people as writing and reading skill and major factor is to access to other functions" (Odabaşı, 2000). Literacy was named for many definitions and different in other cultures. With changes in linguistic and literacy definitions; accepted as analysis efficiency of literacy and other field's written texts.

Digital literacy definition defines as general mean; "Efficiencies in society that people adapted to sustaining their lives, reading by communicate with other people, writing and use basic math skills functions" (Karunaratne, 2000). Literacy made a new perspective by groups other different definitions. In beginning of 21 century, literacy definition started to requirement much better sufficient rather than writing, reading, calculating some texts or solving a scientific problem.

Tyger (2011) stated that literacy definition as universal rather than only a general and accepted a definition but also clarified shouldn't be fitted some standard limits. Thus, at present; new technological developments made some different changes in literacy definition. About this matter, after writing and pressing were invented Donovan (2007) says "a new age already started and word of "text "need to be presented in any paper work until this age. Also Donovan (2007) says "the most basic function of "text" is a queue of writer or following his way, in other mean; show that "texts" are based on just linear, stable and made of paper. Rather, the world getting much digital situation in day by day. "Text" means changed in past and it just was presented on PC, not being vertical; picture, audio, wallpaper or task that contain of all those factors.

Aviram and Eshet-Alkalai (2006) showed that digital platforms getting much based on graphic base to transform each platforms rather than text base. A user should be surfed via graphics on internet by using digital platforms, when surfing on data must evaluate according to quantitative and qualitative also must create new information by using skill of digital literacy.

Jone-Kavalier and Flannigan (2006) says "a person with some digital literacy skills can catch other people who got many skills about digital literacy in a new living millennium age and improving internet rapidly". Tiemey and other (2006) mentioned a teacher will much better and attractive after being connected among software, data analysis, office applications, desktop pressing, hypertext, web-based text, web-based alternative text, communication technologies, digital processing videos and these kinds of variables.

Bawden (2005) also defines literacy as power of images and audio files and that power need to be carried to platforms through digital literacy definition. Also we need to clarify that a literacy definition mostly connected with media literacy in anyway.

With a different definition, Pool (1997) defines media literacy "any media tool as skill of coding and solving new information from media". In this definition, evaluating a new definition; we reached that media literacy and digital literacy attached each other in anyway. Ba and others (2002) say that digital literacy definition cannot be explained as a standard definition like any others and this definition can be defined as a new array of behaviors. When authors making a digital literacy definition they explain those behaviors like that way;

- Strategies of inventing a new way on solving a problem,
- Differences on targets of using a computer, smartphone, tablets etc.,
- Level of using office software, communication tools, messaging software and editing software etc.,
- Behaviors about people's communication skill and targets of using a messaging tools,
- Also mentioned as level of internet literacy.

As we defined in previous definitions Eshet-Alkalai (2004) says that can be define as digital literacy and lists some factors to define in below;

- Visual literacy,
- Information literacy,
- Media literacy.

Altun (2005) explain connection between information literacy and digital literacy, aim of use information efficiently, either written sources also defining variable (internet, media, visual and aural etc.) via different media tools, keeping some information and skill of choosing.

Furthermore, as we mentioned in definition of information literacy, users need to have some skills in below; (Akkoyunlu and Yilmaz, 2004):

- When faces any problem situation, skills of understanding this problem and trying to define,

- Defining to true information without any mistakes,
- Defining to sub-information about could be attached to information.

Digital literacy content changes in every day. Aim to this research to observe level of public education center students' digital literacy and state new suggestions in literacy field. Another aim is trying to answer "Have digital literacy level relation with gender, handing a technologic material and handing an internet connection variables?"

## 2. METHOD

### 2. a. Research model

The method of this research is survey research method that one of descriptive research methods. The major aim of survey research is; make an extensive research and identify users' attention, skill, talent, attitude etc. features about any matter. In other definition; a research method of make a general conclusion about a group made of extensive users (Karasar, 2008: 79). Another reason using this method is can result as general mean on research.

### 2. b. Study group

In research, it was applied to public education center students' in biggest district of Duzce province. Firstly, specified 127 students on research but 100 students attempted it voluntarily on public education center. Therefore, volunteering has been major factor. As data collect method was chosen face to face method. Participants are women with %43 percentage and men with %57 percentage (n=100). Age differences between 20-30 age is with %20 percentage, between 30-40 age with %48 percentage and 40-50 age %32 percentage. Gender, age, technological ownership, computer ownership and time of use internet were identified as independent variables.

### 2. c. Data collection tool

In our research, "Digital Literacy Scale" was used as data collection tool. Scale was prepared by Güngören, Kaymak and Hamutoğlu (2016) in Computer Education and Instructional Technologies of Sakarya University. Scale have 17 questions in original way has got 5 options from 1 to 5 points.

### 2. d. Data collection and analysis

The questionnaires were applied to the teachers face to face. Questionnaire was performed to 100 students voluntarily among 117 students. In part of data analyze, SPSS 20 software was used for analyzing data. It wasn't shown normal distribution on test of normality. When analyzing digital literacy and other variables, Descriptive Statics, Mann Whitney U test and Kruskal Wallis test was used for it.

## 3. Findings

### 3. a. Test of normality

**Table 1:** Test of normality

	n	Kolmogorov – Smirnov points		sd	P
		Statistic	df		
Digital Literacy	100	,111	100	9,943	,004

It is expected that the data collected from 100 individuals should fit normal distribution in order to consider the proposed model valid. It is tried to determine whether data fit normal distribution with normality tests. According to Hair and the others (1995), normality test was applied in three steps. The data were examined formally in the first step while the skewness and kurtosis values of the data were checked in the second step. Kolmogorov-Smirnov test was also applied to the data in the third step. The data collected in the second step of the normality test were examined in terms of skewness and kurtosis values. When the results of skewness and kurtosis test were examined, it was seen that all the variables were between the expected intervals. The last step of normality test is Kolmogorov-Smirnov test. The degree of correspondence between the distribution of sample data and theoretical distribution is examined in this test. That the significance level of Kolmogorov-Smirnov result value is lower than 0.05 ( $p < .05$ ) shows that the data doesn't fit normal distribution. According to Table 1, that the Kolmogorov-Smirnov test results are higher than this value shows that all the data don't have a high significance level. It cannot be said that the data show a normal distribution.

### 3. b. Level of digital literacy based on gender variable Mann Whitney U test results

**Table 2:** Results based on gender variable

	Gender	n	Mean Rank	Sum of Ranks	U	p
<b>Digital Literacy Level</b>	Male	43	211,84	24785,00	1105,000	,401
	Female	57	214,82	66593,00		

Mann Whitney U results in Table 2; by evaluating digital literacy according to gender variable, haven't observed significant relation between two variables as statistics ( $U=1105, 000, p > .05$ ).

### 3. c. Level of digital literacy based on handing a personal computer variable Mann Whitney U test results

**Table 3:** Results based on handing a personal computer variable

	Handing a Personal Computer	n	Mean Rank	Sum of Ranks	U	p
<b>Digital Literacy Level</b>	Yes	88	50,85	4474,50	497,500	,746
	No	12	47,96	575,50		

Mann Whitney U results in Table 3; by evaluating digital literacy according to handing a personal computer variable, haven't observed significant relation between two variables as statistics ( $U=497,500, p > .05$ ).

### 3. d. Level of digital literacy based on using internet variable Mann Whitney U test results

**Table 4:** Results based on using internet variable

	Using Internet Connection	n	Mean Rank	Sum of Ranks	U	p
<b>Digital Literacy Level</b>	Yes	94	50,55	4752,00	277,00	,942
	No	06	49,67	298,00		

Mann Whitney U results in Table 4; by evaluating digital literacy according to using internet variable, haven't observed significant relation between two variables as statistics ( $U=277,500$ ,  $p>.05$ ).

### 3. f. Level of digital literacy based on age groups Kruskal Wallis H test results

**Table 5:** Results based on age groups

	Age Groups	n	Mean Rank	df	$\chi^2$	p
<b>Digital Literacy Level</b>	20-30	20	60,03	2	2,715	,257
	30-40	48	47,78			
	40-50	32	48,63			

In research, we used Kruskal Wallis H test instead of ANOVA test due to test of normality situation. Kruskal Wallis H test results in Table 5; by evaluating digital literacy level according to by age groups, haven't observed significant relation between age groups as statistics ( $n_{20-30}=20$ ,  $n_{30-40}=48$ ,  $n_{40-50}=32$ ) ( $\chi^2 = 2,715$ ,  $p>.05$ ).

### 3. g. Level of digital literacy based on handing technological material variable Kruskal Wallis H test results

**Table 6:** Results based on handing technological material variable

	Handing Technological Material	n	Mean Rank	df	$\chi^2$	p
<b>Digital Literacy Level</b>	Smartphone	25	54,06	2	,507	,776
	Tablet	22	49,66			
	Smartphone+Tablet	53	49,17			

Kruskal Wallis H test results in Table 6; by evaluating digital literacy level according to by handing technological material, haven't observed significant relation between handing technological material ( $n_{\text{smartphone}}=25$ ,  $n_{\text{tablet}}=22$  or  $n_{\text{smartphone+tablet}}=53$ ) and level of digital literacy as statistics ( $\chi^2 = ,507$ ,  $p>.05$ ).

## **4. Result and Suggestions**

### **4. a. Results**

In this research, observed that have no relation level of digital literacy based on gender as statistics in public education center students. When analyzed to other variables, it has been observed that doesn't differentiation between male and female variables as statistics.

Also, all variables (handing an internet connection, handing a technological material) tested in analyze. But, it hasn't been observed that any variables have differentiation with level of digital literacy as statistics. Moreover; according to the age groups, level of digital literacy doesn't differentiation significantly.

### **4. b. Suggestions**

For other researches;

- By reaching more students, it can get better research results as general,
- Not only perform in public education center but also should perform in primary school, high school, university and academicians,
- It can be qualitative research due to search level of digital literacy by using different sample method,
- It can be evaluate by adding different demographic variables,
- Lower properties of digital literacy relation can research by adding more variables.

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## PISA 2012: Analysis of Measurement Invariance of Openness for Problem Solving Scale

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### Abstract

In this study, with Turkey, Finland, Shanghai-China samples Means and Covariance Structures Invariance (MACS) and measurement invariance of Openness for Problem Solving Scale coded as ST 94, which was one of the subscales used in PISA 2012, was examined and the findings obtained were discussed. Student numbers in Turkey, Finland, Shanghai-China samples were 3159, 5676 and 3429 respectively, after the missing and invalid data had been removed. LISREL 8.72 programs were used for MACS analyses. For comparing two sequential phase in analyses process, significance of Chi Square differences ( $\Delta\chi^2$ ) between sequential models were examined at differences the degrees of freedoms of two phases for 0,05. Since chi-square values were affected by the sample size analyses were performed pursuant to phase testing method; and to compare models that follow each other significance of Chi Square differences, comparative fit index and goodness of fit index differences were used. According to the findings, it was recorded that all stages of measurement invariance had been accomplished for Openness for Problem Solving Scale in paired comparisons made for subsamples. Because Chi Square differences were affected by the sample size and degrees of freedom; in some stages, invariance was accepted to be accomplished when the other two fit indexes both indicated invariance. Since, measurement invariance has a great importance for the validity of the results obtained from multi-cultural, large-scale tests; it is recommended to test measurement invariance of this kind of exams. Additionally, it was stated for other researchers that measurement invariance studies could be conducted for different subscales of PISA test.

**Key Words:** Openness for Problem Solving Scale, Measurement Invariance, Means and Covariance Structures Invariance, PISA

### 1. Introduction

Today, the rapid development of science and technology results in a constant expansion of the data pool. As a consequence, individual qualifications are gaining importance; and governments are making revisions in their systems of education for multidimensional development activities. Education is not only the basis of cultural and economical development; but also, it is the key factor that determines life standards of people. The countries which are aware of this fact are trying to allocate more resources in education, and invest more in human resources. While, countries which have more qualified people, and produce knowledge and technology, stay in power; the other countries will be follower of these countries and will be markets for them (EARGED, 2011). Education, which is the most important ring of the chain of bringing up qualified individuals, has been gaining importance. Large-scale international tests such as PISA, TIMSS and PIRLS provide substantial clues for the system of education. Results of large-scale tests shape the education policies and processes of countries. Countries make regulations for their education systems according to these results. PISA, which is arranged by OECD (Organisation for Economic Co-Operation and Development), is one of the biggest education researches, where math, science and reading abilities of students are evaluated. With this research, which is made in every three years in order to assess the basic knowledge and skills, which they need to take their places in the modern world, of 15 years old age group of the OECD countries and other participant countries (nearly about the %90 of the world economy). In PISA tests, assessment instruments such as student, teacher and parent questionnaires are used; and important results have been obtained especially about important issues like students' attitude, interest, behaviour, and value judgements. Students from 65 countries participated in the last PISA 2012 test and mathematics was the prominent field.

When it is considered that countries make important decisions according to the results of these tests; inter-cultural equivalence value of the subscales that have been used in these large-scale tests become very important. The terms equivalence and invariance are important features that have to be tested in scale adaptation and

development studies. Items of a scale, which is implemented on individuals placed in different subgroups that have been formed in terms of a certain variable (gender, culture, ethnic origin etc.) must be understood same by all the individuals. As a matter of fact measurement invariance defends that level of individuals in terms of the measured structure must come out independently of the group. Byrne and Watkins (2003) defined measurement invariance as the items of an assessment instrument to be perceived and interpreted as the same by different subgroups that it has been implemented on. It can be claimed that individual differences that emerged in a study done by a scale which is proved to have measurement invariance to be real differences; but, this is not possible for a study that has been done with an unproven scale. On the other hand validity is the most accentuated psychometric property related to test results. Messick (1995) approaches the issue of validity as the confirmation of interpretations based on scores obtained from applications; and results arising from these interpretations at hypothetic and experimental dimensions. Testing of the measurement invariance takes its place as a crucial step for the scale adaptation and development process to gather true evidences for the validity of application results, and to give right decisions in view of these results.

Levels of measurement invariance are divided in to two. In the first level measurement invariance tests are performed from minimum restricted model towards maximum restricted model (sequential test method); and from maximum restricted model towards minimum restricted model (backwards sequential test method). Backwards sequential test method is stated to be disadvantageous, since the analysis is started from the maximum restricted model (Önen, 2009). Challenges that have been encountered in defining variability reasons when invariance could not be ensured; and the inability to go on with partial invariance steps can be listed as the reasons for being disadvantageous. Because of these challenges, the use of consequential test method is recommended. When studies are investigated it is seen that stages proposed by Meredith (1993) are extensively preferred by researchers. In this study analyses of measurement invariance will be conducted by sequential test method purposed by Meredith (1993). Phases recommended for testing the measurement invariance are:

**Configural invariance:** It is the fundamental phase of testing the measurement invariance. At this stage, it is investigated whether the measurement instruments which are used in different groups have the same factor structures or not in each group.

**Metric invariance:** The condition must be tested by metric invariance (Steenkamp and Baumgartner, 1998). In the phase of metric invariance, invariance of factor loads ( $\lambda$ ) of the items that are placed in the measurement instrument is tested (Vandenberg and Lance, 2007).

**Scalar invariance:** In scalar invariance stage, the factor pattern in configural invariance, regression constants or inter-factor correlations are balanced in different groups, in addition to factor loads in metric invariance (Brown, 2015; Hong, Malik and Lee, 2003).

**Strict invariance:** In strict invariance stage, it is investigated whether the observable variable in the testing groups have equivalent errors. Namely, in this stage a hypothesis that claims error terms related to items of the measurement instrument to be equal/invariant for the groups compared is tested:  $\epsilon_{g1} = \epsilon_{g2}$  (Önen, 2009).

Methods that have been used in the testing process of measurement invariance are brought together under the roofs of two methods. The first of the two is the techniques, which investigates differential item and test function, based on Item Response Theory (IRT); the second one is the techniques under the roof of Structural Equation Modelling. Approaches analysing Multi Group Confirmatory Factor Analysis (MG – CFA) and Means and Covariance Structures Invariance (MACS) take place underneath Structural Equation Modelling. It is seen that in nearly %80 of the studies (Vandenberg and Lance, 2000) that are done by structural equation modelling, measurement invariance are practised with MG – CFA. However researchers clearly state that it must be investigated whether the regression constant is invariant or not on the basis of subgroups. For this reason, point averages observed by MACS are included to the analysis, too (Somers, Korkmaz, Dural and Can, 2009).

Since PISA subscales are practiced in a lot of different cultures, measurement invariance of PISA subscales have to be ensured as a proof of validity. Additionally, in order to prevent method confusions related to the use of

different measurement invariance scales; studies concerning these scales need to be done. On the other hand, to be able to make comparison of countries according to their PISA results; and for governments to make necessary regulations, all items of the subscales need to represent the same structure in every culture. That's why measurement invariance is a necessary step for large-scale tests.

### Purpose of the study

In this study it is aimed to examine the Openness for Problem Solving Scale, coded as ST 94, which was used in PISA 2012 with Turkey, Finland, Shanghai-China samples by using Means and Covariance Structures Invariance method. Within this main target, answers for the questions below will be sought:

Openness for Problem Solving Scale's;

1-Does it provide measurement invariance for Turkey and Finland samples?

2- Does it provide measurement invariance for Turkey and Shanghai-China samples? 3- Does it provide measurement invariance for Shanghai-China and Finland samples?

## 2. Methods/Procedure

### Sample

In this study 3159 Turkish, 5676 Finnish, 3429 Chinese students' responses for the ST 94 Openness for Problem Solving subscale in PISA 2012 have been used, after the missing and invalid data had been removed from the data set. Within the scope of the study samples of Shanghai-China which had successful results from the last two PISA tests; Finland which had great results from all PISA tests; and Turkey which did not have satisfactory results from PISA test despite its heavy loaded education programs, were chosen.

### Data collection tools

In this study data of ST 94 Openness for Problem Solving subscale, which was used in PISA 2012, have been used. This scale has a stricter of 5 point likert scale that is scaled as; strongly disagree (1) and strongly agree (5). Scores taken from the scale are measured up to give feedback to the researchers about the problem solving skills of the students. Scale items have been presented in appendix-1.

Confirmatory Factor Analysis (CFA) of the Openness for Problem Solving Scale has been done for each of the three samples. It is seen to be necessary to practice CFA for subgroups in measurement invariance studies. Results of the practiced CFA are presented in Table 1.

**Table 1.** CFA result of openness for problem solving scale

Sample	Item	t value	Fit index	Value	Judgement/Result
TURKEY	m1	37,090*	Ki-Kare/sd	16,077	Acceptable
	m2	44,400*	RMSEA	0,069	Acceptable
	m3	38,870*	GFI	0,99	Excellent
	m4	35,400*	CFI	0,99	Excellent
	m5	27,070*	NNFI	0,98	Excellent
FINLAND	m1	53,910*	Ki-Kare/sd	16,650	Acceptable
	m2	58,540*	RMSEA	0,053	Good
	m3	59,950*	GFI	0,990	Excellent
	m4	70,970*	CFI	1,000	Excellent
	m5	54,180*	NNFI	0,990	Excellent
SHANGHAI-CHINA	m1	45,210*	Ki-Kare/sd	11,753	Acceptable
	m2	50,130*	RMSEA	0,056	Good
	m3	38,800*	GFI	0,99	Excellent
	m4	42,200*	CFI	1,00	Excellent
	m5	38,980*	NNFI	0,99	Excellent

\*p<0,01

When Table 1 is analysed, it can be interpreted that Openness for Problem Solving Scale has adjusted well to Turkey, Finland, Shanghai-China samples. Besides t value of the items of the scale is higher than 2,58. T values gives information related to the situations of latent variables to explain observable variables. If t value is over 1,96, it is meaningful at a level of 0,05; if it is over 2,85, it is meaningful at a level of 0,01. If it is below 1,96 it means it is not meaningful (Şimşek, 2007). According to this, all values related to the items are meaningful at a level of 0,01.

Cronbach  $\alpha$  coefficient values obtained from the reliability analyses performed in relation to Openness for Problem Solving Scale are 0,785 for Turkey sample; 0,854 for Finland sample; and 0,835 for Shanghai-China sample. According to these results the reliability of the scales can be claimed to be high.

### Data analysis process

In two ways measurement invariance analyses were practiced on the data of country samples, which was obtained by Openness for Problem Solving Scale, by using Means and Covariance Structures Invariance (MACS). Analyses were carried forward pursuant to the sequential test method proposed by Meredith (1993) during the analysis process. In accordance with the results items that could not provide measurement invariance across countries were reported. For comparing two sequential phase in analyses process, significance of Chi Square differences ( $\Delta\chi^2$ ) between sequential models were examined at differences the degrees of freedoms of two phases for 0,05. Since chi-square values were affected by the sample size (Vandenberg and Lance, 2000), differences of goodness of fit index and comparative fit index were also examined. To ensure measurement invariance the obtained  $\Delta^2$  value must be meaningful and the other fit indices must be between the range of 0,01 and 0,01 (Cheung and Rensvold, 2002; Wu, Li and Zumbo, 2007).

### 3. Findings

#### Findings related to the question “ Does it provide measurement invariance for Turkey and Finland samples?”

Results of measurement invariance for Openness for Problem Solving Scale’s Turkey-Finland samples which were obtained by MACS method are presented in Table 2.

**Table 2.** Turkey-Finland sample analysis results obtained by MACS method.

Phase	$\chi^2$	sd	CFI	GFI	$\Delta^2$	sd	CFI	GFI
Configural invariance	1145,750	15	0,950	0,950				
Metric invariance	1160,960	19	0,950	0,950	15,210	4	0,000	0,000
Scalar invariance	1510,560	24	0,940	0,950	349,600	5	-0,010	0,000
Strict invariance	1513,820	25	0,940	0,950	3,260	1	0,000	0,000

When results presented in Table 2 are analysed, for configural invariance, it can be concluded that structural invariance is obtained according to the fit indices results. On the other hand, analysis made for the second phase revealed that the model provided metric invariance according to goodness of fit index and comparative fit index; however, could not provide according to the significance of chi Square differences between sequential models. As stated before, since chi-square values are affected by parameters of the sample size and degrees of freedom; it can be concluded that the model provided metric invariance according to the results obtained from the other two indices. When results of scalar invariance phase were analysed, similar results can be seen. As for the phase of strict invariance, it was observed that the model obtained strict invariance according to the goodness of fit index, comparative fit index and the significance of chi Square differences between sequential models.

#### Findings related to the question “Does it provide measurement invariance for Turkey and Shanghai-China samples?”

Results of measurement invariance for Openness for Problem Solving Scale’s Turkey – Shanghai-China samples which were obtained by MACS method are presented in Table 3.

**Table 3.** Turkey – Shanghai-China sample analysis results obtained by MACS method.

Phase	$\chi^2$	sd	CFI	GFI	$\Delta^2$	$\Delta df$	$\Delta CFI$	$\Delta GFI$
Configural invariance	576,590	15	0,970	0,960				
Metric invariance	600,520	19	0,960	0,960	23,930	4	0,010	0,000
Scalar invariance	778,360	24	0,950	0,960	177,840	5	0,010	0,000
Strict invariance	799,870	25	0,950	0,960	21,510	1	0,000	0,000

When results presented in Table 3 are analysed, it can be seen that configural invariance has been sustained according to the fit indices obtained at the first phase. However, it was seen during the analyses made for the metric invariance that the model provided invariance with regard to the goodness of fit index and comparative fit index; however, could not provide according to the significance of chi Square differences between sequential models. As for the results regarding to the scalar invariance, the model provided scalar invariance according to goodness of fit index and comparative fit index; however, could not provide according to the significance of chi Square differences between sequential models. In the last phase it was determined that -similar to the metric invariance-the model provided strict invariance with regard to the goodness of fit index and comparative fit index; however, could not provide according to the significance of chi Square differences between sequential models.

#### Findings related to the question “Does it provide measurement invariance for Shanghai-China and Finland samples?”

Results of measurement invariance for Openness for Problem Solving Scale’s Shanghai-China–Finland samples which were obtained by MACS method are presented in Table 4.

**Table 4.** Shanghai-China – Finland sample analysis results obtained by MACS method.

Phase	$\chi^2$	sd	CFI	GFI	$\Delta^2$	$\Delta df$	$\Delta CFI$	$\Delta GFI$
Configural invariance	951,760	15	0,970	0,960				
Metric invariance	985,090	19	0,960	0,960	33,330	4	0,010	0,000
Scalar invariance	1187,650	24	0,960	0,960	202,560	5	0,000	0,000
Strict invariance	1189,410	25	0,960	0,960	1,76	1	0,000	0,000

When results presented in Table 4 are analysed, it can be seen that configural invariance has been sustained according to the fit indices obtained in the first phase. On the other hand, analysis made for the second phase revealed that the model provided metric invariance according to goodness of fit index and comparative fit index; however, could not provide according to the significance of chi Square differences between sequential models. Similar results were obtained in the phase of scalar invariance and it was determined that the model provided measurement invariance according to goodness of fit index and comparative fit index. As for the phase of strict invariance, it was observed that the model obtained strict invariance according to the goodness of fit index, comparative fit index and the significance of chi Square differences between sequential models.

#### 4. Discussion and Conclusion

According to the results it can be concluded that Openness for Problem Solving Scale provided measurement invariance for Turkey, Finland, Shanghai-China samples. Openness for Problem Solving Scale showed single factor structure for the three samples each of which belonged to one of the three countries with different cultures. According to the analysis results the scale was perceived and interpreted as the same by the students that were present in subsamples of the scale. In other words, study results indicates that PISA subscale did not act biased for Turkey, Finland, Shanghai-China samples and provided valid and reliable measurements in relation to making deductions about students’ characteristics related to Openness for Problem Solving structures.

There are similar studies in the national literature. Çetin (2010), according to the results of MG – CFA analysis of data from PISA 2006 Student Questionnaire, determined that the model provided measurement invariance

between different cultures. In another study, Güzeller (2011) investigated invariance of factor structure of computer attitude subscale of PISA 2009 student questionnaire in 10 country samples by MG – CFA. Satisfactory results were obtained from the confirmatory factor analysis and reliability analysis in the study in which samples of 90,393 participants from 8 OECD and 2 non- OECD countries were used. Later MG – CFA results indicated that computer attitude subscale cross-cultural equivalence. According to results of the measurement invariance analysis made on Australia, New Zealand , the USA and Turkey samples of the data from PISA 2012 student questionnaire by Asil and Gelbal (2012); CFA results showed that the measurement model had the same factor structure for all the samples. MG – CFA results revealed that there had been factors that showed differential function. It was also observed that as the linguistic and cultural differences between countries increased, the number of items that showed DIF increased. According to another analysis made on data from PISA 2009 student questionnaire by Başusta and Gelbal (2015); LISREL outputs obtained from the four phases were compared on the basis of standard values and it was determined that the values obtained with regard to gender to be insignificant for the measurement invariance. The results of this study were similar to the measurement invariance studies that had been conducted before.

Measurement invariance is strongly related to the validity of the measurement instrument; and measurement invariance studies, which are conducted on large-scale tests that result in important decision and policy changes, give direct clues on the validity of these cross-national comparisons and the decisions taken on account of the results of these tests. In this direction, increasing the number of invariance studies made with different measurement instruments on the basis of different variables will contribute to the literature.

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## Strategic Human Resource Management and Organizational Innovativeness in Private Schools

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### Abstract

The purpose of this study is to determine private school teachers' views on strategic human resource management (HRM) and organizational innovativeness and whether there is a statistically significant relationship between their views. The study was designed in relational survey model and the study group consisted of 187 teachers working in private schools in Sakarya during 2015-2016 educational year. Strategic Human Resource Management Scale and Organizational Innovativeness Scale were used as data collection tools. To test the normality of the distribution of data Kolmogorov-Smirnov test was conducted. The result demonstrated that data did not have a normal distribution so to analyze the data means, standard deviations were calculated and correlation analysis (Spearman rho) was conducted. Some of the findings of the study are as follows; teachers' view on strategic human resource management in private schools is "Moderately Agree" and their view on organizational innovativeness is "Strongly Agree". There is significant and positive relationship between teachers' views on strategic HRM and organizational innovativeness. The correlation is moderate in strength. On the other hand, it was observed that there were significant and positive relationships between subscales of strategic HRM and organizational innovativeness. These correlations were at different levels in strength. Based on the results of the study, it can be suggested that private schools should reward their teachers more frequently. They should also train the teachers systematically, especially novice ones. Additionally, private schools should take higher risks and create opportunities for the teachers to participate in organizational decisions. To foster innovation they should follow a strategic approach in HRM.

**Key Words:** Strategic human resource management, Organizational innovativeness, Private Schools.

### 1. Introduction

Globalization and advances in technology necessarily force organizations to be innovative. On the other hand, this brings about the necessity of training the employees to implement these innovations. A strategic approach in human resource management (HRM) will have a noteworthy contribution to organizations in overcoming this process. Thus, by the agency of globalization, international competition, technological advances organizations began to be aware of the strategic value of their human resources (Bayat, 2008) and this led to an increasing interest in strategic HRM both as an academic field and management practice (Becker and Huselid, 2006). The belief that strategic HRM will also mean improvement of organizational performance in this process has made strategic practices in human resources even more apparent (Yavan, 2012).

Cania (2014) defines strategic HRM as a process involving the development of comprehensive strategies of HR, which are integrated vertically with organizational strategy and horizontally with one another. On the other hand, according to Dessler (2014) strategic HRM is the formulation and implementation of human resource practices and policies that produce employee competencies and behaviors the organization needs to achieve its strategic aims. Armstrong (2006) states that strategic HRM is the management of the organization with a human resource based approach and in line with where it desires to reach in the future. The primary benefits of strategic

HRM to organizations can be listed as follows; competitive edge (Nemli Çalışkan, 2010), employing and retaining employees with qualities and competency needed (Bal, 2012) so that taking advantage of the opportunities at utmost level and inhibiting the possible threats the organization faces and finally facilitating the coordination among different activities within the organization (Gilani, Zadeh and Saderi, 2012). All the policies and practices the organization designs in HRM have an effect on activities aiming the innovativeness. In that, organizational innovativeness is a permanent characteristic and to label organizations as innovative they should incessantly exhibit this behavior over time (Subramanian and Nilakanta, 1996). It is the human resource that will take up and exhibit innovative behavior in organizations.

Innovativeness is a mightily eager commitment to learning and implementing new products and technological developments (Salavou, 2004). Organizational innovativeness, on the other hand, is the organizational capacity

to engage in innovation and the implementation of new processes, ideas and products within the organization (Ziaul Hoq ve Che Ha, 2009). Organizational outcomes of innovativeness are improvement in organization's performance (Subramanian and Nilakanta, 1996; Khalifa, Yan Yu and Ning Shen, 2007; Ziaul and Che Ha, 2009), and organization's efficiency level (Wang, 2005; Tajeddini, 2011), competitive edge (Osman-Gani, 1999; Salavou, 2004; Khalifa, Yan Yu and Ning Shen, 2007), productivity (Tajeddini, 2011), economic growth-profitability, increase in employee's organizational commitment and job satisfaction (Mansoor and Ratna, 2014), ability to find solutions to problems and challenges (Ziaul Hoq ve Che Ha, 2009). Besides, the factors affecting organizational innovativeness capacity can be listed as leadership, opportunism, organizational culture and change, organizational learning and relations (Hafit, Asmuni, Idris and Wahat, 2015), formalization, specialization, size of the organization and seniority of the managers (Jaskyte, 2011), economic, sectoral and managerial circumstances, regulations, organizational infrastructure (Avlonitis, Kouremenos and Tzokas, 1994). On the other hand, the achievement of the listed outcomes and factors depend on the qualities of human resources in organizations and innovativeness is the main variable that will both bring human resources in these qualities and make human resources control these factors. In the literature, the dimensions of organizational innovativeness are product, market, process, behavior and strategic innovativeness (Wang and Ahmed, 2004); technical and administrative innovativeness (Ibarra, 1993); creativity, openness to innovation, future orientation, risk taking and proactiveness (Ruvivo, Shoham, Vigoda-Gadot and Schwabsky, 2013). This study is based on the approach by Ruvivo et al (2014).

To achieve their goals, organizations' decisions about innovations are crucial in terms of sustainable competitive edge (Osman-Gani, 1999). HRM practices are a key factor in implementation of these decisions. In other words, implementation of innovations transferred by the organizations is possible with relevant HRM practices. That is to say, for organizations to create new products and processes they should have qualified employees. Considering educational organizations, it is impossible to mention enduring and consistent HRM or innovation policies in national education system of Turkey. Especially in private sector, with the closure of courses and their transformation into private schools, there has been a dramatic increase in the number of private schools. This has led to a fiercer competition in the sector. In such a competitive environment the survival of private schools is a matter of being ahead of others by making a difference. If they make a difference, they can attract students. It can be said that to follow a strategic approach in HRM and in this way to foster innovation within the organization is a critical factor in the success of private schools.

### **Purpose of the Study**

The purpose of this study is to determine private school teachers' views on strategic HRM practices and organizational innovativeness in their schools and to determine whether there is a statistically significant relationship between these views. In line with this purpose, the present study seeks answers to the following questions:

- 1- What is the level of private school teachers' views on strategic HRM and organizational innovativeness?
- 2- Is there a statistically significant relationship between the views on strategic HRM and organizational innovativeness?

## **2. Method**

### **Study Design**

This study was designed in relational survey model. Relational survey model aims to determine the presence and degree of simultaneous change between two or more variables (Karasar, 2011).

### **Study Group**

The study group consisted of 187 private school teachers participating in the study voluntarily and working in Sakarya in 2015-2016 educational year. 116 of the participants are female and 71 of them are male; 70 of them are primary school teachers, 63 of them junior high school teachers and 54 of them are high school teachers.

When it comes to seniority, 74 of them worked 0-5 years, 62 of them 6-10 years, 41 of them 11-15 years, 2 of them 11-15 years, 8 of them 21 years and over.

### Data Collection Tools

The data in the study were collected through strategic HRM Scale and Organizational Innovativeness Scale. Strategic HRM Scale was developed by Demirtaş (2013) and it has 5 subscales which are training, reward systems, staffing, performance evaluation and participation. The scale has 16 items. Cronbach's Alpha coefficient was ,79 for overall of the scale and it ranges from ,78 to ,84 for subscales. In this study, Cronbach's Alpha coefficient was ,87 for overall of the scale and it ranges from ,72 to ,80 for subscales. On the other hand, for the subscale of performance evaluation Cronbach's Alpha coefficient was ,55 so this subscale was deleted from the study. According to Büyüzoztürk (2011), Cronbach's Alpha coefficient should be at least ,70.

Organizational Innovativeness Scale was developed by Ruvivo et al (2014) and its subscales are creativity, openness to innovation, future orientation, risk taking and proactiveness. The scale has 21 items. The scale was adopted into Turkish in the scope of this study. English version of the scale was translated into Turkish by four experts and then it was checked by three Turkish experts in terms of grammar and clarity. English and Turkish versions of the scale were responded by 40 English teachers respectively. There were two weeks between two measurements. Pearson Correlation coefficient was  $r=.816$  between two measurements. This finding indicates that there is a high correlation between two measurements and Turkish version has language validity. Cronbach's Alpha coefficient of the original version in different cultural contexts is as follows: for subscale of creativity ,84-.86; for subscale of openness to innovation ,82-.88; for subscale of future orientation ,86-.88; for subscale of risk taking ,79-.82 and for subscale of proactiveness ,78-.83. As for this study, Cronbach's Alpha coefficient for subscale of creativity is ,82; for subscale of openness ,79; for subscale of future orientation ,87; for subscale of risk taking ,72 and for subscale of proactiveness ,76. It is ,95 for the overall of the scale. These findings indicate that overall of the scale and subscales are reliable. However, item 10 reduced Cronbach's

Alpha coefficient of risk taking subscale to ,55 so it was deleted. Final Turkish version of the organizational innovativeness scale had 5 subscales and 20 items. Both of the scales are 5 point Likert type ones. In the evaluation of the scores following ranges were used; from 1,00 to 1,80 "Strongly Disagree", from 1,81 to 2,60 "Slightly Agree", from 2,61 to 3,40 "Moderately Agree", from 3,41 to 4,20 "Fairly Agree" and from 4,21 to 5,00 "Strongly Agree".

### Data Analysis

The data were analyzed through SPSS for Windows 20.0. Before analyzing the data, Kolmogorov-Smirnov test was conducted to determine the normality of the distribution. The result of this test indicated that data did not have a normal distribution ( $p<.05$ ). In line with this finding, mean and standard deviations were calculated and correlation analysis (Spearman rho) was conducted.

### 3. Findings

**Table 1.** Descriptive statistics regarding teachers' views on strategic hrm

Scale	Sub-scales	N	X	SD
Strategic HRM	Training	187	3,50	,8390
	Reward Systems	187	2,33	1,0068
	Staffing	187	3,83	,9055
	Participation	187	3,59	,8658
	Overall Scale	187	3,32	,6981

As can be understood from Table 1, teachers' views on training ( $\bar{X}=3,50$ ), staffing ( $\bar{X}=3,83$ ) and participation ( $\bar{X}=3,59$ ) are "Fairly Agree"; for reward systems ( $\bar{X}=2,33$ ) "Slightly Agree". Considering the overall of the scale teachers' views on strategic HRM is "Moderately Agree" ( $\bar{X}=3,32$ ). Teachers' views on staffing have the highest mean score and their views on reward systems have the lowest mean. Based on these findings, it can be said that private schools are considerably selective while employing teachers, but they don't reward them adequately.

**Table 2.** Descriptive statistics regarding teachers' views on organizational innovativeness

Scale	Sub-Scales	N	X	SD
Organizational Innovativeness	Creativity	187	3,96	,7173
	Openness	187	3,91	,7569
	Future Orientation	187	3,79	,8910
	Risk Taking	187	3,55	,7693
	Proactiveness	187	3,89	,7498
	Overall Scale	187	3,84	,6888

As can be understood from Table 2, teachers' views on subscales of creativity ( $X=3,96$ ), openness to innovation ( $X=3,91$ ), future orientation ( $X=3,79$ ), risk taking ( $X=3,55$ ), proactiveness ( $X=3,89$ ) and for the overall of the scale ( $X=3,84$ ) are "Fairly Agree". Teachers' views on creativity have the highest mean score and their views on risk taking have the lowest mean score. Based on these findings, we can say that the level of innovativeness at private schools in scope of this study is high.

**Table 3.** Spearman rho's correlation result of the relationship between teachers' views on strategic hrn and organizational innovativeness

	Strategic HRM	Training	Rewards	Staffing	Participation
Organizational Innovativeness	,638**	,475**	,326**	,631**	,611**
Creativity	,587**	,404**	,296**	,579**	,589**
Openness to Innovation	1,00**	,417**	,290**	,528**	,565**
Future Orientation	1,00**	,461**	,352**	,615**	,545**
Risk Taking	,600**	,501**	,234**	,512**	,436**
Proactiveness	,718**	,368**	,239**	,517**	,469**

\*\*p<,01

As can be understood from Table 3, Spearman rho correlation analysis was conducted to examine whether there are relationships between organizational innovativeness and strategic HRM and its subscales. The results revealed significant and positive relationships. According to the table, there are significant and positive relationships between organizational innovativeness and strategic HRM ( $r=.638$ ;  $p<.01$ ) and each of the subscales of strategic HRM ( $r=.475$ ;  $326$ ;  $631$ ;  $611$ ;  $p<.01$ ). The correlations are medium in strength. On the other hand, there are significant and positive relationships between creativity and strategic HRM ( $r=.587$ ;  $p<.01$ ) and each of the subscales of strategic HRM ( $r=.404$ ;  $.631$ ;  $.611$ ;  $.326$ ;  $p<.01$ ). The correlations are medium in strength. There is a perfect relationship between openness to innovation and strategic HRM ( $r=1,00$ ;  $p<.01$ ). Additionally, there are significant and positive relationships between openness to innovation and training ( $r=.417$ ;  $p<.01$ ), staffing ( $r=.528$ ;  $p<.01$ ) and participation ( $r=.417$ ;  $p<.01$ ). The correlations are medium in strength. There is also a significant positive relationship between openness to innovation and reward systems ( $r=.290$ ;  $p<.01$ ). The correlation is weak in strength. When it comes to future orientation, there is a perfect relationship between future orientation and strategic HRM ( $r=1,00$ ;  $p<.01$ ). There are also significant and positive relationships between future orientation and training ( $r=.461$ ;  $p<.01$ ), reward systems ( $r=.352$ ;  $p<.01$ ), staffing ( $r=.615$ ;  $p<.01$ ) and participation ( $r=.545$ ;  $p<.01$ ). The correlations are medium in strength. There are significant and positive relationships between risk taking and strategic HRM ( $r=.600$ ;  $p<.01$ ), training ( $r=.501$ ;  $p<.01$ ), staffing ( $r=.512$ ;  $p<.01$ ) and participation ( $r=.436$ ;  $p<.01$ ). The correlations are medium in strength. Additionally, there is a significant positive relationship between risk taking and reward systems ( $r=.234$ ;  $p<.01$ ). The correlation is weak in strength. There is a significant and positive relation between proactiveness the last subscale of organizational innovativeness and strategic HRM ( $r=.718$ ;  $p<.01$ ). The correlation is high in strength. There are also significant and positive relationships between proactiveness and training ( $r=.368$ ;  $p<.01$ ), staffing ( $r=.517$ ;  $p<.01$ ) and participation ( $r=.469$ ;  $p<.01$ ). The correlations are medium in strength. Finally, there is a significant and positive relationship between proactiveness and reward systems ( $r=.239$ ;  $p<.01$ ). The correlation is weak in strength. These findings reveal that there are relationships at different levels from weak to high between two scales and their subscales. It can be said that as the level of teachers' views on strategic HRM increases, the level of their views on organizational innovativeness increases.

#### 4. Conclusion, Discussion and Suggestions

Private school teachers' views on strategic HRM differ for overall of the scale and subscales. They moderately agree with strategic HRM practices in their schools in general, but they fairly agree with training, staffing and participation. On the other hand, they slightly agree with reward systems practices. These findings demonstrate that private schools implement and give importance to strategic HRM practices. Considering the finding that teachers have the highest mean score for staffing, it can be understood that private schools are quite selective while employing the teachers. However, teachers have the lowest mean score for reward systems subscale and this indicates that private schools do not reward their teachers adequately. Argon (2015) investigated the applicability of HRM functions in schools. The findings indicated that the most applicable HRM functions in schools are training-development, staffing and deployment. On the other hand, the least applicable functions are reward and punishment. In this sense, these findings overlap with the ones of present study. Çalık and Şehitoğlu (2006), on the other hand, studied HRM competencies of principals in public schools. The results indicated that principals in public schools are perceived incompetent in incorporating teachers to the decisions. This finding regarding public school does not support the findings of present study. Based on these findings, it can be said that private schools are more successful at incorporating their teachers to the decisions.

Private school teachers' views on organizational innovativeness and its subscales are "Fairly Agree". This finding indicates that according to teachers' perceptions private schools' innovativeness level is quite high. In

Turkey where the number of private schools is increasing dramatically private schools have to be innovative. They get most of their income from student fees. These schools which regard students as clients have to create difference to attract and keep the students. The main factor that will make a private school a pioneer in the education sector and bring it competitive edge lies in innovation policies. It is also innovation which will make the school be preferred by the students and parents. The results of the study demonstrate that private schools in

Sakarya are aware of the advantage that innovativeness ensures for them. Kösterelioğlu and Demir (2014) found that individual innovativeness level of the teachers is "Fairly Agree". On the other hand, Atik and Üstüner

(2014) investigated dominant organizational type of 24 different schools and the results showed that only two of these schools are innovative. The difference in results may be stemming from the fact that the schools and teachers being investigated have distinct characteristics. Thus, innovativeness stands out in employees with policies and practices these schools determine for them.

In the study, significant and positive relationships at different levels ranging from weak to high have been found between strategic HRM and organizational innovativeness. This finding indicates that as the practices of strategic HRM increase, the perception of organizational innovativeness increases positively in private schools. In other words, it can be said that organizational innovativeness is affected by strategic HRM practices. At the same time, in line with this finding we can say that strategic HRM practices in private schools is one of the key factors for the innovative practices. Demirtaş (2013) found that while training, staffing, performance evaluation and participation support organizational innovation, reward systems does not have an effect on innovation. These findings overlap with the ones in present study. Thus, in the present study while the relationships between reward systems and organizational innovativeness and its subscales are weak, other relationships are high or moderate level ones. This finding shows that to be successful at innovativeness private schools should have a high opinion of strategic HRM practices.

Based on the results of the study, it can be suggested that private schools should reward their teachers more frequently. They should also train the teachers systematically, especially novice ones. Additionally, private schools should take higher risks and create opportunities for the teachers to participate in organizational decisions. To foster innovation they should follow a strategic approach in HRM.

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**Continuing Education Center Administrators' Administrative Competence:  
Teachers' and Employee's Opinions**

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**Abstract**

Recent changes in university-industry relations have made continuing education centers become more important institutions. These centers provide many programs ranging from language courses to project management for both students, academics at university and people outside the campus. Therefore, the administration of these centers becomes more crucial. There is an administrative body, which manages all the programs as well as building relationships with the society at these centers. This study aims to determine the administrative competences of these administrators according to teachers' and employee's opinions. The research was conducted qualitatively and the participants of this study were 20 teachers and 20 employees chosen by maximum variation sampling method from different programs conducted at 5 Continuing/Lifelong Education Centers in Istanbul, (*Istanbul University, Marmara University, Yıldız Technical University, Istanbul Technical University, and Boğaziçi University*), Turkey, in the 2015/2016 academic year. Their views on their administrators' competencies decision making, managing programs, supporting staff professional development, developing relations with the society, evaluating and improving instruction and creating a positive learning environment and climate were researched. Results reveal that while administrators have competencies in all areas, they do not do much for staff professional development. It is recommended that administrators should support the staff development more.

**Key Words:** Continuing education, administrators, administrators' competencies,

**1. Introduction**

Continuing education centers provide courses and facilities for the society in the fields that have gained importance on the improvement of individuals with a view of career building, improving professional knowledge and skills, achieving new skills and supplying individual development needs. These centers are established within universities through the principle of making continuing education accessible to everyone as a starting point for a lifelong learning process. These centers which aim at providing continuing education, implement more flexible programs compared to those executed at higher education institutions.

Recent changes in university-industry relations have made continuing education centers become more important institutions. These centers provide many programs ranging from language courses to project management for both students, academics at university and people outside the campus. Therefore, the administration of these centers becomes more crucial. There is an administrative body, which manages all the programs as well as building relationships with the society. However, it is a matter of discussion whether the administrators of these institutions have competence to run these centers effectively.

In order to cope with the uncertainties of the future, everyone must also be ready for life transitions by engaging in learning (Ingram, Field, & Gallacher, 2009). Universities need to meet increasing social demand by preparing qualified manpower. They try to adopt themselves to the changing life of work. Therefore, they should build strong relations with the sector. In this respect, continuous/lifelong education centers are key places to keep this relation. For this reason, the administration of these centers become more vital than ever. The administrators' administrative behaviors are believed to determine the quality of the work done at these centers.

### **Continuing Education Centers**

Aspin, Bagnall, Chapman, and Evans, (2012) state that learning process begins before school, continues through compulsory and post-compulsory education and then spans across the individual's lifespan. This can be provided not only on the aspect of formal learning, but also on non-formal and informal learning, which can be gained in contexts outside the formal education system—at work, home or during community activities. This suggests that policies for lifelong learning should take into account the fact that most learning occurs, after formal education has ended, so that focus should also be put on developing opportunities for learning outside the classroom and on enabling them to learn by themselves (learning to learn). Sharples (2000) also believes that one of the basic premises of lifelong learning is that it is not feasible for an individual to gain all the knowledge and competencies he could require during his lifetime only in school or university. They should constantly increase their knowledge and competencies during their lifetime in order to be able to face new problems or challenges and to participate in a constant process of vocational and professional development.

Lifelong learning emphasizes the importance of learning for all people, regardless of age, social class, or gender, in different learning contexts (Siivonen, 2013; Tuschling & Engemann, 2006). The purposes of lifelong learning, then, have been criticized for their underlying economic motives (Fejes, 2005; Olssen, 2006; Siivonen & Brunila, 2014) and, as such, for serving neoliberal educational policies (Fejes, 2006).

Lifelong learning discourses emphasize flexibility in the life course as well as fluid subjectivities; learning and education are encouraged at all ages and stages in life (Quinn, 2010). An individual is never complete but always in a state of becoming. S/he is expected to become an accountable, active, autonomous, self-directed, responsible and flexible lifelong learner and enterprising subject (Siivonen & Brunila, 2014; Tuschling & Engemann, 2006). As a lifelong learner, an adult becomes an entrepreneur who chooses education based on her/his individual needs and on where s/he wishes to eventually arrive in life (Fejes & Dahlstedt, 2013).

Effective leadership and management are critical in ensuring successful outcomes for all involved at these centers (Villiers & Pretorius, 2011). This puts a greater emphasis on administrators of the continuing education centers, which bridge university and society. As administrators of these institutions are key factors in the system, this study may shed a light on the management of these centers efficiently. Therefore, it is considered that in order to manage these centers effectively, administrators should have competency in some areas especially in participate in decisions, managing programs, staff professional development, developing relations with the society, evaluating and improving instruction and creating a positive learning environment and climate, which is the main concern of this research.

### **Administrative Competency**

Competence is defined as a person's capacity to connect knowledge, skills, attitudes and professional identity that are relevant for a certain profession (Krüger, 2009). It is also described as being adequately or well-qualified physically and intellectually to perform duties of any specific profession. These qualities are important for any organization as well as schools. In this regard, the administrators' competency can be put as their skills, knowledge and beliefs in their behaviors in participating in decisions in vision setting, programs, professional development; making the center an attractive place depending on trust and good relationships; developing relations with the society; managing program and instruction; supervising, evaluating and improving instruction; supporting teachers and developing them, and creating a positive learning environment and climate (MEB, 2008). According to Balcı (1988), these competencies have significant functions for administrators to perform their work effectively in any system in the world as well as continuing education centers at universities. They should be instructional leaders as well. Hallinger (2003a) proposes three dimensions of the instructional leadership such as defining the school's mission, managing the instructional program, and promoting a positive school-learning climate. Here, instructional leadership focuses heavily on coordinating, controlling, supervising, and developing curriculum and instruction in the school. In this regard, they are supposed to be goal-oriented and focus on the improvement of student outcomes. They should also create a positive school culture at their institutions. Here, a positive or "good" school culture is considered as one in which meaningful staff development and enhanced student learning are practised (Engels, Hotton, Devos, Bouckennooghe & Aelterman, 2008). It is an ongoing matter of discussion whether principals have competency to carry out the critical tasks

like decision making, managing programs, supporting staff professional development, developing relations with the society, evaluating and improving instruction and creating a positive learning environment and climate.

Therefore, their views on their administrators' competencies decision making, managing programs, supporting staff professional development, developing relations with the society, evaluating and improving instruction and creating a positive learning environment and climate were researched. In attempting to investigate this issue, the current research aims to increase awareness of the importance of the continuing education centers' administrators' competencies in Turkey. The results and recommendations developed through this research may lead program coordinators, rectors and policy makers to revise the system to move forward. By doing so, these centers may provide more qualified service to the society.

## **2. Methodology**

This study employed a qualitative research design which is usually used to gain in-depth knowledge in a study (Denzin & Lincoln 2005; Marshall & Rossman 2006). More specifically, the study employed an ethnographic research design in collecting data. Ethnographic designs, as Creswell (2002) described them, "are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behavior, beliefs, and language that develop over time" (p.481). As such, by using this research design and utilizing in-depth interviews, the study explored "culture-sharing" behaviors, beliefs, and language among teachers and other staff at continuing centers in Turkey. Their views were obtained through interviews with semi-structured questions, as recommended by Bogdan and Biklen (1998), to "get the subjects to freely express their thoughts around particular topics" (p.3).

### **Participants**

The participants of this study were 20 teachers and 20 employees chosen by maximum variation sampling method from different programs conducted at 5 Continuing/Lifelong Education Centers, (*Istanbul University, Marmara University, Yıldız Technical University, Istanbul Technical University, and Boğaziçi University*) Istanbul, Turkey, in the 2015/2016 academic year.

### **Data Collection and Analysis**

In this research, the data were collected using the "repertory grid" technique, which can best be characterized as a semi-structured interview. Here, the respondent is confronted with a triad of elements and then asked to specify some important ways in which two of the elements are alike and, thereby, different from the third (Kerkhof, 2006). In this respect, first the researcher visited some teachers and employees at the center to inform about the purpose of the study and asked if they were volunteer to participate in the research. Second, an interview was planned on an agreed-upon day with volunteer participants, and they were visited on that date. The interviews were both recorded and written down with their permission and each took approximately 25-35 minutes. The data were analyzed with "content analysis" technique which usually aims to gather similar data on a topic and comment on (Mayring, 2000). The first step taken in the analysis of the data was the data organization procedures recommended by Bogdan and Biklen (1998). These are category definition, exemplification, and codification regulation. Here, the interviewer played the role of facilitator and listener by simply asking questions and recording the answers without leading them. The questions were reviewed by six field experts to ensure content validity.

## **3. Findings**

This study aimed at determining the administrative competences of these administrators according to teachers' and employee's opinions. Their views on their administrators' competencies decision making, managing programs, supporting staff professional development, developing relations with the society, evaluating and improving instruction and creating a positive learning environment and climate were researched. In this regard, some findings were obtained. In this part of the research, these findings are given below each main theme:

### **Administrators' Competencies in Decision Making**

The participants indicate that their administrators use process management, rules, procedures, and policies as a guideline for decision making. They also demonstrate technical competency when making decisions and understand when a decision needs to be moved to the next level. Moreover, they recognize need for additional information and ask pertinent questions and demonstrate credibility and trust among the staff. They also process and apply analytical skills while making a decision. They also take time to investigate, analyze data and compare options and results. They are also inclusive of key stakeholders when making decisions and understand department needs and culture in order to provide appropriate recommendations. Furthermore, they make decisions with reasonable caution and sound judgment, consider a number of solutions and offer clients more than one approach. What is more, they take efficiency and effectiveness into consideration, help clients understand underlying factors and potential results/impact. Last but not least, they encourage and value feedback and input before decision is made, effectively manage outcomes of decisions and are viewed as a subject matter expert.

### **Administrators' Competencies in Managing Programs**

In this regard, participants reveal that they share information with colleagues, customers, and faculty and based on understanding of center's goals and priorities staff and provide colleagues, customers, faculty, and staff with information about the program so they can make correct decisions. They also seek knowledge and ask confirming questions and inform appropriate individuals in a timely manner about educational issues. Furthermore, they develop and present complex information to colleagues, customers, faculty and staff in a timely manner and leverage a variety of communication tools (i.e. meetings, presentations, reports) to ensure colleagues, customers, faculty and staff have appropriate information so they can make accurate decisions about the existing programs they are conducting.

### **Administrators' Competencies in Supporting Staff Professional Development**

Participants reveal that their administrators do not communicate why and how professional development activities are related to the organization's goals and they do not encourage staff to be active in the promotion of adult education at national, state, and local levels. They do not collaborate with the program director to identify program goals, develop professional development plans, and align program philosophy with program objectives and goals. They do not assess need for personal professional growth and develop a professional development plan, select appropriate activities, and monitor their progress effectively. In fact, they are supposed to engage in a variety of self-directed and collegial professional development activities to learn new skills for the delivery of professional development services. However, they are inefficient to reflect on professional development practice, program goals, and initiatives, individually and with colleagues and engage in lifelong learning to enhance their own performance. They are not sensitive to and accommodate diverse learning styles, cultures, and experiences in professional development activities.

### **Administrators' Competencies in Developing Relations with the Society**

Effective administrators are supposed to build relationships with the larger community to improve the delivery of services at continuing education centers. In this frame, they collaboratively to increase resources, provide services for learners, and advocate for the adult education community. In order to provide good relations with the community, they try to advise all agency administrators and community stakeholders on matters relating to professional development. They also locate appropriate resources in the community for professional development and share information with staff and administrators. They are always trying to link participant needs with community resources and provide technical assistance to community members. They arrange for professional development and technical assistance at community adult education centers. They coordinate professional development with institutions in the community, including state agencies, organizations, advocacy groups, and advisory committees. Moreover, they communicate with other professional development coordinators to share current practices, to improve professional development and implementation strategies, and to strengthen collaborative efforts.

### **Administrators' Competencies in Evaluating and Improving Instruction**

Evaluation and improving instruction at these centers are essential. In this regard, the administrators always make recommendations to program director and instructional leadership based on research findings that enhance program services and improve instruction. They pilot new ideas and practice identified in the research literature and develop strategies for integrating these approaches into the existing professional development system. Moreover, they acquire a working knowledge of new content areas and articulate strategies and cite materials appropriate to diverse cultural, ethnic, racial, age, and social contexts and backgrounds. They recognize the different stages of adult development and their relevance to both instructors and students and they keep up-to-date with research on instructional practices, management, leadership, and effective professional development practices and ensure that information is disseminated to appropriate staff. Moreover, they support the curriculum design and the use of instructional strategies based on research in adult learning and development and review current research on trends, theories, and best practices in adult learning and human resource development for staff professional development. Furthermore, they acquire information about national organizations and research centers and share it with program staff and also draw upon the history of adult education. They demonstrate knowledge of the adult and demonstrate a general knowledge of adult education programs and they acquire and disseminate information about national organizations, research centers, and state and national clearinghouses that support current adult education research and best practices. They also understand the politics of organizations and the larger environment in which adult education programs operate.

### **Administrators' Competencies in Creating a Positive Learning Environment and Climate**

It is clear that providing a positive a learning environment and climate is essential for continuing education centers as well as for all educational institution. In this manner, they protect confidential information, demonstrate credibility and integrity in working towards the common good. They also present the straightforward truth in an appropriate and helpful manner, adhere to standards of ethical conduct and compliance. Moreover, they maintain confidentiality of sensitive information, admit mistakes and accept responsibility. Furthermore, they honor commitments, interact with others in ways that give them confidence in the organization and in one's intention. They protect confidential information, present oneself in a professional manner to maintain image and credibility. They also consistently follow through on commitments, share credit with others and demonstrate behaviors that are consistent with standards for professional and ethical conduct. They protect confidential information, foster consistent behavior of trust and integrity, and credit others for their contributions. They also create a work environment that encourages staff to practice respect, demonstrate open communication and promote accountability.

## **4. Results, Discussion and Recommendations**

Results reveal that continuing education centers administrators are doing their best to make all staff participate in decisions. Most participants indicate that their administrators use process management, rules, procedures, and policies as a guideline for decision making. The administrators are believed to have technical competency when making decisions and understand when a decision needs. They tend to implement analytical skills while making a decision and they investigate, analyze data and compare options and results. They take others' reasonable caution, judgment. They encourage and value feedback and input before decision is made, effectively manage outcomes of decisions and are viewed as a subject matter expert.

Another result shows that the administrators are competent in managing programs. They are believed to share information with their colleagues, customers, and faculty and based on understanding of center's goals and priorities staff and provide colleagues, customers, faculty, and staff with information about the program so they can make correct decisions. They organize meetings, presentations and prepare reports about the existing programs they are conducting.

A further result shows that the administrators develop good relations with the society. They do it by trying to advise all agency administrators and community stakeholders on matters relating to professional development. They also locate appropriate resources in the community and are always trying to link participant needs with

community resources and provide technical assistance to community members. They arrange technical assistance at community adult education centers and share current practices, to improve professional development and implementation strategies, and to strengthen collaborative efforts.

Moreover, they are believed to have competencies in evaluating and improving instruction. They evaluate and improve instruction by making recommendations to program director and instructional leadership based on research findings that enhance program services and improve instruction. They also pilot new ideas and practice identified in the research literature and develop strategies for integrating these approaches into the existing professional development system. Participants reveal that their administrators acquire a working knowledge of new content areas and articulate strategies and recognize the different stages of adult development and their relevance to both instructors and students and they keep up-to-date with research on instructional practices, management, leadership, and effective professional development practices and ensure that information is disseminated to appropriate staff. They also support the curriculum design and the use of instructional strategies based on research in adult learning and development and review current research on trends, theories, and best practices in adult learning and human resource development for staff professional development.

A final result reveals that the administrators have competencies in creating a positive learning environment and climate. They protect confidential information, demonstrate credibility and integrity at the center. Participants indicate that their administrators present truth in an appropriate and helpful manner. They admit mistakes and accept responsibility as well as honoring commitments, interacting with others in ways that give them confidence in the organization and in one's intention. They are believed to create a work environment that encourages staff to practice respect, demonstrate open communication and promote accountability.

On the other hand, participants believe that their administrators do not do much to support staff professional development. They are said not to evaluate why and how professional development activities are related to the organization's goals and they believed not to encourage staff to be active in the promotion of adult education at national. The participants indicate that the administrators at the center do not assess need for personal professional growth and develop a professional development plan, select appropriate activities, and monitor their progress effectively, which is essential to deliver enriched programs. They are considered as inefficient to reflect on professional development practice, program goals, and initiatives, individually and with colleagues and engage in lifelong learning to enhance their own performance and they are not sensitive to and accommodate diverse learning styles, cultures, and experiences in professional development activities. The recommendations reached through the results obtained in this study are below:

- It is recommended that administrators should support the staff development more by analyzing what they need to deliver services more qualified.

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# Community Music Therapy and (Special) Education – Understanding the Interdisciplinary Relationships

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## Abstract

This paper is focused on understanding the relationship between special educational intervention and community music therapy (CoMT) in pupils with disabilities. Because of many overlaps between (special) education and CoMT the boundaries of these disciplines are often not clear. The study in this paper uses interpretative approach to qualitative research to understand the differences and similarities in the usage of musical community practices in both disciplines. The data had been collected from two sources. The first was a qualitative research focused on education of students with multiple disabilities that used 30 semi-structured interviews with teachers, content analysis of pedagogical documentation of 30 pupils and observation of education in 4 classes. The second one used 10 case studies from music therapy praxis in educational facilities based on semi-structured interviews, content analysis of therapeutic documentation and observation of therapy. The transcribed data was interpreted by the system's theory of education of Blížkovský, key categories of theory developed by Bruscia to define music therapy practice and by the assumptions of CoMT suggested by Ansdell. Theoretical principles that identified areas of essential differences include the professional qualification, the level of musical experience, experiences in individual-communal continuum, meaningfulness of the use of musical community practices and the procedural character (including procedures for assessment and evaluation). However, it was only the professional qualification that showed stable consistency throughout the whole set of data. Practical applications of the research outcomes can be viewed in further research of interdisciplinary relationships, for legislative purposes and for revision of professional boundaries of music therapy. The findings are relevant for legislative purposes, for understanding the interdisciplinary relationships between education and music therapy and for improving the music therapy practice.

**Keywords** Music therapy, Education, Community, Disabilities

## 1. Introduction

Community music therapy (CoMT) presented an important impulse for discourse about identity of music therapy profession in the beginning of the 20<sup>th</sup> century. This newly constituted area of music therapy praxis set a need for reflection for music therapy oriented in traditional psycho-therapeutic models and also challenged the definition of music therapy profession. This situation is the same nowadays and also somatic, functional and other areas of music therapy arise the same questions. However, specific feature of CoMT is that this area of music therapy is not rooted in the health care systems of various countries and it overlaps with educational and social care settings. According to some authors (Mastnak, in Krajčí, Priesterová, 2015) CoMT as a field of music therapy is conceptualised in a different way compared to music therapy profession generally and there may be a need for more precise definition.

There is a special situation in the Czech republic that is somewhat similar to problems in other countries. Some Czech music therapists work partially with persons with disabilities in the educational and social care facilities. Individual music therapy is often combined with performance and other activities typical for CoMT. Also teachers and other professionals without music therapy training are inspired by these practices. Sometimes it seems that music therapists and teachers do the same work (and in certain cases it really is so) unless we consider many other factors essential for therapeutic process. Especially CoMT is often confused with music or special education and boundaries between CoMT and related interventions are not very clear even in the minds of many Czech music therapists. That is the reason research focused on defining CoMT and its interdisciplinary boundaries is important. In this paper theory concerning problems of defining CoMT and research study dealing with some of these problems from the perspective of CoMT relationship to (special) educational intervention are described.

### 1.1 Current definitions of community music therapy

CoMT was originally defined by Ansdell (2002) in his paper "Winds of Change". This definition is quite long being divided into four points. It starts with considering CoMT as "an approach to working musically with people in context: acknowledging the social and cultural factors of their health, illness, relationships and music. It reflects the essentially

communal reality of musicking and is a response both to overly individualized treatment models and to the isolation people often experience within society". The definition continues with several fundamental ideas about CoMT:

- The continuum of practice ranging from individual to the communal (and accompanying clients as they move between therapy and wider social context of musicking).
- Extending of roles, aims and possible sites of work for music therapists (and taking into account how physical surroundings, client preferences and cultural contexts shape the work).
- The aim to develop theory consistent with its view of musicking as an engaged social and cultural practice, and as a natural agent for health promotion.

It seems that this basic definition of CoMT is still current as is evident from the reflection of "Winds of Change" (Ansdell, 2014).

Another attempt to summarise the essential features of CoMT was brought by Bruscia (2012) in his well-known classification of music therapy approaches. On the basis of theory developed by Bruscia music therapy models are classified according to the areas of praxis and the levels of intensity. Bruscia considers CoMT as an example of ecological music therapy practices on the intensive level. Bruscia includes into the CoMT also follow-up and after care programs which use music to facilitate integration of the client back into his/her life community following institutionalisation and hospitalisation. Some misunderstanding can be conceived regarding this way of classification. Until now it is not clear what CoMT really is: a model, a broad perspective, an approach or something else? (Tsiris, 2014)

From its very beginning CoMT aroused discussions as well as open critique from many music therapists. Ansdell (2002) speaks about a *consensus model* as something very typical for conventional approach to music therapy. This model was designed to describe the traditional practice of music therapy and was presented as a thinking tool to contrast the practices and ideas of CoMT. It is connected with the identities, roles, sites, boundaries, aims and means of traditional music therapy that are challenged by CoMT (Pavlicevic, Ansdell 2004). Opposition to *consensus model* and discussion of many other authors on this topic constructed the CoMT discourse relating to culture-centeredness, context-dependent practices, focus on abilities of clients, changes in the role of music therapists, etc. (O'Grady, McFerran, 2007). CoMT considerably extends the limits of consensus model. As obvious from the literature on CoMT the comparison to traditional conceptions of music therapy may pose another perspective for definition of CoMT. However, the boundaries of consensus model are often not very clear and must be repeatedly redefined.

## **1.2 Some typical features of community music therapy**

Ansdell (2002) described several theoretical features that differentiate CoMT from consensus model and these (as a part of CoMT definition) will be used in this paper for analysis of interdisciplinary relationships. The described differences relate to these areas: identities and roles of music therapists, sites and boundaries of music therapy intervention, aims and means (what are music therapists trying to do and how), theoretical assumptions of CoMT and attitudes of music therapists to both people and music. The following few sections deal with the music therapists' roles and identities.

The basic identities of CoMT are musical as well as therapeutic and this fact relates to all the principles. Therapeutic change in the educational settings can be realised on the level of physical, psychological, social, institutional and (major) community level. CoMT broadens the range of therapeutic goals from the clinical to communal perspective and that is the area where CoMT very closely meets educational practices. Specific feature of music therapy (compared to music education) was traditionally described in the protection of music therapy rooms, intimacy of the therapeutic process and in the emphasis on safety of clients. From the papers on CoMT it is clear that music therapists often work in the "open door" approach (Ansdell, Pavlicevic, 2008) that is similar to educational practices because in schools the "open door" system and working with class community relates also to inclusive trends in education (McFerran, Rickson, 2014).

Music identity is connected to "health musicking" (Aldridge, 2004) which can be defined as an act of creating music while evolving everyone in the arena of the music in some capacity, whether by performing, listening, rehearsing, practising or composing (Small, 1998). CoMT has brought the renaissance of methods which for several decades were

in the shadow of improvisational methods and music psychotherapy. CoMT emphasises musical performance, musical instruments and singing lessons (Baker, 2013; Jampel, 2006). Musical performance that is essential method of CoMT is described as being simultaneously therapeutic for both communities and individuals (Everitt, 1997). However, these practices are well developed in educational settings, too. The question is whether the professional identity (teacher or therapist) influences the manner in which the practices are realised by different professionals.

According to Ansdell (2002), another difference between CoMT and related interventions (I.e. community music) may be found in the strong orientation of CoMT on the process. However, this argument also complicates the findings that many teachers of students with disabilities also work in a process-oriented manner (Kantor, Ludíková, 2014). It can be assumed that music therapists follow the musical processes while teachers are engaged mainly in learning processes. However, again there is a narrow connection between musicking and learning as instruments or singing lessons as an important method of CoMT.

### **1.3 Scope of praxis in community music therapy**

Understanding the scope of music applications in clinical as well as non-clinical areas is very important for the process of defining CoMT. The literature on CoMT very often presents the CoMT projects and work of different therapists. Internationally is well known the monograph written by Ansdell and Pavlicevic (2008) that is a good example of this approach. After this monograph titles by Stige and Aaro (2011), Stige, Ansdell, Elefant and Pavlicevic (2010) and other authors were published.

From a brief overview of these titles and many other papers it can be seen that the understanding of music therapy practices used in educational settings is limited by the low number of music therapists that work in educational institutions. The main orientation of therapists is still on clinical institutions and for that reason prevailing number of scientific papers about CoMT still arises from clinical praxis. There are many examples out of which we may cite CoMT with children in hospital burn units (Wildman, 2010), in children oncology wards (Aasgaard, in Pavlicevic and Ansdell, 2004), CoMT with tuberculosis patients (Clements-Cortes and Pearson, 2014), empowerment of patients with low social status (Oosthuizen, 2012) and many others.

From non-clinical areas there are papers about collaboration of musical groups and orchestras (Jones, 2014; Kildea, 2007) or original concept of Sensory Friendly Concerts for people with autistic spectrum disorders (Shiloh, Blythe-Lagasse, 2014). Also, choir performances and musical groups of persons with disabilities can be connected to CoMT (Weber, 2015) although the concept of community choir described by Tamplin et al. (2013) belongs rather into the area of functional music therapy. Although there is a vast discussion about performance dimension of CoMT, these papers can be very inspiring for educational setting because in many institutions there are school choirs or school bands. There is still the question if these practices can be CoMT or rather educational services with (possible) therapeutic overlaps. Other examples of studies on CoMT related to educational institutions include action research by Elefant (in Stige, Ansdell, Elefant and Pavlicevic, 2010), case studies by Rickson (2010), description of CoMT programs by Pavlicevic (in Stige, Ansdell, Elefant and Pavlicevic, 2010), McFerran and Teggelove (2011), etc. The number of research studies and papers about CoMT in educational institutions is probably not sufficient to recognise the real scope of music therapy praxis there and to describe the identity of CoMT in educational institutions.

## **2. Methods**

The problems outlined in previous parts of the article gave impulse for the realisation of this research study. Its aim was to identify theoretical differences important for defining interdisciplinary boundaries between CoMT and similar educational interventions in students with disabilities (the term *musical community practices* is used in this article to label the similar activities of educators as well as therapists). The partial goals are:

- To interpret musical community activities in students with disabilities by the theory of levels of music therapy praxis according to Bruscia (2012) – to identify how the practice of music therapists and teachers relates to official theory to define music therapy.
- To compare these findings to the basic assumptions of CoMT (defined by Ansdell, 2002) that are different from the consensus model – to find out how the practice of music therapists and teachers relates to specific features of CoMT.

**The research question:** *Which theoretical aspects are important to define and to differentiate the usage of musical community practices for students with disabilities within music therapy intervention and (special) educational intervention?*

The research used a **qualitative design** that is suitable for in-depth analysis of the research problem and creation of new theoretical outcomes. Several tasks were specified in the course of the research:

- To create interpretational theoretical framework based on the theory of Bruscia (2014) that defines music therapy as a profession, and on the theory of Ansdell (2002) that defines specifics of CoMT (see subchapter 1.2).
- To analyse musical community practices used by special educators according to the theoretical framework.
- To analyse musical community practices used by music therapists in educational facilities according to the theoretical framework.
- To compare musical community practices used by these two groups related to the theoretical framework based on the theories of Bruscia (2014) and Ansdell (2002).

Data was gathered from two sources. **The first source** was data from research of educational process of students with multiple disabilities in Czech schools (Kantor, 2013). This sample was considered suitable for this study because this material included many categories describing musical community practices in educational process (e.g. school rituals or performance activities). Furthermore, population of students with multiple disabilities belongs to main recipients of musical community practices. Methodology and outcomes of this previous study are described in another text (Kantor, 2013). Therefore, only brief information will be presented here. The data were collected from interviews with 30 teachers, from the observation of educational process of four students and from analysis of 30 educational documents (mainly individual educational plans). The teachers did not have supplementary music therapy qualification, but in five cases they had qualification as music educators.

**The second source of data** were case studies of 10 students with disabilities (mainly multiple disabilities, intellectual disability and autistic spectrum disorders) from music therapy. In all cases music therapy included some type of community work and was realised in educational facilities. The case studies used observation of music therapy process, interviews with therapists and content analysis of documents (music therapy plans, video-recordings and notes of music therapists).

For **the process of analysis** all data were transcribed. The analysis started with open coding to create basic codes, categories and subcategories (Hendl, 2008) and continued with interpretative approach in qualitative research as described by Ženka and Kofroň (2012). These authors state that the purpose of an interpretative approach is not the creation of new theories, rather the interpretation of the cases or data based on theories that are already available. During analysis similarities as well as differences between data and interpretational theories were searched for.

All categories or codes with a clear relationship to musical activities and to community (or to the relationship between students and community) were identified. Because of clarity all identified categories (musical community activities) were further classified according to the system theory of education (Blížkovský, 1992) into several domains of social surrounding relevant for education. These domains include the community of classes, the community of school, participation of family members in school environment and society outside the school. Furthermore, common features of codes and categories in different domains were searched and specific types of musical community activities in every domain were described (see Tab. 1 in the next chapter).

For more profound analysis our findings were interpreted according to key categories from Bruscia (2012) – these categories were set to define different levels of music therapy practice. The music therapy practice according to the theory of Bruscia includes following levels:

- auxiliary (all functional usage of music for non-therapeutic but related purposes),
- augmentative (the usage of music for supporting results of other therapeutic interventions and achieving particular results in therapeutic plan of client),
- intensive (the music therapy has central role in achieving priority roles in therapeutic plan of client),
- primary (music therapy has a unique and independent role in saturation of essential health needs of the client).

Theoretical approach of Bruscia was chosen because it is internationally well-known and probably the most comprehensive model for systematisation in the field of music therapy. The key categories for classification included the presence and character of basic elements (therapist, client and music), the practice and primary health needs, clinical independence and comprehensiveness of treatment, level of musical experience, profoundness of therapeutic process and therapeutic change.

On the other hand there is also discussion about limitations of these key categories defined by Bruscia from the perspective of CoMT. Some of the key categories are based on the consensus model that can be contrary to the theory of CoMT. Therefore also the relationship of results to the consensus model and specifics of CoMT were discussed. Theoretical features that differentiate CoMT from consensus model described by Ansdell (2002) were used in this part of research.

This way an interpretation was obtained for each type of musical community practices based on the key categories of Bruscia's theory and the specifics of CoMT. Comparing results of these two ways of interpretation (identifying similarities and differences) it was possible to determine the relationship between the musical community practices used by music therapists or special educators from the perspective of the theoretical framework. Several specific procedures were realised in this study to enhance the validity of the acquired conclusions; these are also discussed in chapter 4.

### 3. Results

In this chapter selected results from the analysis described in the previous chapter will be presented. Tab. 1 presents the classification of musical community practices used in educational facilities. This classification was created using the interpretation of data according to the system theory (Blížkovský, 1992). Musical community activities were classified into several domains of community – community of classes, community of schools, participation of family members and society outside school. All these musical community activities were found in both samples (teachers as well as music therapists).

**Tab. 1.** Classification of community activities according to different domains of community

Community domain	Types of community activities with musical / creative means
The class	Rituals and celebrations Musical band consisting of students in one class
The school	Rituals with joint classes Participation of students with disabilities in the lessons of other classes (musical education) School choirs and musical bands
Participation of family members in the school environment	Counselling services for parents with the usage of creative means (e.g. training of interactions done by teachers with participation of a student as well as his / her parents) Performance activities for family members
The society	Performance activities for society

In order to enhance the understanding of the specific character of these activities two examples from the research data are introduced here:

Example 1: The disabled students' participation in the lessons of another class (the example shows a state following four years of individual therapy the goal of which was the rehabilitation of functional abilities of a girl with cerebral palsy and autistic spectrum disorder through learning to play on the piano).

*At the end of the fourth year of my work with this pupil a music band was created in her class that she attended. There were two other pupils in the class who also learned to play; one of them was learning the guitar and the other djembe (African drums). We were able to practice at the musical education lessons and prepare for our concerts. The musical production of the teachers slowly reduced since the pupils were increasingly able to fulfil this function by themselves. Moreover, at times it was possible to release the pupil from her other lessons and include her in the musical education in other classes where she accompanied the pupils on the piano. Her musical repertoire was so extensive that the girl was able to play throughout most of the lesson. She gradually established friendly bonds with the pupils and acquired their appreciation including the older pupils and the teachers. Moreover, it has helped her transfer from the rehabilitation building (where her class was situated) to another building where the class was to move in the next few years. Several times, we have tried to integrate the other classmates of hers who formed the musical band with her into various school activities in other classes (the choir practice, musical education, afternoon class) in a similar fashion. These pupils had been since the beginning of their education separated from the pupils from other school building most of the time due to their diagnoses and their assignment to the class for pupils with an autistic spectrum disorder. Throughout their school attendance a need to integrate them to a wider circle of pupils had been identified.*

#### Example 2: Participation in the school music band

*A pupil J. had a history of a severe quadriplegia that enabled him only minimal movement in upper limbs, light mental retardation, a cortical visual disability, dysarthria and elective muteness. In the special educational school that J. attended there was a music band composed of pupils and teachers (whose high musical skills enabled a relatively high quality of musical production). The band organised concerts and performances regularly for the public, the families and other pupils at the school. When J. showed interest to perform with this band it was obvious his musical involvement would be minimal. Teachers did not really consider his inclusion in the band. It was likely that J. would passively watch most of the performances from his wheelchair, would not be able to sing nor play any musical instrument which might even have a negative effect on his state of mind. Nevertheless, J. was granted an opportunity to participate at one musical performance for the pupils at the school which served as practice for a performance at a music festival. The experience has shown the teacher's fears were justified since J. was passive for most of the performance. However, the experience did not have a negative effect on the pupil who excitedly talked about his performance with assistants, teachers, pupils from other classes and many other people for many days to come. It was perhaps the first time during his adolescence when someone clapped and gave him the feeling of truly having accomplished something since the participation at the performances of this band was highly socially appreciated at the school.*

Examples from the interpretative analyses of data according to theoretical framework based on theories of Bruscia (2012) and discussed by the critique of consensus model by Ansdell (2002) are summarised in following paragraphs. Paragraphs are arranged according to the key categories that Bruscia used for the classification of music therapy models (some of these categories are combined or divided further for the needs of this analysis).

### **3.1 The presence and character of basic elements**

Basic elements of therapeutic process (therapist, client, music) were present in all data sample and in all domains of musical community activities. Differences occurred in the professional qualification (most of special educators miss music therapy qualification) and in the level of musical expertise.

**The professional qualification as the music therapist** is one of the basic differentiating signs for the determination of the identity of the intervention. According to Bruscia, if there is no music therapist the practice is not music therapy: it is an auxiliary level of practice (although many possible similarities in intervention of different professionals). It seems that even the founders of CoMT did not plan for the intersection with other professions. However, in CoMT it is in the relationship between the therapist and the client and the related responsibilities where significant differences are found. Ansdell himself, as well as other authors, defined CoMT exclusively within music therapy practice that requires a music therapist with adequate training. This criterion is essential because it is the one only clear criterion that enables the differentiation between CoMT and the interventions of other experts, e.g. special pedagogues.

**The extent of musical experience** was intensive and essential for music therapists but differed from low to high in the sample of teachers. For teachers music serves only as an addition to a qualitatively different non-musical process (e.g.

rituals, morning circles and celebrations). In cases of most teachers it was defined as being on the auxiliary level which means that it didn't fulfill standards for musical experience in music therapy. For special pedagogues the extent of musical experience is not as essential as in music therapists since music is for teachers just one of many interventional means. On the other side there are teachers (especially in pupils with multiple disabilities) that use music as an equal mean compared with verbal intervention. These teachers have often some degree of musical education and found that music is very effective mean for education of pupils with severe disabilities.

### **3.2 The practice and primary health needs, clinical independence and comprehensiveness of the therapy**

As stated by Bruscia (2012), one of the differences between educational and therapeutic interventions is in the character of their aims and this is regarded in the *consensus model* a relatively clear criterion for differentiating the two types of intervention, at least in some cases. However, CoMT unlike many other music therapy approaches has been established more in connection with social rehabilitation than with primary health process. Therefore, its theory does not relate to the practice of the current health care systems (rather to its criticism). This is reflected in the conceptualisation of its therapeutic goals and their social (communal) character. The aim of CoMT is musicking, through which is possible to achieve many goals related to the health needs of the clients or community. Therefore, in many cases the goals of CoMT are similar to the goals of special pedagogic intervention. In the research samples there were similar categories focused on social inclusion, interactions between pupils, increasing self-awareness of pupils, etc. It was not possible to differentiate interventions of teachers and interventions of music therapists only from the data concerning goals. This was supported also by studying literature concerning the goals of CoMT (Pavlicevic, Ansdell, 2008) as well as from the analysis of educational documentation (Ludíková, 2013). Terms such as health care needs or educational needs are often intermingled in their content and the terminology differences can be only formal.

As to the clinical independence and wholeness of therapy both music therapists and teachers are able to address a wide spectrum of goals with community character depending on the abilities and intentionality of the teachers and therapists. It was not possible to measure the depth of therapeutic change. Teachers as well as music therapists usually work in the interdisciplinary team (they are not clinically independent).

### **3.3 The depth of the therapeutic process and therapeutic change**

Research data of both groups contained musical community practices that would be considered intensive in the depth of the process (e.g. the development of some musical rituals) since they were carried out systematically and had a sufficient duration. However, there were also brief therapeutic activities in both samples that are called music therapy services (e.g. counselling services for parents with the usage of creative means). Similar examples can be found in music therapy literature. As McFerran and Rickson (2014) state sustainability of music therapy programs has not been a key feature of CoMT discourse, although it is congruent with principles formulated by Stige and Aarø (2012). Therefore, the depth of the process is a confusing criterion for defining differences between CoMT and education.

In connection with the depth of the therapeutic process and the therapeutic change experience in individual-communal range of continuum was also considered. The cooperation of various types of interventions may foster the efficacy of therapeutic change. In music therapy it often means a combination of individual, group and community form. As Stige (2002) writes: "Individual sessions, for example, still happen within a context of community and may develop a client's confidence to move to more communal activities." Musical community practices realised by teachers follow education and this may influence the level of teacher-pupil influence, purpose of the intervention (the intervention aims), etc. Nevertheless, research data included different forms and situations concerning individual-communal continuum (as may be seen from the examples above) in the sample of teachers as well as music therapists. Also, in this perspective music therapy as well as educational intervention can significantly overlap.

### **3.4 Other factors**

Among other key categories **the procedural aspect of intervention** was considered. In both samples the interventions had the character of a process, e.g. in musical community practices of teachers it had been possible to observe a development of respective activities in relation to the reactions of pupils. There can be differentiated stages of both – the therapeutic and educational process. In music therapy the procedural aspects are associated with assessment, implementation and evaluation of the process. Assessment and evaluation usually use clinical standardised or non-standardised procedures. While those are not yet available in CoMT, music therapists have nevertheless a tendency to evaluate the results of their intervention, as can be seen from contemporary publications and papers on CoMT. The

strategies for assessment and evaluation of special-educational intervention relate primarily to educational outcomes (Kantor, Friedlová, Ludíková, Chrastina, 2014). The importance of this factor will again depend on the nature of the educational praxis and the specific procedures used by teachers. In research data it occurred only unsystematic (if even any) tendency to evaluate the educational outcomes of community character.

**Sites and boundaries** as a key difference between CoMT and conventional music therapy did not play an important role in this research because the “open door” approach is typical for community activities generally. The same was found in assumptions and attitudes derived from social phenomenology of music rather than from traditional psychological theories.

The last key category to be reviewed is the meaningful usage of musical community practices. **The level of meaningfulness** was, in the case of teachers, influenced by lacking professional background and the lower level of knowledge about the therapeutic properties of music. This is more typical for music therapists. If teachers have to understand better this issue they will undoubtedly need some form of supplementary professional training.

Key categories for defining the differences between the concept of community activities from the perspective of CoMT and from the perspective of educational intervention are summarized in Tab. 2.

**Tab. 2** Differences between CoMT and creative community activities in educational intervention

Key categories	CoMT	Special education
Professional qualification	Music therapy	Pedagogy
The extent of musical experience	Essential (music is the main means of intervention)	Secondary (music is one of many means of intervention)
Experiences in individual-communal continuum	A frequent connection with individual or group music therapy	A connection with education and other interventions of non-musical or non-therapeutic character
Goals of intervention	Intentionally communal (focused on music)	In some cases the process wasn't systematically planned, goals of community character were missing or musical community practices were primarily a means to achieve goals of educational character
The meaningfulness of using musical community practices	Growth	In many of the reviewed cases weak; positive change was rather random.
Assessment and evaluation	Assessment and evaluation in the context of therapeutic intervention; prior-designed evaluation instruments are used	Assessment and evaluation is done in relation to educational outcomes which means that many important changes are not purposefully documented

#### 4. Discussion

The research question may be answered based on the data described in previous chapter. The specifics of musical community practices used by teachers as well as music therapists are related mainly to the professional qualification, the level of musical experience, experiences in individual-communal continuum, meaningfulness of the usage of musical community practices and the procedural character (including procedures for assessment and evaluation). These categories are considered by the author as important theoretical aspects for defining differences between the praxis of CoMT and education. However, it was only the professional qualification (the music therapy training) that showed stable consistency throughout the whole set of data since in other categories there are relations between educational and music therapy praxis on different levels. Although Tab.2 offers the summary of differences found between these two professions in a dichotomous manner the differences in key categories would be described rather as a continuum

varying individually. These differences between teachers and music therapists may be identified even in cases when teachers have some form of musical training or when teachers adopt pupil-centred approach that is very close to music therapy.

This study can have several practical applications. Firstly, its conclusions may be used for the formation of other research questions and the suggestion of more profound research studies focused on specifics of CoMT in the Czech republic and interdisciplinary relationships. This paper challenges the clearly defined interdisciplinary boundaries that music therapy literature sometimes presents (maybe with the intention to defend own theoretical and professional integrity). The author believes that we need to doubt basic assumptions and dogmas of music therapy profession in such a way that will stimulate its further growth.

Secondly, these outcomes may be used for legislative purposes and for revision of professional boundaries of music therapy. Despite many interconnections the author suggests using the term CoMT only in cases when musical community practices are carried out by a qualified music therapist (provided other requisites resulting from defined key categories are met). The study in this paper brings clear reasons for this position and the author does not consider it as a mere fact of defending professional boundaries of music therapy.

On the other side there is an ethical question about the suitability of current music therapy definitions and conception of the profession, especially from the perspective of music therapists working not in the health care system or according to consensus model. In some countries consensus model and the traditional conception of music therapy rooted in psychotherapy and health care system is so strong that it inhibits efforts of music therapy development in other areas or different ways. In the Czech Republic we still do not have a law to regulate the employment and praxis of music therapists by the government. Therefore, these outcomes are important to discuss concerning the definition, professional standards and ethical regulation of music therapists that should be fair to different music therapy models and areas. To achieve a balance between regulation requirements and openness to further development it is important to describe specifics of music therapy praxis in areas that are not yet familiar in music therapy community and to create professional standards to ensure that music therapists working outside health care system or common music therapy models will fulfil these standards. Example from the research data concerns assessment and evaluation of CoMT.

Thirdly, also the description of musical community practices used in people with disabilities is valuable for CoMT and special education. These practices serve as examples of concrete methods and procedures of CoMT that may be realized in music therapy praxis. They may be used throughout the spectrum of various professional interventions (special pedagogy, music pedagogy, etc.) since CoMT identity (similarly to other music therapy approaches) is not defined by a certain method or technique, rather by the procedural and contextual aspects of the intervention and by professional roles.

The validity of the outcomes was verified using saturation procedures and reflecting the data and roles of professional experiences of the researcher on the process of data interpretation. Possibilities for generalisation of outcomes are limited by the qualitative design of the study as well as by the cultural and contextual factors of the research. Research data were collected and analysed in the cultural context of Czech schools with emphasis on special schools. This is acceptable in the Czech Republic with very strong special school system (it is the only one educational possibility for many pupils with multiple disability). The inclusive type of education is different from the community and interaction perspectives. Furthermore, community music therapy in the Czech Republic is not developed as much as in the USA or Scandinavian countries. It is possible that in these countries different outcomes would be achieved in such a study. Therefore, it requires a certain caution when generalising the outcomes of his study to different cultural context.

## **5. Conclusion**

This study found that it is possible to differentiate musical community practices used in CoMT and in education of students with disabilities. Theoretical categories that identified areas of essential differences include professional qualification, level of musical experience, experiences in individual-communal continuum, meaningfulness of using musical community practices and character of the process (including procedures for assessment and evaluation). However, it was only the professional qualification that showed stable consistency throughout the whole set of data.

Practical applications of the research outcomes may involve further research of interdisciplinary relationships, of legislative purposes and of revision of professional boundaries of music therapy.

Despite many interconnections the author suggests using the term CoMT only in cases when musical community practices are carried out by a qualified music therapist (provided other prerequisites resulting from defined key categories are met). The description of musical community practices used in people with disabilities is also valuable for music therapy, special education, music education and other related fields.

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## Self-Advocates With Intellectual Disabilities In Poland And Their Way To Social Participation

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### Abstract

This paper presents findings from a research on a meaning of self-advocacy for adult members of this organization in northern Poland. Self-advocacy movement contributes to a new social understanding of disability and helps people with disabilities gain authority over their lives and experiences. In the current study adults with intellectual disabilities participated in focus groups interviews through which they invited researchers to their inner world to map the multiplicity of their powers and resistances (Roets, Goodley, Van Hove 2007). They talked about how it felt to be a member of a self-advocacy group. The aim of this study was to explore the effects of membership of self-advocacy group on the social participation and social identities of people with intellectual disabilities. Using a constructivist grounded theory methodology, three semi-structured focus groups interviews were conducted with 18 members of self-advocacy groups in northern Poland. . Grounded theory methods were used to code transcripts (Charmaz, 2009, Anderson, Bigby, 2015). Results show that self-advocacy groups provided new opportunities and gave a chance to participate in different activities, to develop new skills and relationships. For all members of self-advocacy groups being a participant of the organization played an unique role in building their sense of empowerment both on individual and collective basis. Self-advocacy is an important way to social participation and social inclusion of people with intellectual disabilities. The need to organize self-advocacy groups for people with disabilities and to conduct larger scale studies on the phenomenon is highlighted.

**Key words:** adults with intellectual disabilities, self-advocates, social participation, qualitative research

### 1. Introduction

The self-advocates movement “is a phenomenon apparently unique to the late twentieth century” (Buchnan, Walmsley, 2006, p. 133), which origins date back to developments in Sweden during the 1960s. Firstly, Bengt Nirje organized a club, where people with intellectual disabilities and college students without intellectual disabilities could spend free time together. The club had no leaders, and members with disabilities could make their own decisions and had opportunities to experience “normal experiences” in the community. The next step, which took place in 1968, was organizing the national conference of young adults from these Swedish clubs by Swedish Parents’ Association and giving them an unusual opportunity to discuss and bring out their own views on important for them topics, like vocational training, employment, leisure activities etc. (<http://mn.gov/mnddc/parallels/seven/7menu.html>, 30.05.2016). During 1970s and 1980s the idea spread to Great Britain, Canada and the USA, and currently there are different national self-advocates organizations in at least 43 countries (Buchnan, Walmsley, 2006, Caldwell, 2011). The movement appeared in early nineties of 20th century also in Poland and it has been run by Polish Association for Persons with Intellectual Disabilities (PAPID), which up to 2016 was called by Polish Association for Persons with Mental Handicap (PAPMH). There are eight regional organizations of self-advocates in Poland (in Piekary Śląskie, Ostróda, Warszawa, Mikołajki, Hrubieszów, Słupsk, Wyszaków, Jelenia Góra and Krosno) (<http://www.psouu.org.pl/rosa-regionalne-organizacje-self-adwokatow>, 30.05.2016). All of them are members of European Platform of Self-Advocates (EPSA) which is a part of Inclusion Europe.

Walmsley and The Central England People First History Project Team (2013) describe two important strands in the constructions of self-advocacy movement: 1) developing the skills, identity and confidence of ‘speaking of yourself’.

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This direction dominated in early period of self-advocacy movement, 2) being ‘vehicle for people with learning difficulties to represent their collective interests’ (Buchnan, Walmsley, 2006, p.135), which means campaigning and representing self-advocacy organization’s members’ activities as ‘collective activity’. As authors of recommendations from the National Goals 2015 Conference wrote “The self-advocacy movement has played a critical role in driving change in the disability field, articulating the need to shift power to people with intellectual and developmental disabilities (IDD) and create the infrastructure for person-centered, self-directed supports that promote self-determination” (Shogren, et al., 2015, p. 205).

Self-advocacy is considered by researchers to be an important factor to develop skills which are crucial to successful outcomes in adulthood (better results in employment, independent living, post-secondary education settings etc.) for people with disabilities. People who belong to self-advocacy groups are more confident in making choices, speaking up and asserting one’s rights and have higher levels of self-esteem (Stalker, 1997, Goodley, 2000, Beart et al., 2004, Gilmartin, Slevin, 2009, Roberts et al., 2014). Some studies suggest that self-advocacy is an important pathway to empowerment and social inclusion of long-term members, providing social connections and occupation (Anderson, Bigby, 2015).

Researchers and practitioners involved in self-advocacy movement believe that being a self-advocate can be taught and developed using classroom instructions and daily activities in schools during formal and informal actions. Consequently, self-advocacy is defined as a construct which involves knowledge of self, knowledge of rights, communication and leaderships (Roberts et al, 2014). It emphasizes personal rights and responsibilities as well as ability to communicate effectively one’s needs and negotiate for help. Self-advocates must first develop self-awareness skills and have awareness of their specific needs.

This study presents findings from research project that set out to provide an understanding of Polish adults with intellectual disabilities’ views, experiences and aspirations with respect to being a self-advocate, being a part of society and to examine the type of their subjective role in the group of self-advocates.

## **2. Method**

In this qualitative study the authors used a constructivist grounded theory methodology (Charmaz, 2009). Qualitative approach helps to understand how the world works in all its complexity and variability. We wanted to focus on the significance of self-advocates’ experiences and the possible impact of being a self-advocate on their social participation. We used emancipatory principles as well, “where the views of people with disabilities are central to the research process and the value of the research undertaken is gauged by how far the process of participation makes a contribution to the individual or collective empowerment of disabled people” (Kelly, Crowley, Hamilton, 2009, p. 310). The method used for data collection was focus group interviews. The interviews were semi-structured (had open-ended questions and followed an interview guide created by authors). They were relaxed and informal, took place in the offices of self-advocates’ groups. The questions concerned topics such as roles and tasks in adult life, meaning given to self-advocacy, personal experiences connected with self-advocacy movement, social participation.

The three focus groups, which were from the same organization in northern Poland, consisted of five to seven participants. All the participants are adults with intellectual disabilities who are active members of self-advocates groups. Potential participants were identified on the basis of interest in being interviewed. The aims of the study were outlined during the introductory meeting. Participation was voluntary and anonymity was guaranteed. A total of eighteen participants, seven women and eleven men, ranging in age from 22 to 58 years (mean age: 33 years) decided to take part in focus groups. Participants were divided into three mixed groups. Every focus group interview lasted approximately one hour and took place during meetings which were held in May and June 2016. A total of three and a half hours of recording was collected and transcribed verbatim. Grounded theory methods were used to code transcripts: coding was undertaken on a line-by-line basis in three stages (initial coding stage, focused coding stage and theoretical coding stage) (Charmaz, 2009, Anderson, Bigby, 2015). Two major theme areas emerged from the data: meaning of self-advocacy and experiences of adults as far as social contacts and social participation are concerned.

Names of participants and the service they are involved in have been changed due to confidentiality and anonymity. Where quotes are used, we use a changed name of an interviewee, the first letter of her/his sex (F/M) and age.

### **3. Findings**

The analysis of the transcripts from the three focus groups interviews yielded two main themes: (1) meaning of self-advocacy for members of these groups, (2) positive and negative experiences of adults with intellectual disabilities in social life (including relationships and social contacts as well as social participation).

#### **Meaning of self-advocacy**

In literature, it is emphasized that self-advocacy has helped many people with intellectual disabilities to speak up and gain more confidence (Buchanan, Walmsley, 2006). Therefore, we believe it is important to know what self-advocacy means for people with intellectual disabilities who are involved in the movement.

Participants described self-advocacy and its meaning in their life in diverse ways. Five key themes emerged: 1) fight for human and civil rights, 2) personal development (activity, education, learning about their own rights), 3) the sense of being useful, 4) having a mission to teach others about people with intellectual disabilities and their rights, 5) interesting leisure time activity (new relationships).

Most of our participants talked about how important it is to be able to stand up for their rights. They often use words like “fight” or “defence” to describe – what, in their opinion, - the main task and aim in being a self-advocate is. “I like fighting for my rights. I have already become more open to people. I don’t like it when they tell me «Put on this little jacket», so I say «Please, don’t talk like that». For example, when they call me by my name in a shop, they treat us like children sometimes, so I say «Don’t talk like that cause we’re self-advocates, cause we fight for our rights»” (Alice, F, 28).

Some participants emphasized the importance of self-advocacy for all people with disabilities. Self-advocacy, from their point of view, is not only “speaking up for myself” but also “speaking up for others”. They often feel a big responsibility to protect others people’s rights and to be good representatives of people with intellectual disabilities in the community. “Cause I am chosen to do something, meeting or something or go somewhere, I can get things done or go to a café for some... [...]. I must take action [...] so that no one said I do nothing – I wasn’t chosen for that. I’m here to get things done” (Peter, M, 58). This kind of discourse based on constant action and fight against stereotypes and restriction of their civil and human rights seems to be the most common way of thinking about being a self-advocate for our participants.

Some participants notice the importance of being a self-advocate for their personal development as well. As they explain, they used to be shy and not engaged in any activities before joining a self-advocacy group, and now they are aware of their rights. Being a self-advocate gave them more control over their lives. Many people talk about significant impact of being a self-advocate on their life and describe a personal transformation: “Being a self-advocate gave me courage to cope with difficult situations. When we have public meetings, my hands shake terribly. The more I speak publically in conferences and lectures, the less nervous I am. It gave confidence and courage and openness to people” (Martha, F, 27). The increase of their self-awareness and improvement of wellbeing is a quite common motive of their opinions. “I noticed that I’m more open to people maybe... Before they taught me at home only so there was only home, family and rarely someone else... And now, everything’s changed, right? It goes in the right direction” (Conrad, M. 28).

Another important factor associated by the participants with being a self-advocate is the sense of being a useful and helpful person. People with an intellectual disability are often perceived as passive recipients of support (Woynarowska, 2010), being a supporter is believed to be a rare role in their life. The narratives of self-advocates are in contrast with such perceptions. “I help my neighbour. She is sick down there. It’s a heart disease. I’ve been washing her stairs for five years now. I’m that open. She is satisfied with me. Very satisfied. She says I’m kind cause I help and I like helping someone, ain’t it right? I like it” (Peter, M, 58). One of the aims of self-advocacy groups is provide peer support, many members of these groups are aware of the necessity for

supporting one another and the impacts this has on their abilities and opportunities (Goodley et al., 2003). Our participants know about it, and try to be as helpful and supportive as possible. “I always help Martha and Mark because they use wheelchairs” (David, M, 23).

Some participants view being a member of a self-advocacy group as an opportunity to teach other people about their needs, rights, opinions. They talk about their special place in a group of all people with disabilities: “We’re in the spotlight simply” (Martha, F, 27). As one of self-advocates mentions, “they’re here to give a good example to others” (Mark, M, 29).

Some participants the fact of being a self-advocate associate with attractive forms of spending leisure time and social contacts with other adults with intellectual disability. Some of them experienced isolation because of being involved in individual education system or staying at home after finishing their education. Meeting other people during meetings or conferences organized by self-advocates gives them opportunities to find new friends and to spend leisure time in an attractive way.

### **Positive and Negative Experiences Of Adults With Intellectual Disabilities In Social Life**

Another theme that emerged as a central component of their narratives is their social life. Experiences described by participants of the focus groups are both positive and negative. Positive ones are connected with social contacts during their activities in self-advocacy movement. For example, several participants mention they feel pride and joy, when they attend different conferences or meetings with local authorities, students from schools/universities or people involved in NGO activities. “We have lectures. They invite us, just like to your school. We were invited to schools. They invite us a lot cause we’re open to everyone, to people, helpful... We talk about our rights and go everywhere and people in a very good way... They admire us, I see that. They react very positively everywhere” (Peter, M, 58).

As self-advocates and participants of the Centre for people with disabilities, they also express that they feel more secure and get the right support from others. An important role of an assistant (a supportive person) is emphasized by many participants of the focus groups. Several people mention they rely on a person (usually an individual without disabilities, involved in the system of supporting adults with intellectual disabilities) or people who helped them and got them involved in activities. Thanks to this help, they are able to overcome different social barriers. “We’re coming here to Mrs. Grey, cause without her nothing would go on. I’m here with the «self» thanks to Mrs. Grey only, cause she encouraged me, cause she said I’ve a lot to say, so when I come, I’ll talk all the time [...] It can be said that what Mrs. Grey says is a gospel truth. But for Mrs. Grey it’s important that we’re here – she takes us into account” (David, M, 23). “Mrs. Grey goes everywhere with us. She’s very helpful, Mrs. Grey – she’s our right hand. You can say – for everything. Without her, we would...” (Peter, M, 58).

On the other hand, when asked to discuss their childhood or contacts with local communities, many self-advocates begin with recalling experiences of oppression. Nonetheless, self-advocates’ crucial demand to respect their rights is also expressed. “At school they made fun of me and called me names. I wore glasses and they called me «cockeyed». I was sad... I went to Mrs. F. and she told them to stop” (Anna, F, 45). “I fight for my right cause they hook me in my village, I have to say this to you. Cause I have no life there. I fight for my rights. I’m trying not to be hooked. I won’t tell you how they call me, but it’s a really, really difficult life there – they’re always teasing and hooking. I must fight and explain that I’m a self-advocate and I’ll fight as long as I can.

Cause people in the country still think that... [...] And it all got worse when they found out I attend the Centre here, they said I go – sorry to say that – to the retarded, to the stupid here... [...] I’ve already had such thoughts... It didn’t matter, I was giving up, I had no life. I even talked to the manager here. She wanted to help but I said «No, I can cope, I’m a self-advocate. I know my rights»” (Peter, M, 58).

The experiences of self-advocates vary from very positive to very negative, in all of them however, it is visible that the key features of self-advocates are fundamental for the participants: self-respect, respect for my rights, speaking up for myself, and respect for others. Self-advocates are aware that they have rights and that other

people should respect them. Good relationships with others – parents and other family members, supporters, partners, colleagues and local communities seem to be essential in their quality of life.

#### 4. Results And Discussion

Social participation (e.g. living on their own, having a job, taking part in leisure activities) is connected with cultural and economic capital and depends on the support and services received by individuals with intellectual disabilities. Some researches (e.g. Krause, Żyta, Nosarzewska, 2010, Ćwirynkało, 2013) show that intellectually disabled adults' social participation is often connected with restrictive environment and segregated activities specially organized for people with disabilities (e.g. Special Olympics, segregated education, centers for supporting adults with intellectual disabilities). On the other hand, appropriate support can increase these people opportunity to participation in society (Björnsdóttir, Jóhannesson, 2009).

The current research shows the meanings given by self-advocates with intellectual disabilities to their participation in a self-advocacy organization. The participants associate the phenomenon with their fight for rights, personal development, the sense of being useful, teaching others about people with intellectual disabilities and their rights, and interesting leisure time activity. They present themselves as active participants in social life, having impact on others. Such perception is unusual for people with intellectual disabilities because they are often viewed as passive persons who need to be acted on, “untalented and inactive participants on the margins of society” (Björnsdóttir, Jóhannesson, 2009, p. 440).

The key elements emphasized by self-advocates (e.g. self-respect, speaking up for their own and other people's with disabilities rights) argue this image of people with intellectual disabilities. However, the narratives also suggest that self-advocates still do not feel real independence and self-determination and although emphasize their rights and inclusion in the society, they cannot imagine a group of self-advocates without a leader without intellectual disabilities. Although the importance of mentors and reliable allied in supporting self-determination of people with intellectual disabilities is described in other research as well (Shogren, Broussard 2011), we can suppose that Polish self-advocates have not reached the end of their way to full self-determination yet. The self-advocacy movement in Poland is growing quite dynamically but it is still not as developed as in such countries like Sweden, Norway or the United Kingdom. Besides, self-advocates groups are not independent but run under the supervision of Polish Association for Persons with Intellectual Disabilities which was originally the organization formed by parents of children with this type of disability.

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## Mainstream School Teachers' Attitudes toward Inclusion of Children with Special Educational Needs in Poland

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### Abstract

The need to provide education for all the children regardless their abilities and disabilities is highlighted in initiatives and legislation not only in Poland but worldwide (UNESCO, 1994). The literature shows a growing evidence that teachers play a key role in the development of high-quality inclusive systems (European Agency for Special Needs and Inclusive Education, 2015). This paper presents findings from a cross-national survey conducted among 147 teachers from mainstream schools in Poland. The authors investigated the teachers' attitudes towards inclusive education of children with different types of special educational needs as well as several factors associated with them: gender, age, work experience, and special education training. To examine the problems *Attitudes Toward Inclusive Education Scale* (Wilczenski, 1995) was used. The analysis was prepared in SPSS program and statistical tests were used to find correlations. Overall, the participants supported inclusion of children with mild emotional problems, mild learning difficulties, physical disabilities and communication disorders but were not so much in favor of accommodating students with sensory disabilities (deaf and blind), very low academic achievements (2 or more years below other students) and challenging behaviors in regular classes. These students presumably have high support needs. Furthermore, correlations between the attitudes of teachers toward inclusion and demographic features were examined and compared with other research available in current databases. In the discussion part benefits and drawbacks of the research and its implications for practice were discussed. A special emphasis is put on the need to support teachers in providing high-quality education for all children.

**Key words:** Polish teachers, attitudes, inclusion, special educational needs

### 1. Introduction

The need to provide high-quality education for all the children regardless their abilities and disabilities is expressed in initiatives and legislation (UNESCO, 1994) and inclusion has become a common practice (Gous, Elof, Moen 2014) not only in Poland but worldwide. Nonetheless, students with disabilities, whether this takes a learning difficulty, sensory or physical impairment, are all too often subjected to social exclusion, discrimination and suffer stigma (Adams, 2012). The concept of integration is not new, however. It developed 'as part of the general social critique in the 1960s, and it dominated the policy rhetoric in several western countries in the 1970s and 1980s' (Hausstätter, Jahnukainen, 2015: 51) and was demanding rights to schooling and education for children with disabilities, right to education in local schools and reorganization of special education system. Although in many countries, including Poland, integration was not fulfilled when Salamanca Statement was ratified in 1994, the of integration was abandoned in favor of the concept of inclusion (Hausstätter, Jahnukainen, 2015). In the concept of inclusion it is argued that all sorts of segregation and discrimination should be eliminated (Haq, Mundia, 2012) but thinking of inclusion solely in terms of school placement (where children should be educated) or special educational needs (without paying attention to children who might be marginalized or excluded because of other reasons, like ethnicity, race, gender or faith) would be misguided (Dunne, O'Connor, 2012). Rather, it involves increasing fellowship, participation, and democratisation of all children (Hausstätter, Jahnukainen, 2015).

In the Republic of Poland all children have the right and obligation to educate. In accordance to the National Education Policy, from the age of 7 they attend primary schools for 6 years, and then two levels of secondary education: both of which last three years. In order to provide appropriate educational environments to meet special needs of students, since 1991 significant legislative changes have been made in Poland. The Education Act in 1991 provided parents or legal carers of children with disabilities (regardless the degree of their disabilities) with the right to choose any form of education they believe is suitable for them – be it segregative, integrative, or inclusive.

We need to add that an integrative form of education is a specific form that was developed in Poland after 1991. It is not exactly the same as a mainstream (or inclusive) form as in integrative classes there are certain requirements about the numbers of students and the need to engage assistant teachers. In such classes there are usually from 15 to 20 learners, including 3 to 5 students with a statement about special educational needs as well as (in all or most of the lessons) two teachers: a general education teacher and a special educator whereas in mainstream classes there could be more – usually up to 30 – students (the maximum numbers are set by local authorities), including no more than two students with a statement and a special educator is rarely involved in the education process (although an assistant is necessary when there are children with certain types of disabilities). In every form of education (segregative, integrative and inclusive), schools are obliged to adjust the methods of teaching and requirements to students' special needs, be it basic disabilities (hearing and visual impairments, physical disabilities, intellectual disabilities and autistic spectrum disorders), specific learning difficulties, communication disorders, chronic disease, needs deriving from environmental neglect and difficult situation of a student and their family, way of spending leisure time, environmental contacts and adaptive difficulties connected with cultural differences and changing the educational environment, including earlier education abroad or having special talents (Rozporządzenie MEN, 2013). Also, additional classes (e.g. rehabilitation, speech therapy, sociotherapy) are organized for students (a statement is not compulsory) when necessary. In Table 1 we present numbers of students with disabilities who attended the main forms of primary education in Poland in five school years: 1995/96, 2000/01, 2005/06, 2010/11, and 2014/15.

**Table 1** Students with special educational needs in primary schools in Poland

School year	Organizational form			
	Special primary school	Special class in primary school	Integrative class in primary school	Mainstream class in primary school
No of students				
1995/1996	82,999	6,613	2,036	4,158
2000/2001	52,020	3,207	6,897	37,890
2005/2006	33,209	1,450	13,578	28,315
2010/2011	24,459	1,725	14,539	20,488
2014/2015	23,577	857	14,652	23,944

Source: *Oświata i wychowanie w roku szkolnym 2014/2015* (2015)

As given in Table 1, the percentage of learners attending integrative and mainstream classes gradually increases in contrast to the percentage of children in special (segregative) schools. To give an example, in the school year 1995/1996 – 6.5% of all children with disabilities attended integrative and mainstream classes, in 2000/01 – the percentage of children in such classes increased to 44.8%, in 2005/06 – to 54.7%, 2010/11 – 57.22% to finally reach 61.2% in 2014/15. Nowadays, most children with mild disabilities attend mainstream and integrative schools whereas in special schools there are learners with more severe levels of disabilities and this tendency is noticeable not only on a primary level of education but also on higher ones (lower and higher secondary education), although the percentage of children with disabilities is lower there (in the lower level of secondary education – 45.3% in 2014/2015).

Taking into account that more and more children are included in regular classrooms, it is necessary to create appropriate environment there where children's needs could be met. The literature shows a growing evidence that teachers play a key role in the development of high-quality inclusive systems (Jobb, Rust, Brissie, 1996, European Agency for Special Needs and Inclusive Education, 2015).

## 2. Method

### Design

The main aim of the research reported here was to examine what the attitudes towards inclusion of children with various types of special educational needs (SEN) can be identified among mainstream school teachers and what their determinants are. Two main research problems were taken into account:

Research Question 1: What are the attitudes of mainstream school teachers in Poland toward inclusion of children with different types of disabilities?

Research Question 2: What demographic factors can be associated with Polish mainstream school teachers' attitudes toward inclusion of children with special educational needs?

Within the first research questions the following subproblems were investigated:

1.1. What are the attitudes of mainstream school teachers in Poland toward inclusion of children requiring academic accommodations (with learning difficulties, i.e. students with low academic achievements – requiring minor or major curriculum changes, functional academic training and self-help skills training)?

1.2. What are the attitudes of mainstream school teachers in Poland toward inclusion of children requiring social accommodations (shyness, language disorders, speech disorders, absenteeism)?

1.3. What are the attitudes of mainstream school teachers in Poland toward inclusion of children requiring physical accommodations (students with mobility problems, vision impairments, hearing impairments, requiring manual communication)?

1.4. What are the attitudes of mainstream school teachers in Poland toward inclusion of children requiring behavioral accommodations (conflicts with authority, verbal aggression, physical aggression, disruptive behavior)?

As for the second research problem, five subproblems were examined:

2.1. Is teachers' gender one of the factors explaining their attitudes toward inclusion of children with special needs in regular classrooms in Poland?

2.2. Is teachers' age one of the factors explaining their attitudes toward inclusion of children with special needs in regular classrooms in Poland?

2.3. Is teachers' work experience at school one of the factors explaining their attitudes toward inclusion of children with special needs in regular classrooms in Poland?

2.4. Is teachers' formal preparation to teach children with disabilities one of the factors explaining their attitudes toward inclusion of children with special needs in regular classrooms in Poland?

The method of data collecting in the study was quantitative and based on administration of questionnaires.

### **Instruments**

Participants provided the required demographic information and responded a scale called *Attitudes Toward Inclusive Education Scale – ATIES* (Wilczenski, 1992, 1995), which examined their attitudes toward inclusion of children with various types of disabilities in regular classrooms. Completing the scale, participants were asked to choose whether they agree (strongly or moderately), agree slightly more than disagree, disagree slightly more than agree or disagree (strongly or moderately) with the statements connected with accommodating students with different kinds of special educational needs in regular classes of a mainstream school. A scale that consisted of 16 items was developed in order to assess the feasibility of a regular classroom placement for students that require certain accommodations at school. The kinds of accommodations included social, physical, academic, or behavioral support. Items concerning social difficulties referred to students' language and speech disorders, shyness, and absenteeism. Physical accommodations referred to students with physical/motor and sensory disabilities (mobility difficulties, vision impairments, hearing impairments, requiring manual communication tools, like sign language or communication boards). Academic accommodations referred to students with learning difficulties (students with low academic achievements, requiring functional or self-help skills training) and behavioral accommodations to students manifesting behavior problems, like: verbal or physical aggression,

conflicts with authority and disruptive behavior. The instrument is technically adequate in terms of validity and reliability (Cullern, Gregory, Noto, 2010). Rasch analysis of the Attitudes Toward Inclusive Education Scale ratings proved that it has measurement properties which can be received in the process of converting nonlinear scores in linear measures. Moreover, acceptable item-fit statistics allowed the author of ATIES to suggest that the unidimensionality of the scale is plausible (Wilczenski, 1995).

In addition to filling in the scale, participants also indicated their age, gender, teaching experience, qualifications in special education and training.

### Participants

The random sample consisted of 147 mainstream school teachers of both genders (126 female participants and 21 male participants) in Poland. The authors of the research project guaranteed the participants' anonymity. The mean age of the teachers who participated in the study was 41,65 (minimum=23, maximum=60, SD=8,50).

### 3. Findings

Table 1 presents participants' attitudes towards inclusive education of students with different types of special educational needs.

**Table 1** Teachers' opinions about the statements referring to their attitude to inclusion of students with different types of disabilities

Type of disability and categories*	1**	2**	3**	4**	5**	6**	No data	M	SD
	%	%	%	%	%	%			
1. Students with low academic achievement (2 or more years below other students in the grade) (A)	5.4	20.4	17.7	16.3	25.2	12.2	2.7	3.74	1.50
2. Physically aggressive students (B)	3.4	23.1	18.4	18.4	17.0	17.0	2.7	3.76	1.51
3. Students that cannot move without the help from other people (P)	34.7	27.2	10.9	6.8	6.1	10.9	3.4	2.54	1.69
4. Shy and withdrawn students (S)	49.7	26.5	14.3	2.0	2.0	2.7	2.7	1.85	1.17
5. Students with low academic achievement (1 year below the other students in the grade) (A)	17.7	42.2	18.4	10.9	4.1	4.1	2.7	2.52	1.27
6. Students with difficult to understand speech (S)	21.1	21.8	25.9	9.5	15.0	4.1	2.7	2.87	1.48
7. Students that cannot read standard print, need to use Braille (P)	10.9	13.6	17.0	15.0	21.1	20.4	2.0	3.85	1.67
8. Verbally aggressive students (B)	10.2	27.9	25.2	15.0	12.9	6.1	2.7	3.11	1.40
9. Students that have difficulty with verbal expression of their thoughts (S)	33.3	38.1	16.3	4.1	3.4	2.0	2.7	2.10	1.53
10. Students that require training in self-help skills and activities of daily living (A)	14.3	19.7	23.1	14.3	14.3	10.9	3.4	3.28	1.58
11. Students that use sign language or communication boards (P)	6.8	12.9	15.0	19.7	21.1	21.1	3.4	4.02	1.56
12. Students that cannot control their behavior and disrupt classroom activities (B)	7.5	10.9	20.4	30.6	15.6	12.2	2.7	3.74	1.40
13. Students that need an individualized program in reading and mathematics skills (A)	8.8	23.1	15.6	19.7	17.0	12.2	3.4	3.51	1.55
14. Students that cannot hear conversational speech (P)	5.4	13.6	12.9	17.7	24.5	22.4	3.4	4.13	1.54
15. Students that do not follow school rules for conduct (B)	6.1	21.1	25.9	15.0	19.0	8.8	4.1	3.48	1.43
16. Students that are frequently absent from school (S)	21.1	34.7	19.7	10.9	8.2	2.7	2.7	2.57	1.32

\* Item categories: (S) = Social, (P) = Physical, (A) – Academic, and (B) = Behavioral

\*\* Participants' answers: 1 – strongly agree; 2 – moderately agree; 3 – agree slightly more than disagree; 4 – disagree slightly more than agree; 5 – moderately disagree; 6 – strongly disagree that such students should be in regular classes

As given in Table 1, Polish mainstream school teachers are most favorable toward inclusion of children who: 1) are shy, withdrawn (Mean score=1.85), 2) have difficulty with verbal expression of their thoughts (2.10), 3) with slightly lower academic achievements (1 year below the other students in the grade) (2.52), 4) cannot move without the help of others (2.54), 5) are frequently absent from school (2.57), 6) with speech that is difficult to understand (2.87). On the other side of the continuum, the teachers express more negative attitudes toward inclusion of the following groups of learners: 1) students with a hearing impairment which makes them unable to understand conversational speech (4.13), 2) children who use alternative forms of communication, like sign language or communication boards (4.02), 3) students with visual impairments who need to use Braille (3.85), 4) physically aggressive students (3.76), 5 and 6) children with very low academic achievements (2 or more years below other students) (3.74) and who have problems with controlling their behaviour and disrupt classroom activities (3.74), 7) who need an individualized program in reading and mathematics skills (3.51) as well as 8) students with behavioural disorders who do not follow school rules (3.48). Such categories of students like: 1) students requiring training in self-help skills as well as activities of daily living (3.28), and 2) verbally aggressive students (3.11) can be put somewhere in the middle as far as teachers' attitudes toward their inclusion is concerned.

In order to answer the second research problem referring to demographic factors that can be associated with Polish mainstream school teachers' attitudes toward inclusion of children with disabilities, several statistical tests were used.

To find the answer to research question 2.1 (Is teachers' gender one of the factors explaining their attitudes toward inclusion of students with special needs in regular classrooms in Poland?), U Mann-Whitney test was used (due to large disproportions in numbers). The median of male teachers was 46,5 ( $Q_1=38$ ,  $Q_3=63$ ) whereas the median of female participants was 51 ( $Q_1=41.5$ ,  $Q_3=61$ ) but the differences were statistically insignificant ( $U=890$ ,  $z=-0.33$ ,  $p=0.74$ ).

Pearson correlation coefficients were calculated between the scores of ATIES and two demographic variables (age and work experience).

As far as research problem 2.2 (Is teachers' age one of the factors explaining their attitudes toward inclusion of students with special needs in regular classrooms in Poland?) is concerned, no statistically significant differences were found ( $r=0.02$ ,  $p=0.79$ ).

The answer to research problem 2.3 (Is teachers' work experience at school one of the factors explaining their attitudes toward inclusion of students with special needs in regular classrooms in Poland?) was also negative as there were no statistically significant differences found ( $r=-0.01$ ,  $p=0.93$ ).

To answer research question 2.4 (Is teachers' formal preparation to teach children with disabilities one of the factors explaining their attitudes toward inclusion of students with special needs in regular classrooms in Poland?) t-Student test was used. 40 teachers declared that they had formal qualifications to teach students with disabilities (usually a course at the university or postgraduate studies in special education) and their mean score was 49.8 ( $SD=15.1$ ) whereas 82 teachers without such qualifications got the mean score of 51.5 ( $SD=13.2$ ). Although it is noticeable that the score of teachers with qualifications in special education is slightly lower (compared to teachers without the qualifications – which suggests more positive attitudes toward inclusion of children with disabilities), there are no statistically significant differences between the two groups ( $t=-0.65$ ,  $df=120$ ,  $p=0.52$ ).

#### 4. Results and Discussion

In literature it is emphasized that general education teachers do not believe that integration or inclusion of all children in regular classrooms is the most appropriate solution for all children (Heflin, Bullock, 1999) The study shows that Polish teachers are generally favorable of inclusion of children with milder levels of disability and requiring minor classroom accommodations, but less agreeable to integrating students with more severe problems, when the demands for accommodations increase. These findings support those obtained by other researchers. To give an example, Haq and Mundia (2012) found teachers generally had positive attitudes to inclusion but displayed negative attitudes toward such disabilities as sensory impairments (hearing, communication, visual), learning disabilities, multiple disabilities, and challenging behavior. Also Wilczenski's (1995) results indicate that teachers are most likely to agree with statements that describe the need to inclusion of children with only minor, social difficulties, followed by items addressing the inclusion of children with physical disabilities, and least likely to agree with statements which refer to the inclusion of children with significant low academic achievements and behavioral problems that need substantial accommodations. However, there are some differences. In the current study, teachers turned out to be least feasible of a regular class placement of children with severe physical disabilities (significant hearing or visual impairment that require the need to use alternative forms of communication). The review of the literature as well informal conversations with teachers had led the authors to speculate that the possibility to communicate with students is viewed as an essential determinant of successful inclusion. It is also possible that such results can be explained by the fact that traditionally in Poland most or at least a lot of such children have been taught in special schools whereas students with behavioral problems usually attend regular classrooms.

In the current study there were no statistically significant differences in attitudes toward inclusion of children with disabilities found between males and females. In other research either confirmation (e.g. Jobb, Rust, Brissie, 1996, Haq, Mundia, 2012) or negation (e.g. Pearman et al., 1992, Chodkowska, Kazanowski, 2007) of such results can be found. Further research with bigger samples could be conducted to find the answer to the problem.

There were also no significant correlations found between Polish teachers' attitudes toward inclusion and both their age and work experience. This finding is similar to those of Jobb, Rust & Brissie (1996) and Wilczenski (1992). However, such results were to some extent surprising as earlier research conducted in Poland (e.g. Kossewska, 2000, Chodkowska, Kazanowski, 2007) suggested that older teachers or teachers with longer work experience at school notice more negative aspects of inclusion and are not so much in favor of including all children in regular classes. We believe, however, that the results can be explained. With a growing number of students with special educational needs in general education, also teachers' attitudes toward inclusion change and become more positive (Ćwirynkało, Żyta, 2015). More and more teachers (including the older ones) gain experience teaching children with disabilities in general education classrooms and get used to that. Also, various forms of training in special education are offered for general education teachers which quite often are compulsory. As a consequence, the awareness of the need to provide high-quality education for all children is higher, regardless teachers' age or work experience.

The study also shows that there are no statistically significant differences between general education teachers with and without formal qualifications in special education (acquired at the university), although the mean score of teachers with formal preparation suggests they have slightly more positive attitudes toward inclusion. It needs to be emphasized, however, that the lack of statistically significant differences might be the result of the fact that a lot of Polish teachers receive some training referring to teaching students with special educational needs either during their university course or organized by schools they work in. Thus, it is certain that more teachers in the study have been prepared to work with students with disabilities by taking part in trainings different from the one we asked in the questionnaire.

The results of the current study form the basis for several recommendations both in the field of research and practice of education. As for the first one, we suggest that further research might be conducted to evaluate teachers' attitudes toward inclusion of students with various special educational needs, including students who are discriminated against because of their gender, race, religion, social status etc. Moreover, new research might

refer to a diverse body of teachers who educate in both special and mainstream schools, on different phases of education (primary, junior high, senior high schools, universities), and who come from different cultural backgrounds. Also, comparing the attitudes of teachers from different countries could be the start of insightful analysis of educational policies on international level.

Taking into account the second field – practice of education, it needs to be emphasized that research conducted in Poland (Ćwirynkało, Żyta, 2015) prove that since the Education Act in 1991, Polish teachers have become more familiar with new educational policies and inclusive practices as well as increasing expectations for them to teach a diverse group of students within the same school and the same class. The current study also shows, however, that there are teachers who still hold a lot of reservations about educating certain groups of learners with special educational needs. As among these students there are mainly children with severe physical disabilities, hearing and visual impairments, we suggest that teachers should be offered special training referring to methods of education and rehabilitation of these learners mainly. We assume that the ability to use and teach students alternative forms of communication (e.g. sign language, symbol systems) could have positive effects on students specifically (Bartnikowska, 2012) and quality of education in general. Also, other research suggest that training programs in special education are important factors associated with teachers' attitudes toward inclusion (Sari 2007, Sharma et al. 2008, Swain, Nordness, Leader-Janssen 2012, Clench, King 2015, Lee et al., 2015) and together with appropriate psychological support can help inclusive practices become successful (Alekhina, Alekseeva, Agafonova, 2011).

To sum up, we believe it is still important to examine teachers' attitudes toward inclusion of students with different types of disabilities as with a changing education it is possible to observe changes in teachers' attitudes as well. Moreover, research (Swain, Nordness, Leader-Janssen, 2012) suggests that teachers with more positive attitudes toward inclusion are more apt to adapt their curriculum and teaching methods to meet individual needs of students with disabilities. The current study shed some light on the phenomenon in Poland.

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## Analyzing Lifelong Learning Competencies of Undergraduate Students of Preschool Teaching

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### **Abstract**

Lifelong learning is defined as some information, skills and attitudes that individuals are required to have to be able to become lifelong learners. Lifelong learning has gradually been an important part of individuals' and societies' lives based on influences of phases, changes and transformation until today. The reason of increasing interest in lifelong learning is because of its effect on job opportunities and in order to meet the educational requisites necessary for adjusting to changes in this day and age. Working areas are changing due to the speed of globalization and changing working conditions and unqualified jobs are disappearing nowadays. People are expected to have more knowledge and skills to maintain their jobs. People are in need of furthering their education and improving themselves even after completing their formal education. Therefore, lifelong learning competencies are found vital to be obtained by individuals in terms of career development. From this point forth, the aim of the research is to analyze lifelong learning competencies of undergraduate students of early childhood education. The study group of the research is comprised of 124 students studying preschool teaching at faculty of education of a private university in Cyprus during 2015-2016 academic years. Relational screening model one of the screening models that helps the current situation be revealed was used in the research. The data collection tools used in the research are "General Information Form" to collect general data related to students and "Key Competencies Scale for Lifelong Learning" developed by Şahin, Akbaşlı and Yanpar Yelken (2010) to evaluate students' lifelong learning competencies. The data were analyzed through SPSS 20 program. Standard deviation and average values of students' lifelong learning competencies were included in the research to explain which level students' lifelong learning competencies were. Kruskal Wallis H-Test was used to detect whether there is difference between the class levels of lifelong learning competencies of students.

**Keywords:** Lifelong learning, early childhood education, preservice teacher

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### **1. Introduction**

In today's world, fields of business are changing as a result of rapid globalization and changing working conditions and jobs that can be performed without having some specific qualifications are disappearing. Individuals need more information and skills to keep their jobs. Therefore, after completing their formal education, individuals feel the need to continue their education and to develop themselves. The importance of non-formal education has begun more and more important recently. This leads to the emergence of the concept of lifelong learning (Karakuş, 2013: 27; Gülmez, Titrek & Özkorkmaz, 2015: 21). The concept of lifelong learning can be defined as all the learning activities that contribute to the enhancement of information, skills, competencies or qualifications due to personal, social or professional reasons throughout one's life (Oral & Yazar, 2015: 2). European Union defines the concept of lifelong learning as all the formal and informal learning activities aiming to improve individuals' information, skills and competencies because of personal, social or professional concerns (European Commission, 2002: 7).

Since lifelong learning combined individual learning and institutionalized learning, it has become a very complex construct. The notion of lifelong learning not only involves the vertical extension of learning-time throughout one's life, but also denotes the horizontal inclusion of formal, non-formal and informal learning, thus becoming a phenomenon 'marked by the increasing ubiquity and multidirectionality of learning and a lessening of the centrality of institutional education. As a result, lifelong learning involves socially institutionalized learning occurring in educational system (Jarvis, 2007: 659; Su, Feng, Yang & Chen, 2012: 159).

As lifelong learning is viewed to be a process continuing for the whole life of an individual, it has become a structural obligation and a strategy to survive in the 21<sup>st</sup> century (Jarvis, 2004: 659). Therefore, lifelong learning

can be defined as activities performed throughout life to develop information, skills and competencies within a personal, social and/or professional perspective (Ambrósio, Araújo e Sá & Simões, 2014: 3799). These activities not only serve the function of imparting information and skills to individuals but also of making them a member and a part of the society (Şahin & Arcagök, 2014: 396). Lifelong learning promotes the development of an individual throughout the process that empowers individuals in the course of acquiring information, skills, values and conceptions they need for their whole lives (Ambrósio, Araújo e Sá & Simões, 2014: 3799).

Almost all people have been affected from the change. As a result of this continuous change, static information base has turned out to be inadequate (Ergün & Cömert Özata, 2016: 1852). In this connection, individuals living in the changing world have gradually recognized that there is a shift from direct learning towards learning as a continuous developmental learning from past to future. In this regard, continuous developmental characteristic of learning has been emphasized for the promotion of lifelong learning defined as learning and relearning of information and experiences (Su, Feng, Yang & Chen, 2012: 158).

The information gained by individuals during their professional education becomes obsolete or inadequate after they start their professional careers. In this regard, besides those of other professionals, the responsibilities of teachers are increasing. Establishment of effective learning-teaching environments at schools is closely associated with equipping teachers with lifelong learning skills (Ergün & Cömert Özata, 2016: 1852). Lifelong learning skills represent the most important domain of competence in terms of improving both the quality of the student and the quality of education system. Education system should focus on inculcation of skills such as decision making and problem solving that can contribute to the development of self-control rather than imparting information and skills in certain content areas (Oral & Yazar, 2015: 2). The 21<sup>st</sup> century is called as information age; therefore, pre-service teachers should be educated as individuals who are open to continuous acquisition of information and can adjust to developments taking place in the world; that is, as individuals who have lifelong learning skills. Training pre-service teachers to be lifelong learners enables them to become individuals and professionals eager to learn throughout their lives (İzci & Koç, 2012: 103).

As the goal of lifelong learning movement is to create learning culture and learning intention on the part of individuals (Jarvis, 2007: 124), pre-service teachers need to learn how to learn during their university education and thus can help their prospective students in this regard. Parallel to technological advancements and the expansion of access to information, individuals' expectations and needs have become more diverse and this makes it obligatory to incorporate lifelong learning programs in the curriculums of universities. The only task of universities should not be to promote academic development of their students, at the same time they need to support their personal, social and cultural developments as lifelong learners (Şahin & Arcagök, 2014: 398; Ergün & Cömert Özata, 2016: 1853). Moreover, universities should clearly address the social responsibilities of their students and meet their lifelong learning and education needs (Ambrósio, Araújo e Sá & Simões, 2014: 3800).

For pre-service teachers who will be the implementers of the educational programs to be developed in line with the contemporary conception of education to successfully realize their role of facilitator of learning, their lifelong learning skills seem to be of great importance. Therefore, education taken by pre-service teachers during their undergraduate education should be an important step in their acquisition of lifelong learning skills. When teachers possess lifelong learning competencies, they can effectively fulfill their role of "a mediator of social transformation" (Evin Gencil, 2013: 239; Kuzu, Demir and Canpolat, 2015: 1095). Thus, determination of the extent to which pre-service teachers possess lifelong learning competencies is believed to be of great importance in terms of planning further stages and taking required precautions (Evin Gencil, 2013: 242; Özgür, 2016: 24). In this regard, the current study was conducted to investigate the lifelong learning competencies of the pre-service teachers from pre-school teacher education program. To this end, answers to the following questions were sought:

- a) What is the level of the pre-service pre-school teachers' lifelong learning competencies?
- b) Do the pre-service pre-school teachers' lifelong learning competencies vary significantly depending on grade level?

## **2. Method**

In this section, the model of the study, its population and sampling, data collection instrument and data analysis will be presented.

### **2.1. Research Model**

The current study employed relational survey model, one of the survey models, used to elicit the existing state. Survey model is a research approach aiming to describe a state or an event that existed in the past or still exists as it was/is. Relational survey model is a research model intended to determine the existence and degree of covariance between two or more variables (Karasar, 2007).

#### **1. 2. Population and Sampling of the Study**

The population of the study consists of the pre-service teachers attending the Education Faculty of a private university in Cyprus in 2015-2016 academic year. The sampling of the study is comprised of 124 pre-service teachers attending different grades of pre-school teacher education program and selected from among the population of the study through random sampling method. The participants participated in the study on a volunteer basis. The demographic features of the participants are as follows: of the participants, 83.9% are females and 16.1% are males; 57.3% of them are in the age group of 20-25, 30.6% are in the age group of 17-19, 9.7% of them are in the age group of 26-30 and 2.4% of them are in the age group of 31 and over; 39.5% of them are the graduates of vocational high schools, 31.5% are the graduates of general high schools, 26.6% of them are graduates of Anatolian high schools and 2.4% are the graduates of religious vocational high schools. The participants' parents' demographic features are as follows: 64.5% of the mothers are in the age group of 40-49, 22.6% of them are in the age group of 50 and over, 12.9% of them are in the age group of 30-39; 54.0% of the fathers are in the age group of 40-49, 43.5% are in the age group of 50 and over and 2.4% are in the age group of 30-39; 33.1% of the mothers are elementary school graduates; 30.6% are high school graduates, 16.9% are university graduates, 12.9% are secondary school graduates and 6.5% are illiterate; 32.3% of the fathers are high school graduates, 28.2% are university graduates, 20.2% are secondary school graduates; 13.7% are elementary school graduates; 3.2% have a postgraduate degree and 2.4% are illiterate; 63.7% of the mothers do not work, 21.8% are civil servants; 8.1% are in the group of others and 3.2% are workers and self-employed; 36.3% of the fathers are civil servants, 29.8% are in the group of others, 24.2% are self-employed, 8.1% are workers and 1.6% are unemployed. Finally, the data related to the grade levels of the students are as follows: 32.3% of the students are second-year students, 24.2% are first-year students, 22.6% are fourth-year students and 21.0% are third-year students.

#### **1. 2. Data Collection Instrument**

In the current study, "General Information Form" to collect general data about the students and their parents and "Key Competencies Scale for Lifelong Learning" developed by Şahin, Akbaşlı and Yanpar Yelken (2010) to evaluate the students' lifelong learning competencies were used as data collection instruments. Key Competencies Scale for Lifelong Learning is a five-point Likert type scale consisting of 8 sub-dimensions and 23 items. The responses given to the scale items can be "Strongly disagree", "Disagree", "Undecided", "Agree", and "Strongly agree". The lowest score to be taken from the scale is 23 and the highest score is 115. The sub-dimensions of the scale are communication competence in the mother tongue, communication competence in a foreign language/foreign languages, mathematical basic competency in science and technology, digital competence, competence of learning to learn, competency of social citizenship consciousness, competency in taking initiative and entrepreneurship, cultural consciousness and expression competency. Reliability and validity analyses of the scale were conducted and Cronbach alpha reliability coefficient was found to be 0.88. In the current study, the Cronbach alpha reliability coefficient calculated on the basis of the data collected as a result of the administration of the "Key Competencies Scale for Lifelong Learning" to 124 students was found to be 0.921.

## 1. 2. Data Analysis

The collected data were analyzed by using SPSS 20 program package. In order to conduct descriptive analysis of the data collected from “Key Competencies Scale for Lifelong Learning”, arithmetic means and standard deviations were used and normality distribution of the data was tested through Kolmogorov-Smirnov test. This test is suggested to be used when the study group is larger than 25 ( $n > 25$ ) (Özdamar, 2004). As a result of Kolmogorov-Smirnov normality test, it was observed that the data do not show normal distribution ( $p < 0,05$ ).

**Table 1.** Kolmogorov-Smirnov Test Results related to Distribution of Normality

“YBÖAYÖ” Sub-dimensions	Kolmogorov-Smirnov		
	Statistics	sd	p
Competency in communicating in the mother tongue	,259	124	,000
Competency in communicating in a foreign language/foreign languages	,122	124	,000
Mathematical basic competency in science and technology	,140	124	,000
Digital competency	,203	124	,000
Competency in learning to learn	,243	124	,000
Social citizenship consciousness competency	,240	124	,000
Competency in taking initiative and entrepreneurship li	,281	124	,000
Cultural consciousness and expression competency	,278	124	,000
General total	,201	124	,000

When Table 1 is examined, it is seen that for both the whole scale ( $D(124)=0,201$ ,  $p=0,00$ ) and for its sub-dimensions [Competency in communicating in the mother tongue  $D(124)=0,259$ ,  $p=0,00$ ), Competency in communicating in a foreign language/languages  $D(124)=0,122$ ,  $p=0,00$ ), Mathematical basic competency in science and technology  $D(124)=0,140$ ,  $p=0,00$ ), Digital competency  $D(124)=0,203$ ,  $p=0,00$ ), Competency in learning to learn  $D(124)=0,243$ ,  $p=0,00$ ), Social citizenship consciousness competency  $D(124)=0,240$ ,  $p=0,00$ ), Competency in taking initiative and entrepreneurship  $D(124)=0,281$ ,  $p=0,00$ ), Cultural consciousness and expression competency  $D(124)=0,278$ ,  $p=0,00$ ] the data do not show normal distribution ( $p < 0,05$ ). Therefore, in the analysis of the data, non-parametric tests were used.

As a result of the normality test in the analysis of the data, in terms of the sub-dimensions of “YBÖAYÖ”, Kruskal Wallis H-Test was used to test whether the pre-service pre-school teachers’ lifelong learning competencies vary significantly depending on grade level. While investigating the differences between categorical variables, significance level was set to be 0.05 and when it is  $p < 0,05$ , it means that there is a significant difference between the groups and when it is  $p > 0,05$ , it means there is no significant difference between the groups. When Kruskal Wallis H-Test revealed a significant difference, then Mann Whitney U-Test was employed to determine among which groups is the difference (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz ve Demirel, 2011; Özdamar, 2004).

## 3. Findings and Discussion

While constructing the findings section on the basis of the analysis of the collected data, in line with the purpose of the study, tables including arithmetic means and standard deviations calculated for the descriptive analysis of the data collected from “Key Competencies Scale for Lifelong Learning” and the findings related to analysis conducted to test whether the pre-service pre-school teachers’ lifelong learning competencies vary significantly depending on grade level are presented below.

Distribution of the arithmetic means and standard deviations of the scores for the lifelong learning competencies of the pre-service teachers is presented in Table 2.

**Table 2.** Distribution of the arithmetic means and standard deviations of the scores for the lifelong learning competencies of the pre-service teachers

<b>“YBÖAYÖ” Sub-dimensions</b>	<b>N</b>	<b>Max.</b>	<b>Min.</b>	<b>Mean</b>	<b>Stand. Deviat.</b>
Competency in communicating in the mother tongue	124	5,00	1,00	4,22	1,12
Competency in communicating in a foreign language/language	124	5,00	1,00	2,64	1,06
Mathematical basic competency in science and technology	124	5,00	1,00	3,64	1,14
Digital competency	124	5,00	1,00	3,67	1,06
Competency in learning to learn	124	5,00	1,00	3,88	1,12
Social citizenship consciousness competency	124	5,00	1,00	4,07	1,11
Competency in taking initiative and entrepreneurship	124	5,00	1,00	3,98	1,10
Cultural consciousness and expression competency	124	5,00	1,00	4,06	1,23
<b>General mean</b>	124	5,00	1,00	3,77	0,90

When Table 2 is examined, it is seen that general mean for the lifelong learning competency scores of the pre-service teachers (3.77) and the mean scores for the sub-dimensions of competency in communicating in mother tongue (4.22), social citizenship consciousness competency (4.07), cultural consciousness and expression competency (4.06), competency in taking initiation and entrepreneurship (3.98), competency in learning to learn (3.88), digital competency (3.67) and mathematical basic competency in science and technology (3.64) are at the level of “Agree” and the mean score for competency in communicating in a foreign language/languages (2.64) is at the level of “Undecided”. The best competency possessed by the students among the sub-dimensions of lifelong learning competencies is the competency in communicating in the mother tongue with a mean score of 4.22. When compared to the other competencies, the competency in communicating in a foreign language/foreign languages seems to be relatively weaker with a mean score of 2.64.

Adabaş (2016) conducted a study to investigate the pre-service teachers’ levels of possessing key competencies in lifelong learning and found that the students levels of possessing competencies in seven dimensions are good and only in the dimension of the competency in communicating in a foreign language/foreign languages, their competency is at the level of “Undecided”.

Evin Gencil (2013) investigated the pre-service teachers’ perceptions of lifelong learning competencies and found that the sub-dimension in which the pre-service teachers view themselves as the most competent is communication in mother tongue and the least competent in communication in a foreign language/foreign languages and social citizenship.

Karakuş (2013) investigated the lifelong learning competencies of the students from vocational school of higher education and found that the students’ lifelong learning competencies are good. Their competency level was found to be very good in relation to the sub-dimensions of competency in communicating in the mother tongue, social and citizenship competencies; good in relation to the sub-dimensions of competency in taking initiative and entrepreneurship, cultural consciousness and expression competency, competency in learning to learn, digital competency and mathematical and scientific competencies but low in relation to competency of communicating in a foreign language/foreign languages.

These findings reported in the literature seem to concur with the findings of the current study reported in Table 2. In light of these findings, it can be argued that the pre-service teachers view themselves as adequate in terms of possessing lifelong learning competencies.

Kruskal Wallis H-Test results showing whether the pre-service teachers’ lifelong learning competencies vary significantly depending on their grade levels are given in Table 3.

**Table 3.** Kruskal Wallis H-Test results showing whether the pre-service teachers' lifelong learning competencies vary significantly depending on their grade levels

“YBÖAYÖ” Sub-dimensions	Grade level	n	Rank mean.	Kruskal Wallis Test		Significance
				H	P	
Competency in communicating in the mother tongue	1 <sup>st</sup> year	30	57,97	5,628	,131	
	2 <sup>nd</sup> year	40	61,25			
	3 <sup>rd</sup> year	26	55,63			
	4 <sup>th</sup> year	28	75,52			
Competency in communicating in a foreign language/languages	1 <sup>st</sup> year	30	60,03	8,343	,039	2-4
	2 <sup>nd</sup> year	40	72,19			
	3 <sup>rd</sup> year	26	66,58			
	4 <sup>th</sup> year	28	47,52			
Mathematical basic competency in science technology	1 <sup>st</sup> year	30	56,68	1,088	,780	
	2 <sup>nd</sup> year	40	64,15			
	3 <sup>rd</sup> year	26	65,35			
	4 <sup>th</sup> year	28	63,73			
Digital competency	1 <sup>st</sup> year	30	52,98	6,216	,102	
	2 <sup>nd</sup> year	40	72,79			
	3 <sup>rd</sup> year	26	57,00			
	4 <sup>th</sup> year	28	63,11			
Competency in learning to learn	1 <sup>st</sup> year	30	60,22	2,894	,408	
	2 <sup>nd</sup> year	40	69,38			
	3 <sup>rd</sup> year	26	54,85			
	4 <sup>th</sup> year	28	62,23			
Social citizenship consciousness competency	1 <sup>st</sup> year	30	48,85	10,400	,015	1-2
	2 <sup>nd</sup> year	40	74,86			
	3 <sup>rd</sup> year	26	65,06			
	4 <sup>th</sup> year	28	57,09			
Competency in taking initiative and entrepreneurship	1 <sup>st</sup> year	30	60,57	2,123	,547	
	2 <sup>nd</sup> year	40	64,26			
	3 <sup>rd</sup> year	26	55,35			
	4 <sup>th</sup> year	28	68,70			
Cultural consciousness and expression competency	1 <sup>st</sup> year	30	62,72	3,168	,366	
	2 <sup>nd</sup> year	40	69,10			
	3 <sup>rd</sup> year	26	60,31			
	4 <sup>th</sup> year	28	54,88			
<b>General</b>	1 <sup>st</sup> year	30	55,87	3,381	,336	
	2 <sup>nd</sup> year	40	70,75			
	3 <sup>rd</sup> year	26	60,40			
	4 <sup>th</sup> year	28	59,77			

When Table 3 is examined, it is seen that the pre-service teachers' competencies in the dimensions of communicating in a foreign language/foreign languages ( $H=8,343$   $p<.05$ ) and social citizenship consciousness ( $H=10,400$   $p<.05$ ) vary significantly depending on their grade levels. In order to determine among which group this difference emerges, Mann Whitney U-Test was conducted. The significant difference in terms of the competency of communicating in a foreign language/foreign languages was found to be between the second-year students and the fourth-year students in favor of the fourth-year students ( $U= 343,000$ ,  $p<.06$ ); the difference in terms of social citizenship consciousness competency was found to be between first-year students and second-year students in favor of the first-year students ( $U=344,000$ ,  $p<.02$ ).

Ergün & Cömert Özata (2016) investigated the lifelong learning tendencies of the pre-service pre-school teachers in relation to grade level variable and found that the scores of the second-year students are higher than those of the first-year students. Oral & Yazar, (2015) investigated the pre-service teachers' perceptions of lifelong learning in relation to different variables and reported that the pre-service teachers' perceptions vary significantly depending on grade level in favor of the third-year students. Karakuş (2013) stated that with increasing grade level of the students from vocational school of higher education, their lifelong learning competencies also increase. Diker Coşkun & Demirel (2012) examined the lifelong learning tendencies of university students and found that mean score for the lifelong learning tendencies of the first-year students is

lower than the mean score for the lifelong learning tendencies of the fourth-year students and the difference between the means is statistically significant. Demirel & Akkoyunlu (2010) reported that the pre-service teachers' lifelong learning tendencies are high and their lifelong learning tendencies vary depending on the grade level variable. .

The scores taken from the whole scale ( $H=3,381$   $p>.05$ ) and its sub-dimensions of competency in communicating in the mother tongue ( $H=5,628$   $p>.05$ ), mathematical basic competency in science and technology ( $H=1,088$   $p>.05$ ), digital competency ( $H=6,216$   $p>.05$ ), competency in learning to learn ( $H=2,894$   $p>.05$ ), competency in taking initiative and entrepreneurship ( $H=2,123$   $p>.05$ ), cultural consciousness and expression competency ( $H=3,168$   $p>.05$ ) do not vary significantly depending on grade level.

Seyhan & Kadı (2015) investigated the university students' lifelong learning tendencies and media literacy levels and found that the university students' lifelong learning tendency scores do not vary significantly depending on the grade level variable. Diker Coşkun (2009) also found no significant difference between the scores taken by the university students from the scale of lifelong learning tendencies depending on the grade level variable.

The findings reported in the literature seem to concur with the findings of the current study shown in Table 3. Here, it is seen that only the competency in communicating in a foreign language/foreign languages and social citizenship consciousness competency vary significantly depending on grade level and this might indicate that university education causes significant effects on these sub-dimensions, raises students' awareness level and arouses a desire for personal development. Moreover, as it was found that the other sub-dimensions of lifelong learning competencies do not vary significantly depending on grade level; thus, it can be argued that university education is not adequate or comprehensive to promote these competencies. Besides subject area courses, courses to promote lifelong learning competencies should be incorporated into the curriculums of universities. In this regard, university students should be provided with activities that allow them to develop positive attitudes and desire to learn, to control their own performances and to take the responsibility for conducting research and programs should be designed to include such activities. While developing programs and designing learning settings, activities that can contribute to the development of students' lifelong learning competencies should be taken into consideration (Diker Coşkun & Demirel, 2012; Karakuş, 2013: 33). According to Köksal & Çöğmen (2013: 38), universities are institutions not only nurturing the academic development of their students, but also promoting their personal, social and cultural development as lifelong learners. Universities' offering opportunities conducive to learning and considered to be important for the concept of lifelong learning can affect emotions and opinions about lifelong learning. Quality of experiences at university can be effective in the education of students as continuously developing individuals and also in preparing them for the rest of their lives as lifelong learners.

#### **4. Results and Implications**

As a result of the current study investigating the pre-service pre-school teachers' lifelong learning competencies, it was found that the general mean of the students (3.77) is good and among the sub-dimensions of lifelong learning competencies, the students have the best mean score for the competency of communicating in the mother tongue with the mean score of 4.22 and the worst mean score for the competency of communicating in a foreign language/foreign languages with the mean score of 2.64. Moreover, only the students' competency in communicating in a foreign language/foreign languages and social citizenship consciousness competency vary significantly depending on the grade level variable. The other sub-dimensions do not vary significantly depending on the grade level variable.

In light of the findings of the current study, the following implications were made;

- Educational and instructional activities can be designed in such a way as to impart lifelong learning competencies to students so that their lifelong learning competencies can be further developed.

- In the current study, the students got low scores in relation to the sub-dimension of competency in communicating in a foreign language/foreign languages. By giving pre-school education to all the students of education faculties, students' awareness of communication in a foreign language and having access to foreign resources can be raised.
- Further research can be conducted by including different variables with larger and different samplings.
- Similar studies can be conducted with students from the different levels of schooling thus comparative studies can be carried out.

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## A Scale for Students' Attitude towards Teachers (SATTTS): The Validity and Reliability Study

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### Abstract

Attitudes are the person's emotional predispositions or tendencies generated towards people, objects, things, phenomena and events. The attitudes and feelings that we have developed towards teachers have influence on our motivation and success. This study aims to develop a scale which may be used in future research serving to determine students' attitude towards their teachers. The study is a kind of descriptive research. The study is based on developing a scale to determine students' attitude towards their teachers by testing it in practice, and identifying the technical aspects (validity and reliability) of the scale. The sample of the exploratory factor analysis consists of 334 high school students (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades) who were studying in Ankara during 2014-2015 academic term. The Exploratory factor analysis was carried out with those students to determine the factor structure of SATTTS and to calculate reliability coefficient. Construct validity (by means of factor analysis), Kaiser-Meyer-Olkin (KMO) test, Bartlett Sphericity test, varimax rotation and Cronbach Alpha reliability coefficient were determined in the development process of the scale. Confirmatory Factor Analysis Group is the one which the data was collected from to see whether the structure obtained by exploratory factor analysis was confirmed. The sample for the confirmatory factor analysis consists of 229 high school students (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades) studying in Ankara during 201-2016 academic term and whether the factor structure was confirmed was tested. Before the pilot implementation of SATTTS, it was prepared as a five-point Likert-type scale which had 43 items. At the end of exploratory factor analysis, the scale had 25 items and four factors were elicited. According to the results of the confirmatory factor analysis of SATTTS, it was found that the structure of the scale was confirmed. The findings of the study reveal that SATTTS is a valid and reliable scale which consists of four factors. It was found that the scale was a valid and reliable data collection tool to examine the attitudes towards teachers in the future research.

**Keywords:** Teaching Profession, Attitude, Validity, Reliability

### 1. Introduction

Attitudes are the person's emotional predispositions generated towards people, objects, things, phenomena and events. The attitudes that people develop are the determiners which reveal people's lifelong tendencies. They are also the reasons of our lifelong successes and failures.

Attitude is a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related (Allport, 1935). To like or dislike a situation or to approve or disapprove that helps individuals to show their attitude. Attitude stems from manner adopted towards a situation. The manner of a person has an impact on the approval or disapproval of a situation by the person (Çetin, 2006: 30).

Attitude is one of the determiners of human behaviors. The attitudes have a great influence on an individual's affection, hate and behaviors. One of the psychological variables as a research subject in behavioral sciences is attitude. Only if you can define an attitude, it can be measured. In this respect, measuring the attitudes and knowing the level of attitude that people have towards the related object or issue is preferred situation (Tezbaşaran, 1997: 1; Kan and Akbaş, 2005: 228, Evrekli et al., 2009:135). To understand the relationship between attitude and behavior, and to predict behaviors from attitude primarily depend on a reliable measurement of the attitudes (Sarıtış and Süral, 2008: 202).

The attitudes and feelings that we have developed towards teachers in our school life have influence on our motivation and success. If the teacher-student relation is positive, the number of undesirable behaviors decreases while the school success increases.

The students' characteristics such as orientation, attendance and appreciation for learning activities are some of the determiners of their school success. The students' positive attitude towards their teachers, which can be considered as necessary for student orientation to school, and the affective characteristics such as valuing school,

being aware of its functions, caring for the courses make teaching activities more meaningful for the students and increase their level of success (Gelişli and Beisenbyeva, 2015).

Students' attitudes for a more general objective than a course or a subject become steadier in time and thus it becomes harder to change these attitudes by external factors. Even in some situations, the attitudes turn into a self-attitude (self-concept) rather than being towards school, teacher or courses and this makes it hard to change attitudes. Therefore, all educational institutions should identify students' attitude towards courses, institution, teachers and friends etc. and make an effort to change things in case of a negative situation (Pehlivan, 1994; 50). According to Bloom and Özçelik (as cited in Pehlivan, 1994: 50), the level of the effect of affective entry characteristics on learning level can describe only one-fourth of the differences of learning level in standard school conditions. Attitudes, which are included in affective entry characteristics, affect students' participation in learning activities. The students' attitudes towards teachers cause positive or negative attitudes towards the course the teacher is responsible for. This has an influence on school or classroom success.

Teachers' attitude towards students, their classroom management styles, knowledge in the major field and personality have a great impact on the students. In order for an educational system to attain its objectives, the objectives in classrooms as sub education systems should be attained first. The attainment of objectives in the classrooms is related to the classroom activities. The main factor here is the teacher. There is a positive relationship between teachers' attitudes towards their profession and taking this characteristic of the teachers as a model by students. There is a positive relationship between the commitment to courses by teachers and by students. To expect something positive from the students also affects the behaviors of the teachers. To put it simply, the quality of teacher behaviors are important factors which effect education system on the attainment of its objectives (Üstüner, 2006: 110).

Students feel more comfortable in a classroom where the teacher values students and behaves in a friendly manner. The production in the classroom and the possibility to achieve educational outcomes increase, and the discipline problems decrease in the classrooms which there is a mutual trust and respect between teachers and students (Açıkgöz, 1996 as cited in Geçer, Deryakulu, 2004: 520).

The students who have positive attitudes towards their teachers maintain their motivation to learn and willingness to study at the school until they graduate. In order words, commitment to teachers is to have positive motives towards school, to feel positive association about education, to have a sense of belonging to school environment, to have good relations with the school staff and other students, to attend the school, to join extracurricular activities, to spend extra time for school studies, to take role in the decision making process at school, to formulate own learning objectives, to represent their own views in the classroom (Adıgüzel and Karadaş, 2013: 51).

Teachers should have a friendly manner of the teachers towards students in the learning environment, have positive behaviors towards students and reflect the objectives of teaching, and represent reliability and interest towards them. Whether the students like a course and have a habit for studying are directly proportional to teacher-student relations. Teachers should be aware of the fact that they should not only transfer information but also provide positive behaviors for students (Karagöz and Kösterilioğlu, 2008: 83). The classroom management strategy and professional and major area knowledge that the teachers have impact on the quality of education, classroom management, students' attitude towards teachers, taking students' attention to courses.

## **2. Purpose**

In this study, it is aimed to develop a scale for students' attitude towards teachers called SATTS. The research questions are as follows:

1. What are the exploratory factor analysis results of SATTS?
2. What are the reliability test results of SATTS?
3. What are the confirmatory factor analysis results of SATTS?

### **3. Method**

#### **Research Design**

The study conducted on survey method. The study is based on developing a scale to determine students' attitude towards their teachers by testing it in practice, and identifying the technical aspects (validity and reliability) of the scale.

#### **Scale Development Group**

##### *Exploratory Factor Analysis and Reliability Analysis Group*

It is necessary to determine technical aspects (construct validity and reliability etc.) of the scales in the scale development studies. In the development of SATTs, construct validity (by means of factor analysis) and internal consistency (by Cronbach Alpha reliability coefficient) were determined. SATTs were developed after pilot implementation to the high school students. In order to test factor structure and reliability coefficient of SATTs, 334 high school students (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades) who were studying in Ankara during 2014-2015 academic term attended the pilot implementation.

##### *Confirmatory Factor Analysis Group*

This group is the one which the data were collected from to determine whether the structure obtained by exploratory factor analysis was confirmed. SATTs was developed by the data collected from high school students. The sample for the confirmatory factor analysis consists of 229 high school students (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades) studying in Ankara during 201-2016 academic term and whether the factor structure was confirmed was tested.

#### **Scale Development Process**

There are many implications or suggestions related to scale development steps in the literature (Cohen and Swerdlik, 2013; Crocker and Algina, 1986; DeVellis, 2014; Şeker and Gençdoğan, 2014). These steps are as follows:

1. Defining the goal, target audience and purpose of the scale
2. Deciding on the scope and content of the scale
3. Writing items based on the scope and content determined previously
4. Checking the items and creating the scale form
5. Identifying the methods to score the items and procedures for data analysis
6. Piloting the scale in the scale development group
7. Scoring the items and analyzing the data
8. Creating the final draft of the scale based on results

In this study, it is aimed to develop SATTs depending on the process of scale development.

#### **Data Collection Tool**

Before the pilot implementation of SATTs, it was prepared as a five-level (1. strongly disagree, 2. Slightly Agree, 3. Moderately Agree, 4. Mostly Agree, 5. Strongly Agree) Likert-type scale which had 43 items and its technical aspects (validity and reliability) were tested. Before SATTs was developed, the literature related to teacher qualities, teacher-student relations, attitudes and attitude scale development was reviewed. In line with the information from literature review, SATTs which had 43 items was developed. Before the pilot implementation, SATTs was checked by two associate professors working in the field of curriculum and development and an associate professor in the field of assessment and evaluation. Based on the feedback from field experts, the last version of SATTs was created and it was piloted.

#### **Data Analysis**

The collected data were transferred into IBM-SPSS 22. In order to determine the validity and reliability, Kaiser-Meyer-Olkin (KMO) test, Bartlett Sphericity test, varimax rotation and Cronbach Alpha reliability coefficient were calculated (Büyüköztürk, 2013; Özdamar, 2013). Whether the structure of SATTs was confirmed by exploratory factor analysis was tested by LISREL 8.8. The details of the analyses were given in "findings" section.

## 4. Findings

### 1. Findings of the Exploratory Factor Analysis

What are the exploratory factor analysis results of SATTTS?

- Before the analysis, data file was checked to see if the item coding rated with 1, 2, 3, 4 and 5 was miscoded. The item ratings were coded inversely as the items 4, 7, 9, 12, 14 and 15 were positive in action or negative in meaning.

As missing items may cause problems in factor analysis, they were filled in the SPSS.

In order to determine the construct validity of SATTTS *principal component analysis* was used. Prior to this analysis, Kaiser Meyer Olkin (KMO) and Bartlett Test is used to see if the data set is appropriate (Büyüköztürk, 2013; Özdamar, 2013). The results of these tests are follows:

- KMO value was found 0,895. The KMO value at least above 0.50 shows that the data are appropriate for factor analysis.
- Bartlett Test result was [ $\chi^2 = 2666, 617$ ;  $sd=300$ ,  $p<0.01$ ]. The significance value was found appropriate for factor analysis.
- Based on the feedback from field experts and the scale was piloted.

The principal component analysis was applied and it revealed that 7 items of the scale (6, 7, 8, 10, 20, 30 and 40) gained very low loads in terms of item total correlation and did not contribute much to measured feature. Items numbered with 17, 27 and 34 created different factors individually and 8 items (3, 9, 15, 16, 24, 31, 32 and 36) had low factor loads or showed a load more than one factor. For this reason, those 18 items were excluded from the SATTTS. As a result of this process, SATTTS was comprised of 25 items. These 25 items were renumbered and the scale had four factors. The factor loads of 25 items, item total correlations, how far each factor describes the variance of the four factored scale's related feature are given in Table 1.

**Table 1.** Factor Analysis Initial Factor Load Values and Item Total Correlation Results

Item No	Initial Factor Load Value	Item-Total Correlation
S1	0,475	0,480
S2	0,621	0,515
S4	0,320	0,301
S5	0,455	0,541
S11	0,486	0,540
S12	0,527	0,586
S13	0,461	0,303
S14	0,520	0,539
S18	0,481	0,533
S19	0,567	0,443
S21	0,494	0,481
S22	0,461	0,304
S23	0,523	0,439
S25	0,496	0,311
S26	0,341	0,423
S28	0,605	0,463
S29	0,519	0,334
S33	0,527	0,614
S35	0,474	0,488
S37	0,433	0,575
S38	0,407	0,553
S39	0,538	0,477
S41	0,562	0,374
S42	0,507	0,482
S43	0,501	0,460

Cronbach Alpha = 0,886  
Total Variance Explained = %49,197

As seen in Table 1, initial factor loads of the items are between 0.320 and 0.621. Item-total correlations change between 0.301 and 0.641. With the remaining items, the scale explains 49,197% of the variance of the attitude of students towards teachers under four factors. As the scale was considered as one-factor, Cronbach Alpha internal consistency coefficient was found 0.886. In the Cronbach Alpha reliability analysis, in the section of “Cronbach's Alpha if Item Deleted”, it was determined that Cronbach Alpha reliability coefficient was below 0,886 if any items shown in Table 1 were excluded from the scale. At this stage, it can be stated that the reliability coefficient of all items is high (Büyüköztürk, 2013; Özdamar, 2013).

Principal components analysis shows if the scale has sub-factors or not. In order to determine sub-factors, data collected from 334 individuals were rotated by “Varimax” method (Büyüköztürk, 2013; Özdamar, 2013). The results of “Varimax” rotation were shown in Table 2.

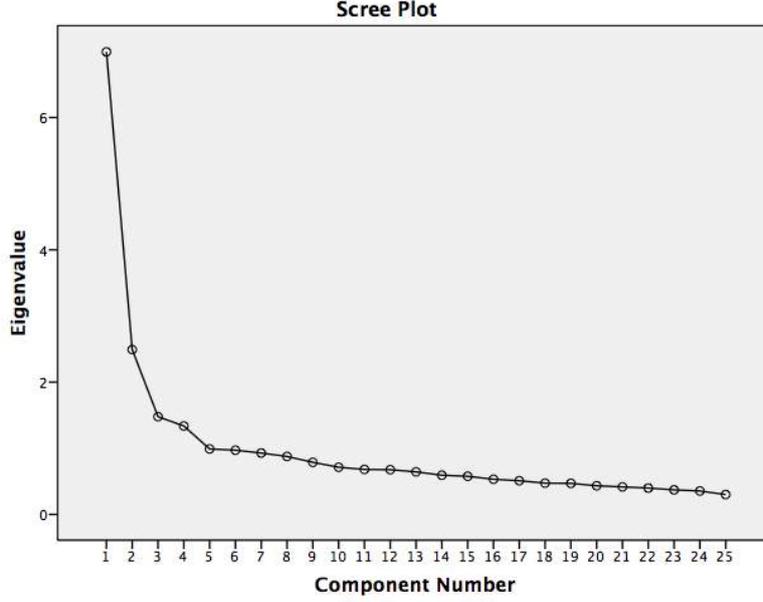
**Table 2.** Factors after Varimax Rotation and Items under These Factors

Items	Factors			
	1	2	3	4
S19	0,737			
S14	0,706			
S21	0,699			
S12	0,681			
S18	0,661			
S35	0,660			
S11	0,655			
S5	0,629			
S37	0,567			
S26	0,539			
S38	0,529			
S28		0,726		
S29		0,705		
S39		0,652		
S22		0,638		
S2			0,727	
S42			0,628	
S1			0,598	
S13			0,563	
S33			0,528	
S25				0,696
S41				0,638
S43				0,620
S23				0,579
S4				0,526
<b>Factor Variance Explained</b>	= %19,804	%10,067	%10,028	%9,297
<b>Total Variance Explained</b>	<b>= %49,197</b>			

As seen in Table 2;

- Items 5, 11, 12, 14, 18, 19, 21, 26, 35, 37 and 38 created one factor and this sub-factor explains 19% of the attitude. When the items in this factor were examined, it was seen that this factor could be named as “*Teachers’ Personality Characteristics (TPC)*”.
- Items 22, 28, 29 and 39 created another factor and this sub-factor explains 10% of the attitude. It was seen that this factor could be named as “*Attitudes Towards Classroom Management (ATCM)*”.
- Items 1, 2, 13, 33 and 42 created another factor and this sub-factor explains 10% of the attitude. It was seen that this factor could be named as “*Interaction with Teachers (IWT)*”.
- Items 4, 23, 25, 41 and 43 created another factor and this sub-factor explains 9% of the attitude. It was seen that this factor could be named as “*Negative Attitude Towards Teachers (NATT)*”.

These sub-factors from exploratory factor analysis can be seen in the “scree plot” graph. The scree plot graph was shown in Figure 1.



**Figure 1:** Scree Plot Graph of Sub-factors of SATTS

As it can be seen in Figure 1, after the first four factors in the graph, a flat line starts on the horizontal axis. This proves that the SATTS is a four-factor scale.

## 2. Findings of the Reliability Analysis (Cronbach Alpha)

What are the reliability analysis results of SATTS?

At the end of exploratory factor analysis, 25 items remained in the scale. These 25 items were collected under four sub-factors. The reliability values that these sub-factors create are shown in Table 3 (Büyüköztürk, 2013; Özdamar, 2013).

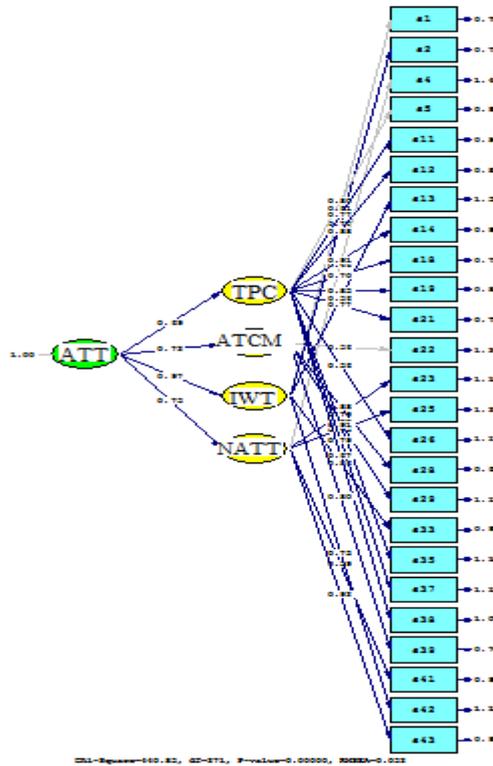
**Table 3.** Cronbach Alpha Reliability Test Results of the Sub-factors

Sub-factors	Items	Cronbach Alpha
Teachers' Personality Characteristics (TPC)	5, 11, 12, 14, 18, 19, 21, 26, 35, 37 and 38	0,876
Attitudes Towards Classroom Management (ATCM)	22, 28, 29 and 39	0,718
Interaction with Teachers (IWT)	1, 2, 13, 33 ve 42	0,710
Negative Attitude Towards Teachers (NATT)	4, 23, 25, 41 ve 43	0,702

As seen in Table 3, it was determined that the reliability coefficient of the first sub-factor (TPC) was 0,876, the second sub-factor (ATCM) was 0,718, the third sub-factor was (IWT) was 0,710 and the fourth sub-factor (NATT) was 0,702. The reliability coefficient values between 0,70 and 0,90 for the scales are accepted as high reliability (Özdamar, 2013, 555). These sub-scales have high reliability level.

## 3. The Results of the Confirmatory Factor Analysis

In order to determine whether the structure obtained by exploratory factor analysis results of SATTS was confirmed, confirmatory factor analysis was applied. The model created after this analysis is shown in Figure 2.



**Figure 2.** Confirmatory Factor Analysis Model of SATTs (Standardized Values)

Figure 2 Abbreviations: **TPC:** Teachers' Personality Characteristics, **ATCM:** Attitudes Towards Classroom Management, **IWT:** Interaction with Teachers, **NATT:** Negative Attitude Towards Teachers, **ATT:** Attitudes Towards Teachers

As seen in Figure 2, It was indicated that Chi- Square and degree of freedom values from confirmatory factor analysis (CFA) were  $\chi^2 = 640,83$ , ( $sd=272$ ,  $p<.01$ ) and  $\chi^2 /sd=2,35$ . As the ratio gained from the selected sample is lower than 3, this implies a perfect match (Jöreskog and Sörbom, 1993; Sümer, 2000; Kline, 2005). It may be stated that the match between the data set and the model found in CFA is perfect.

It may be stated that one of the most commonly preferred goodness of fit indices in CFA is RMSEA (root-mean-square error of approximation). 0.05 or a lower value of RMSEA in CFA is the indicator of the model-dataset match; however, it is stated that this value is acceptable up to 0.08 (Browne and Cudeck, 1993; Hu and Bentler, 1999; Şimşek, 2007; Vieira, 2011). The RMSEA value in this study was 0.072, which is considered acceptable. The AGFI (Adjusted Goodness of fit index) value higher than 0.80, the RMR (Root- mean-square residual) lower than "0.10" and SRMR (Standardized RMR) lower than "0,08" (Şimşek, 2007) are acceptable values that indicate the match between real data set and the model (Anderson and Gerbing, 1984; Marsh, Balla and McDonald, 1988). In this study, AGFI=0.92, RMR=0.036 and SRMR=0.032 were found. According to these results, it may be stated that the model-dataset match is at acceptable level.

In CFA, NNFI (Non-Normed Fit Index), CFI (Comparative Fit Index), NFI (Normed Fit Index) and IFI (Incremental Fit Index) values are 0.95 or higher, which shows that the model-dataset match is "perfect match" (Bentler, 1990; Hu and Bentler, 1999; Sümer, 2000; Şimşek, 2007; Çokluk, Güçlü and Büyüköztürk, 2008). At the end of the analysis, NNFI=0,95, CFI=0,96 ve NFI=0,96 ve IFI= 0,97 were found. According to these results, it may be stated that the model-dataset match is at perfect level. The goodness of fit values from CFA are summarized in Table 4.

**Table 4.** Goodness of Fit Values Gained in CFA

$\chi^2$	Sd	$\chi^2/sd$	RMSEA	AGFI	SRMR	RMR	NNFI	CFI	NFI	IFI
640,83	272	2,35	0,053	0,92	0,032	0,036	0,96	0,96	0,95	0,97

The main purpose of CFA is to determine the level of match between a pre-determined model and the obtained data (Sümbüloğlu and Akdağ, 2009). In this respect, it may be stated that the four-factor structure of SATTs was confirmed according to the goodness of fit indices acquired in CFA.

## 5. Results and Implications

At the end of confirmatory factor analysis and reliability analysis on the Scale for Students Attitude towards Teachers (SATTs), the last version of the scale was formed. According to this:

- Items 5, 11, 12, 14, 18, 19, 21, 26, 35, 37 and 38 were renumbered respectively as **1, 5, 6, 10, 13, 16, 18, 21, 22, 24 and 25**. The sub-factor created by these items was named as “**Teachers’ Personality Characteristics (TPC)**”.
- Items 22, 28, 29 and 39 were renumbered respectively as **2, 8, 19 and 23**. The sub-factor created by these items was named as “**Attitudes towards Classroom Management (ATCM)**”.
- Items 1, 2, 13, 33 and 42 were renumbered respectively as **3, 11, 15, 17 and 20**. The sub-factor created by these items was named as “**Interaction with Teachers (IWT)**”.
- Items 4, 23, 25, 41 and 43 were renumbered respectively as **4, 7, 9, 12 and 14**. The sub-factor created by these items was named as “**Negative Attitude towards Teachers (NATT)**”.

## Implications

1. Scale development studies are often conducted by the implementations on small groups. In this study, analyses were carried out with 334 participants. It is considered that supporting the findings of the study by other studies may contribute to the determination of the technical aspects of the scales. For this reason, it is suggested that the SATTs be applied to different groups by different researchers and different evidence be found related to its validity and reliability.
2. As SATTs was conducted with high school students, it is suggested that this scale should be used in the studies that search high school students’ attitudes towards teachers. In case of using it with different age groups, the items in the scales should be revised according to the characteristics of that age group and the analyses should be carried out again.
3. Using the SATTs with other data collection tools related to teacher-student relations and interpreting the collected data together is suggested as it will not only increase the power of the study but also contribute the development process of the SATTs.

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## Effect of Organizational Silence on Organizational Cynicism: an Empirical Study on Healthcare Industry

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### Abstract

Today's dynamism and competitive business environments result with the alteration change of working conditions and as well as the emergence of new concepts. Due to the increasing competition, employees experience higher performance towards productivity and performance. Therefore, based on difficulties and pressures of the work conditions, the employees may exhibit negative attitudes towards the organization. One of the negative attitudes towards the organization is the concept of organizational cynicism that takes its roots from Ancient Greek Times and involves negative attitudes towards the organization such critical, pessimistic and disdain (Türköz, Polat & Coşar, 2013; Sağır & Oğuz, 2012). On the other hand, the employees can hide the knowledge and ideas they have consciously and deliberately (Kılıçlar, Harbalıoğlu, 2014; Aktaş & Şimşek, 2015). This can lead to organizational silence behavior. In recent days, the healthcare industry is considered to be more active in service production, effective usage of human resources and competitive conditions compared to the others. In this context, this study is conducted on nurses as the most important actors of the healthcare sector. The survey that includes organizational cynicism and organizational silence expressions items was carried out on 131 nurses in a training and research hospital in Istanbul. The findings of the study are considered to be useful for the field of organizational behavior and management practitioners. Correlation analysis, regression analysis, and one-way ANOVA test are used for testing our hypotheses. This study aims to examine the effect of organizational silence behavior on organizational cynicism. As a result of this study, it was observed that the organizational silence behaviors have an effect on organizational cynicism attitudes ( $p < .01$ ,  $R^2 = .09$ ). However, it was not calculated this effect too much. Silence behaviors describe the rate of 9 % cynicism attitudes. In addition, a positive correlation was found between two variables at moderate level ( $p < .01$ ,  $r = .30$ ). The most powerful relationship was found in organizational silence and also organizational cynicism in emotional dimension ( $p < .01$ ,  $r = .30$ ). Generally, it was observed that nurses do not exhibit organizational silence behavior ( $\bar{x} = 2,66$ ). At the same time, it has also been found that organizational cynicism attitude is to be negatively ( $\bar{x} = 2,77$ ). Another finding is the study there is no difference in the cynicism according to demographic variables. It was only found significant differences in occupational seniority for nurses' cynicism. In this context, the results were considered to be useful to practitioners who are working on organizational behavior and managerial sense. Especially, defining and identifying these behaviors and attitudes will be useful for managers in reducing these behaviors in organizations.

**Key Words:** Organizational silence, Organizational cynicism, Factor analysis, Regression Analysis

### 1. Introduction

With the current effect of globalization world and increasing competition, today's organizations are required to manage negative attitudes. This study emphasizes organizational silence and organizational cynicism that are two important types of negative attitudes in organizations. The objective of the study is to examine the effect of organizational silence behaviors on organizational cynicism. Also, this paper aims to investigate the effect of organizational silence behavior on organizational cynicism differs or not due to the demographic variables (e.g. age, gender, seniority).

### Concept of Organizational Cynicism

Cynicism, being one of the schools of thought, has a history dating back to ancient Greek times (Dean et al., 1998). It has made studies on organizational cynicism since the 1990's (Fettahlıoğlu, 2015). The term cynicism derived from the term "cynic" (Eaton, 2000; Güzeller, Kalağan, 2010). Generally, cynicism concept associated with unethical behavior and negative attitudes toward job (Khan, 2014). Researchers concur that cynicism is an increasing problem for organizations (Dean et al., 1998; Khan, 2014). According to James (2005), organizational cynicism is a negative job attitude that individuals were directed to organizations and may change over the time (James, 2005). According to Dean et.al. (1998), organizational cynicism is negative attitudes toward the organization. It has three dimensions: (1) the lack belief of integrity in organization, (2)

negative impact toward the organization, (3) critical and consistent behaviors such disparaging trends toward the organization (Dean et al., 1998). Andersson (1996) defined that organizational cynicism is negative attitudes of employees about their organizations (Simha et al., 2014; Andersson, 1996). Andersson and Bateman (1997) define that employee cynicism includes negative emotions such as disappointment directed a person or group, ideology, and organization (Qian, 2007; Andersson & Bateman , 1997).

Brandes (1997) mentioned two dimensions of organizational cynicism: (1) an increase of negative attitudes caused by individual errors, (2) a sense that the organization cannot develop (Apaydn, 2012; Brandes, 1997). Dean et al. (1998) determined three dimensions of organizational cynicism; cognitive, emotional and behavioral dimensions. When cognitive dimension includes dishonest employees, emotional dimension includes employees that display feelings such as anger, anxiety, tension, contempt (Kalay et al., 2014). The behavioral dimension, the last dimension of organizational cynicism, contains negative emotions such as pessimistic thoughts, kidding and disdain (Fettahlıođlu, 2015). Andersson and Bateman (1997) measured organizational cynicism in three ways: (1) toward a specific organization, (2) toward corporate managers, and (3) toward generally to human nature (Wanous et al., 2000; Andersson & Bateman, 1997).

Cynicism is an attitude that is associated with despair and frustration (James, 2005). Cynicism is associated with negative concepts including skepticism, mistrust, pessimism, exacting, criticizing and contempt (Karacaođlu, Kūçūkkōylū, 2015). Employees with a high level of organizational cynicism believe that the organization lacks integrity, honesty, and fairness. These beliefs bring together negative feelings such as anger and contempt, distress and shame (Davis, Gardner, 2004; Abraham, 2000). Cynical employees tend to exhibit behaviors including low motivation, commitment, and dedication to work. Also, they exhibit more absenteeism behavior (Ribbers, 2009; Karadađ et al., 2014). According to Chiaburu et al. (2013), organizational cynicism causes the negative results such as low commitment, job turnover rate increase and low performance (Simha et al., 2014; Chiaburu et al.,2013).

In the research studies, it was determined that organizational cynicism results with low performance, absenteeism, job turnover rate increase, frustration, insecurity and low job satisfaction and reduction of exhibiting the organizational citizenship behavior (Byrne, Hochwarter, 2008). Employees with low performance and job satisfaction will loaf. Thus, voluntary behaviors will decrease.

When the definitions of organizational cynicism examined, we see that the most common definition is negative attitudes such as mistrust, pessimism, contempt, frustration and disdain toward the organization. Low performance, absenteeism, turnover rate increase, low commitment is undesirable consequences of organizational cynicism. Managers are required to take necessary prevention.

### **Concept of Organizational Silence**

Another negative behavior for organizations is organizational silence behavior. When it is meant the silence, not to talk comes to mind firstly. But, also it means not to write, not to attend, not to hear and to neglect (Moghaddampour et al., 2013). The phenomenon of silence is dominant in the workplace (Pinder, Harlos, 2001; Morrisson, Milliken, 2000). In the literature, silence has considered as loyalty in the previous times. However, nowadays organizational silence is accepted negative behavior because employees hide consciously organizational issues and knowledge (Erigūç et al., 2014). Morrisson and Milliken (2000) firstly come up with this term. Organizational silence is the term used to emphasize the collective level of the phenomenon (Henriksen, Dayton, 2006; Morrisson, Milliken, 2000). Organizational silence is a dangerous situation for organizations and also creates obstacles for organizational change (Morrison, Milliken, 2000).

Morrison and Milliken (2000) define that the organizational silence is a collective phenomenon (Morrison and Milliken, 2000). Pinder and Harlos (2001) states that employees hide their opinions and ideas deliberately and intentionally (Erigūç et al., 2014; Pinder & Harlos,2001). Park and Keil (2009) argued that there are three types of silence. The first one, the conscious silence that employees are silence even they have knowledge and opinions. The second one is the defensive silence that employees stay silence to avoid conflict and also to protect their benefits. Finally, the last type of silence is the collective silence that all employees decide together

to not explain ideas and prefer to remain silent (Kahveci, Demirtaş, 2013; Park & Keil, 2009). Pinder and Harlos (2001) suggested that silence can be active, conscious, intentional, and purpose (Dyne, Ang, Botero, 2003; Pinder and Harlos, 2001). Morrison and Milliken (2000) state that organizational silence results in low motivation, satisfaction, and commitment. Also, organizational silence can create stress, cynicism, dissatisfaction and disengagement among employee (Vakola, Bouradas, 2005; Morrison & Milliken, 2000). Like organizational cynicism, organizational silence also is a negative organizational behavior and has negative consequences such as low motivation level, satisfaction, and commitment.

When the literature is examined, the common feature of definitions is that the organizational silence behavior is a collective phenomenon. Also, employee hides their opinions and ideas deliberately and intentionally from the organization. It is accepted as intended and negative behavior. Three dimensions of organizational silence behavior; acquiescent silence, defensive silence, prosocial silence. Acquiescent silence, employees keep their work-related opinions, ideas, and information, based on resignation (Dyne, Ang, Botero, 2003; Acaray, Akturan, 2015). In defensive silence is self-protective behavior based on fear. Employees feel afraid and personality at risk (Dyne, Ang, Botero, 2003). So thus, they defend themselves against external threats consciously and proactively (Acaray, Akturan, 2015). When compared with acquiescent silence, defensive silence is more proactive. Prosocial silence, based on cooperation, employees feel cooperative and altruistic (Dyne, Ang, Botero, 2015). To protect their benefits, they withheld and hide their work-related opinions, ideas and information (Acaray, Akturan, 2015).

In order to survive and operate effectively, organizations need employees who are not afraid to share information and knowledge. If employees do not share their knowledge and information, organizational silence will occur. So thus, silent employees will cause to cynic employees. According to this, the organization will be damaged. It is determined that nurses prefer silence to protect both their personal rights and the rights of patients according to their education and experience, and resist against institutional managers and their colleagues (Erigüç et al., 2014). Serving twenty-four-hour service anytime in health institutions, nurses are a professional group that assists in the coordination of multi-disciplinary and non-professional activities of employees (Bayın et al., 2015).

This study aims to analyze the relationships between organizational cynicism and organizational silence behavior of nurses. We believe that it will be useful for future studies.

## **2. Research Methodology**

### **Purpose and Importance of the Study**

The study was conducted on nurses who are working in health sector. According to TUIK data in 2014 ([www.tuik.gov.tr](http://www.tuik.gov.tr)), the number of nurses is defined as 142.432. After the number of health officers, this number is seen as the second. Therefore, any silence behavior that nurses exhibit in their organizations will lead to organizational cynicism. It may lead to negative consequences on patient health. To examine this type of behavior on nurses is really important. In this content, the aim of the study is to examine the effect of silence behavior of nurses on organizational cynicism behavior. Another objective of this study is to determine the effect of organizational silence behavior and the levels of cynicism behaviors. It was believed that this study, assisting to managers, will guide which factors are necessary to reduce and prevent the effect of organizational silence and organizational cynicism behavior of nurses. The results of this study are important to assist to managers to be aware of behaviors that reduce the efficiency of the organization. Because the number of studies on health sector is outnumbered, this study will contribute to the literature. Applying in the Research and Education Hospital, the questionnaire distributed to 170 nurses and 133 surveys returned. The survey was conducted on 131 nurses, two missing data because of incorrect or incomplete filling.

### **Sample of the Study**

The participants in this study consist of 170 nurses who worked in Research and Educational Hospital. The sample of this study is comprised of 131 nurses, 2 of them was incorrectly filled out or uncompleted (n=131).

In the research, general information about socio-demographic characteristics of participants as follow: Average age of participants =25,8 years, 106(%81) of them are women and 25(%19) of them are men, 65 of them have associate degree (%50), 53 of them have bachelor's degree (%41), 7 of them have (%5) MBA/Ph.D. and 6 of them (%4) haven't been declared. 38 (%29) of them are married, 88(%67) of them are single and 5(%4) of them have not been declared. Less than 1 year experience in job is 40 people (%30), 1-3 years experience is 50 people (%38), 4-6 years experience is 13 people (%10), 7-9 years experience is 6 people (%5) and 10+ years experience is 21 people (%16), 1 survey is unanswered (%1).

### Data Collection Tools

The questionnaire was used as data tool collection. The questionnaire consists of three parts. In the first part, the demographic characteristics of participants (e.g. age, gender) were measured. In the second part, it was used organizational silence scale developed by Dyne, Ang and Botero (2003) and the validity and reliability of the scale developed by Çekmecelioğlu, Acaray, Akturan (2015). This scale consists of 13 expressions with 3 dimensions. It includes acquiescent silence (5-items), defensive silence (5-items) and prosocial silence (3-items) in the form. The organizational cynicism scale developed by Eaton (2000) and Brandes (1997), also Turkish validity and reliability study developed by Erdost et al., (2007). This scale consists of 14 expressions; cognitive (5 items), emotional (6 items) and behavioral (3 items). Answers were evaluated with 5-point Likert scale "1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), 5 (strongly agree)" expressions for both two scales.

### Data Analysis

Data were analyzed by statistical package program. To determine which tests will be used for data analysis, Kolmogorov-Smirnov test was conducted primarily. Because the results of the test are  $p > 0.05$ , the data are normally distributed and it was found to be necessary to use parametric tests. In addition to the descriptive statistical analysis (mean and standard deviation), Pearson correlation analysis and regression analysis are used in data analysis.

Firstly, factor analysis was used to determine the dimensions of organizational silence and organizational cynicism variables. With factor analysis, researcher is able to see the basic factors of variables and to describe each degree of each variable ([http://www.istatistikanaliz.com/faktor\\_analizi.asp](http://www.istatistikanaliz.com/faktor_analizi.asp)). The sample size is important for factor analysis. A number of cases should be greater than the number of variables. At least, 10 cases are desirable for each variable. In general, 100-200 test subjects are efficient for analysis (Akgül, Çevik, 2005). To determine the validity of the scale, Varimax rotation was used in the factor analysis. Factors are not limited. 0.45 and higher load factor is a good measure for selection (Büyüköztürk, 2007). It is necessary that Kaiser-Meyer-Olkin (KMO) value in factor analysis is higher than 0.50. KMO value is .86 for organizational silence and

Barlett's Test of Sphericity is significant, calculated as ( $\text{Chi}=804,051$ ;  $p.000$ ). The distribution of the load factors of organizational silence, (0,502-0,829) for defensive silence, (0,585-0,785) for acquiescent silence, (0,818-0,860) for prosocial silence. Total variance ratio of these factors was calculated as %65.99. Defensive silence factor consists of %40.9, acquiescent silence factor %16.9, and finally prosocial silence %8.19 (Table 1).

**Table 1.** Total Variance Explained (Scale of organizational silence)

<i>Component</i>	<i>Eigenvalue</i>	<i>% of Variance</i>	<i>Cumulative %</i>
<i>Defensive Silence</i>	<i>5.31</i>	<i>40.90</i>	<i>40.90</i>
<i>Acquiescent Silence</i>	<i>2.19</i>	<i>16.89</i>	<i>57.80</i>
<i>Prosocial Silence</i>	<i>1.06</i>	<i>8.19</i>	<i>65.99</i>

KMO value is .89 for organizational cynicism and Barlett's Test of Sphericity ( $\text{Chi}=1170,558$ ;  $p.000$ ) is statistically significant. The distribution of load factors of organizational cynicism is (0.528-0.839) for cognitive dimension, (0.606-0.821) for emotional dimension and (0.499-0.898) for behavioral dimension. Total variance ratio of these factors was calculated %69.45. It was explained that %50.5 of the variability of cognitive dimension, %10.7 of emotional dimension and %8.2 of behavioral dimension (Table 2).

**Table 2.** Total Variance Explained (Scale of organizational cynicism)

<i>Component</i>	<i>Eigenvalue</i>	<i>% of Variance</i>	<i>Cumulative %</i>
<i>Cognitive</i>	7.077	50.551	50.551
<i>Emotional</i>	1.495	10.678	61.229
<i>Behavioral</i>	1.151	8.221	69.450

Cronbach' alpha values were calculated for the reliability of both scale and size (Table 3). The resulting values are assessed as high reliability, suitable for social sciences (Kayış, 2005).

**Table 3.** Reliability Values on The Scales

<i>Scales &amp; Dimensions</i>	<i>Cronbach alpha value</i>	<i>N of items</i>
<i>Organizational Silence</i>	.845	13
<i>Defensive Silence</i>	.848	5
<i>Acquiescent Silence</i>	.843	5
<i>Prosocial Silence</i>	.806	3
<i>Organizational Cynicism</i>	.921	14
<i>Cognitive</i>	.842	5
<i>Emotional</i>	.881	5
<i>Behavioral</i>	.853	4

When the results of their size of the research scale and descriptive statistical analysis have examined, the average values for the organizational silence scale is  $\bar{x} = 2,66$  ( $\sigma = 0,71$ ). Answers "disagree" option is close to the form. Silence behavior for protective silence dimension is  $\bar{x} = 3,64$  ( $\sigma = 1,15$ ) and has the highest value. Answers are close to "Agree" option. The average values for the organizational cynicism scale are  $\bar{x} = 2,77$  ( $\sigma = 0,86$ ). Answers are close to "Disagree" option. The highest behavioral dimensions for cynicism behavior is  $\bar{x} = 2,92$  ( $\sigma = 1,07$ ) and has the highest value. Answers are between "Disagree and neither agree nor disagree" option (Table 4).

**Table 4.** Descriptive Statistics for Scales and Its Dimensions

<i>Component</i>	<i>Mean</i>	<i>sd</i>
<i>Silence Scale</i>	2.66	.71
<i>Defensive</i>	2.20	.91
<i>Acquiescent</i>	2.52	.90
<i>Prosocial</i>	3.64	1.15
<i>Cynicism Scale</i>	2.77	.86
<i>Cognitive</i>	2.91	1.00
<i>Emotional</i>	2.52	.93
<i>Behavioral</i>	2.92	1.07

Correlation analysis has been used in order to examine the connection between variables in the study. In the result of correlation analysis, it has found that there is a positive middle-level connection between organizational silence and organizational cynicism ( $r=0.3$ ;  $p<.05$ ). Beside this, it has been calculated the highest connection in emotional dimension between silence and cynicism.

**Table 5.** Correlations

	Silence	Defensive	Acquiescent	Prosocial	Cynicism	Cognitive	Emotional	Behavioral
Silence	1							
Defensive	.846*** .000	1						
Acquiescent	.864*** .000	.698*** .000	1					
Prosocial	.437*** .000	.040 .650	.088 .315	1				
Cynicism	.300*** .000	.194*** .027	.268*** .002	.200** .022	1			
Cognitive	.273*** .002	.200*** .022	.292*** .001	.088 .317	.883 .000	1		
Emotional	.331***	.263***	.291***	.161	.882***	.677***	1	

	<b>.000</b>	.002	.001	.066	.000	.000		
Behavioral	.169	.028	.098	.286	.834	.589	.612	1
	.054	.748	.264	.001	.000	.000	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed). \* . Correlation is significant at the 0.05 level (2-tailed).

### Hypothesizes Tests

In order to reveal how organizational silence behavior has an effect on organizational cynicism, it was investigated the antecedents of various variables. Because organizational silence and organizational cynicism behaviors are negative behaviors, we see that these variables examined with negative behaviors such as mobbing, burnout syndrome in the literature. One of the studies, carried out with 240 academic and administrative staff, it was found that there is a significant difference between the levels of mobbing and organizational silence, but not for organizational cynicism. Also, significant and positive relationship has been found between mobbing and organizational silence, mobbing and organizational cynicism, and organizational silence and organizational cynicism (Kalay et al., 2014). Another study, applied on 90 academicians, has investigated organizational silence and burnout levels. It was found a positive correlation between organizational silence and burnout levels (Akn, Ulusoy, 2016). Applied the study on 203 workers in finance organization, it was found that there is a positive and low interaction between employee silence and the organizational cynicism. When the dimensions of employee silence (defensive, acquiescent, prosocial), there is not any significant interaction with the organizational cynicism (Karacaoğlu, Küçükköylü, 2015). Another study investigated by Tangirala, Ramanujam (2008), researched that procedural justice climate and employee silence. It was found that procedural justice climate moderated the effects of individual-level antecedents of employee silence. When procedural justice climate was higher, the effects of antecedents that inhibit employee silence (e.g. workgroup identification, professional commitment) stronger.

When the literature has examined, we see that the studies investigating organizational silence and organizational cynicism together are outnumbered; our study results are similar to other studies. In the context of the study, organizational silence behavior is considered to be an effect on organizational cynicism attitudes. In this context;

*H<sub>1</sub>: Silence behavior of nurses has an effect on organizational cynicism attitudes.*

In order to test our hypotheses, regression analysis was used. The findings show that a unit of increase in the silence behavior results with an impact on organizational cynicism behavior in terms of,  $y = 1.807 + .365$  on organizational cynicism attitude has an impact in the form of  $X_1$ . In addition, the behavior of silence, there is an explanation of 9% over cynicism attitudes (Table 6).

**Table 6.** Results of Regression Analyses

Model	Ind. Var.	r	R <sup>2</sup>	F <sub>ch</sub>	df	Beta	β	p
1	Constant						1.807	.000***
	Org. silence	.30	.09	12.785	129	.30	.365	.000***

\*\*\* p < .001

Because there are fewer studies in the literature, this study aims to investigate organizational cynicism attitudes differ or not according to demographic variables. The hypothesis that is composed with this aim;

*H<sub>2</sub>: Organizational cynicism differs according to demographic variables (gender, education, and occupational seniority).*

It was not found any differences with t-test in organizational cynicism according to gender (p>.159). Mean for female nurses is 2.83 and for male nurses 2.55. The organizational cynicism attitudes for male and female nurses are at low levels.

**Table 7.** Investigation of Organizational Cynicism According to Gender

Variable	Gender	N	Mean	sd	p
Cynicism	Female	106	2,83	.83	.159
	Male	25	2,55	.99	

p > 0,05

Measured with one-way ANOVA test and LSD analysis, there is no significant difference in organizational cynicism according to education. Cynicism attitudes of associate, bachelor's, MBA/Ph.D. graduate nurses are similar. Cynicism means the associate degree is 2.77, bachelor's degree 2.78, MBA/Ph.D. degree 2.79. These values are not statistically significant (F:.002; p>.05)

**Table 8.** Investigation of Organizational Cynicism According to Education

Cynicism	Sum of Squares	df	Mean Square	F	p
Between Groups	,003	2	,002	.002	.998
Within Groups	96,354	122	,790		
Total	96,357	124			

Finally, organizational cynicism differences were investigated according to occupational seniority. According to one-way ANOVA test, there is statistically significant difference between employees who have less than 1-year work experience and 1-3 year work experience also between employees who has 1-3 year work experience and more than 4- year work experience. (F: 3.104; p<.05). According to LSD test, applied in order to understand/see a direction of difference which has occurred, organizational cynicism mean of employees who has less than 1-year experience is 2.61, 1-3 year experience is 3.02 and more than 4-year experience is 2.66. These means composed statistically significant difference.

**Table 9.** Investigation of Organizational Cynicism According to Occupational Seniority

Cynicism	Sum of Squares	df	Mean Square	F	p
Between Groups	4,545	2	2,272	3,104	,048*
Within Groups	92,975	127	,732		
Total	97,520	129			

\* The mean difference is significant at the .05 level

### 3. Results and Discussion

In today's business world, employees have to be able to express themselves as much as possible to be productive in their jobs. Otherwise, employee silence will reduce organizational efficiency and lead to negative attitudes towards the organization. Therefore, the needs of employees that are working in different organizational environments are increasing day by day. In this context, the study designed to investigate the effect of organizational silence behavior on organizational cynicism attitudes.

The results show that organizational silence behavior affects organizational cynicism a low rate. These results can be considered to be an antecedent indicator of organizational silence toward organizational cynicism. The results obtained are similar to the study made by Karacaoğlu & Kücükköylü (2015). Beside this, it was also found that demographic variables vary according to the occupational seniority. Particularly, it was found statistically significant that employees with less than 1 year, 1-3 years and 4 years among employee and between employees with greater seniority among employees between 1-3 years.

It is thought that this study will guide researchers for future studies and also open a new horizon towards organizational silence and cynicism issues. When the literature has examined, two variables of this study together were uncommon. In this context, it will be useful to design new studies in different sectors and organizations. Because the organizational cynicism is associated with different variables such as counterproductive work behavior, mobbing, the perception of injustice, this will take new approaches for researchers.

## Limitation of the Study

This study was conducted in Education and Research Hospital in İstanbul. The questionnaire was conducted only in one hospital. Another limitation of the study is that single occupational groups, nurses were included in the study. Future studies can focus on both doctors and other health workers. Because nursing profession is predominantly female in our country, we did not have the opportunity to associate the variables with gender. Although the numbers of participants are adequate to evaluate the study statistically, it can be considered to increase the number of participants.

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# Digital Competences for Teachers

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## **Abstract**

A detailed list of roles and tasks of a teacher is difficult to build. Anyway, when looking at the most activities in the classroom, it is quite clear that these roles and tasks are not linear, and therefore the skills and competences to be developed through preservice and inservice teacher training programmes are almost impossible to address without continuous practice and without solid grounding into nowadays technological and pedagogical frameworks. The article is exploring the digital competences for teachers and the ways they are integrated into the assembly of the profile and skills of today's education practitioner. Modern technology is used for the purpose of resource and must be content elements is connected to disciplinary action and to target the objectives pursued by the unit. The role of the teacher in traditional education, a transmitter of information, can be transformed into a facilitator of learning by rethinking its mission: creating an ambience (purpose, information, resources, strategy) to enable the student to build / develop knowledge by using ICT. Integration of information and communication technologies (ICT) in teaching -învățare - evaluation, the past two decades has become a priority of educational policies all over the world as open new horizons for the practice of education: facilitating processes of disclosure of its processing by the pupil, building knowledge.

**Keywords:** teaching staff, continuous professional development, ICT skills

## **1. Pedagogical setup**

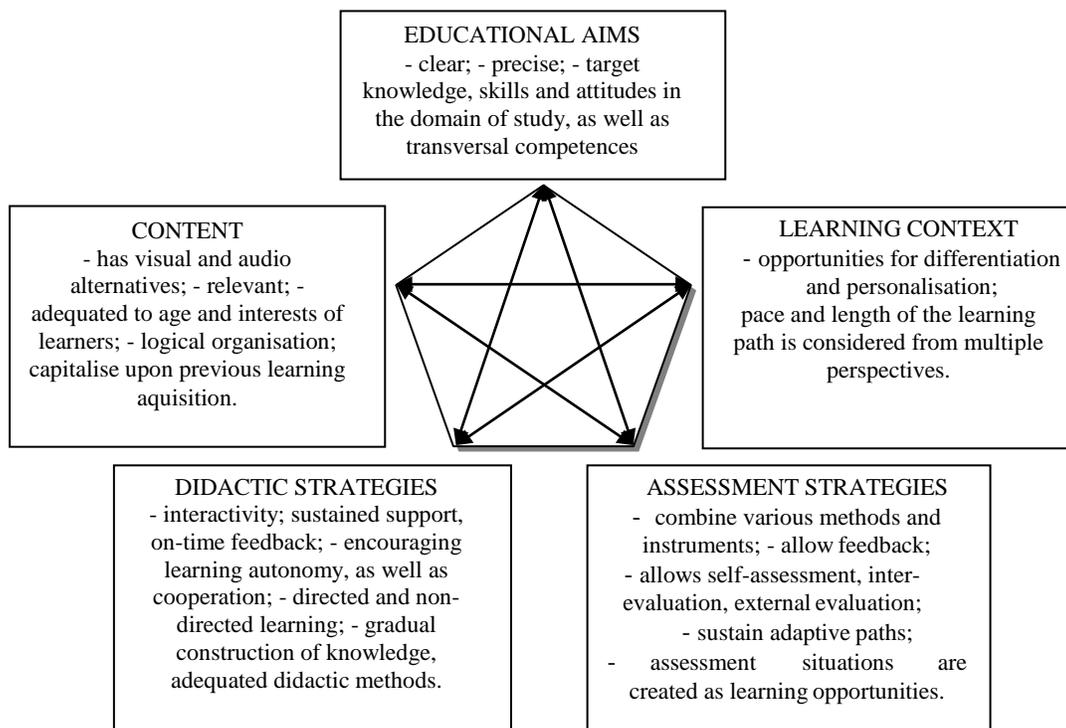
The profile of an efficient education activity raises a serie of challenges for both the institution – in terms of capacity and readiness – and for the staff involved – in terms of preparedness, knowledge, skills and specific competences to cope with wide range of issues from communication and technical type to pedagogical and managerial ones. Usually, the new technologies are seen as having a great potential to surmount a set of limitations which characterise conventional instruction; therefore, when we are talking about quality and efficiency in education, it is expected that the learning experience and outcomes to be higher in the education situation assisted by ICT, being they offline, online, self tutored, in fully integrated virtual campuses and so on. In this view, a complete elearning experience has several attributes which rely on a proper design and implementation:

1) the learning sessions with digital support, especially the long ones, must be as interactive as possible and must emotionally involve the participants into learning;

- the new elements in the learning path, together with the innovative interaction ways have to be gradually introduced, and described based on the traditional, known experiences;
- the learning support and the feedback offered to participants must be in-time and on-topic; the tutor must monitor each learner' activity and to guide its learning towards achieving the education goals, as much as possible in the cognitive and socio-affective "zone of proximal development";
- from the design phase, there must be specified some alternative specific ways to support participants with different learning rhythms and to include/ encourage learners with different cognitive capacities;
- motivation of participants must be sustained through special methods and techniques;
- the learning rhythm must be constant, without long interruptions; accent should be put on varied, sufficient learning tasks, with clear deadlines;

- cooperation between participants (to collaboratively solve various tasks) must be encouraged and supported; equally, the autonomy in learning must be promoted.

Summarising, the following general scheme should be brought into attention of developers and instructional designers, but as well to the attention of course authors and support personnel involved in the elearning activities:



**Figure 1.** Added value of ICT in education and training: a view upon the curriculum components

## 2. Instructional Design

At questions of whom?, which facts?, which moment, approach or instrument we owe the efficiency of teaching learning process?, the education sciences literature reveals different factors which in certain conditions increase the quality and the efficiency of instruction. These studies reveal some elements, principles, stakes which has to be taken in account for an efficient instruction design. These principles represent a sort of conditions, attributes or instructional standards (of the largest generality) for the designing and evaluation of activities from educational process.

A consistent orientation toward learning objectives, a clear structure of content, a guided learning, clear working tasks which allow student to check his aknowledgements, pre and post thematic organizers, a varied difficulty background of exercises together with their solutions (complete, uncomplete or multiple), illustrations which contribute to content understandng and text attributes which facility searching, organization and integration of knowledge are required, too. From the specificity of presented elements, some important conclusions can be drawn, regarding to efficient education characteristics: a) first, the instruction can be conceptualised in pedagogical (educational sciences) reference frame, its attributes can be creatively promoted/uptaken in educational practice; b) second, an efficient instruction represents not only the result of teacher aknowledge, but his art/ability to use a strategy, method, procedure in proper moment and in agiven situation (Gage, 1978; Birzea, 1998); c) third, the instruction approach requests decision making from teacher, an objective situation analyse and turning to account

the professional competence and available resources; d) fourth, the educator has to consider/see the student as an autonomous person, with individual features which makes him different.

### 3. Roles and tasks of today's education practitioners

As many studies are indicating, the performance of the staff involved in elearning activities is highly correlated with the level of support received from the management, including the extent to which the procedures are regulated in specific documents and institutional policy papers. It is desirable that within the institution would exist a collaborative, stimulative environment, in which the personnel cooperate towards a better understanding of the nature of the tasks implied by the new technologies, as well as towards a more efficient practice within virtual educational platform. Motivation, implication, involvement – these are the dimensions supporting a high quality work, which are occurring in time, in a both constant and dynamic socio-professional medium, online or offline.

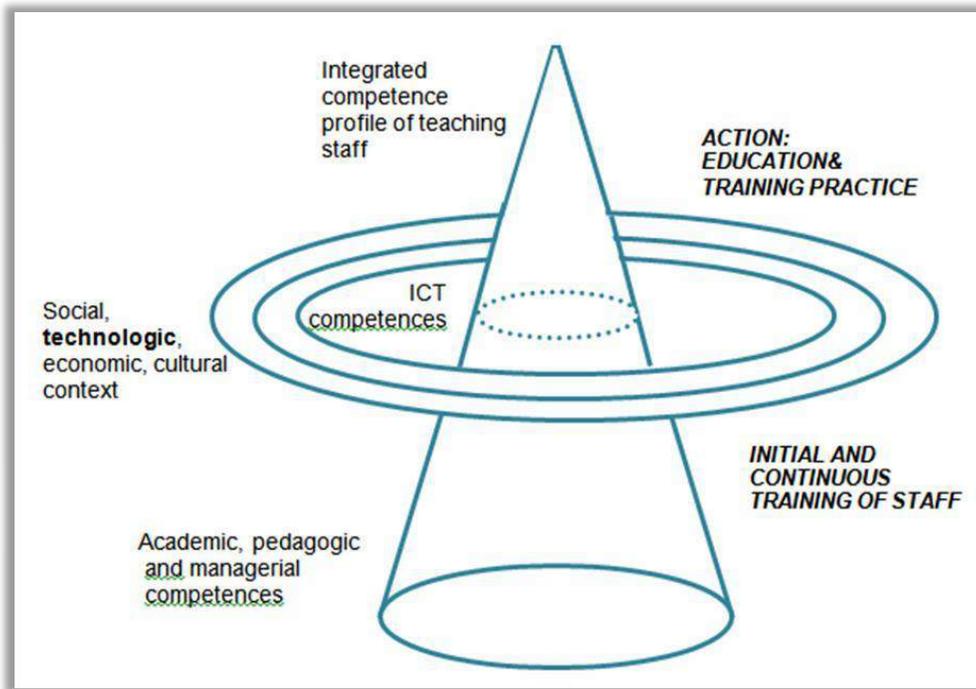
Main categories of competences necessary for dealing with the elearning situations are four:

- academic – knowledge, abilities and attitudes specific to the study domain;
- pedagogical – knowledge and capacities to design, develop and evaluate a learning situation;
- managerial – skills necessary to organise learners, resources, time and tasks;
- technical – ICT/ digital skills.

The big challenge for the education practitioners acting in virtual environments is to surpass the novelty not only through adequately use of the technologies, but also through knowledge and use of adapted virtual education practices. The technical aspects consist in appropriate use of some instruments such as forum, blog, wiki, bookmarking tools, collaborative documents – which suppose some hours of hands-on training. The pedagogical dimension is much more complicated, regarding development of some specific competences towards: a learner-centred approach, collaborative learning, continuous support and counseling, online assessment, motivational techniques and so on. Here is a list of tasks and roles associated with education staff in the virtual environments:

- design of educational activities
- organisation of the instructional process and context
- analysis of resources and instruments available
- choose of didactic strategies and methods
- design of instructional alternatives
- prevention of interruption and distractions
- facilitation of learning
- ensuring good conditions for learning and communicating
- provoking thinking, challenging previous knowledge/ prerequisites
- formulating answers
- stimulating debates
- encouraging students, motivating them to keep going
- suggestion of new paths for deep learning and alternative solution searching
- assistance, monitoring, assessment
- animating discussions, giving hints
- guidance, counseling
- prevention, management and capitalising upon education crisis situations
- decision and asking for opinion, proposal of themes and tasks
- coordination, organising groups and learning teams

- learning support
- moderation, communication.



**Figure 2.** Categories of competences for the teaching staff

A detailed list of roles and tasks of a teacher is difficult to build. Anyway, when looking at the most activities in the classroom, it is quite clear the these roles and tasks are not linear, and therefore the skills and competences to be developed through preservice and inservice teacher training programmes are almost impossible to address without continuous practice and without solid grounding into nowadays technological and pedagogical frameworks.



**Figure 3.** Some roles and tasks of the teacher

The characteristics of an efficient education situation in the 21st Century are highly correlated with a proper set of skills and competences that the teaching staff should be acquainted with. A complete vision of the transformation in the set of skills necessary to education staff working on the virtual environments would include pedagogical and academic competences, filtered and refined through the present technological context, projected in a “savoir faire” which makes today the difference between good educators and the others.

#### 4. Instead of conclusions

The pre-service and in-service training are the premises of a professional development pathway set to encounter actual diverse needs and challenges of the teaching profession. The responsibility for continuous development firstly belongs to the education practitioner, and this perspective raises a series of questions at individual level: what expectations have the society and the community from an educator?, what competences do I have to develop in order to successfully manage classroom situations and to correctly design, develop and evaluate adequate education situations?, what support do I need and who could offer it? Today, the professional of the education system is proactive, open to innovation, anchored in the technological, pedagogical and academic actualities, available to collaborating and sharing with colleagues. These are some of the aspects of the CPD in the actual context, in the view of an increasingly need of teachers to centre on the curriculum improvement and on the added value brought by the the ICTs, as the up-front elements of the education practitioners' development path.

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## Individualization and Differentiation – Part of Postmodern Education

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### Abstract

If teaching were as simple as using the one best way to teach everything, it would be considered more of a science. However, there isn't just one best way to teach everything, and that's why teaching is an art. If teaching meant simply following a text book and using the same size fits all approach than anyone could teach, right? That's what makes teachers, and especially special educators, unique and special. Long ago, teachers knew that individuals' needs, strengths and weaknesses must drive instructional and assessment practice. We've always known that children come in their individual package and that no two children learn the same way even though the curriculum may be the same. Instructional and assessment practice can be different to ensure that learning happens. This is where differentiated instruction and assessment comes in. Teachers need to create a variety of entry points to ensure the student differing abilities, strengths and needs are all taken into consideration. Students that need varying opportunities to demonstrate their knowledge based on the teaching hence differentiated assessment.

**Keywords:** postmodernity, differentiated pedagogy, teaching-learning, post-modern paradigm, learning.

### 1. Introduction

In 1950 the notion "postmodern" appeared; it was launched to present, in public policies, the new values of individualization in education, the individual appurtenance to community life and the freedom in expression and creation.

When analyzing the pedagogic action in the paradigm of modernity both objectivity and the contribution of different factors (teacher, intellectual education, formal education)

are underlined while the postmodern paradigm emphasizes the correlation objectivity-subjectivity and the importance of the initiatives the main actors in education have; on the other hand, post-modern paradigm stresses the importance to incorporate various vectors "through research activities on similarities, on possible connections which are improvable in their complexity, communication and creation" (Cristea S.,2004,p.38).

### 2 .Content

Post-modernity can be defined in connection with modern values, not treating in a separate way the subject of knowledge and that of experience but trying to make a synthesis between the two disparate elements. To make learning more efficient is possible if outside school educational alternatives are identified. Those who use mixed strategies increase the rhythm of assimilating knowledge and the quality of results. Every thing that was part of personal experience and made by personal skills and abilities is better learnt and understood. It is very important for the person to be educated to have a direct role in formation and development. Those who learn should be taught to collaborate, to have confidence in their own capacities, to be responsible of what they do, to find solutions to the problems they meet and to improve the conditions in their vital space.

Crenguța Oprea considers contemporary world situated between the limits of modernism and postmodernism has a distinct importance. Certain directions could be traced to reach the main objectives:

- centering activity on the student according to the abilities and interests he/she has;
- flexibility of learning offer;
- adapting the contents to the present day reality;
- guiding learning to apply the studied knowledge; making "school motivational routes for each individual, leading to innovation and personal achievement" (Crenguța Oprea,2003, p.96).

It is considered that all these goals are explicit or implicit faces of the process of differentiation and individualization in education. Post-modernity in the domain of socio-humanistic sciences results from the post-modernism as style in art where “relativism is reconsidered as a source of individual liberty, continuously progressing in an open system of values” (Cristea S.,2004, p. 128).

The new paradigm imposed in education by postmodernism is an existentially humanistic one with the individual in its centre. Some decades ago general efficiency of instruction and making all students progress in learning were priorities difficult to put in practice, today all these are scientifically possible in certain conditions. To define the effectiveness of learning and the success of the students the solution is individualization, differentiation and motivation in education in a process of guided instruction in school and other compensatory programs.

To guarantee a proper functioning in the teaching-learning process, the teacher “has to know all, both about the student and about himself/herself” (Albu G,2002, p.67). This could seem difficult to be done in today schools with large classes, with students having much homework because of the short time spent in school and the only solution is differentiate instruction.

A form of direct differentiation in education is individualization of learning, meant to adapt to every student’s characteristics, aiming to a “suitable” education. There were various methods to do this – finding solutions to individualize time to study a particular subject or, on the contrary, to individualize the subject to study within similar limits of time.

Individualization and different attitudes towards students are two of the main strategies used to improve school performances and avoid failure. Differentiation implies flexibility in teaching, learning and evaluation both of the contents, methods and didactic strategies so that all these could be adjusted to the students as a group and as individuals.

Differentiate pedagogy can be defined as an “individualized pedagogy where the student is a person with personal representation of learning; it is a manifold pedagogy with a wide range of activities, contrasting to the old myth of uniformity, of false democracy where everybody must work and learn at the same time, with equal rhythms and with similar methods”( Ulrich C,2007,p.10).

Some of the characteristics of differentiate education are:

- students get better results if the contents of teaching-learning activities are adjusted according to their age and personality;
- students’ interests, hobbies and skills can be detected and guided to practical activities where they can get high efficiency;
- there exists the possibility to create conditions to avoid and eliminate busy programs and students’ overwork;
- working methods can be well-defined in a process of teaching mainly collective by combining in a rational, balanced way the frontal teaching with all of the students with group work or individual work, according to class particularities;
- students can change attitudes towards school work, can be motivated to best use their intellectual, working and creative capacities;
- suitable, differentiate work can be done with the students belonging to a heterogeneous group adapted to learning capacities and wanted results;
- school tasks can vary in difficulty when students have individual activities at school or at home (Ralea M. și Herseni T,1986, p.57-60).

Differentiate activities in class can be done in any moment of the teaching-learning processes. The ever-increasing amount of knowledge to be studied and the students' capacity to learn and understand it at a satisfactory level creates a gap that imposes a reconsideration of education in point of: pedagogic objectives, teaching contents, structures, management and didactic technology (Aldea I, 2011, p.78-81).

Differentiate teaching develops two perspectives in approaching teaching activity in point of formative evaluation:

- the behaviorally perspective, centered on students' real results up to the end of an activity, a situation that ensures school success for most of the students (about 90-95%, if the demands for a didactic projection aiming "total learning" are fully respected);
- cognitive perspective, centered on students' skills motivated on short, long or medium terms through teaching strategies, discovery actions, demonstration (problem solving) and questioning (solving problem situations) which are adequate to theoretic models of active learning (Cristea S., op.cit., p. 216).

When comparing the results obtained in a differentiated teaching-learning process and what were the initial goals, evaluation methods represent the vector of educational action meant to validate, confirm or invalidate the targets of the projected differentiated activity. Starting from the given information after the process of evaluation, the teacher could project and put into practice the *adjustments to optimize teaching*.

There is substantial concern to improve the evaluation system alongside with the policy of giving marks/grades to the students. Specialists suggest some specific ideas to improve the evaluation system and to avoid subjectivism when evaluating the students:

- finding more rigid methods of evaluation to replace traditional marks/grades;
- use of standard evaluation criteria;
- use of collaborative evaluation instead of personal one;
- use of teacher's portfolio where students' individual records on school progress must register a large number of observations to help teacher/student/student's family collaborate and get high efficiency;
- use of objective evaluation methods- tests;
- use of computer in evaluation and self evaluation.

Differentiated teaching is an unquestionable necessity connected to students' individual particularities which must be taken into account and to their socio-familial environment. As a result, differentiated approach of the students has to be more generous, to become a characteristic of educational management, of teacher's ability to have a role in the development of student's personality.

A major concern is a better knowledge of students' individuality/personality which leads to differentiated actions according to their skills and abilities. Teacher's role in education is permanently changing from the condition of main source of information to that of manager of convenient learning situations for every student. The main task of a teacher is to create and develop the necessary conditions for an efficient learning (Iucu R, Manolescu M., 2001, p.81-87), offering every individual rhythm and education forms to match his/her personality.

The compatibility between teacher and student depends on what the former thinks about their students. John Dewey (1972) says that "the fundamental feature of a teacher is optimism" and the relation student-teacher must be considered in this perspective as "it cannot be teacher but a positive, self-confident person who believes in own capacities and the generations he/she works with". A teacher must be human because "humanism creates humanism" and there has to be a partnership until "the disciple will be able to support the own growth" (Albu G., 2002, p.72).

Contemporary school shows that students are to assume the responsibility to get as much knowledge as they can, the teacher being only the manager of teaching-learning process; that is why it is necessary to form and develop skills and abilities to guide students to independent learning and accepted personal work.

“Education for all” was described as “access to qualitative education for every child”, an objective that asks for equal chances and possibilities to attend school no matter the physical or mental characteristics a child has at a certain moment- even if the society considers them to be out of normal.

Such a type of inclusive, non-discriminatory learning is present in Romania, too, aiming to educate all and everyone, based on individual particularities of a child. The starting point in this approach is that people are different, and this is a normal thing in life, and school has to adjust to these differences and to the educational demands they have.

Together with these permanent changes, many tendencies are present today in educational system:

- the necessity to avoid adapting the student to different schools but adapting schools and curriculum to the different students;
- creating a system focused on student and students’ needs, being thus developed a system based on fundamental competences.

Romania has been part of the Bologna Process since 2005 when many reforms were made in academic educational system. To respect the guiding lines of Bologna Process it is necessary to apply differentiation and individualization in education, to make students work individually and have a major role in tracing his/her own educational route. The National System of Credits is centered on student and starts from what a student is asked to do in a certain period of time to acquire knowledge, skills and competences so that to get to the projected finalities.

When thinking and projecting the curriculum and the specific activities, individual work has an important role as part of independent work. Individual study is the intellectual work a student does to get informed, to acquire knowledge and to develop skills and abilities. Also, individual study is a complex, varied activity, freely accepted and done in order to achieve the educational objectives and to better use personal free time. Being a form to organize one’s independent work, individual study gives the student the possibility to develop ability of free learning, a new trend in future learning.

Modernity turned education into an important source of evolution while education often served, in a beautiful way, the objectives of modernity. “Education has to be considered today on psychological, cultural, economical, social terms, with a multitude of contents, even sometimes contradictory. Its ultimate final goal is to find forms of liberty, equality, solidarity, dignity and prosperity in postmodern society” (Iucu R., Manolescu M,2001, p.25).

### **3.Conclusion**

As a conclusion, it is a fact that postmodern contemporary society, based on the laws of transformation, diversity and individual affirmation ask for reforms in schools and accepting new roles both by the teachers and by the students.

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# Constructivism and Guerilla Literacy Method in Teaching Comparative Children Literature

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## Abstract

Children literature is the meaningful and profound subject for introducing the widespread of culture and diversities. From the Primary school till university, children literature is an effective way of teaching literacy, identity, and morality as well. The similarities of the children literature across nation together with their own uniqueness are the essential aspects in learning children literature. The constructivism as one philosophical method in teaching engages will engage the prior experiences or schemata of the learners for understanding the content of the children literature packs. This research is aimed to draw the learners comprehending through the reconstructing of the learner's schemata, socio – cultural and historical notion of children literature. Since the children literature media are English, the teaching of English as Second Language (ESL) and English as Foreign Language (EFL) should be emphasized. Thereby the Guerilla method, the new ways of English as second language teaching from European Union project, can use as the solution in teaching comparative children literature. The combination of Constructivism as the basic thought and the Guerilla method as the teaching strategy in the class will be an ideal concept and perspective in the teaching comparative children literature.

**Keywords:** Constructivism, Guerilla method, Comparative Children Literature

## 1.Introduction

The new perspective in teaching and learning second language such as English today has stressed on the student centered, it has been given a lot of opportunities to the learners to explore and express their ability and competence in the learning process in the class. The use of various methods and strategies of teaching is aimed to empower the learner's ability in mastering second language acquisition. It somehow needs more creativity from the teacher because the second language learning is not something simple such as when the people learn the second language (English), they should learn the cultural background and basic philosophical thinking at the same time. For example in U.S, the term secretary of states refers to the Ministry of Foreign Affairs though in other parts of the world the term of secretary of state tends for the president speaker or the using of the word egg plant in American English and Aubergine in European. It needs more knowledge not only linguistically but also culturally approach. Thus, the teaching strategy that emphasizing on the process and explore the learners experiences are very salient way in the teaching and learning.

Further reading activity for second language acquisition particularly reading the literary works including children literature requires the use of complex methods due to its complexity of the literature contents and contexts. The teacher thereby should be the attractive and inspiring facilitator by choosing the right and appropriate learning strategies for the learners during the classroom process. Becoming the proficient reader needs the appropriate teacher with their appropriate strategies focusing both cognitive and emotional aspects. It is very basic need for the students moreover they learn the children literature as their resource packs. Teachers and their strategies for providing direct instruction and opportunities to practice reading and writing are critical to children's success in developing as readers and writers (Barone,2006; Wharton-McDonald, 2006).

Reading the children literature as the resource pack for reading activity engages the emotional and intellectual connection. It is not only to comprehend the text and explore the content but it also needs the literary senses to appreciate the works. The interpretation of figurative language such as symbol, metaphor, simile, paradox, assonance, and so on is as the emotional activities for the learners. It somehow raises multi interpretation and the different viewpoints among the learners during the literature appreciation. To minimize the wild interpretation,

the children literature books usually are completed by the illustration. It is very important element in children literature because it will help the learners to interpret the whole content of literature aspects in the stories. Reading children literature materials are valued and they do not understand the materials only. It is about the arts activity when the learners try embracing their creativity in their literature criticism. Barone (2006) remarked that their interactions with the literary language and images in books support creativity, connections, and certainly criticism as they participate in conversation centered on them (p.5).

## **2.Methodology**

As the identification of constructivism applied on the comparative children literature, together with the search of motifs and adaptation for stories in the frame of second language learning, the ethnography research is appropriately applied due to its way of the data collection that refers to the social and culture. In associated with the research, it remarked that doing ethnography as the collection of data that describe a culture (Bernard, 2004, p. 16). Then, the data collection uses the participant – observation method to record the data and to obtain the adequate information. On account of its comparison of the children stories across nation in foreign language, the ethic perspective enables to observe the multi – cultural views from the different context. Because ethic perspective is associated with the comparison of differing cultures and populations enables researchers to develop broader cross cultural themes and concepts (Morris et als., 1999).

## **3.Reconstructing the Schemata in Children Literature Reading Activity**

The use of the constructivism as the learning strategy in comparative children literature teaching implies three main words, namely: the active process, experience, and personal interpretation. Constructivism itself can be defined as learner conceptions of knowledge are derived from a meaning-making search in which learners engage in a process of constructing individual interpretations of their experiences (Applefield, Huber, Moallem, p.6). Then, Desforges looks the constructivism from the different point of view. He observes the constructivism from the process of mental in human's mind. He suggests that constructivist should identifying learner's existing schemata and then arranging experiences that challenge those schemata and that provoke the construction of more advanced intellectual structures (p.71). Its intellectual structure relates with the students schemata or their prior knowledge for one topic of discussion and develop the new knowledge on it. Thus, the use of prior knowledge (schemata) will support the students while they attempt to solve the problem in learning process. The teacher can help his/her students to recall their prior knowledge to comprehend one topic in the classroom. Byrness (1996) "Schemata serve several functions in learning: categorizing, remembering, comprehending and problem solving." First, schemata or prior knowledge links categorize our experiences more efficiently for processing. This categorization of information facilitates the processes of remembrance (recall), and comprehension (understanding), all of which make problem solving more productive"

According to the definition of constructivism above, there are two main stream of constructivism principles, (1) knowledge is not passively received but actively built up by the cognizing subject; (2) the function of cognition is adaptive and serves the organization of the experiential world, not the discovery of ontological reality (Husen, Postlethweite, P.114). For the first principle, it needs the mutual interrelation between the learner and the teacher. Both of them must be active in the learning process, and the teacher is as the facilitator to trigger and explore to optimize learners' competence. Here, the learners do not only react to experience, but they reflect on it, and theorize it, developing mental structures or schemata for understanding it (Desforges, p.69). While, the second principle, in learning process it requires the contextual experience and social environment that support the learning process to get the aim of learning.

Practicing constructivism in the teaching process in the class must apply the active and meaningful learning process. It must be student- centered, while the teacher as the facilitator during the learning process. The learners use their prior knowledge to link with the new ideas. It is according to Ausubel (1968) "To learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know." The prior

knowledge linkages or schemata are very important aspect in constructivism based learning. Because schemata affect the process of acquiring the new information of the learners. Leinhardt (1992 in Tan et. al. 2003) states it is also true that prior knowledge can inhibit or interfere with our acquisition of new information. Schemata is growth from time to time, it is not stagnant things. While the information is received thus moment by moment the schemata will be developed. According to Siebert (1999), three complementary pedagogical ideas are important in the constructivist learning theories of pedagogy: a constructivist notion of VIABILITY, which is understood as a necessary, useful, functional way in the learning process, environmental concept of PERMANENCE, SUSTAINABILITY, STABILITY, and an enlightenment notion of SENSE.

Based on the constructivist theory of learning, the following three basic concepts can be distinguished (Siebert, 1999):

1. Learning is the reflection of teaching – constructivism does not admit the fact that the self-realization can be determined, instructed, and informed from the surrounding environment.
2. Learning is an adoption of reality – the learner’s own activity is emphasized, however it attributes cognitive openness to reality and is based on a single representative model.
3. Learning is an autonomously controlled cognitive system, which interacts with its own conditions, this differentiates and modifies the independence of its own structure. This is a radically constructivist thesis.

Schemata are very effective instrument to comprehending the topic of learning. Using schemata, it could effectively obtain the new perception of the knowledge. Further, in the process of acquiring the new knowledge, schemata select the incoming information then it is organized in the human mind. While the learner needs to engage and interpret the new idea of knowledge, he/she just makes a recall. The schemata is a kind of mental process where it there is a lot of incoming information, it will be enrich and enable the learners to recall the knowledge when they attempt to integrating and assimilating with the new materials.

Constructivism is definitely relevant with the teaching children literature in the classroom. This method empowers the learners’ real world experiences and social context of content. This method hereby appreciates the different perspective from the learners. These principles enable the learners’ giving their opinions from the different point of views according to their experiences and their prior knowledge (schemata). It fits with the children literature teaching principles. During literary works could analyze and criticize using the different perspectives and theories, both intrinsically and extrinsically, the use of constructivism as the learning strategy will support the learners’ understanding of the whole content of literary works and gives the different way in literary criticism.

#### **4.The GULL Strategy in Children Literature: The Mistakes is a friend**

Another strategy in understanding, appreciating, and criticizing the children literature is GULL method. GULL it self stands for Guerilla Literacy Learning. It is the new method as the result of the teaching and learning project aimed for Second Language Acquisition of English in Europe. This method has closely connected with constructivism and other active learning methods. The unique and the strength notion from this method is to encourage the learner learns English as a second language from their own mistakes. This method embraces the mistakes as their basic concept to find its own right answer. The teacher is like an artist who conducts the orchestra in the learning process. The mistakes are friend and the teacher invites the learners to learn their own mistakes. Guerilla artists are educational garbologists who study learners’ mistakes (garbage) to co – create ways of learning (in – service course, UP Olomouc 10<sup>th</sup> – 16<sup>th</sup> of April 2016).

This method is inspired by the constructivism and education reform with “Susan” as its icon of an ideal teacher. Susan is depicted as a modern teacher, she understands her students. She is cool, smart, funny, she has got a great sense of humor and she is able to perfectly express herself. Collaboration, cooperation, discussion, friendly with mistakes, creativity, and networking are the clues in GULL method. MOOC or Massive Open Online Courses uses as the media of teaching and learning, thereby the teachers and educators must change and reform their ways of teaching and interacting with the learners in the class and outside of the class, they must be ICT

literate because it is very salient notion for the teacher and students to have the mutual and effective communication during the learning process. GULL MOOC is for the teachers, trainers, librarians, and facilitators who want to create an environment where learners can trace back how they create mistakes, label them in lay terms and self correct (In-service course, UP Olomouc, 10<sup>th</sup> – 16<sup>th</sup> of April, 2016). Therefore, the self assessment and peer assessment are substantial process during the evaluation to carry out their self correct. The teacher must create and design the form of assessment for the learners’ evaluation process in the frame of GULL method. Here some of assessment principles that should be considered by the teachers during the evaluation process:

- Peer assessment is a kind of gift to the student, because he gets feedback from his peers.
- There are low stake and high stake evaluations, and peer assessment should always be high stake
- For the self- and peer- assessment the student has to use a checklist made by the teacher
- In the DIGiCOP every student has to evaluate the other students. This means “trouble”.

The GULL method gives the new perspectives in teaching and learning the second/foreign language. Because mostly the learners are afraid making mistakes while they learn the foreign language. Commonly, the mistakes are caused by the differences of the basic structure between their native language and foreign language so that it affects their pronunciation, vocabulary, and the translation from L1 to L2 either. GULL method helps the students to look for their own mistakes and makes their own self correction. In the context of reading the second language text, such as children literature works, GULL method works through some strategies such as the narrative approaches and brainstorming.

### 5.Using brainstorming and mind mapping to comprehend the children stories across Nation

Reconstructing the learner’s schemata and engaging it with their real experiences and knowledge to comprehend the children literature understanding requires brainstorming technique. It is definitely useful to give the broad description and to measure how extend is the learner understanding of the stories. Then to implement the brainstorming, the learners could make the mind mapping. To draw the mind mapping, the pair work is needed, it is important for the learners because they can share their idea and knowledge with their partner. The different view and perspective in literature appreciation enrich the discourse of the literary discussion and interpretation. The mind mapping reflects their mind construction as well as represents their idea of children literature works understanding.



**Figure 1:** The basic concept mind mapping of teaching comparative children literature (Harits, 2016)

The mind mapping in comparative children literature helps the students to reconstruct their prior knowledge (schemata) and their social experiences, particularly in the notion of comparative children literature. The activities could start from the analysis of story motifs. It is very basic concept of comparative children stories across nation and also the most interesting part in the story. The character motifs for example will scatter from the evil versus good character, patient Vs bad temper, ugly Vs pretty, kind hearted Vs Bad hearted, Hero/Heroine Vs Villain and etc. The learners could make the mind mapping according to their understanding of the stories with all of those elements. Though many of the stories in the world have similarities for their motifs but there will be found a lot of uniqueness that can make them different with others.

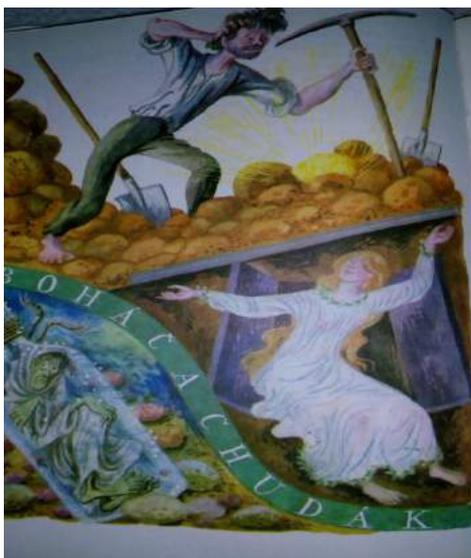
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**Figure 2:** children story mind mapping

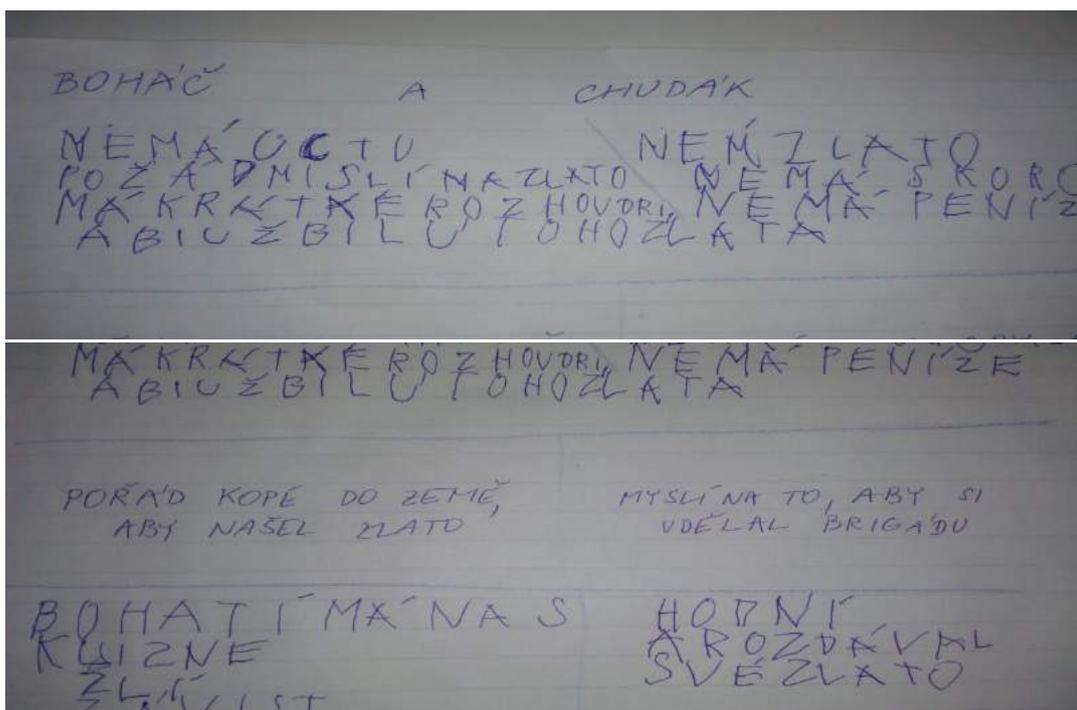
## 6. Constructivism, Narrative Approach and Adaptation in Comparative Children Literature

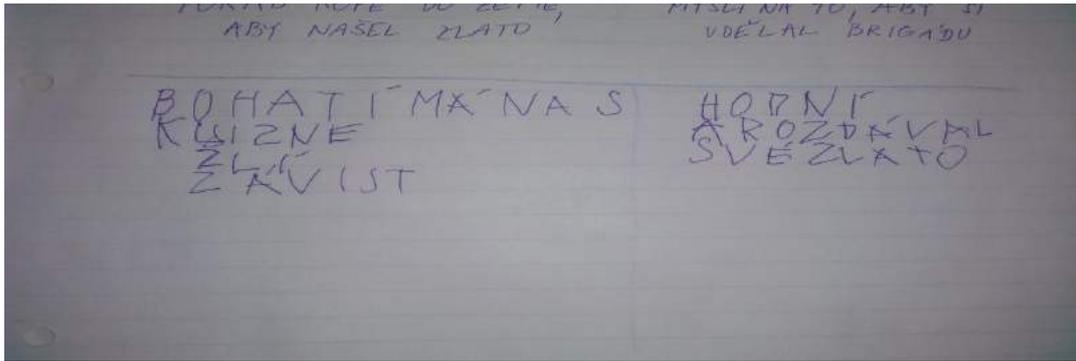
This research aimed to portray the effectiveness of constructivism application toward the children literature across the nation. The teaching and learning process with the problem solving based and the association lead the learners to the self correct (it also uses as the principle in GULL method). The mental development of the learners becomes the main consideration of constructivism and GULL method application in understanding the children literature works. Here some different stories with the different perception, appreciation, and interpretation from the students. These children stories are from Czech and other countries.



**Figure 3:** Czech Children Story (K.J. Erben)

The constructivism is applied to the learner at the primary school in 6-7 years old. With three basic concept of constructivism approach namely individual approach to the pupil based on his/her mental development, preparation for understanding the usual understanding and self-thinking, communication and interaction with the pupil's parents. The result of the student work can be seen below.

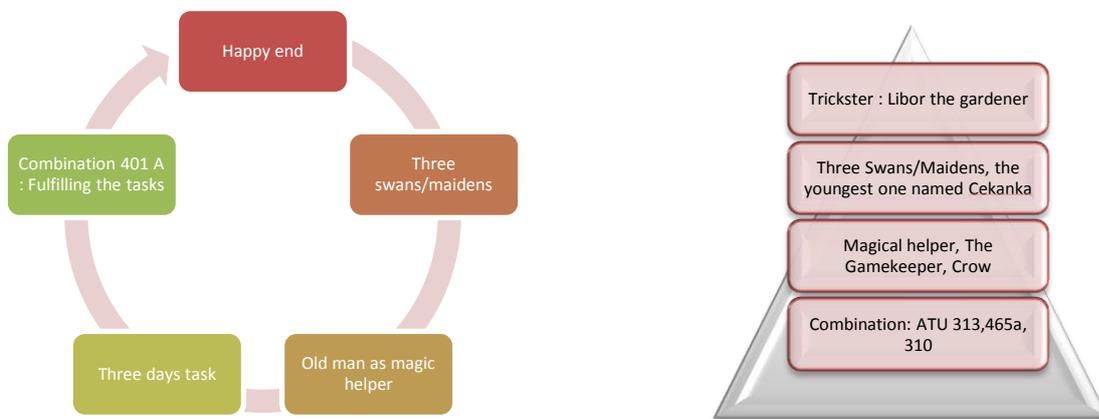




**Figure 4:** student's interpretation of Czech story

The pictures above are the sample of children literature analysis with problem solving based. It starts with the brainstorming and the student hereby analyzes the motifs of the story. The constructivism has helped the primary school student in 6-7 years old to have the simple literary criticism. The pictures above show the comparative characters between two main characters in the story, the rich man Vs the poor man, the wisdom Vs the greediness, the social Vs The anti social, the happiness Vs The sadness. The final message from the story is the richness could not guarantee the people's happiness. The people happiness depends on their heart and not to the property they belong to.

The children stories across nation cannot neglect the process of adaptation from one story to other stories. It thereby common in the world can find the similar stories with the similar types (index) and motifs. The Brother Grimm, Perrault, and Andersen stories are well known in the world, but they are also through the long process of adaptation from older folktales in the world. Thus the constructivism also has the principle of the finding connection and it can be used to link the stories across the nation. This activity applies for the older students and they could try to compare the motifs and types as well as to look for the uniqueness among the stories. For example here two comparison between three Swans (Meier/ germany) and the Golden Hill (Nemcova/ Czech).



**Figure 5:** The Comparison of Three Swans and The Golden Hill Analysis

These two stories have a lot of similarities in their motifs and their types. But both of them have their own uniqueness and combinations. It seems the Golden Hill has more complex plot and the complete index comparing Three Swans. The motifs such as the character are also different due to Three Swans story character is anonymous. The motif of magical helper is also different and Nemcova story (The Golden Hill) tries combining some of magical helpers from some of the stories. It shows the process of adaptation among the story.

## 7. Conclusion

The Constructivism and GULL method with its active learning based is quite meaningful process in learning second/foreign language particularly the children story understanding. Being it is not only merely about the linguistics understanding but also the art appreciation, the comparative children literature analysis needs to compare with other stories from the different countries to accomplish the better understanding of its motifs. The mental perception is very substantial element for the student in age 6/7 years. They need the guidance from their teacher or parents to have the solution of their problem, otherwise the older students are more independent with their more complex analysis. The Constructivism and Narrative approach support the learners to give them the new experiences when they collaborate and have the independent learning either.

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- <https://www.pixton.com/>



## Change Cynicism in Educational Organizations

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### Abstract

The purpose of this research is to determine the organizational change cynicism level of the administrators and teachers and determine whether administrators' and teachers' demographic properties such as their gender, duty, branch, seniority and education status differentiate or not on the basis of organizational change cynicism. The study group of the research consisted of 119 administrators and 434 teachers working within the boundaries of Uşak City Government Primary and Secondary Schools during academic year of 2014-2015. The data are collected with 'Change Cynicism Scale' developed by the researchers. SPSS 18 packaged software is used for the analyses of the data. In data analyses, descriptive statistics, independent t-test, ANOVA were used. According to research findings, teachers' organizational change cynicism in terms of general average is at the mid-level; administrators' organizational change cynicism is at the low-level. Teachers feel high-level change cynicism in affective sub-dimension; mid-level change cynicism in cognitive sub-dimension; and low-level change cynicism in behavioral sub-dimension. As for administrators, they feel mid-level change cynicism in affective sub-dimension; and low-level change cynicism in both cognitive and behavioral sub-dimensions. It was found that there weren't significant differences between participants' organizational change cynicism perceptions and gender, seniority and educational status variables; but found significant differences between participants' organizational change cynicism perceptions and duty and branch variables.

**Keywords:** Cynicism, Organizational Cynicism, Organizational Change Cynicism, Cynicism in Teachers, Cynicism in Administrators

### 1. Introduction

As organizations attempt to cope with a progressively more turbulent economic, technological, and social environment, they rely increasingly on their employees to adapt to change (Armenakis, Harris, & Mossholder, 1993). However, employees often resist change (Kotter & Schlesinger, 1979; Strelbel, 1996). There are many potential reasons for this resistance, and one of these is cynicism.

Cynicism is widespread among organization members. Organizational change and quality improvement attempts particularly seem to engender cynicism (Shapiro, 1996). The purpose of this research is to determine the organizational change cynicism level of administrators and teachers. At the same time, this research aims to determine whether administrators' and teachers' demographic properties differentiate or not on the basis of organizational change cynicism.

Cynicism emerged in ancient Greek civilization as a school of thought and a way of life. It has a long history dating back to 4<sup>th</sup> century B.C. The first cynic was Antisthenes, a follower of Socrates, but he has been overshadowed in history by his student Diogenes of Sinope, who became famous for carrying a lamp in daylight to help him find one honest man and believing that the individual and not the organization was the natural unit of human life. Cynics despised and insulted eminent foundations like religion and the government, finding them unnecessary. They refused conventional notions of happiness like money, power, and fame and sought happiness in the pursuit of virtue (Dean, Brandes, & Dharwardkar, 1998).

The modern definition of cynicism is a negative attitude that has cognitive, affective and behavioral components. The literature about cynicism provides various definitions and conceptualizations such as personality cynicism (Cook & Medley, 1954); social and institutional cynicism (Kanter & Mirvis, 1989); professional and work cynicism (O'Connell, Holzman, & Armandi, 1986); employee cynicism (Wanous, Reichers, & Austin, 1994); organizational cynicism (Dean, et al., 1998); organizational change cynicism (Wanous, Reichers, & Austin, 1994). Dean, et al.(1998) defines organizational cynicism as a negative attitude toward one's employing

organization, comprising three dimensions; a belief that organization lacks integrity; negative affect toward the organization; tendencies to disparaging and critical behaviors toward the organization consistent with this beliefs and affect.

Organizational cynics believe that the practices of their organizations betray a lack of such principles as fairness, honesty, and sincerity. Cynics often believe there are hidden motives for actions; thus, they expect to see deception rather than candor and are unlikely to accept at face value the official rationale for organizational decisions. Organizational cynics may feel contempt for and anger toward their organization. They may also experience distress, disgust and even shame when they think about their organization.

The most obvious behavioral tendency for people with cynical attitudes is the expression of strong criticism of the organization. Cynics may also use humor, especially sarcastic humor to express cynical attitudes. Expressing interpretations of organizational events that assume a lack of integrity on the part of the organization may be a behavioral tendency. Organizational cynics may tend to make pessimistic predictions about the future course of action in the organization. Moreover, tendencies toward certain types of nonverbal behavior may be used to convey cynical attitudes. This includes 'knowing' looks and rolling eyes, as well as the smirks and sneers (Dean, Brandes and Dharwadkar, 1998).

It can be concluded that organizational cynicism is an attitude consisting of cognitive, emotional, behavioral dimensions. That's, it is a multidimensional construct. Abraham (2000) has developed five forms of organizational cynicism consisting of personality, societal or institutional, employee or work and organizational change cynicism. Personality cynicism is the only form of cynicism that is innate, stable trait reflecting a generally negative perception of human behavior. It is characterized by cynical contempt and weak interpersonal bonding. Societal or institutional cynicism may be viewed as the product of the breach of the social contract between the individual and society. Employee cynicism is targeted toward big business, top management and 'other' entities in the workplace. Work cynicism becomes a coping strategy for thwarted competence, causing individuals to depersonalize or distance themselves from consumers. Organizational change cynicism is a reaction to failed change efforts and the belief that change agents are lazy and incompetent.

Organizational cynicism and change are two intertwined phenomena. Organizational change is considered one of the main causes of organizational cynicism. It is necessary for managers to consider the impact of organizational change on employees (Rainey, 2003). Reichers, Wanous, and Austin (1997) describe organizational change cynicism saying that it involves a real loss of trust in leaders of change and is a reaction to a history of change attempts that are not entirely or clearly successful. Wanous, Reichers and Austin (2000) say that organizational change cynicism consists of pessimism about the likelihood of successful change and blame of those responsible for change naming them as incompetent, lazy or both. Wanous, Reichers and Austin (1994) assert that people become cynical as they see many attempted changes but few successes. They think that anyone can become cynic if confronted with repeated failures and provided with no credible explanations. However, Staw & Ross (1985) assert that some people may show predispositions to become cynic about change while others exhibit predispositions to be satisfied about change.

Brown and Cregan (2008) express that organizational change attempts can cause different results; some intended, such as organizational survival and profitability, and some unintended, such as heightened levels of organizational change cynicism. They researched the role of information sharing and involvement in decision making as ways to minimize organizational change cynicism. Their research showed that information sharing had a significant and negative relationship with organizational change cynicism. If change agents provide information and don't hide any information, employees understand their decisions and, resulting in lower levels of organizational change cynicism. Moreover, involvement in decision making provides employers and employees with sharing responsibility. Because employers are no longer seen the only authority, and employees are also able to express their opinions. Thus, organizational change cynicism level will be lower. What is important is the durability of these two forms of involvement.

Wanous, et al. (2000) emphasize that if there is widespread organizational change cynicism in an organization, it is unlikely that even the most sincere and skillful attempts at organizational change will be obstructed by prevailing cynicism. And they also emphasize that organization's past history of change efforts resulting in failures may limit or even doom attempts at organizational change. They base these ideas on self-fulfilling prophecy.

It can be concluded that change agents and executives should take existing levels of cynicism into consideration when they try new change programs. If the preexisting level of organizational change cynicism is high, change agents have to discuss past failures before moving ahead. Organization's climate for change including management support, a vision of the future, employee involvement, and reward policies is very important since it will foster or inhibit change and decrease or increase cynicism level. If the people who must participate in the change are cynic, they will refuse to participate and thus ensure the failure. The failure then reinforces the original cynicism (Wanous, et al., 1994). As a result, cynicism becomes an important obstacle to change. Reichers, Wanous and Austin (1997) emphasize that providing timely, appropriate and credible information and admitting mistakes when they occur and apologizing and quickly taking appropriate corrective action are very important to manage and minimize organizational change cynicism. Two-way communication and good working relationships between supervisors and employees can also minimize organizational change cynicism since supervisors show consideration and respect for their employees. DeCelles, Tesluk and Taxman (2013) emphasize the importance of transformational leadership to deal with organizational change cynicism. They express that establishing an organizational climate which is optimistic about change and putting in place organizational practices that support their optimistic leadership style can decrease organizational change cynicism level. They also emphasize that a transformational leader should persuade employees that change is needed and should inspire them to participate in the change programs. A transformational leader should also persuade employees that they should believe in their competence and self determination. Empowering employees psychologically is also vitally important. If all of these are practiced successfully, organizational change cynicism and resistance to change will decrease.

Educational organizations also experience change in order to keep up with the developments in the external environment and to bring up the students with the requirements of the modern world (Aydoğan, 2007). Changes in education reflect in training programs, students, teachers and administrators. Teacher's and administrator's role is great for conducting change in a healthy way in organizations. It is not possible to switch to a new society painlessly and untroubled in company with the teachers who do not comprehend change and are not aware of their importance and function against change (Doğan, 1998). Knowing how these changes in educational organizations are to be practiced by teachers and administrators is so important that change efforts can be effective. Change in organizations is a painful process since it causes obscurity to employees and loads extra burdens to them. Having this, employees are mostly prone to be unwilling and resistant to change (Polat and Güngör, 2014). This situation has both negative effects on changes to succeed and may influence teachers and administrators negatively. One of the negative effects is change cynicism, defined as pessimist point of view, lack of motivation and feeling of incompetence formed in employees as a perception that the changing attempts in the organizations will not succeed (Reichers et al. 1997; Abraham 2000; Wanous et al. 2000).

### **The Aim and Importance of the Study**

The aim of this study is to determine the organizational change cynicism levels of administrators and teachers during ongoing changes in schools and to determine whether their change cynicism levels change according to gender, duty, branch, seniority and educational status variables. Concerning this general purpose, the following questions were answered in this research:

1. What are the levels of change cynicism in total and in sub-dimensions separately (cognitive, affective and behavioral dimensions) of participants (administrators and teachers)?
2. Do participants' (administrators' and teachers') change cynicism levels show a significant difference according to gender variable?
3. Do participants' (administrators' and teachers') change cynicism levels show a significant difference according to duty variable?

4. Do teachers' change cynicism levels show a significant difference according to gender, branch, seniority and educational status variables?
5. Do administrators' change cynicism levels show a significant difference according to branch variable?

It is important to know and minimize the levels of change cynicism in schools. Given the pervasive negative influence of change cynicism on employees, change agents need to manage change initiatives and make the initiatives for organizational efficiency. In this context, determining and minimizing the levels of change cynicism in schools is crucially important in terms of effectiveness and efficiency of educational organizations.

## 2. Methodology

In this study, survey method was used to examine the change cynicism levels of administrators and teachers during ongoing changes in school.

### Population and Sample

The sample of the research consists of 152 administrators and 1610 teachers working within the boundaries of Uşak City Government Primary and Secondary Schools during academic year of 2014-2015. The sample group of the research consisted of 119 administrators and 434 teachers working within the boundaries of Uşak City Government Primary and Secondary Schools during academic year 2014-2015. The study group in total is 553 participants.

The frequencies of administrators and teachers in the sample according to demographic variables are presented in Table 1:

**Table 1:** The Frequencies of Administrators and Teachers in the Sample According to Demographic Variables (n=553)

Variable		F	%
Gender	Female	223	40.3
	Male	330	59.7
	Total	553	100
Duty	Teacher	434	78.5
	Administrator	119	21.5
	Total	553	100
Branch	Primary school teacher and administrator	246	44.5
	Infield teacher and administrator	307	55.5
	Total	553	100
Seniority	1-5 years	126	22.8
	6-10 years	122	22.1
	11-15 years	82	14.8
	16-20 years	77	13.9
	21 and over	146	26.4
	Total	553	100

When examining the Table1, it is seen that according to gender, 40.3% of participants are female teachers or administrators and 59.7% of participants are male. According to duty, %78.5 of participants are teachers and %21.5 of them are administrators. According to branch, 44.5% of participants are primary school teachers or

administrators and 55.5% of them are infield teachers or administrators. According to seniority, 22.8% of participants are 1-5 years; 22.1% are 6-10 years; 14.8% are 11-15 years; 13.9% are 16-20 years and 26.4% are 21 years and over.

### Data Collection Tool

In this research as data collection tool ‘Change Cynicism Scale’ developed by Helvacı and Çavdar (2015) consisting of 17 items each rated on five-point likert type scale, including three sub-dimensions, namely cognitive, affective and behavioral dimensions was used in order to determine administrators’ and teachers’ change cynicism levels during ongoing change process in school and determine whether administrators’ and teachers’ demographic properties such as gender, duty, branch, seniority and educational status differentiate or not on the basis of organizational change cynicism. The answers of the change cynicism scale, Never Agree (1), Slightly Agree (2), Moderately Agree (3), Strongly Agree (4), Completely Agree (5). Cronbach alpha coefficient of the total scale was calculated as .94 and cognitive, affective and behavioral sub-dimensions of change cynicism scale were calculated as .90; .93; .84 respectively. Total variance explained by organizational change cynicism was 69%. All factor loadings were upper than .44. The model fit indices yielded a good fit to the three-factor structured model (chi-square statistic= 5.1, CFI= .96, IFI= .96, SRMR= .07, RMSEA= .09). These show that the change cynicism scale is a valid, reliable and confirmed measurement tool.

### Data Analysis

Research data collected in this study were analyzed by using SPSS 18.0 statistic program. In data analyses, descriptive statistics, independent t-test, analysis of variance (ANOVA) were used. Mean and standard deviation values were used in order to determine administrators’ and teachers’ change cynicism levels. These values were interpreted as ‘1.00-2.59’ low; ‘2.60-3.39’ medium; ‘3.40- 5.00’ high. Descriptive statistics were used to explain teachers’ and administrators’ change cynicism perceptions and levels. The t-test was used in order to determine whether teachers’ and administrators’ change cynicism levels varied significantly according to gender, duty and branch; ANOVA was used to determine whether teachers’ change cynicism levels varied significantly according to seniority and educational status. In the analysis of data significance level is accepted as .05.

## 3. Results

### Results Concerning the First Sub-Problem

The mean and standard deviation values calculated based on teachers’ and administrators’ answers concerning the first sub-problem ‘What are the levels of change cynicism in total and in sub-dimensions separately (cognitive, affective and behavioral dimensions) of participants (administrators and teachers)?’ is presented in Table 2:

**Table 2:** Descriptive Statistics Concerning Teachers’ and Administrators’ Change Cynicism Levels in Total and Sub-dimensions

Sub-dimensions Concerning Organizational Change Cynicism in Schools	Teachers			Administrator		
	$\bar{X}$	df	Level	$\bar{X}$	df	Level
Cognitive Dimension	2.78	1.05	Medium	2.49	1.05	Low
Affective Dimension	3.40	1.10	High	3.18	1.19	Medium
Behavioral Dimension	2.07	.885	Low	1.94	.865	Low
Total	2.75	.836	Medium	2.54	.860	Low

It is seen that the organizational change cynicism perception levels of teachers are medium ( $\bar{X} = 2.75$ ); the organizational change cynicism perception levels of administrators are low ( $\bar{X} = 2.54$ ). Both teachers’ and administrators’ affective dimensions of organizational change cynicism are the highest level, respectively ( $\bar{X} = 3.40$ ) and ( $\bar{X} = 3.18$ ). Both teachers’ and administrators’ behavioral dimensions of organizational change cynicism are the lowest level, respectively ( $\bar{X} = 2.07$ ) and ( $\bar{X} = 1.94$ ).

### Results Concerning the Second Sub-Problem

The second sub-problem of the scale was determined as ‘Do participants’ (administrators’ and teachers’) change cynicism levels show a significant difference according to gender variable?’ The t-test results concerning whether teachers’ and administrators change cynicism levels varied significantly according to gender were presented in Table 3:

**Table 3:** The T-test Results of Participants’ Change Cynicism Levels According to Gender

Sub-dimensions	Gender	N	$\bar{X}$	Sd	df	t	p
Cognitive Dimension	Female	223	2.77	1.04	551	1.050	.294
	Male	330	2.68	1.06			
Affective Dimension	Female	223	3.45	1.02	551	2.143	.033
	Male	330	3.24	1.17			
Behavioral Dimension	Female	223	2.10	.93	551	1.366	.172
	Male	330	2.00	.84			
Total	Female	223	2.73	.82	551	1.820	.069
	Male	330	2.60	.84			

p<.05

It is seen that the organizational change cynicism levels of female participants ( $\bar{X}$  =2.73) are higher than male participants’ change cynicism levels ( $\bar{X}$  =2.60). Participants’ change cynicism level in total [t(551)= .069, p>.05] does not show a significant difference by gender. However, participants’ affective change cynicism level [t(551)= .033, p<.05] shows a significant difference by gender.

### Results Concerning the Third Sub-Problem

The third sub-problem of the scale was determined as ‘Do participants’ (administrators’ and teachers’) change cynicism levels show a significant difference according to duty variable?’ The t-test results concerning whether teachers’ and administrators change cynicism levels varied significantly according to duty were presented in Table 4:

**Table 4:** The T-test Results of Participants’ Change Cynicism Levels According to Duty

Sub-dimensions	Duty	N	$\bar{X}$	Sd	df	T	p
Cognitive Dimension	Teacher	434	2.78	1.05	551	2.60	.010
	Administrator	119	2.49	1.05			
Affective Dimension	Teacher	434	3.40	1.10	551	1.57	.116
	Administrator	119	3.18	1.19			
Behavioral Dimension	Teacher	434	2.07	.885	551	1.36	.172
	Administrator	119	1.94	.865			
Total	Teacher	434	2.75	.836	551	2.26	.024
	Administrator	119	2.54	.860			

It is seen that the organizational change cynicism levels of teachers ( $\bar{X}$  =2.75) are higher than administrators’ organizational change cynicism levels ( $\bar{X}$  =2.54). In all sub-dimensions of organizational change cynicism teachers’ change cynicism levels are higher than administrators’. Participants’ change cynicism level in total [t(551)= 2.26, p<.05] and cognitive change cynicism level [t(551)= 2.60, p<.05] show a significant difference according to duty.

### Results Concerning the Fourth Sub-Problem

The fourth sub-problem of the scale was determined as ‘Do teachers’ change cynicism levels show a significant difference according to gender, branch, seniority and educational status variables?’ The t-test results concerning whether teachers’ change cynicism levels varied significantly according to gender were presented in Table 5:

**Table 5:** The T-test Results of Teachers' Change Cynicism Levels According to Gender

Sub-Dimensions	Gender	N	$\bar{X}$	Sd	df	t	p
Cognitive Dimension	Female	214	2.77	1.04	431	-.079	.937
	Male	220	2.78	1.06			
Affective Dimension	Female	214	3.43	1.03	431	1.328	.185
	Male	220	3.29	1.16			
Behavioral Dimension	Female	214	2.10	.92	431	1.013	.311
	Male	220	2.02	.83			
Total	Female	214	2.77	.82	431	.908	.364
	Male	220	2.69	.84			

It is seen that the organizational change cynicism levels of female teachers ( $\bar{X} = 2.77$ ) are higher than male teachers' organizational change cynicism levels ( $\bar{X} = 2.69$ ). Teachers' change cynicism level in total [ $t(431) = .908, p > .05$ ] does not show a significant difference and in all sub-dimensions, teachers' change cynicism levels do not show a significant difference ( $p > .05$ ).

The t-test results concerning whether teachers' change cynicism levels varied significantly according to branch were presented in Table 6:

**Table 6:** The T-test Results of Teachers' Change Cynicism Levels According to Branch

Sub-dimensions	Branch	N	$\bar{X}$	Sd	df	t	p
Cognitive Dimension	PrimarySchool Teacher	197	2.68	1.06	431	1.628	.104
	Infield Teacher	237	2.85	1.03			
Affective Dimension	PrimarySchool Teacher	197	3.26	1.12	431	1.712	.088
	Infield Teacher	237	3.44	1.07			
Behavioral Dimension	PrimarySchool Teacher	197	1.86	.758	431	4.335	.000
	Infield Teacher	237	2.22	.931			
Total	PrimarySchool Teacher	197	2.60	.833	431	2.956	.003
	Infield Teacher	237	2.84	.814			

It is seen that the organizational change cynicism levels of infield teachers ( $\bar{X} = 2.84$ ) are higher than primary school teachers' organizational change cynicism levels ( $\bar{X} = 2.60$ ). Teachers' change cynicism level in total [ $t(431) = 2.956, p < .05$ ] shows a significant difference according to branch and in behavioral dimension, teachers' change cynicism level [ $t(431) = 4.335, p < .05$ ] shows a significant difference. However, teachers' change cynicism level in cognitive and affective sub-dimensions do not show a significant difference according to branch ( $p > .05$ ).

Frequencies, mean and standard deviation values of teachers' change cynicism levels regarding to seniority were presented in Table 7:

**Table 7:** Frequencies, Mean and Standard Deviation Values of Teachers' Change Cynicism Levels According to Seniority

Sub-dimensions	Seniority	N	$\bar{X}$	Sd	Level
Cognitive Dimension	1-5 years	122	2.77	1.013	Medium
	6-10 years	104	2.79	1.016	Medium
	11-15 years	58	2.81	1.008	Medium
	16-20 years	58	2.72	1.128	Medium
	21 years and over	92	2.81	1.122	Medium
	Total	434	2.78	1.048	Medium
Affective Dimension	1-5 years	122	3.61	.962	High
	6-10 years	104	3.54	1.135	High
	11-15 years	58	3.33	1.203	Medium

	16-20 years	58	3.31	1.196	Medium
	21 years and over	92	3.20	1.088	Medium
	Total	434	3.40	1.099	High
Behavioral Dimension	1-5 years	122	1.99	.804	Low
	6-10 years	104	2.23	.883	Low
	11-15 years	58	2.11	.866	Low
	16-20 years	58	1.99	.843	Low
	21 years and over	92	2.02	.969	Low
Total	Total	434	2.07	.875	Low
	1-5 years	122	2.77	.746	Medium
	6-10 years	104	2.84	.824	Medium
	11-15 years	58	2.75	.866	Medium
	16-20 years	58	2.68	.881	Medium
	21 years and over	92	2.69	.894	Medium
	Total	434	2.75	.830	Medium

According Table 7, teachers' change cynicism level in total ( $\bar{X}=2.75$ ) is medium. Cognitive sub-dimension change cynicism level of teachers ( $\bar{X}=2.78$ ) is medium, affective sub-dimension change cynicism level of teachers ( $\bar{X}=3.40$ ) is high, behavioral sub-dimension change cynicism level of teachers ( $\bar{X}=2.07$ ) is low.

ANOVA results concerning whether teachers' change cynicism levels varied significantly according to seniority were presented in Table 8:

**Table 8:** ANOVA Results of Teachers' Change Cynicism Levels According to Seniority

Sub-dimensions	Varyans	Kareler Toplamı	Sd	Kareler Ortalaması	F	P
Cognitive Dimension	Gruplararası	.414	4	.103	.093	.985
	Gruplariçi	474.885	428	1.110		
	Toplam	475.299	432			
Affective Dimension	Gruplararası	5.829	4	1.457	1.209	.306
	Gruplariçi	516.035	428	1.206		
	Toplam	521.863	432			
Behavioral Dimension	Gruplararası	3.919	4	.980	1.283	.276
	Gruplariçi	326.937	428	.764		
	Toplam	330.856	432			
Total	Gruplararası	1.362	4	.341	.491	.742
	Gruplariçi	296.571	428	.693		
	Toplam	297.933	432			

According to Table 8 findings, teachers' change cynicism level in total [ $F(4-428)=.491, p>.05$ ] and cognitive sub-dimension [ $F(4-428)=.093, p>.05$ ] and affective sub-dimension [ $F(4-428)=1.209, p>.05$ ] and behavioral sub-dimension [ $F(4-428)=1.283, p>.05$ ] do not show a significant difference according to seniority.

Frequencies, mean and standard deviation values of teachers' change cynicism levels regarding to educational status were presented in Table 9:

**Table 9:** Frequencies, Mean and Standard Deviation Values of Teachers' Change Cynicism Levels According to Educational Status

Sub-dimensions	Education Status	N	$\bar{X}$	Sd	Level
Cognitive Dimension	Associate	43	2.79	1.103	Medium
	Graduate	352	2.76	1.040	Medium
	Postgraduate	39	2.84	1.089	Medium
	Total	434	2.78	1.048	Medium
Affective Dimension	Associate	43	3.1581	1.078	Medium
	Graduate	352	3.3533	1.114	Medium
	Postgraduate	39	3.6821	.927	High

Behavioral Dimension	Total	434	3.40	1.099	High
	Associate	43	1.8837	.769	Low
	Graduate	352	2.0712	.896	Low
	Postgraduate	39	2.2051	.773	Low
Total	Total	434	2.07	.875	Low
	Associate	43	2.6109	.845	Medium
	Graduate	352	2.7308	.839	Medium
	Postgraduate	39	2.9111	.716	Medium
	Total	434	2,75	.830	Medium

According to table 9, postgraduate teachers' change cynicism levels in total and in all sub-dimensions are higher than the other educational status.

ANOVA results concerning whether teachers' change cynicism levels varied significantly according to educational status were presented in Table 10:

**Table 10: ANOVA Results of Teachers' Change Cynicism Levels According to Educational Status**

Sub-dimensions	Varyans	Kareler Toplamı	Sd	Kareler Ortalaması	F	p
Cognitive Dimension	Gruplararası	.224	2	.112	.101	.904
	Gruplariçi	475.075	430	1.105		
	Toplam	475.299	432			
Affective Dimension	Gruplararası	5.808	2	2.904	2.420	.090
	Gruplariçi	516.056	430	1.200		
	Toplam	521.863	432			
Behavioral Dimension	Gruplararası	2.192	2	1.096	1.434	.239
	Gruplariçi	328.664	430	.764		
	Toplam	330.856	432			
Total	Gruplararası	1.879	2	.939	1.364	.257
	Gruplariçi	296.055	430	.688		
	Toplam	297.933	432			

According to Table 10 findings, teachers' change cynicism level in total [ $F(2-430)= 1.364, p>.05$ ] and cognitive sub-dimension [ $F(2-430)= .101, p>.05$ ] and affective sub-dimension [ $F(4-428)= 1.209, p>.05$ ] and behavioral sub-dimension [ $F(2-430)= 1.434, p>.05$ ] do not show a significant difference according to educational status.

### Results Concerning the Fifth Sub-Problem

The fifth sub-problem of the scale was determined as 'Do administrators' change cynicism levels show a significant difference according to branch variable?' The t-test results concerning whether administrators' change cynicism levels varied significantly according to branch were presented in Table 11:

**Table 11: The T-test Results of Administrators' Change Cynicism Levels According to Branch**

Sub-dimensions	Branch	N	$\bar{X}$	Sd	df	T	p
Cognitive Dimension	Primary School Teacher	49	2.50	1.070	117	.012	.990
	Infield Teacher	70	2.49	1.056			
Affective Dimension	Primary School Teacher	49	3.19	1.258	117	.084	.933
	Infield Teacher	70	3.17	1.152			
Behavioral Dimension	Primary School Teacher	49	1.96	.911	117	.166	.868
	Infield Teacher	70	1.93	.838			
Total	Primary School Teacher	49	2.55	.893	117	.099	.921
	Infield Teacher	70	2.53	.842			

According to Table 11 findings, administrators' change cynicism level in total [ $t(117)= .099, p>.05$ ] and cognitive sub-dimension of change cynicism level [ $t(117)= 0.12, p>.05$ ] and affective sub-dimension of change cynicism [ $t(117)= 0.84, p>.05$ ] and behavioral sub-dimension of change cynicism [ $t(117)= .166, p>.05$ ] do not show a significant difference according to branch.

#### 4. Conclusion and Discussion

In this research, teachers' change cynicism levels were found as medium. This result indicates that the organizational change cynicism in educational organizations is in a considerable level. As a result of this, it can be argued that several problems might be experienced in schools in terms of success, efficiency and development. This outcome supports the findings of similar studies in literature (Kalağan and Güzeller, 2010; Özgan, Külekçi and Özkan, 2011; Arslan, 2012; Balay, Kaya and Cülha, 2013; Demirtaş, Özdemir and Küçük, 2016; Yorulmaz and Çelik, 2016; Gündüz and Ömür, 2016). Administrators' change cynicism levels were found as low. This indicates that there is organizational change cynicism in educational organizations even in a low level. This finding supports the finding of similar study in literature (Öğüt, Özgener and Kaplan, 2008). It can be said that result is better for the school because the administrators' being cynical to change can be devastating for the school' efficiency and achievement. It is so important that the responsibility of administrators is to provide the sustainability of the school. It can be inferred that administrators may ignore the negative results of change attempts since they are the sole authority to provide the sustainability in school.

On the basis of the arithmetic mean of sub-dimensions, teachers' change cynicism level is found to be at 'medium' level at cognitive sub-dimension; 'low' level at behavioral sub-dimension and 'high' level at affective sub-dimension. On the basis of the arithmetic mean of sub-dimensions, administrators' change cynicism level is found to be at 'low' level at both cognitive sub-dimension and behavioral sub-dimension, however, 'medium' level at affective sub-dimension. With reference to the finding related to the items in sub-dimensions, when compared to other sub-dimensions, teachers and administrators have the highest level of change cynicism in affective sub-dimension. This finding is parallel with the finding of Akyüz and Yurduseven (2016). It can be inferred that teachers and administrators feel uneasy, anxious, suspicious and angry with inconsistencies, differences between policies, objectives, practices being told and intended. This finding indicates that teachers and administrators develop negative, pessimistic emotions and feelings against the change initiatives and institutions they work. It can be said that teachers and administrators are bothered emotionally by the school climate. Their cynical feelings can be said as the result of the past failures of change attempts and their experience with change practices that are not successful consistently. These may result in pessimism, anxiety and anger against change initiatives in future. With reference to the items in the behavioral sub-dimension, when compared to other sub-dimensions, teachers and administrators have the lowest level of change cynicism. It can be inferred that the items in this sub-dimension focus on rumors, meaningful and ironing looks, mocking behaviors, criticism and complaints about how change attempts happen at school. It can be said that although teachers and administrators have negative beliefs and emotions against the change process and managerial procedures, they may not show these with their behaviors explicitly since teaching profession necessitates sacrifice and doing the best.

The perception of organizational change cynicism levels of teachers and administrators working in primary and secondary schools in Uşak was analyzed in terms of gender variable. Mean of female teachers and administrators are higher than male teachers' and administrators' in total and in all sub-dimensions. Participants' change cynicism level in total does not show a significant difference by gender. This finding supports the findings of similar studies ( Andersson & Bateman, 1997; Bommer, Rich and Rubin, 2005; James, 2005; Tokgöz and Yılmaz, 2008; Kalağan and Güzeller, 2010; Helvacı and Çetin, 2012; Sezgin Nartgün & Kartal, 2013; Akyüz and Kesen, 2015). It can be inferred that professional roles in teaching do not change in terms of gender. In terms of gender, male and female teachers and administrators have the highest means in affective sub-dimension and according to t-test result, there is a significant difference between the means of male and female participants only in affective sub-dimension. It can be inferred that female participants show their anger, anxiety, stress, shame and even disgust in relation to the organization, change agents and attempts more often and explicitly than male participants.

The perception of organizational change cynicism levels of teachers and administrators working in primary and secondary schools in Uşak was analyzed in terms of duty variable. Mean of teachers are higher than administrators' in total and in all sub-dimensions. It can be said that administrators' perceiving themselves as the sole authority in school gives a sense of belonging and responsibility to school. They do their best not to allow

negativity in their organizations since they commit themselves to the school and want to show the positivity of change initiatives. In this context, they do not show their negative thoughts, feelings and behaviors explicitly. However, it can be said the reason why teachers are more cynical about the change initiatives is that teachers are not informed about the change attempts which will affect their state. They may have such a feeling that their development efforts and suggestions are ignored by people responsible for implementing change initiatives. It can be inferred that these situations make them to think that management has a hidden agenda in promoting the changes and they begin to think that people responsible for change agents betray teachers as a result of unmet personal and organizational expectations, low participation in decision-making process that directly influence them, mismanaged change attempts and organizational complexity. Moreover, change cynicism may result from organization's history of change attempts. It can be said that teachers may develop cynicism about change as a result of their experience with change initiatives that are consistently unsuccessful. As a consequence, teachers have more cynical attitudes than administrators.

The perception of organizational change cynicism level of teachers was analyzed in terms of branch. Mean of infield teachers are higher than primary school teachers in total and in all sub-dimensions. According to t-test result, there is a significant difference between the means of infield and primary school teachers in total and in behavioral sub-dimension. It can be inferred that primary school teachers feel more responsibility for their class and perceive themselves as the authority in their class. Thus, they do their best not to allow negative thoughts, feelings and behaviors to survive during change process. Moreover, primary school teachers' organizational commitment and citizenship behavior are correlated negatively with cynicism and their organizational citizenship behavior level is high and organizational commitment level is medium as a result their cynicism level is low (Yorulmaz and Çelik, 2016). It can be inferred that primary school teachers commit themselves to school practices and do not allow cynicism to happen.

The perception of organizational change cynicism level of teachers was analyzed in terms of seniority by ANOVA. Teachers' change cynicism levels in total and in all sub-dimensions do not show a significant difference. This finding supports the findings of similar studies (Helvacı and Çetin, 2012; Özcan and Polat, 2014). According to research results, mean of teachers' change cynicism level with 1-5 years' experience in total is lower compared to teachers' 6-10 years' experience. It can be inferred that teachers with 1-5 years' experience have positive feelings, emotions and behaviors about their work and school. This may be result of their idealism, enthusiasm, happiness, satisfaction and their being new in their job. Teachers with 1-5 years' experience can be said that they are more idealistic. They believe they can overcome every difficulty and achieve every change attempt since they have not gotten accustomed to procedures, politics and culture and climate of their school. However teachers with 6-10 years' experience are more cynical than teachers with 1-5 years' experience. Past failures, loss of faith in school vision, mission and differences between the management's intentions in introducing the change initiatives and management's telling to employees can be said that these are the reasons why teachers 6-10 years' experience have more cynicism. Teachers 11-over years' experience have gotten accustomed to change attempts being unsuccessful and they give up endeavoring for the school's change innovations since the consistent past failures of change attempts and they wait the change attempts to fail. This turns out to be self-fulfilling prophecy and thereby inhibits the success of change efforts. It can be said 11- years' experienced teachers wait failure since they think every effort that they show will be futile and pointless and as a result they develop less cynicism to change attempts. It is also emphasized in the study of Wanous, Reichers and Austin (2000).

Teachers' organizational change cynicism level do not show a significant difference in terms of educational status. This finding supports the findings of similar studies in literature ( Andersson & Bateman, 1997; Bommer, Rich and Rubin, 2005; James, 2005; İnce and Turan, 2011; Erkiş and Taşpınar, 2013). Mean of postgraduate teachers is higher when compared to associate and graduate teachers. It can be said that teachers with a postgraduate degree have a higher perception of change cynicism. This can be associated with teachers' being more conscious, analytical and examining the procedures, practices during ongoing changes in detail. They question the change process and want answers when change initiatives are not implemented as planned. Not being informed and allowed to participate in decision-making that affect them may cause them to believe that

people responsible for change initiatives hide their purpose. They begin to feel suspicion, anxiety, pessimism and distrust about the change agents' motives for the change initiatives.

## 5. Suggestions

According to findings of the research, change cynicism level can be decreased by enabling teachers and administrators to participate in decision-making process, conducting practices consistent with school purpose, eliminating distrust within the school, emphasizing trust, accountability, high moral standards, improving the working conditions and asking the opinions of teachers about the change process. Teachers' participation in decision-making may provide a sense of belonging and sharing responsibilities. Moreover, in-service training sessions to reduce possible reasons for change cynicism can be arranged for school administrators and teachers. These training sessions may include subjects such as commitment, organizational citizenship behavior, organizational justice, motivation and psychological contract. Female participants may especially be given more responsibility and share in decisions in school practices. Thus, uncertainty about change initiatives can be reduced. They can also attribute value for themselves as an important member of the school. Furthermore, past failures need to be explained in detail rather than ignored and successful changes should be publicized no matter how it is in order to minimize the change cynicism level, otherwise, people may attribute change attempts unsuccessful and this causes cynicism level increase. Since cynicism is sufficiently detrimental to the change process and other forms of organizational behaviors such as commitment, justice, trust, it needs a considerable attention to provide the sustainability of educational organizations. Consequently, it is important for change researchers to systematically examine change cynicism.

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# Effect of Creative Drama on Students' Academic Achievement: A Meta-Analysis Study

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## **Abstract**

Numerous theses and doctoral dissertations are conducted in Turkey showing the relationship between creative drama and students' achievement. These studies are great potential for meta-analysis studies. The aim of the current study is to identify the effectiveness of creative drama on students' academic achievement. This study is a meta-analysis study of 70 studies meeting the inclusion criteria from master's theses and doctoral dissertations, downloaded from the web-page of the National Council of Higher Education. The total size of samples of this study is 4507. 2266 of the students are at the experimental group and 2241 of them are at the control group. Variables, which are not evaluated as part of the primary researches, of school type as moderator, publication type, course, year of publication, region the research has been carried out, educational level, scale development, whether validity and reliability studies conducted or not and gender of the researcher are included in this study. The research results yielded that according to the fixed effects ( $d=0,872$ ) and the random effects ( $d=0,912$ ) models in favour of the experimental group, a statistically significant large effect size was determined. There is not any significant difference among the effect sizes of the studies according to the gender of the researcher ( $p=0,665$ ), educational level ( $p=0,493$ ), publication type ( $p=0,618$ ), region where the study has been conducted ( $p=0,756$ ), whether validity and reliability studies conducted or not ( $p=0,338$ ). In terms of effect sizes of the studies, students' academic achievement at the experimental group, there is a continued significant difference.

**Key words:** Creative Drama, Meta-Analysis, Academic Achievement, Student

## **1. Introduction**

Creativity and innovation have been the major focus from third world countries to the most advanced civilizations in terms of global, technological, economical and industrial world. Most researches conducted in recent years have shown that imagination, risk-taking and creativity are necessary factors for being successful. Although these concepts are not new, they are part of the potential of all people. Education has been playing an important role in developing this potential (Rubin and Merrion 2011).

### **Creative drama**

Drama is one of the best ways for a child to express himself/herself. Drama is an important teaching method in the development of creativity (Mayersky 2002). Drama creates participation and interest. It also increases motivation of the students to work harder in the learning process. This takes place when role-playing and fiction have been part of the learning process as well as when students participate to the interaction of the cognitive activities to the physical and aesthetic activities (Sæbø 2010). Drama includes action, covers activities which people interact with each other, with nature or with other objects, and involves activities internal and external upheavals as well as their life situations largely (Adıgüzel 2012).

Creative drama, which can be used as an instructional approach to teaching, is the form of informal process-centered of drama. Creative drama is a teaching method based on the real-like situations and events which students use their wide imagination, stimulate conversation and action (Kaland-Wells 1993).

Vygotsky (1978) and Bruner (1990) implied that the world involving plays by imagining themselves has been important in developing students' cognitive development. Both psychologists asserted that drama as a classroom method should be used as it deepens and widens meaning. Drama is the effective method for developing cognitive and affective skills of an individual (Wagner 2002).

Drama, an extension of the term game (Bolton 1984) is a pedagogical expertise putting into action the power of game as a discipline and method. This feature ensured that drama has been in the center of curriculum since 1980s (Bolton 1985). Similarly, San (2006) stated that similarities between drama processes and the

qualifications of a game have been the rationale for its use in education as it has full compliance with the creative act and creativity process.

Creative drama includes a fictional journey. Participants of the process have been allowed to question their experiences through fiction (Ataman 2011). The most obvious characteristics of creative drama include its basing upon individual's own experiences and providing a living educational environment (San 1995). Creative drama which can be used at pre-school and primary classes effectively, can be applied easily and be integrated to all courses (Moore 2004). Creative drama offers the opportunity to develop creativity and imagination of primary school children. Some activities have the potential to develop imagination beyond creativity. Creative drama offers an opportunity to children who have obstacles to participate in art which shape them in every respect. Due to the flexible structure it has, drama can be fun and full of adventure for all ages. Special needs can increase the ability levels of the students by focussing on and setting the activities (Mayesky 2002).

In-class drama has been built on the existing teaching methods, has given inspiration by increasing the interest of students and has taken the focus attention from the curriculum. There is a consensus among pre-school educators who believe that dramatic play of pre-school children and their interaction with their environment allow them to learn ideally (Brown and Pleydell 1999).

The most important impediments to creative drama are to conduct drama with classroom teachers who do not have sufficient expertise where there are not enough drama specialists and to see drama as part of a game by the classroom teachers (Wolf 2004). Similarly, both candidate teachers and teachers in Turkey believe the importance of drama. However, there are number of deficiencies in the application level while applying drama at schools. Although teachers argued that they apply drama techniques, they believed that they have lack of knowledge regarding drama (Akpınar Dellal and Kara 2010). On the other hand, Lee et al. (2014), in their meta-analysis study concluded that drama applied by class teachers or the researchers has been found to be more effective compared to the drama applied by the drama specialists.

A meta-analysis study on the effects of drama method on primary school students, Kardash and Wright (1987) revealed that creative drama activities have positive effect on academic achievement, language skills, self-esteem, moral reasoning and role taking of the students. Conard (1992) in the meta-analysis study, concluded that for identifying the effect of creative drama method on the academic achievement, the impact of effect size has been found to be the moderate-level. Furthermore, this study has shown that creative drama method at pre-school stage has been more effective than the other stages of the education. In a meta-analysis study, Lee et al. (2014) found that drama-based training affects education positively. Drama-based training has even more stronger in effect particularly in language and science classrooms. Similarly, drama-based training has been found to be more effective when applied for more than five classes.

### **Creative Drama Studies in Turkey**

Creative drama in Turkey has been in use in various educational levels and in a wide variety of courses from pre-school level (Erbay and Ömero!lu 2013; Köksal Akyol 2012), primary school level (Üstünda! 1997; Aykaç and Kö!ce 2014), secondary school level (Tulgay 1997; Gündo!du 2009; "#leyen 2009) to university level (Bapo!lu et al. 2011; Tanrıseven 2013).

As a result of the thematic-based study conducted by Can Ya#ar and Aral (2011), as a result of the pre-school period drama studies from 1991-to-2010, it was found that earlier Master's studies focused on the usage of drama, but later studies focused on themes such as language and communication skills, social-emotional development, music, science and mathematics education, creativity, nutrition, and role-play as well as on identifying the perceptions of teachers on drama applications. As a result of examining seven doctoral studies conducted between 1990-2009 regarding drama in the pre-school period, themes such as language development, social development, mathematics skills, visual reasoning, process skills and creativity as well as examining the sufficient level of the pre-school teachers and candidate teachers regarding drama education were identified. Moreover, 65% of the theses and dissertations were found to be experimental.

Examining the literature, it was identified that there are not adequate number of meta-analysis studies regarding creative drama conducted in the world apart from studies conducted by Kardash and Wright (1987), Conard and

Asher (2010), Lee et al (2014). It was also identified that there is only one meta-analysis study regarding the effect of creative drama on student's achievement (Batdı and Batdı 2015). Articles, theses and dissertations meeting the inclusion criteria of the study mentioned above have been selected from various search engines, however the current study only uses the theses and dissertations from the Higher Education Council National Thesis search engine. In this regard, the current study has included the studies conducted in Turkey. The theses and dissertations meeting the inclusion criteria in the current study include larger number of studies regarding the meta-analysis study conducted by Batdı and Batdı (2015). Literature review results also revealed that the data by the Higher Education Council National Thesis showed that the first thesis on drama in Turkey was conducted by Üstünda! (1988). Increasing number of studies regarding drama so far would require adequate information for conducting a meta-analysis study on drama.

The main aim of the current study is to determine on the impact level of creative drama over students' academic achievement through a meta-analysis study. For this aim, the effect sizes of students' academic achievement in the experimental and control groups, in which the creative drama method used, have been identified.

## 2. Method

In this section, research design, data collection methods and data analysis are explored.

### Research design

This study has adopted meta-analysis study, one of the techniques used for synthesizing (Cumming 2012, 205). Meta-analysis techniques have been used to synthesize the results of the studies. A meta-analysis is a literature review via statistical analysis of the summary findings of a number of experimental studies (Glass, McGaw, and Smith 1981; Hedges and Olkin, 1985)

### Data collection

The procedure for locating studies and quantifying outcomes in the current study synthesis was to locate and collect experimental studies having control group including the keywords 'creative drama', 'academic achievement' and 'drama'. The process began with the search of Higher Education Council's Thesis Archive. The Master's and Doctoral theses as well as research article journals regarding the effects of creative drama on the academic achievement of students in Turkey were examined. These researches yielded 160 studies. This number, then, was reduced to 70 studies which were meeting the inclusion criteria. However, 90 studies did not provide sufficient statistical data to be included to the current study. Inclusion criteria covers the following principles (Aytaç 2014, 1059):

- (i) *Criteria 1: Published or unpublished study resources:* Master's and doctoral theses were included in the study.
- (ii) *Criteria 2: Having appropriate research methods of the studies:* Empirical studies in order to reach to the effect size of the meta-analysis studies and experiment-control academic achievement groups used were taken into account.
- (iii) *Criteria 3: Inclusion of sufficient quantitative data:* For success groups, experiment and control groups in order to reach to the effect size of the meta-analysis studies, sample size, mean, standard deviation, F value, the value of t,  $X^2$  value, Kruskal-Wallis value and Mann-Whitney U and p were taken into consideration.

The sample of the current was limited to 70 studies conducted between the years of 1997-2013 in Turkey. The theses were downloaded from the Higher Education Council's National Thesis Center (<https://tez.yok.gov.tr/UlusalTezMerkezi/>) on 20th of September 2014.

### Coding Protocol Reliability

A coding protocol involving the identity, the content and data of the study was established. Compliance provided between encoder-1 and encoder-2 was found to be 94%. Cohen's Kappa statistics used to ensure safety and reliability between coders were found to be safety, to be 0.92. This result indicated almost perfect agreement between coders (Card 2012, 76).

### Reliability and Validity

The reliability and validity of the meta-studies meeting the inclusion criteria for the current study has been based on research validity and reliability. Scanning for and including all of the studies meeting the inclusion criteria increases the validity of the meta-studies. The validity of the combined effect size in a meta-analysis study has been valid to the degree the studies included in the current meta-analysis valid (Petitti 2000; DeCoster 2004; Aytac 2014). It is observed that all of the theses included to the current study contain data collection instruments of which reliability and validity studies have been carried out. According to the current research conducted, the theses meeting the inclusion criteria have been included to the current study. In this context, as in all of the 70 theses meeting the inclusion criteria, reliability and validity of the data collection instruments have been carried out, then the current meta-analysis study has been accepted as valid.

### Data Analysis

Group difference method has been used as one of the comparison analysis of the data group to the meta-analysis (fixed and random effects). In this study, the effect sizes, variances and comparisons of the groups included in each study were measured through CMA ver. 2.2.064 [Comprehensive Meta-Analysis], Statistical Package Software for Meta-Analysis (Borenstein et al. 2005). In the current study, academic achievement of students in the experimental group has been taken as the experimental group and the academic achievement of the students in the control group has been taken as the control group. The positive effect sizes calculated in the study has been accepted as the favour of the experiemental group and the negative effect sizes calculated in the study has been accepted as the favor of the control group. SPSS 20.0 version has been used for coder reliability test.

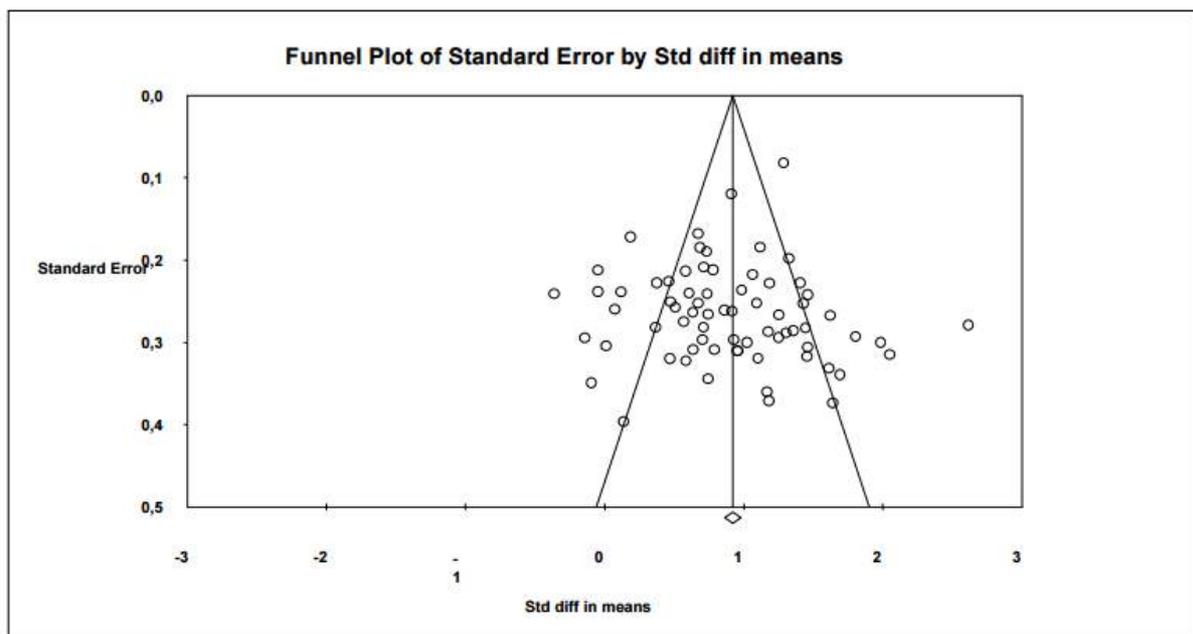
### 3. Results

In order to find out an answer to the research problem, data analysis has been carried out on the data related to the studies included in the study. Publication bias, descriptive statistics, forest plots, fixed and random effects model findings, homogeneity test and the moderator analysis as a result of the data analysis have been given below.

#### Publication Bias

In the current study, whether there is publication bias or not has been determined using two instuments; (a) funnel plots graphs, (b) Orwin's Fail-Safe N (Borenstein et al. 2009, 277; Sutton 2009, 437) (see Figure 1 below):

**Figure 1.** Funnel plot graph of studies demonstrating differences on data regarding effect size in the academic achievement of experimental group and control group



As it can be seen clearly in Figure 1, majority of the 70 studies included in the study has been located towards the top of the figure and it is very close to the combined effect size. In this sense, funnel plot graph has shown

that there is no publication bias among the studies included in the current study (Borenstein et al., 2009, 284). Orwin's Fail Safe N has been used to test publication bias. Orwin's Fail-Safe N calculates the number of studies that would be missing from meta-analysis study (Borenstein et al, 2009, 285). The results of this study yield that Orwin's Fail-Safe N has been found to be 212. Meta-analysis results in an average effect size of 0.01 at 0.921 level (trivial), ie the number of studies required to achieve almost zero impact level, is 212 pieces.

70 theses meeting the inclusion criterion include all of the studies carried out in Turkey regarding the current research question (qualitative, quantitative, theoretical etc.). Apart from 212 studies that are not likely to be accessible, this result has been considered as a further indicator that there is not any publication bias in the current study. Additionally, Kendall Tau Coefficient, used for statistical calculation whether there is publication bias or not, has been found to be 0,17 and  $p=0,08$ , which shows that  $p$ -value does not create a significant difference. This result is greater than 0,05 which statistically proves that there is not any publication bias.

### ***Uncombined Results of the Effect Size Analysis according to the Academic Achievement Variable***

Effect sizes, standard error as well as lower and upper limits of 95% confidence interval according to the effects on academic achievement of students regarding creative drama are shown in Table 1 below:

**Table 1.** Effect sizes according to the effects on academic achievement of students regarding creative drama

Model	Name of the Stud	Effect size	Standard Error	Variance	Lower Limit	Upper Limit	Z-Value	p-Value	Sample	
									Experiment/Co	ntrol Group
	Akbaş, 2011	1,258	0,295	0,087	0,679	1,836	4,261	0,000	28	27
	Akkaya, 2012	0,481	0,252	0,063	-0,012	0,974	1,911	0,056	32	33
	Akyüz, 2009	-0,040	0,213	0,045	-0,458	0,377	-0,190	0,850	44	44
	Aldağ, 2010	0,717	0,292	0,085	0,145	1,289	2,456	0,014	25	25
	Altıkulaç, 2008	2,656	0,280	0,078	2,107	3,205	9,481	0,000	46	50
	Altıntaş, 2010	0,750	0,267	0,071	0,228	1,273	2,814	0,005	34	27
	Aslanel,2011	-0,040	0,239	0,057	-0,509	0,429	-0,168	0,866	34	36
	Atalay, 2010	1,184	0,288	0,083	0,620	1,749	4,110	0,000	31	26
	Aydeniz, 2012	1,466	0,243	0,059	0,989	1,942	6,029	0,000	45	41
	Aykaç, 2008	1,465	0,307	0,094	0,864	2,066	4,780	0,000	27	27
	Başkan, 2006	1,647	0,397	0,158	0,869	2,426	4,147	0,000	14	21
	Bergil, 2010	0,641	0,265	0,070	0,122	1,160	2,422	0,015	30	30
	Bertiz, 2010	1,260	0,268	0,072	0,736	1,784	4,710	0,000	33	34
	Bil, 2012	-0,090	0,378	0,143	-0,831	0,651	-0,238	0,812	14	14
	Cömertpay, 2006	1,174	0,361	0,130	0,466	1,881	3,252	0,001	18	18
	Çakır, 2012	-0,138	0,295	0,087	-0,716	0,441	-0,466	0,641	23	23
	Çakmakcı, 2009	0,743	0,292	0,086	0,170	1,316	2,541	0,011	25	25
	Çelen, 2008	0,718	0,210	0,044	0,307	1,129	3,427	0,001	50	47
	Demircioğlu, 2008	0,934	0,298	0,089	0,351	1,518	3,137	0,002	25	25
	Demirsöz, 2010	1,865	0,309	0,096	1,259	2,471	6,030	0,000	30	30
	Erdil, 2007	0,961	0,311	0,097	0,350	1,571	3,085	0,002	23	23
	Erdoğan, 2010	0,678	0,217	0,047	0,253	1,104	3,126	0,002	43	47
	Erdoğan,2006	-0,447	0,242	0,059	-0,921	0,027	-1,847	0,065	35	35
	Esen,2008	0,613	0,278	0,078	0,067	1,159	2,200	0,028	27	27
	Eti, 2010	-0,118	0,305	0,093	-0,717	0,480	-0,388	0,698	21	22
	Göncüoğlu, 2010	0,961	0,311	0,097	0,350	1,571	3,085	0,002	23	23
	Günaydın, 2008	0,373	0,283	0,080	-0,181	0,926	1,319	0,187	26	25
	Gündoğan, 2011	0,381	0,229	0,052	-0,067	0,830	1,667	0,096	41	37
	Kadan, 2013	0,124	0,239	0,057	-0,345	0,593	0,519	0,604	36	34
	Kaf, 1999	0,750	0,345	0,119	0,073	1,427	2,172	0,030	19	17
	Kara, 2010	1,125	0,185	0,034	0,762	1,488	6,072	0,000	69	66
	Karadağ, 2005	0,922	0,263	0,069	0,407	1,437	3,507	0,000	32	32

Karapınarlı, 2007	0,643	0,310	0,096	0,037	1,250	2,078	0,038	23	21
Karataş, 2011	1,069	0,218	0,048	0,642	1,497	4,901	0,000	48	48
Karateke, 2006	0,990	0,237	0,056	0,526	1,455	4,176	0,000	42	38
Kaya, 2006	1,295	0,263	0,069	0,779	1,810	4,925	0,000	35	35
Kayhan, 2004	2,091	0,316	0,100	1,472	2,711	6,621	0,000	31	31
Keleş, 2009	0,577	0,276	0,076	0,036	1,117	2,092	0,036	26	29
Kılıçaslan, 2010	1,312	0,290	0,084	0,744	1,880	4,530	0,000	28	30
Kodaz, 2007	0,917	0,149	0,022	0,626	1,208	6,167	0,000	100	100
Köylüoğlu, 2010	1,187	0,372	0,138	0,458	1,916	3,190	0,001	17	17
Maden, 2010	1,451	0,283	0,080	0,896	2,007	5,119	0,000	33	30
Malbeği, 2011	0,590	0,323	0,104	-0,043	1,223	1,827	0,068	20	20
Metin, 1999	1,663	0,238	0,057	1,196	2,129	6,983	0,000	49	46
Nayci, 2011	1,618	0,333	0,111	0,966	2,270	4,865	0,000	24	24
Onur, 2008	0,740	0,276	0,076	0,198	1,281	2,678	0,007	28	28
Önder, 2007	1,333	0,199	0,039	0,944	1,722	6,712	0,000	62	62
Özcan, 2004	0,678	0,253	0,064	0,182	1,174	2,678	0,007	33	33
Özcan, 2013	0,797	0,310	0,096	0,190	1,404	2,572	0,010	23	22
Özer, 2004	0,475	0,321	0,103	-0,153	1,104	1,483	0,138	20	20
Paksoy, 2008	0,693	0,266	0,071	0,172	1,214	2,608	0,009	30	30
Saçlı, 2013	0,868	0,262	0,069	0,354	1,381	3,313	0,001	34	30
Sezer, 2008	0,141	0,448	0,200	-0,736	1,019	0,315	0,753	10	10
Soner, 2005	2,411	0,346	0,119	1,734	3,088	6,977	0,000	27	31
Sözer, 2006	1,281	0,254	0,064	0,784	1,777	5,051	0,000	38	37
Sütçü, 2006	1,514	0,254	0,064	1,017	2,011	5,969	0,000	40	40
Şenol, 2011	0,712	0,298	0,089	0,129	1,296	2,393	0,017	24	24
Taşkıran, 2005	0,193	0,173	0,030	-0,146	0,531	1,114	0,265	63	72
Tuncel, 2009	0,514	0,258	0,067	0,008	1,020	1,990	0,047	32	30
Türkel, 2011	1,031	0,301	0,091	0,441	1,621	3,423	0,001	25	25
Türkkuşu, 2008	0,589	0,289	0,083	0,023	1,155	2,038	0,042	25	25
Uşaklı, 2006	0,081	0,261	0,068	-0,430	0,592	0,311	0,756	31	28
Uzer, 2008	1,970	0,320	0,102	1,343	2,598	6,156	0,000	29	29
Ünüvar, 2007	1,461	0,318	0,101	0,837	2,085	4,588	0,000	25	25
Üstündağ, 1997	1,190	0,285	0,081	0,631	1,748	4,174	0,000	30	28
Yağmur, 2010	1,698	0,340	0,116	1,031	2,365	4,990	0,000	24	23
Yalım, 2009	1,363	0,287	0,082	0,801	1,925	4,756	0,000	30	30
Yeşilyurt, 2011	0,468	0,227	0,051	0,023	0,912	2,063	0,039	41	39
Yılmaz, 2006	1,109	0,320	0,103	0,481	1,737	3,462	0,001	23	22
Yılmaz, 2010	0,787	0,235	0,055	0,326	1,247	3,345	0,001	40	38
Fixed	0,872	0,032	0,001	0,810	1,002	0,934	0,000	2266	2241
Random	0,912	0,070	0,005	0,774	1,052	1,049	0,000	2266	2241

Table 1 shows that standardized average difference (SAD) of the 70 theses of which range value between 2,656 in favour of experimental group and -0,447 in favour of control group. Since there is a statistically significant difference between 54 theses ( $p < 0,05$ ), there is no statistically significant difference between 16 thesis.

#### ***Forest Graph of theses containing data regarding the effect of the creative drama on students' academic achievement***

Figure 2 below shows the forest plot of the 83 theses containing data on the theses included and data on gender. As it can be seen in Figure 2, according to the fixed and random effects model, in favour of creative drama implemented to the experimental group, the difference is greater than zero.

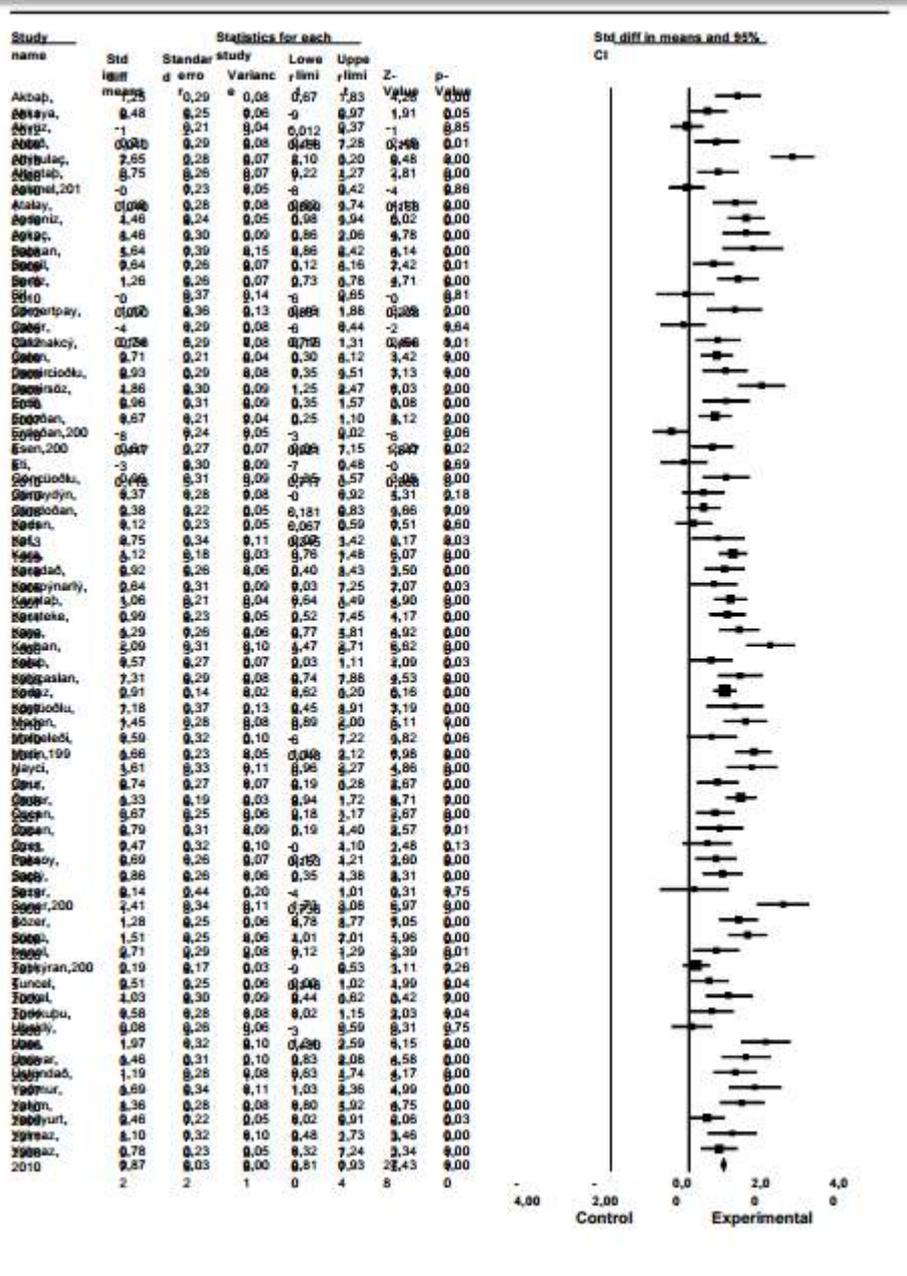


Figure 2. Forest graph containing data on academic achievement of students regarding creative drama

**Combined results of effect size of model on fixed and random effects of meta-analysis regarding academic achievement of students regarding creative drama**

Combined average effect size of model on fixed and random effects of meta-analysis (without removing outliers), standard error and 95% confidence intervals regarding academic achievement of students both in experimental group and control group regarding creative drama are given in Table 2 below:

**Table 2.** Combined Results of effect size of model on fixed and random effects of meta-analysis regarding academic achievement of students and Homogeneity Test

Model	Side effect and 95% of confidence interval						Homogeneity			
	Number of Studies	Effect size	Standard error	Lower Variance	Upper Limit	Z-Value	df	Q-value	I <sup>2</sup>	
Fixed effects	70	0,872	0,032	0,810	0,934	27,438	328,399	69	78,989	
Random effects	70	0,912	0,070	0,774	1,049	12,973				

Table 2 clearly shows that the average effect size values based on the students in the experimental group and students in the control group according to their academic success in the fixed effects variables affect the size of the value of the studies included in the research model  $EB = 0.872$ , standard error of the mean effect size  $SH=0,032$ , confidence interval lower limit has been calculated as 0.810 and upper limit of the average effect size has been found to be 0,934. Data in the 70 theses included to the current meta-analysis in accordance with the calculations made, it has been observed that according to the fixed and random effects model students' academic achievement average in the experimental group has been higher than students' academic achievement average in the control group. Thalheimer and Cook's (2002) level of classification has found a large difference (Cohen's  $d=0,75-1,10$ ). Calculating statistical significance Z test, it is found  $Z=27,438$ . The results obtained is statistically significant at  $p=0,00$ .

### ***Homogeneity Test and Q and I<sup>2</sup> Statistics***

Q-statistics, named as homogeneity test, has been calculated as  $Q=328,399$ . 95% significance level of 69 degrees of freedom in the square table value has been equal to 88.873 from the chi square table. As Q-statistics value ( $Q=328,399$ ) has exceed 69 degree of freedom and critical value of chi square distribution ( $\chi^2_{0,95}=88,873$ ), null hypothesis of the homogeneity of the distribution of the effect sizes have been rejected in the fixed effects model. Therefore, the effect of size distribution has been determined to be heterogeneous, depending on the fixed effects model.

$I^2$  developed as contaminant to Q-statistics, reveals clearer outcomes on heterogeneity.  $I^2$  shows the ratio of the total variance of the effect size.  $I^2$  has not been affected by the number of studies conducted contrary to the Q-statistics. While interpreting  $I^2$ , 25 % represents lower heterogeneity, 50 % moderate heterogeneity and 75 % stands for higher heterogeneity (Cooper et al. 2009, 263). As a result of the homogeneity tests for academic achievement test variable at control and experimental groups (Q and  $I^2$ ), higher heterogeneity level found between studies has resulted in translating model into random pattern model for combination purposes.

### ***Combined Results of effect size of model on random effects of meta-analysis regarding academic achievement of students***

Data obtained from 70 theses included in the current meta analysis study according to the random effects model, with 0,070 standard error, with a value of 0,774 for lower limits and 1,049 for upper limits of 95 % confidence interval and with value  $EB=0,912$  for effect size, have shown that academic achievement average of the students in the experimental group has been higher than the academic achievement average of the students in the control group (see Table 2). According to Thalheimer and Cook's (2002) classification, there is a large level of significant difference (Cohen's  $d: 1.10$  to 1.45). Statistical significance has been calculated by the Z test, which is found to be  $Z= -12,973$ . The results achieved with  $p=0,00$  has been determined to be statistically significant.

### ***Moderator Analysis Results obtained from Students in the Control and Experimental Groups according to their academic achievement variable***

Moderator analysis results for revealing the reasons for heterogeneity have been illustrated in Table 3 below:

**Table 3.** Categorical Moderator Results regarding Creative Drama's effect on the academic achievement of students

<b>Moderator</b>	<b>k</b>	<b>D</b>	<b>SE</b>	<b>95% CI</b>	<b>Q</b>
Educational Level					2,413
Pre-school	7	0,766	0,358	[0,064; 0,468]	
Primary Education	51	0,932	0,079	[0,777; 1,087]	
Secondary Education	5	0,654	0,203	[0,257; 1,052]	
Higher Education	5	1,070	0,209	[0,660; 1,480]	
School Type					14,389
Private School	6	1,101	0,141	[0,825;1,377]	
State School	61	0,865	0,076	[1,213;1,848]	
Private+State School	3	1,530	0,162	[0,716;1,014]	

Publication Type					0,248
Master's Degree	58	0,888	0,035	[0,819; 0,957]	
Doctoral Level	12	0,798	0,075	[0,652; 0,945]	
Name of the Course					56,183
Pre-school class	5	0,564	0,479	[0,229; -0,375]	
Information Technology	2	1,180	0,225	[0,051; 0,739]	
Religious Culture and Ethics	2	-0,040	0,159	[0,025; 0,352]	
Science and Technology	10	0,979	0,139	[0,019; 0,707]	
Visual Arts	3	1,317	0,139	[0,019; 1,045]	
Social Civilizations	3	0,816	0,167	[0,028; 0,489]	
English	13	0,829	0,125	[0,016; 0,585]	
Revolution History and Kemalism	3	1,630	0,521	[0,271; 0,609]	
Mathematics	7	1,186	0,315	[0,099; 0,569]	
Social Civilizations	13	0,633	0,123	[0,015; 0,391]	
Turkish	9	1,101	0,130	[0,017; 0,846]	
Region Study Taken Place					2,635
Mediterranean Region	8	0,932	0,175	[0,589; 1,276]	
Eastern Anatolia Region	4	1,163	0,212	[0,748; 1,578]	
Egean Region	12	0,777	0,134	[0,515; 1,030]	
Central Anatolia Region	24	0,960	0,138	[0,689; 1,271]	
The Black Sea Region	12	0,857	0,203	[0,460; 1,254]	
Marmara Region	10	0,895	0,174	[0,553; 1,237]	
Gender of the Researcher					0,187
Male	25	0,870	0,122	[0,631; 1,110]	
Female	45	0,935	0,086	[0,765; 1,104]	
Scale (Ready/Developed)					3,843
Ready Scale	18	0,615	0,063	[0,366; 0,959]	
Developed Scale	52	0,958	0,037	[0,846; 1,149]	
Validity/Reliability Study					0,919
Done	43	0,858	0,091	[0,679; 1,037]	
Not Done	27	0,995	0,110	[0,779; 1,211]	

**Note:** k= number of studies, d=Cohen's d (SOF), SE=Standard Error, CI= Confidence Interval, Q= Homogeneity among studies, subgroup analysis was conducted to compare the number of studies number 2 and above, \* $p < .05$

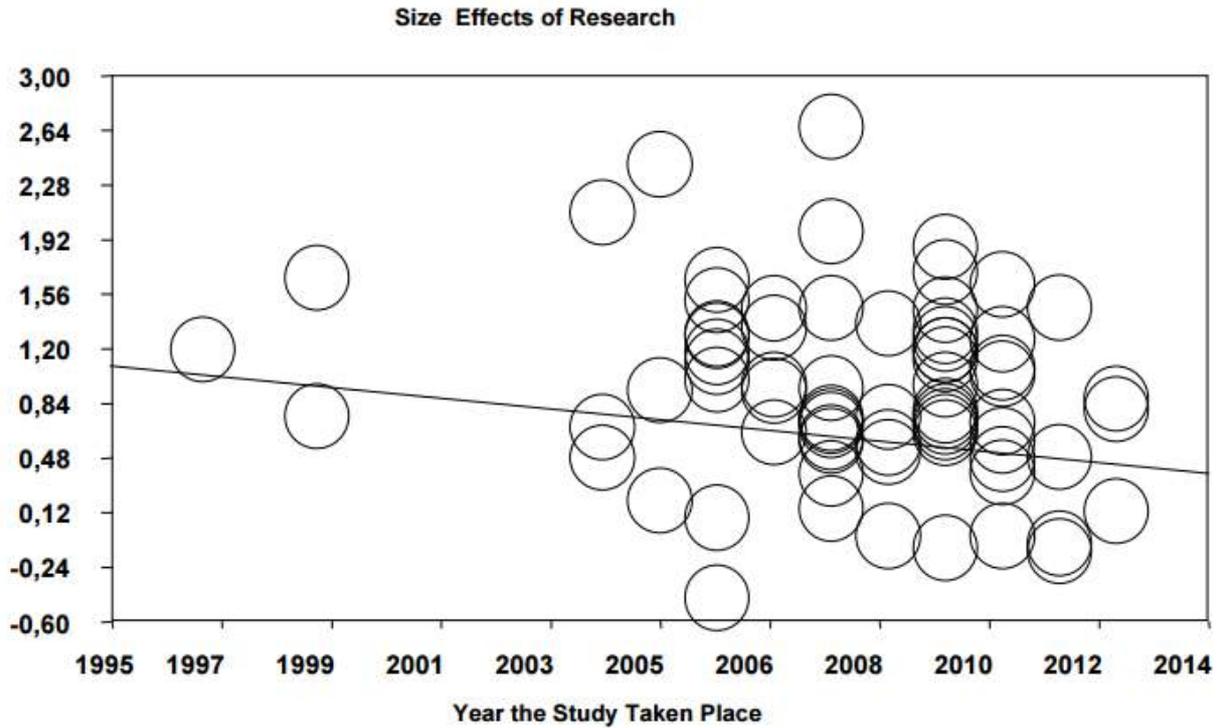
Obtained moderator analysis results have determined that effect sizes of the researches are differentiated in terms of school type (state and private school types) ( $p=0,001$ ), development of the scale (0,043) and the courses.

Obtained results on the school type have shown that results of the researches on state and private school types are higher than ( $d=1,101$  and  $d=1,501$ ) that of the academic achievement of the students at the experimental group in favour of the private and private/state schools.

Considering the course of the study, Revolution History and Kemalism (d=1,630), Visual Arts (d=1,317), Turkish (d=1,101), Mathematics (d=1,186) courses on the academic achievement of the students at the experimental group have been higher.

Studies where Religion and Ethics course has been taken as samples, academic achievement of the students at the control group has been found to be higher than academic achievement of the students at the experimental group. The studies of which scales have been developed by the researcher/s have shown that academic achievement of the students at the experimental group has found to be higher (d=0,958).

Effect sizes of the studies have not been differed according to the gender of the researchers (p=0,665), level of education (p=0,493), publication type (p=0,618), region where study has taken place (p=0,756) and whether reliability/validity of the study has been completed or not (p=0,338) (see Figure 3 below):



**Figure 3.** Size effects meta-regression results of research in terms of years

As it is clear in Figure 3, it is observed that in terms of effect sizes for research regarding years, academic achievement of the students in the experimental group has been increasingly higher than the academic achievement of the students in the control group.

#### 4. Conclusion

In the current study, the effect sizes of the 70 theses with sample of 4507 have been calculated. As a result of the combination of Fixed Effects Model, statistically significant effect size (SOF) has been found to be 0,872 in favour of the academic achievement of students' in the experimental group where drama method has been implemented. This result is at the broad level according to Thalheimer and Cook's (2002) classification. A statistically significant effect size has been found to be 0,912 in favour of academic achievement of students in the experimental group as a result of the combination of Random Effects Model. Regarding the context of the results of the current meta-analysis, determining on the effect of creative drama method, it can be said that students at the experimental group has been academically successful compared to the students at the control group. According to the fixed and random effects model, results have shown parallelism to the results obtained by Altinkulaç and Akhan (2010), Özsoy (2003), Cantürk Günhan and Özen (2010), Akda! and Tutkun (2010), Özçelik and Aydeniz (2012), Kırmızı (2007), Yılmaz Arıkan (2012), Yaman (2005) as the results reveal that there is a difference in favour of the students in the experimental group. In the current study, it is observed that

overall effect sizes of the courses apart from Religion and Ethics course are all positive. The highest effect sizes of the courses have been listed as Revolution History and Kemalism, visual arts, Turkish and Mathematics courses. Having a higher score of the control group does not create a significant difference in Religion and Ethics course. However, Batdı and Batdı (2015) found that difference on effect sizes regarding subject fields, which are Science, Maths, Social Sciences and Foreign Languages, is not statistically significant. This finding yields that effect sizes do not change depending the results obtained from subject fields (Batdı and Batdı 2015). Akyüz (2009) revealed that this situation has close relationship to the books, which have already been prepared according to the constructivist approach.

Batdı and Batdı (2015) concluded that effect sizes do no change when implimentation period is longer or shorter. However, the shortness of the period of drama study and lack of enforcement with the experimental group are among the barriers to the current meta-analysis study. This case supports the criticism by Wolf (2004). Similarly, primary students' difficulties regarding animation of the religious concepts has been considered as an obstacle (Ceylan 2006). It is significant that the academic achievement of the students in the experiemental group to be higher to become constant according to the years of the researches conducted according to the moderator variable. This can be perceived as the more effective use of creative drama through time, the more awareness on the increasing awareness regarding the subject and taking necessary measures within the framework of pre-service and in-service education. Increasing awareness on the subject, pre-service and in-service teachers to take the necessary measures within the framework of education, considered as consisting of awareness on this issue.

This study has been conducted as a meta-analysis study of creative drama in terms of the impact on academic achievement. Further research can be designed to examine the relationship of variances such as self-confidence, communication skills and student motivation on creative drama as meta-analysis studies.

Such kind of similar studies can be conducted to compare the results obtained from the current study and the results obtained from the studies of other countries regarding the effect of students' academic achievement on the creative drama method.

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*An asteriks (\*) marked with sources indicate to the studies included in the current meta-analysis.*

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## Data Collection Methods to use in School Supervision and Supervision Areas

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### Abstract

This research aims to determine the data collection methods to use in school supervision and supervision areas. Case study method from qualitative research methods was used in the research. Data collection was carried out with interview and document examination methods. Purposeful sampling method was used in determining the working group of the research. The working group consists of 18 educators (4 school managers, 4 deputy managers, 10 teachers) who have been commissioned in Düzce Provincial Directorate for National Education. Virtual platform, document examination, observation and interview methods were constituted as data collection methods in school supervision and the following questions were posed to participants: Which areas can educational supervisors supervise using the information communication technologies (virtual platform) without coming to school? Which areas can educational supervisors supervise in schools using the documents examination? Which areas can educational supervisors supervise in schools using the observation or interview methods? The data were summarized and interpreted by descriptive analysis method according to previously determined themes. The following results were obtained in the research: Educational supervisors who are commissioned within The Ministry of National Education and are responsible for school supervision need to use the data collection methods ( a) information communication technologies (virtual platform), b) documents examination, c) observation and interview methods) in a system integrity in school supervision. In this way, educational supervisors can benefit from multiple data resources through documents examination, observation and interview both in distance and in school. As a result, they can carry out their counseling, leadership, consultancy responsibilities in higher quality.

**Key Words:** School, school supervision and supervision areas

### 1. Problem Statement

Supervision is determining, following, adjusting the adequencies, preventing the repetition of the mistakes, creating a healthier operation, auditing the compliance of organizational actions to determined principles (Aydın, 2000); the activities of refinement, development (Başar, 2000); process of controlling human behaviours for the public weal (Taymaz, 1997; Bursalıoğlu, 1982). Supervision of Ministry of National Education includes comparison of activities within the context of suitability, accuracy, orderliness, productiveness, economy, effectiveness according to objective, valid, reliable criteria, asserting the conditions in terms of global and national fundamentals, counseling for repairable deficiency, making suggestions for change and development, examining the operation of the unit in detail, collecting data, analyzing the data, defining the problems and solving the problems in order to reach out the goals, core principles and objectives determined legally and constitutionally. Modern supervision published by Ministry of National Education is the process of monitoring the activities in terms of utility and taking necessary precautions by handling all items that affect teaching and learning. Supervision serves for developing teaching and learning activities suitable for humans intended to raise (Ministry of National Education, 2015) E-Supervision is the general term of supervision systems carried out remote access method. In MEBBIS E-Supervision and Planning Modul Data Entry Guide for Schools, it is explained that school supervisions are carried out on MEBBIS platform by educational supervisors. Also, how to transfer the data entries to the electronic media is demonstrated in the guideline.

Supervision is the process of monitoring and adjusting the organization in order to prevent it from deviating from its planned organizational, managerial and productive objectives. The aim of the supervision is to accomplish the aims of the organization (Gökçe Toker, 2009). The general aims of supervision carried out in schools are to

utilize human and physical resources effectively, to gain high level output, to increase quality in effort, time, cost factors, to strengthen the institutional reflexion in solving educational problems, to take necessary precautions before educational problems occur, to decrease environmental negativities, to solve current educational problems using the technological opportunities, to control, interpret and manage educational data and to benefit from whole school society in supervision services. The quality of the education depends on measuring the condition, then motivating the staff and measuring the attainment to the objectives. The main purpose of educational supervision is to contribute the quality of the education.

The data should be collected with suitable tools and utilized conveniently in order to have an accurate reflection of the conditions in educational institutions and to provide reliable supervision and evaluation. The data collection methods of supervision and the areas to be supervised should be accurately and reliably organized without confusing them with other data and areas.

## **2. Method**

### **Research Model**

Case study method from qualitative research methods was used in the research. Case study generally has the features of qualitative research methods and allows for in-depth examination of under-researched subject. It is a commonly preferred method used in understanding various subjects of education posing the questions of ‘what, how, why’ (Çepni, 2012; Yin 2003; Yıldırım and Şimşek, 2005; Yılmaz, 2015). The matter at hand in the research is determining the data collection areas and methods in supervision.

### **Working Group of the Research**

Purposeful sampling method was used in determining the working group of the research. The working group consists of 13 educators (4 managers, 4 deputy managers, 5 teachers) who work in various educational stages in Düzce Provincial Directorate for National Education. The participants consist of 7 female and 6 male educators and more than 8 of them have at least 26 years of seniority. The identities of the participants were kept hidden and they were called as E1, E2... E13 in the presentation of the findings. Research data were applied to educators who participated voluntarily in 2015-2016 academic year.

### **Data Collection, Analysis and Interpretation**

Interview and documents examination of data collection methods were used in data collection. Ministry of National Education regulations and literature about data collection methods and supervision areas were screened and reviewed. Documents examination is the analysis of materials (written and electronic) related to research subject (Aktaş, 2015). After collecting, analyzing and interpreting the written and electronic research materials and works related to research subject, the data about operations in schools were determined to be collected via observation, interview and review of the virtual platform and documents (Ministry of National Education, 2015). The frame of interview method was determined in line with those three main data collection methods.

Semi-structured interview form was used in order to determine the individual perception of educators about the data collection methods in supervision and areas to be supervised. The following questions were formed according to semi-structured interview forms, literature review and opinions of educational inspectors (3) and experts (2 experts of educational management and supervision):

- 1) Which areas can educational supervisors supervise using the information communication technologies (virtual platform) without coming to school?
- 2) Which areas can educational supervisors supervise in schools using the documents examination?
- 3) Which areas can educational supervisors supervise in schools using the observation or interview methods?

The data were analyzed with descriptive analysis methods. In descriptive analysis, the collected data are summarized and interpreted according to previously determined themes. The data may be organized in terms of themes suggested by research questions, or presented regarding the questions or aspects utilized in observation and interview processes (Yıldırım and Şimşek, 2008). Accordingly, related data were organized in the frame of significant notions and themes. The views of participants were transferred without any change. Research sampling and data collection process were explained in detail in order to provide validity in the research. The data obtained via interview were explained with direct citations in order to provide reliability. How the data collection tool was formed, how the data were analyzed and presented were endeavoured to be explained in detail.

## Findings And Interpretations

1) Areas that educational supervisors can supervise using the information communication technologies (virtual platform) without coming to school

Opinions of educators about the areas that educational supervisors can supervise using the information communication technologies (virtual platform) without coming to school are given in Table 1.

**Table 1.** Areas that can be supervised by using the information communication technologies (virtual platform)

Theme Supervision	Subcategories	Supervision Area (f) 13
Information communication tech	Human Resources	Number of students, teachers, personnel, seniority of teachers and personnel, teachers' credentials, permissions, educational background, career development activities that teachers have attended (courses, seminars), permanent staff of the school, population of the school settlement, number of staff, number of permanent managers, number of current managers, attendancy of students, number of students in the school and in sections, parent information, professional penalties of teachers, training courses in the school, information about the foreign students (E1,... E13).
Information communication tech	Physical Resources	Physical scene of the school, physical equipments in school and their numbers and qualities, number of classes and sections, mobile education facilities, settlement of the school, accommodation, teaching ways, heating conditions, conference hall, gymnasium, number of smart boards, open area, classes for branches, number of photocopiers, exam dates and student grades, books in the classroom bookshelves, the number of books that students read (E1,... E13).

a) Human resources to be supervised in schools via information communication technologies (virtual platform); According to the educators participated in the research, educational supervisors can reach the data about educators, staff, number of students and their personal services, their personal information, courses and seminars arranged for these people and school stakeholders online without coming to school.

b) Physical resources to be supervised in schools via information communication technologies (virtual platform); According to the educators participated in the research, educational supervisors can reach the data about budget, movable properties, physical structure, teaching ways, heating, transportation, accommodation, books and technologic opportunities online without coming to school. The direct statements of the educators participated in the research about the areas that educational supervisors can supervise in schools using the information communication technologies are as follows:

*Supervisors can get the information about school settlement, population of the school territory, transportation, accommodation, teaching method, heating conditions, the number of the classrooms, conference hall, sports hall, the number of interactive whiteboards, open area, classrooms for different fields, the number of photocopiers, the number of staff, permanent manager staff and current manager number (E1).*

Supervisors can get the information about student number, staff number, physical conditions of the school building, teachers, examination dates and grades. However, MEBSIS E-Supervision modul is not used actively. Supervisors can obtain some information online before coming to the school. They can get the numeric data, such as student number, teacher number via E-School and MEBBIS system. But MEBSIS E-Supervision modul has not been used actively (E2).

Supervisors can get the information about student grades and personal identifications, the number of boks that students read, the books in the classrooms, examination dates, student attention reports, student numbers in school and in sections, parent identifications via E-School. They can obtain the information about teacher penalties, teacher identifications, service periods of teachers, health leaves, compassionate leaves, courses, seminars, the number of teachers and their branches via MEBBIS. They can use E-Course in order to get the information about the school courses and also they can supervise the physical conditions and resources of the school via TEFBIS. They can get the information about foreign students via YOBIS Modul. (E3).

Supervisors can learn about the school via E-School, Mebbis databases. They can get the information about student number, teacher number, staff number, service periods of teachers and staff. Also they can see the Professional development activities that the teachers have attended. They can obtain information about financial situation and physical resources of the school. Besides they can see the classroom and section numbers, transportation means and permanent staff. All of these are the data that supervisors can obtain without coming to the school (E4).

They can get the information about school settlement, population of the school territory, transportation, accommodation, teaching method, heating conditions, the number of the classrooms, conference hall, sports hall, the number of interactive whiteboards, open area, classrooms for different fields, the number of photocopiers, the number of staff, permanent manager staff and current manager number (E5)

Supervisors can get the information about student number, staff number, physical condition of the school, teacher identifications, examination dates and student grades before coming to school for supervision. However, MEBBIS E-Supervision Modul has not been used actively (E6). Supervisors can get some information about the schools online. They can get the numeric data (student number, teacher number etc.) via E-School, MEBBIS. But MEBBIS E-Supervision Modul has not been used actively (E7).

2) Areas that educational supervisors cannot reach through information communication technologies but can supervise in schools using the documents examination

Opinions of the educators about the areas that educational supervisors can supervise in schools using the documents examination are given in Table 2.

**Table 2. Areas that can be supervised on documents, papers**

<b>Theme Supervision</b>	<b>Subcategories</b>	<b>Supervision Area (f) 13</b>
Papers, documents	Management	Teachers committee, coterie, section meetings and their reports, class register, meeting records, decision books, parent-teacher association operations, operations related to school budget, operations of committees within the school, documents of school counselling service, documents of special occasions, documents of social club, course and exercises, salary rolls of teachers, meeting reports, financial statement of the school, strategic plans of the school, pta meetings, receipt and bills, income and expense reports, continuity chart of teacher and other staff (E1, ... E13).
Papers, documents	Teaching Learning Process	Plans (yearly plan unit by unit, lesson plan etc.), examinations, assessment and evaluation forms, papers, students' product file samples, reports of pta meetings, student identification records, assessment tools(E1, ... E13).

a) About Management; As it can be seen in Table 2, according to the educators, the managerial supervision areas of educational supervisors on documents and papers are quite more than the areas related to teaching-learning. Educational supervisors can only actively supervise the financial status, meetings, committee decisions, counseling operations, documents of special occasions, documents of social club, course and exercises, salary rolls of teachers, strategic plans, receipts and bills, income and expense reports and staff files by examining the papers and documents.

b) About Teaching-Learning; Educational Supervisors can supervise the plans, examinations, papers, students' product file samples, reports of pta meetings, student identification records, assessment tools by coming to the school. The direct statements of the educators about the areas that educational supervisors can supervise in schools using the documents examination are as follows:

*They can supervise plans (yearly plan, lesson plan etc.), community reports, written examination samples, assessment and evaluation forms, documents, student product file samples, parent-teacher meeting reports, student identification reports (E8).*

*They can personally supervise class books, yearly plans, meeting reports, decision books, parent-teacher association operations, assessment tools, school budget operations, school committee operations, documents of school counseling service, documents of important dates and weeks and documents of social club, course and exercises (E19).*

*Supervisors can supervise the class books, yearly plans, reports, parent-teacher association, floating capital, counseling operations via document examination (E11).*

*Supervisors can supervise the strategic plans of the school, examinations, teacher meetings, committee meetings, meetings of teacher councils of different sections, parent-teacher meetings, reports, receipts of the school, incoming-outcoming documents, teacher attendance chart, sabbatical leave chart via document examination (E12).*

*Supervisors can supervise class books, salary rolls, yearly plans, meeting reports, counselling activities, financial conditions of the school and parent-teacher association via document examination (E13).*

**3.** Areas that educational supervisors can supervise in schools using the observation and interview methods  
Opinions of the educators about the areas that educational supervisors can supervise in schools using the observation and interview methods are given in Table 3.

**Table 3.** Areas that can be supervised through observation and interview methods

<b>Theme Supervision</b>	<b>Subcategories</b>	<b>Supervision Area (f) 13</b>
Observation and Interview	Management	The atmosphere and culture of the school, communication between the manager, teacher, student and other staff, physical condition of the school building, hygiene and order of the school building, school environment, perception of students and parents towards the school, relationships between individuals, regulatory compliance of the necessary school units, physical complement of the school (E1, ... E13).
Observation and Interview	Teaching Learning Process	Field information of the teacher, teaching methods and techniques, teacher-student communication teaching-learning process, lesson periods of the teachers, acquisitions and behaviours of the study (E1, ... E13)

According to the educators, educational supervisors need to go to schools and use observation and interview methods in order to have data, knowledge and opinion about these areas: a) The atmosphere and culture of the

school, communication between the manager, teacher, student and other staff, physical condition of the school building, hygiene and order of the school building, school environment, perception of students and parents towards the school, relationships between individuals, regulatory compliance of the necessary school units, physical complement of the school

b) Field information of the teacher, teaching methods and techniques, teacher-student communication, teaching-learning process, lesson periods of the teachers, acquisitions and behaviours of the students The direct statements of the educators about the areas that educational supervisors can supervise in schools using the observation and interview methods are as follows:

*They can supervise the field knowledge, expertise in teaching techniques and methods, relationship with students, classroom management of the teacher by observing. Also they can observe the general environment and culture of the school, the communication between the manager, teacher, student and other staff, physical conditions of the school building, hygiene of the school and school territory. They can interview with students and parents in order to learn their perceptions towards the school. They can give the necessary feedback considering these factors (E4).*

*They can make observations or interviews in order to make examination and investigation, to check the school hygiene and to understand the school culture (E5).*

*Supervisors get the information about the relationships among school staff, convenience of the school units to the regulations, physical conditions of the school and school hygiene via observation (E6).*

*Supervisors can supervise the school culture, relationships of teacher-student-manager, the teaching-learning process, lesson periods of the teachers and student behaviours via observation and interview (E7).*

*Supervisors can supervise the relationships, school environment, school territory, physical conditions, teaching applications and convenience of the school units to the regulations closely (18).*

### **3. Results, Discussion and Suggestions**

A) The data collection methods that educational supervisors use in school supervision are; a) information communication technologies (virtual platforms), b) documents examination and c) observation and interview methods.

B) The areas that educational supervisors can supervise in schools;

1) Areas that educational supervisors can supervise using the information communication technologies (virtual platform) without coming to school:

*1.a) Areas related to human resources:* Information about number of students, teachers, personnel, seniority of teachers and personnel, teachers' credentials, permissions, educational background, career development activities that teachers have attended (courses, seminars), permanent staff of the school, population of the school settlement, number of staff, number of permanent managers, number of current managers, attendancy of students, number of students in the school and in sections, parent information, professional penalties of teachers, training courses in the school, information about the foreign students

*1.b) Areas related to physical resources:* Physical scene of the school, physical equipments in school and their numbers and qualities, number of classes and sections, mobile education facilities, settlement of the school, accommodation, teaching ways, heating conditions, conference hall, gymnasium, number of smart boards, open area, classes for branches, number of photocopiers, exam dates and student grades, books in the classroom bookshelves, the number of books that students read.

2) Areas that educational supervisors cannot reach through information communication technologies but can supervise in schools using the documents examination:

2.a) *Areas related to management:* Teachers committee, coterie, section meetings and their reports, class register, meeting records, decision books, parent-teacher association operations, operations related to school budget, operations of committees within the school, documents of school counselling service, documents of special occasions, documents of social club, course and exercises, salary rolls of teachers, meeting reports, financial statement of the school, strategic plans of the school, pta meetings, receipt and bills, income and expense reports, continuity chart of teacher and other staff.

2.b) *Areas related to teaching-learning process:* Plans (yearly plan unit by unit, lesson plan etc.), examinations, assessment and evaluation forms, papers, students' product file samples, reports of pta meetings, student identification records, assessment tools.

3) Areas that educational supervisors can supervise in schools using the observation and interview methods.

3a) *Areas related to management:* The atmosphere and culture of the school, communication between the manager, teacher, student and other staff, physical condition of the school building, hygiene and order of the school building, school environment, perception of students and parents towards the school, relationships between individuals, regulatory compliance of the necessary school units, physical complement of the school.

3.b) *Areas related to teaching-learning process:* Field information of the teacher, teaching methods and techniques, teacher-student communication, teaching-learning process, lesson periods of the teachers, acquisitions and behaviours of the students.

As a result, the responsibilities of supervision infrastructure needs to be fulfilled in order to use human and physical resources in schools. Data collection methods and supervision areas should be determined wholesomely in order to make decisions about quality of the schools, to develop the conditions and to find solutions for possible problems. Educational supervisors who work in Ministry of Education and who are responsible for school supervision are in the position of using the following data collection methods: a) information communication technologies (virtual platforms), b) documents examination and c) observation and interview methods. Therefore educational supervisors can benefit from multiple data resources and carry out more qualitative counseling, leadership, guidance responsibilities.

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## Teacher Candidates' Opinions about Multiculturalism and Multicultural Education

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### Abstract

Teachers, who raise future generations, are expected to indigenize certain themes such as social justice, critical thinking, reducing prejudices, fighting against discrimination, strengthening intercultural diversity, human rights, democracy and equality of opportunities. This research is about knowledge levels of preschool and classroom teacher candidates about multiculturalism and multicultural education and it asks them whether they would practice multicultural education or not. Survey Method was used in this research. The sample of the research was formed through random sampling. The sample of the research was formed of Classroom (N=113) and Preschool (N=106) teacher candidates. The data of the research was collected through a questionnaire that is formed of three open-ended questions to determine the opinions of teacher candidates about multiculturalism and multicultural education. The related body of literature was scanned and open-ended questions were formed within the scope of research objectives. Three expert opinions were taken to validate the questionnaire and it took its final shape in accordance with these expert opinions. There are questions in the questionnaire to determine the opinions of teacher candidates about multiculturalism, multicultural education and their capacities to practice this multicultural education. The data was analyzed through descriptive analysis method. The descriptive analysis was implemented in four stages. In the first stage, the data was read by researchers and draft codes were built. Draft codes were combined and themes were created in the second stage. Then themes and codes were reorganized in order to make them easier for readers to understand. In the last stage, findings obtained were presented in tables as frequencies and percentages. In order to increase the internal reliability of the research data, the data was recoded individually by two researchers and then two researchers came together to examine the consistency between analyses. General agreement coefficient between researchers was determined to be .78. When the answers of teacher candidates to the question "Define multiculturalism concept?" were examined, it was seen that opinions fell under two different themes; in terms of individuals and Society. It was determined that classroom and preschool teacher candidates define multiculturalism as to know about different cultures in terms of individuals and various cultures living together in terms of society. When the answers of teacher candidates to the question "What does multiculturalism mean to you?" were examined, it was seen that opinions fell under two different themes; in terms of education and in terms of Teacher/Student. Classroom and preschool teacher candidates define multicultural education as an education with various cultural values.

**Key Words:** Multiculturalism, multicultural education, preschool and classroom teacher.

### 1.Introduction

Culture is the mix of our customs, traditions, beliefs and values. Through education, individuals learn the values, rituals, traditions and consumption habits of their societies and get ready for the society. That being said, education also helps individuals comply with global culture (Doğan, 2012; Topses, 2014). Cultural values are multidimensional, changeable, open for improvement and transferable. This transfer may be simultaneous or it may be handed down from generation to generation (Başbay, 2014).

Multiculturalism is a concept where different ages, sexual orientations, social classes, ethnicities, religions, languages and cultural differences can live together (APA, 2002). Multiculturalism is a notion that can be expressed with postmodernism. The things that are meant with this notion are the policies of 1960 in America that were put forward to protect cultural differences of immigrants. After becoming widespread in Europe, these policies arose out of the ideal to create a society that lives together with different cultures in harmony and tolerance (Yalçın, 2002). Multicultural education is a process of structuring school environment where children with different races, ethnicities, genders and social backgrounds can have an equal education (Cırık, 2008).

According to Gay (1994), multicultural education is an education policy with values and rules that aims to make students respect cultural differences and provide equal educational opportunities for everybody based on principal of pluralism. Multicultural education expresses ideas and approaches that support multiculturalist policies in education. It is based on equality of education and opportunity. The aim in education is to minimize the inequality. In this respect, multicultural education is an interdisciplinary process that prepares students to live, learn and cooperate for common goals in a world full of many different cultures (Sultana, 1994).

Respecting individual differences, increasing awareness levels of children and carrying out studies on multiculturalism are needed to create a multicultural environment (Tezcan, 1999; Başbay and Kağnıcı, 2011; Doğan, 2012). In today's sense of education, teachers need to pay attention to the pasts and characteristics of their students and they must consider them individuals. In this respect, it is important that teacher candidates

respect different cultures and have multicultural and global perspectives. Since differences are considered natural, education is diversified and expectations from students get varied accordingly (Polat, 2009). Teachers play the most important role in education. They are the ones who carry out education programs, choose proper methods, techniques, educational tools and diversify them and also assess and evaluate the education. For this reason, teachers need to have multicultural personalities (Polat, 2009).

Furthermore, teachers, who raise future generations, are expected to indigenize certain themes such as social justice, critical thinking, reducing prejudices, fighting against discrimination, strengthening intercultural diversity, human rights, democracy and equality of opportunities. It is stated in researches carried out with both university students and teacher candidates that knowledge and understanding about multicultural education is insufficient (Çoban, Karaman and Doğan, 2010; Keengwe, 2010; Polat, 2009; Cırık, 2008; Neutrach-Pritchett, Reiff and Pearson 2001). This research is about knowledge levels of preschool and classroom teacher candidates about multiculturalism and multicultural education and it asks them whether they would practice multicultural education or not.

## **2.Method**

### **2.1.Research Model**

One of quantitative research methods, Survey Method was used in this reseach. Survey Method is aims to describe a situation as it is (Karasar, 2010).

### **2.2Sample**

The sample of the research was formed through random sampling. Sample group was formed by means of random sampling in accordance with target population (Yıldırım and Şimşek, 2006). Within this framework, the sample of the research was formed of Classroom (N=113) and Preschool (N=106) Teacher Candidates from Uludağ University Faculty of Education.

### **2.3.Data Collection Tool**

The data of the research was collected through a questionnaire that is formed of three open-ended questions to determine the opinions of teacher candidates about multiculturalism and multicultural education. The related body of literature was scanned and open-ended questions were formed within the scope of research objectives. Three expert opinions were taken to validate the questionnaire and it took its final shape in accordance with these expert opinions. There are questions in the questionnaire to determine the opinions of teacher candidates about multiculturalism, multicultural education and their capacities to practice this multicultural education.

### **2.4.Data Analysis**

The data was analyzed through descriptive analysis method. The descriptive analysis was implemented in four stages. In the first stage, the data was read by researchers and draft codes were built. Draft codes were combined and themes were created in the second stage. Then themes and codes were reorganized in order to make them easier for readers to understand. In the last stage, findings obtained were presented in tables as frequencies and percentages.

In order to increase the internal reliability of the research data, the data was recoded individually by two researchers and then two researchers came together to examine the consistency between analyses. The consistency of data that was coded by two researchers was calculated by using Miles and Huberman's (1994) formula ( $\text{agreements} / (\text{agreements} + \text{disagreements})$ ). General agreement coefficient between researchers was determined to be .78. Because values above .70 for agreement coefficient is considered enough, it can be said that internal reliability value of the research is sufficient. In order to reflect the opinions of teacher candidates about multiculturalism and multicultural education in a clearer way, a code number was given one by one (S1, Ö1) and direct quotations were given place. It is thought that this increases the internal reliability level of the research. Saving questionnaire and draft codes in a way to be examined by others is considered important in terms of external reliability level of the research.

### 3. Findings

The answers of teacher candidates to the question “Define multiculturalism concept?” were listed in Table 1.

**Table 1.** The opinions of teacher candidates about multiculturalism

Themes	Codes	Classroom Teacher		Preschool Teacher		Total	
		f	%	f	%	f	%
IN TERMS OF INDIVIDUALS	It is to know about different cultures	26	19.4	12	9.5	103	39.6
	To be influenced by other cultures	21	15.7	6	4.8		
	To understand individuals from different ethnicities and races.	11	8.2	10	7.9		
	To be open to different cultures	7	5.2	8	6.3		
	Self-developments of individuals.	1	0.7	1	0.8		
	Total	66	49.3	37	29.4		
IN TERMS OF SOCIETY	Coexistence of various cultures.	60	44.8	82	65.1	152	58.5
	The richness created by different classes.	2	1.5	2	1.6		
	A communication instrument.	2	1.5	-	-		
	A different lifestyle.	1	0.7	2	1.6		
	A concept emphasizing variance.	1	0.7	-	-		
	Total	66	49.3	86	68.3		
UNANSWERED		2	1.5	3	2.4	5	1.9
Total		134	100	126	100	260	100

When the answers of teacher candidates to the question “Define multiculturalism concept?” were examined, it was seen that opinions fell under two different themes; in terms of individuals (f=103,%39.6) and Society (f=152,%58.5). It was determined that classroom teacher candidates (f=66,%49.3) expressed more opinions than preschool teacher candidates (f=37,%29.4) under “in terms of individuals” theme. It was also determined that preschool teacher candidates (f=86,%68.3) expressed more opinions than preschool teacher candidates (f=66,%49.3) under “in terms of society” theme. A total of 260 data was obtained from 219 teacher candidates. It was confirmed that classroom teacher candidates (f=26,%19.4) and preschool teacher candidates (f=12,%9.5) principally identified multiculturalism as to know about different cultures in terms of individuals. It was also confirmed that %44.8 (f=60) of classroom teacher candidates and %65.1 (f=82) of preschool teacher candidates principally identified multiculturalism as to know about different cultures in terms of society. S85 identified multiculturalism concept as “a mix of values we get from our families or environments and values adopted by other people.” On the other hand, Ö160 identified it as “people from different cultures living in a certain area in peace and within certain rules.”

The answers of teacher candidates to the question “What does multicultural education mean to you?” are shown in Table 2.

**Table 2.** The opinions of teacher candidates about multicultural education

Themes	Codes	Classroom Teacher		Preschool Teacher		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
IN TERMS OF EDUCATION	Education with different cultural values.	17	15.4	27	18.8	119	46.9
	Richness and tolerance in terms of education content.	11	10	24	16.7		
	To establish equality of opportunities.	5	4.5	6	4.2		
	Education based on practice.	3	2.7	2	1.4		
	Modern, democratic and global education.	3	2.7	17	11.8		
	Chaos.	-	-	3	2.1		
	Education against nationalism.	-	-	1	0.7		
	Total	39	35.4	80	55.6		
IN TERMS OF TEACHERS/STUDENTS	To know about different cultures and understand them.	35	31.8	21	14.6	130	51.2
	To respect different lifestyles and philosophies.	19	17.3	11	7.6		
	A healthier communication instrument.	7	6.4	-	-		
	To view something from a different standpoint.	6	5.5	13	9		
	To help develop understanding and respect.	1	0.9	10	6.9		
	People from different cultures understanding the given education.	-	-	7	4.9		
	Total	68	61.8	62	43.1		
UNANSWERED		3	2.7	2	1.4	5	2
Total		110	100	144	100	254	100

When the answers of teacher candidates to the question “What does multiculturalism mean to you?” were examined, it was seen that opinions fell under two different themes; in terms of education ( $f=119, \%46.9$ ) and in terms of Teacher/Student ( $f=130, \%51.2$ ). It was determined that preschool teacher candidates ( $f=80, \%55.6$ ) expressed more opinions than classroom teacher candidates ( $f=39, \%35.4$ ) under “in terms of education” theme.

A total of 254 data was obtained from 219 teacher candidates. It was confirmed that classroom teacher candidates ( $f=17, \%15.4$ ) and preschool teacher candidates ( $f=27, \%18.8$ ) principally identified multicultural education as education with different cultural values. It was also confirmed that  $\%31.8$  ( $f=35$ ) of classroom teacher candidates and  $\%14.6$  ( $f=21$ ) of preschool teacher candidates principally identified multicultural education as to know about different cultures and to understand them. S57 identified multicultural education as “individual differences bringing educators, environments and communities certain features and rise of various opinions and practices.” Similarly, Ö139 identified it as “the education system with a wide cultural diversity involving individuals from different cultures”.

The answers of teacher candidates to the question “Do you think you can put multicultural education into practice?” are shown in Table 3.

**Table 3.** The opinions of teacher candidates on whether they can put multicultural education into practice

Themes	Codes	Classroom Teacher		Preschool Teacher		Total	
		f	%	f	%	f	%
YES	I practice it to make them realize that they are living with different cultures.	51	42.9	30	27.3		
	I practice it in accordance with individual differences.	12	10.1	17	15.5		
	I practice it because it would make the child respect other cultures.	9	7.6	14	12.7		
	I think that teachers need to teach everything.	7	5.9	12	10.9		
	I practice it because they will have problems if they only experience their own cultures.	6	5	4	3.6	170	74.2
	I practice it but I may have some shortcomings.	4	3.4	-	-		
	I practice it because I think multiculturalism is a richness.	2	1.7	3	2.7		
	I can teach if the ideal ambience and conditions are provided.	-	-	2	1.8		
	I practice it because we had multicultural education.	-	-	1	0.9		
	Total	91	76.5	79	71.8		
NO	I don't know much because I didn't get multicultural education.	12	10.1	7	6.4		
	I think that different education systems would confuse the child.	3	2.5	1	0.9	35	15.3
	I don't think I can practice it.	2	1.7	2	1.8		
	I can't practice it if I can't go abroad.	1	0.7	-	-		
	I think there will be only one culture at my designated place.	1	0.7	-	-		
	Our education system is not suitable for this.	-	-	6	5.5		
	Total	19	16	16	14.5		
I'M NOT SURE	I practice it if I better myself.	2	1.7	6	5.5		
	I need to know about the society I'm in.	2	1.7	2	1.8		
	I may have difficulties in learning about other cultures since I was born in a nationalist area.	2	1.7	1	0.9		
	I'm not sure.	1	0.7	-	-	20	8.7
	I can't do anything for a culture unless I speak their language.	-	-	2	1.8		
	I need to have adequate information about multicultural education.	-	-	1	0.9		
	I need to know about class structure.	-	-	1	0.9		
	Total	7	5.9	13	11.8		
UNANSWERED		2	1.7	2	1.8	4	1.7
Total		119	100	110	100	229	100

When the answers of teacher candidates to the question “Do you think you can put multicultural education into practice when you become teacher?” were examined, it was seen that most of the teacher candidates expressed that they could put multicultural education into practice and 229 data was obtained from 219 teacher candidates. 42,9% (f=51) of classroom teacher candidates and 27,3% (f=30) of preschool teacher candidates stated that they would put multicultural education into practice in order to make their students realize that they are living with different cultures (without race, language, religion discrimination). 10.1% (f=12) of classroom teacher candidates and 15.5% (f=17) of preschool teacher candidates principally choose to put multicultural education into practice in accordance with individual differences. However, classroom teacher candidates (f=12,10.1%) and preschool teacher candidates (f=7,6,4%) think that they can't practice multicultural education because they don't have sufficient knowledge about it. As for “I'm not sure” theme, 1.7% (f=2) of classroom teacher candidates and 5.5% (f=6) of preschool teacher candidates stated that they could practice multicultural education in their classes if they could better themselves. *All students are individuals and they are all different. Of course,*

*there will be difficulties but if we take these differences into consideration, the classes will be more entertaining, the children will be happier and there will be a better learning environment.*” said S77. Ö121 also stated *“My aim is to determine cultural differences between my students and give them their own cultural values, help them improve their social roles and make them luckier in their lives.”* S78 expressed that he is not sure by saying *“The efforts in the country regarding this issue are not sufficient and we all feel this lack in our educational lives. As a result of this, teacher candidates in education faculties lack desired qualifications.”* Ö115 also stated that he is not sure by declaring *“I did researches on different cultures, lifestyles, education systems but I lack the required experience to give a multicultural education.”*

#### **4. Discussion, Conclusion and Recommendations**

When the answers of teacher candidates to the question “Define multiculturalism concept?” were examined, it was seen that opinions fell under two different themes; in terms of individuals and Society. It was determined that classroom and preschool teacher candidates define multiculturalism as to know about different cultures in terms of individuals and various cultures living together in terms of society. Along with these definitions, according to APA (2002) multiculturalism is a concept where different ages, sexual orientations, social classes, ethnicities, religions, languages and cultural differences can live together. Thus, definitions of teacher candidates are considered insufficient. There many people from different cultures in Turkey. Cultural harmony needs to be improved in order to make all groups live together in peace. Teachers and education systems play the most important role in achieving this. Teachers need to accept and respect different cultures through education (Aydn, 2013).

When the answers of teacher candidates to the question “What does multiculturalism mean to you?” were examined, it was seen that opinions fell under two different themes; in terms of education and in terms of Teacher/Student. Classroom and preschool teacher candidates define multicultural education as an education with various cultural values. They also define it as to know about different cultures and understand them in terms of teacher/student. Although there are many different definitions for multicultural education, Cırık (2008) defined it as a process of structuring school environment where children with different races, ethnicities, genders and social backgrounds can have an equal education (Cırık, 2008). When data is analyzed, it is seen that definitions of teacher candidates are accurate but they lack some points. Some teachers stated that multicultural education leads to chaos. Nevertheless, one preschool teacher candidates defined multicultural education as a way to stand against nationalism. Especially in Turkey, some people see multicultural education as a danger to the integrity of the country (Cırık, 2008). Yet, multicultural education is an education system that respects differences and that doesn't discriminate.

It is seen that teacher candidates think of practicing multicultural education in their classes when their answers to the related question are examined. It was determined as a result of the studies that most of teachers and teacher candidates have positive opinions about multicultural education (Jimenez, Guzman and Maxwell, 2014; Kaya and Söylemez, 2014; Kaya, 2013; Özdemir and Dil, 2013; Çoban et al., 2010). But there are also considerable amount of teachers and teacher candidates who state that they are not sure about practicing multicultural education. Different studies show that most of university students know a little about multicultural education and so they are afraid of working in places where cultural values are diversified (Neutrach-Pritchett, Reiff and Pearson 2001; Keengwe, 2010). Similar to their discontents, Polat (2009) also stated that teacher candidates are inclined to multicultural education but they are not psychologically and emotionally sufficient to deal with different cultures.

Teacher candidates express that multicultural education is rewarding and practicable. The topics in multicultural education such as democracy, human rights, equality of opportunities, social justice, cultural diversity, respect for differences need to be in education systems. Education faculties need to update their programs and give place abovementioned topics in their classes. Practicality studies on multicultural education are useful in overcoming these problems. Foreign and exchange programs like Erasmus and Comenius need to be popularized to give teachers and students chances to know about different cultures.

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## More Girls to Choose Engineering as a Major: Perspectives from “Honey Bees are Becoming Engineers” Project

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### Abstract

The situation of women in fields related to natural sciences, technology, engineering and mathematics (STEM) is one of the significant research topics of the 2000s. The main argument behind this agenda is that some professions traditionally considered to be suitable for women and some for men, due to gender stereotypes. It is also argued that provided the necessary social and economic conditions, women can accomplish as well as men do in mentioned fields. Engineering is one of these professions which is traditionally attributed to men. On the basis of these, the purpose of this study is to determine the factors that influence the choices of female students in high school as they choose engineering as a profession. The data set of this research is collected through a series of high school visits within the course of a project called Honey Bees are Becoming Engineers. We conducted surveys with 420 tenth grade female students in six high schools from selected cities of Turkey. As a result, we argue that female students do not choose to study engineering because of gendered prejudices and gendered stereotypes regarding engineering education and when their perspective change with a positive encouragement, they might consider choosing to engineer as a profession.

**Key Words:** Engineering, gender stereotypes, female students, high schools, Turkey.

### 1. Introduction

Gender-related issues in engineering profession have been a scholarly concern for years. Starting from the 1960's, the topic has been examined from different angles. Firstly white, middle-class women were the focus of concern; then the numerical scarcity of women; the burdens of being women in a male-dominated field; and glass ceiling effect<sup>2</sup> was examined. (Veter, 1980; Finn, 1983; Onaral, 1985; Jagacinski, 1987) Towards the 80's and 90's, studies about women of color and a variety of ethnicities enriched the research agenda (Shenhav, 1992; Byanyima, 1994; Chinn, 1999). Finally, in the late 1990's and 2000's, studies about the issue began to include sexual orientation as the category of analysis and a variety of masculinities has also been a category in them (Faulkner, 2007; 2009; Mellström, 2004; Cech & Waidzunas, 2010).

One common point in these studies is that the engineering profession is mainly conceptualized as a masculine. This perspective is different from taking the profession as a male dominated one. Numerically, it is male dominated but at the same time, it is argued by many studies that engineering work has masculine aspects. As a historically male-dominated profession, engineering has a specific masculine culture that has its values, norms, and styles of discourse and relations of power behind them. It is also a self-serving male-dominated work culture, that is maintained and recreated through day to day interactions (Cockburn, 1981; 1987; 2009; Cockburn & Ormrod, 1993; Jagacinski, 1987; Caputi, 1988; Robinson & McIlwee, 1991; Massey, 1995; Evetts, 1998; Higgins & Koucky, 2000; Faulkner, 2000; Mellstrom, 2002; 2004; Miller, 2002, Roberts & Ayre, 2002; İsmail, 2003; Kuskü et al., 2007; Hoh, 2009; Health & Mellstrom, 2011; Male et al., 2011).

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<sup>1</sup> This paper represents a joint effort. The order of authors was established by the toss of a coin.

<sup>2</sup> Glass Ceiling Effect “implies that gender (or other) disadvantages are stronger at the top of the hierarchy than at lower levels and that these disadvantages become worse later in a persons career. We define four specific criteria that must be met to conclude that a glass ceiling exists.” Cotter, 2001.

Although there are several research projects in order to amend the scarcity of women engineers, the number of women involved in engineering in Europe and elsewhere in the world is increasing very slowly (Isaacs, 2001; Beraud, 2003). The number of women engineers increased only from 17.9 % in 2009 to 18.9 % in 2012 in the USA (Asee, 2012). Nevertheless, international data (EUROSTAT, 2004) suggests that women now constitute over 20 % of the student body in engineering and natural science subjects across Europe and in the industrialized world (cited in Küskü et al., 2007). Even though the ratio of female students now increased that of male students in higher education in industrialized countries, unequal representation has proven stagnant in the field of engineering (EUROSTAT, 2004 cited in Küskü et al., 2007).

This study draws our perspective from a project we are engaged called Honey Bees are Becoming Engineers<sup>3</sup> which is partnered by Ford Otosan<sup>4</sup>, Flying Broom<sup>5</sup> and Ministry of Education in Turkey. The purpose of the project is to increase the rate of the female high school students who choose engineering as a future profession. Providing workshops in every city within a selected high school of Turkey, this project aims to dwell the awareness on the importance of the equal opportunity for men and women in engineering while taking female students' occupational tendencies into consideration. Our paper will demonstrate the findings of surveys conducted with girls in high schools just after they are provided the mentioned workshops.

### **A Brief Literature Concerning Gender, Education, and Engineering**

There are very limited studies concerning gender and engineering about Turkey. These studies were conducted particularly in 2000's and emphasize women's underrepresentation in engineering occupations and their coping strategies. It is noted by many authors that Turkey has been successful over the past 75 years in moving from being a society with no female participation in engineering to relatively higher participation than in the USA or Europe (Tantekin-Ersolmaz et al. 2006; Bayrakçeken-Tüzel, 2004; Smitha & Deniz, 2010) yet, many of them highlighted the discrimination women faced in male-dominated occupations (Zengin, 2000; Bayrakçeken- Tüzel, 2004; Smitha & Deniz, 2010).

Since it is a highly technical occupation, engineering is attributed to men and is considered to be a "man's job". Women in Turkey are underrepresented in engineering fields. In addition, women's distribution in engineering fields changes in relation to the type of engineering with respect to gender roles. Some engineering fields are considered to be more feminine, and some are masculine. (Zengin, 2000:5) It is because, women engineers in certain fields cannot find a job, since these fields require traveling and it is contradictory with women's social role as a mother.

Constant bombardment about what it is to be a man and to be a woman is a characteristic of school life. Expectations about gender identities are varied in schooling, as courses are classified according to gender. Boys are encouraged more than girls to solve problems, which lead to a familiarity with analytical and technical subjects for boys. Thus, there is a common perception that boys are good at mathematics and science related courses while girls are afraid of math (Cockburn, 1985; Cech, 2005). This crude classification is important because, it implies that boys have the ability to think analytically, therefore they are rational, and girls cannot follow an analytical path and are not accustomed to solving mathematical problems. As a result, this common tendency in schooling requires young individuals to identify themselves with certain kinds of topics, which have different connotations and values for different genders in the social life.

Moreover, excellence in math and science is taken as the primary requirement in choosing an engineering major (Hacker, 1983; McIlwee & Robinson, 1992; Nauta et al., 1999; Siann & Callaghan, 2001; Zengin-Arslan, 2001;

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<sup>3</sup> <http://www.balarilarimuhendisoluyor.com/en/home>

<sup>4</sup> <http://www.fordotosan.com.tr/en/default.htm>

<sup>5</sup> Flying Broom is an NGO active in Turkey about women rights. [http://www.ucansupurge.org/?\\_dil=1](http://www.ucansupurge.org/?_dil=1) Flying Broom is an NGO actively engaged in women's rights movement in Turkey.

Baker et al., 2002; Kent & Noss, 2002; Bradley & Charles, 2003; Cech, 2005; Hartman & Hartman, 2007; Sonnert et al., 2007; Amelink & Creamer, 2010). As Hacker puts it, in the pursuit of an engineering credential, math is the critical filter (Hacker, 1983 cited in Robinson and McIlwee, 1991). As males are more associated with math, engineering seems to be a “natural” choice for men. The engineering profession is identified with the male gender role; the engineer is the problem solver, is good at the mechanical activity. On the other hand, women can choose engineering profession if they persist in math and if they have supportive parents, family members who are engineers or a role model who encourages them to choose this male dominated profession (McIlwee & Robinson, 1992; Nauta et al., 1999; Zengin- Arslan, 2002; Amelink & Creamer, 2010).

Studies show that in choosing to engineer as a major, students are resegated in terms of their gender because some fields of engineering are more male populated. Zengin’s work (2000) shows that women’s distribution in engineering fields change. Some engineering fields are considered to be more feminine, and some are masculine (Zengin, 2000:5). This is because, women engineers in certain fields cannot find jobs since these fields require traveling, heavy, dirty tasks, which is supposedly contradictory with women’s stereotypical social roles.

Zengin’s (2008) study shows the situation in Turkey. Students enter university through an exam with an anonymous ID code. So students, whether men or women, can enter any field they choose if they have enough points for engineering departments. The results of Zengin’s research show that anonymous university entrance system does not change the reintegration in engineering fields at the university level. This is an indicator for patriarchal values internalized by women and men students that affect their career choices.

In addition, it is not surprising to see that core engineering fields such as mechanical and civil engineering are dominated by men. Women are mostly in departments of rather new branches of engineering which suit women’s gender role such as food engineering. This fact indicates that even if women manage to enroll in engineering, they face difficulties, especially if they are at one of the core departments.

### **Accessing Engineering Profession: University Entrance Exam in Turkey**

Despite the gendered prejudices and stereotypes in society, entering into an engineering career in Turkey seems to be a matter of choice. It is the result of a choice that is made before a person gets her/his result of the university entrance exam and gains the right to choose a university department. In this sense, the university entrance system in Turkey has some dynamics that should be discussed in this part.

When they finish the tenth year, high school students in Turkey need to make a decision about sections which determine their future choice in the university entrance exam. Each division is based on an intensive program of courses like mathematics, physics, Turkish language and history. Deciding on a division in high school depends heavily on the student’s grades and, in the last instance, with parents’ preferences. For instance, students who plan to have an engineering career would choose the mathematics and science department if they have high enough grades. Therefore, the choice of an engineering career is determined by students’ division in high school. It is important to note that students who have the highest grades can choose mathematics and science (MF) division, which opens a way to engineering departments. Engineering departments, on the other hand, require the highest points in the university entrance exam. Thus, choosing MF and being accepted by an engineering department is a matter of prestige and it also shows intelligence.

The university entrance exam is based on anonymous performance and choice, therefore, the engineering departments do not know anything about their prospective students except their exam points and id numbers. Some studies claim that anonymity of the university entrance exam allows more women to enter engineering departments because departments have no say on the subject matter (Küskü et al., 2007).

## **2. Methodology**

As mentioned before, the data set of this research is collected through a series of high school visits within the course of a project called Honey Bees are Becoming Engineers. We conducted surveys in six selected schools and

applied the survey to 420 female students. Sample of schools selected purposefully from various parts of Turkey in order to represent a comprehensive frame.

The conducted survey seeks answers for four main questions: What is the image of engineering profession on the social level? Is it masculine or feminine? , What kind of structural barriers do female high school students face with when they are choosing to engineer as a major?, what are the social factors that keep women away from engineering education?, and finally what are the social factors that encourage women to make a choice of engineering major?.

### **3. Findings of the Study**

The number of women in natural sciences and engineering is growing, yet men continue to outnumber women. Many studies focused on the importance of encouraging girls into natural sciences, technology, engineering however, the representation of women working as engineers considerably low. In an era when women have accomplished certain success in medicine, and in law, for instance, why are so few women engineers? In what ways are girls 'educational choices constrained? This study highlights the factors underlying the underrepresentation of women in engineering, including stereotypes and gender biases in school education, and in family. The project focuses on the ways that families, schools, and private sectors can create an environment of encouragement that can interrupt negative stereotypes about women's place in engineering. Women's educational progress should be examined to ensure that girls have access to employment opportunities in natural sciences, technology and in engineering.

We can summarize the findings of this study under four titles. First, according to our finding, girls are kept away from engineering by parents, teachers and others who consider that engineering is suited for boys. Second, the low rate of women in engineering as a profession causes underlying factors for the future underrepresentation (Murphy et al., 2007). Third, girls underestimate themselves in these fields and this reduces the interest in entering those professions. Fourth, girls are not interested in entering into engineering because of their families' attitude in terms of work-family conflict.

#### **Gendered Ideals and Stereotypes about Engineering**

Engineering work is composed of a diversity of tasks including design, marketing, production, consulting, project management, different sectors and different sorts of production. However, the results of the surveys conducted with the female high school students state that they have a fixed engineer imaginary in terms of what constitutes as 'real' engineering (Pehlivanli-Kadayifci, 2015).

On the survey, we asked two particular questions among the others: What comes first to your mind about an engineer? An engineer should be like this... The answers to the surveys point out that the first image in the mind for female high school students that an engineer is a man. Moreover, this man is constructed with gender biases and stereotypes. Since the girls in this study mostly describe the male engineer as someone with a repair kit, a screwdriver, an engine, etc. Thus, as mentioned elsewhere (Pehlivanli-Kadayifci, 2015) the engineer needs to be a person with tinkering experience or at least competence on technical matters.

Additionally, there are major concepts come forward in the answers of the girls about an engineer. When high-school students described engineers, the majority (84%) mentioned being technically oriented, a problem solver, creativity, self-esteem, designing, courage, power, determined, talented as the core of engineering expertise and foundations in science. These reflexive images are strongly related with stereotypes of gender. This perception has to do with the commonsense image of a male engineer working in a construction yard. This image perfectly matches with traditional gender stereotypes by emphasizing masculine strength and hard conditions of work. This perception, leads young women not to choose to be an engineer because they think it is not a suitable job for women.

From early childhood we are exposed to gendered stereotypes that guide our choices and behavior, control us toward certain careers and away from others. Men's relation with technology starts with a childhood fascination with the technicalities of cars, radios, electrical machines and leads to a feeling of pleasure of work with technology. The kind of pleasure few women can develop because of the different structured childhood experiences (Hacker, 1983). Because of these stereotypes, gender biases, and gender values, this study highlights that female students are less likely than their male counterparts to feel a strong sense of fitting with the idea of "being an engineer" as early as their high school years. Historically the occupation is situated to be male (Oldenziel, 2010). It is understood from theoretical discussions above, the findings of this study confirm that the male image of engineering is ingrained. The celebration of real engineer ideals meet with a sort of masculinity. Technology is considered as strongly masculine coded medium and it is a medium of power. Any contribution that would shake these stereotypes may allow more girls to believe that they can also become engineers.

### **Mathematical Ability as a Factor to Choose Engineering as the Future Profession**

As we discussed within the literature above, the findings of this study confirm that stereotypes about girls' mathematical abilities are negative. This study confirms mentioned studies arguing that girls underestimate themselves and may become reluctant to choose engineering as a profession.

In the surveys, we requested respondents to finish the following sentences "I can't be an engineer because..." and "If I want to be an engineer, I can't because..."

The majority of the answers were related with not having enough mathematical intelligence. They stated that they can't think about choosing engineer as a future profession because they think of themselves not successful enough in maths. Excellence in math and natural sciences were indicated to be primary factors for choosing the engineering profession (Hacker, 1983; Robinson & McIlwee, 1992; Zengin-Arslan, 2001; Amelink & Creamer, 2010). When compared with previous section, the ideal engineer on female students' mind is a man with mathematical ability.

As we discussed before, the high school system in Turkey directs students to choose departments. These departments are; MF - for maths and science, TM - Turkish language and maths, TS - Turkish language, social sciences, and finally foreign languages. Each department is concentrated with courses in regard to students' orientation. In elementary, MF departments, girls, and boys take math and science courses in roughly equal numbers. Yet fewer women than men pursue engineering. An important indicator in choosing to engineer as a profession was indicated as mainly being good at math. Parents' and teachers' expectations for children's mathematical achievement are often gender-biased and can influence children's attitudes toward math (Gunderson et al., 2012; Varma, 2010). As early as the first grade, children have already developed implicit biases associating math with boys. Interpreting from surveys, we argue that the most important factor that channels young women to engineering is their ability to do math. It is also one of the overt barriers (Nicholson, 1996) for all students.

The issue of perceiving of one's own abilities is another problem where culturally gendered norms limit girls' interest in mathematics and mathematics oriented careers. Our study states that girls have an underestimated perception about their mathematical ability when they compare themselves to male students. Not only are female students more likely to associate math with boys than with themselves, they often hold negative opinions of women in engineering positions. Self-confidence in math and natural science fields begins in middle school and increase in high school and college, in this study, girls reporting less confidence than boys do in their math and natural science ability. Students who lack confidence in their math or natural science skills are less likely to engage in engineering that requires those skills and will more quickly give up in choosing engineering as a future profession.

We can see the impact of gendered assumptions in the answers of the female students. While being an engineer is stereotypically associated with being competent in math, many female students stereotypically considered themselves to be powerless and inappropriate for engineering positions. Similar studies show that women's lower

self-confidence in technology and math is partly a result of childhood experiences in that activities they were engaged in were defined as masculine (Cockburn, 1985; Betz & Fitzgerald, 1987).

Interest in an occupation is influenced by many factors, including a belief that one can succeed in that profession. According to our data, female students with school success do not have any other choice other than being doctors or engineers because of the structural limitations of Turkish education system. However it is obvious in statistics that women mostly choose studying medicine instead of engineering. This choice has background dynamics based on family background, and challenges of engineering education, such as being able to cope with difficult maths problems, or working in a male dominated environment (Robinson & McIlwee, 1992). Even girls who excel in mathematics expressed that they will not choose engineering as a future profession. Stereotypes embedded in engineering are incompatible with qualities that are valued in women.

Majority of our respondents in this study did not think engineering as an option because they had inaccurate information regarding their ability to achieve in that field. For example, this study shows us that many girls who do not consider engineering as a future profession did not have information about actual experiences of the women engineers. Women may not seriously consider engineering career because these options do not fit well with their ideal definitions of women's work. Although respondents knew almost nothing about engineering at the beginning of the project, of the 66 percent of girls stated they seriously considered a career in engineering after the study. Listening experiences of women engineers help female students to overcome their feelings of insecurity about engineering. Findings of this study suggest that helping girls understand that girls and boys are equally capable in engineering fields will increase girls' self-assessment of their math and skills, which, in turn, will increase girls' interest for careers in engineering.

#### **Reconciliation of Work and Family as Disadvantage**

The underrepresentation of women in engineering is related to a variety of factors. Reconciliation of work and family responsibilities turned out to be a disadvantageous factor for female students while choosing engineering profession. 60 percent of the respondents completed the statement "If I want to be an engineer, I can't because..." with answers such as "I will not have time for my family" or , "I will take care of my children". Work-family balance for female students' future life was indicated as a negative factor for choosing engineering. Since traditional culture in Turkey expect women to fulfill the responsibilities associated with home and family and men are expected to be the breadwinners. It is thought that women may experience negative outcomes as a result of traditional division of labor in the family.

This research shows that when families of female students do not encourage their daughters to choose professions, that are accepted to be incompatible with the demands of family life; girls tend to go for traditional occupations. We found that the cultural codes manifests in female students' own perceptions about themselves and their choice of profession. Girls and their parents are worried about responsibilities to raise a family. Thereby, strong gender stereotypes discourage women from pursuing engineering education and jobs.

Furthermore, some participants mentioned that some engineering departments are found more appropriate for women. In line with Berna Zengin's study in 2000, we argue that engineering departments are divided according to gender features attributed to them. This distinction is parallel with the fact that some departments have more women than others. For instance, food, environmental, chemical and industrial engineering are regarded as feminine departments. On other hand, departments that require field work are masculine, such as mechanical, civil, mining, petroleum, electric electronic and metallurgy. Thus, in line with the male image in the society, parents of participants also define the nature of the engineering job as suitable for men. Dirty and heavy work and hands-on experience are noted as the most significant features of the engineering job. These aspects also underlined as appropriate for the male identity image.

Although difficulty in balancing work and family responsibilities is not specific to women in engineering, this study suggests that the nature of work-family balance particularly challenging for female students. Policies concerning family responsibilities and work-life balance also would have a greater influence on students' choices.

This research suggests that if work-family balance policies are to be improved by the state and by private firms, the gendered distribution of the labor force might transform.

#### **4. Concluding Remarks**

There are ways to reduce gender bias, and ultimately increase women's representation in engineering. Employers, educators, policy makers, and individuals can help to improve women's representation in engineering.

The study brings a critique of the gendering of engineering. Findings of this study provide that there are major mismatches between stereotypes and real engineers. If we are to 'normalize' engineering as a 'gender authentic' career choice for women, we must challenge this image problem. We need to focus on the mismatches between stereotypes and engineers. We need to show counter images such as the women who love technology, but also the diversity of engineers and of gender identities in engineering.

The best way for accomplishing this goal is to change cultural stereotypes that lead to gender biases. The findings show us that there is a need to encourage and support women in engineering with a goal of gender parity. The problem starts as early as high school. Young girls are rarely encouraged to pursue math and natural science, which is problematic. In addition, there exists a bias that natural science and math are typically "male" fields while humanities and arts are primarily "female" fields, and these stereotypes further inhibit girls' interest in math and science.

This study states that stereotypes also define and determine girls' self-assessments in math which has a role in developing their interest in natural science, technology, engineering, and mathematics careers. Fortunately, this study also shows that actively contradicting stereotypes can cause to enhancements in girls' performance and interest in math and science.

One way to influence biases is to expose girls and boys to positive female role models in engineering. Gathering girls with women engineers and sharing the real life experiences are affective ways to change the perspective of girls about engineering as a future profession. In that sense, this project, Honey Bees are Becoming Engineers, provides opportunities for girls to interact with women and men with whom they can identify in engineering.

The findings of this study prove that educators at all levels influence how students perceive the engineering, as well as how students view themselves. Educators can provide girls with opportunities to build confidence and interest in their design and math abilities. This study states that educators can encourage girls to realize their own potential and success in high school math not only for a requirement for university entrance exam but also for having the skills to be successful in a whole range of natural science and engineering professions.

In a similar way, this study expressed that parents, like educators, guide how girls identify the engineering as well as their own abilities and can encourage their daughters to cultivate interest and confidence in engineering. Parents also play an important role in exposing their children to the engineering and to women at early ages, when their gender biases are forming.

The recommendations made in this project relate to a range of initiatives and have the potential to make a real difference. The collective approach involving Ford Otosan, Flying Broom and Ministry of Education in Turkey as a whole will succeed in encouraging more women into engineering. Ford Otosan and Flying Broom have the potential to play a very active role in this initiative. The benefits of this project are not only to increase the female students in engineering but increase the profile of engineering in Turkey as a whole.

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# Teacher Supervision (Teacher Supervision And Evaluation System)

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## Abstract

Supervision in educational system is a tool that enables the educational system to give qualitative products by developing the teaching-learning process, rather than the act of detecting and reporting a situation. The aim of contemporary educational supervision is to take necessary precautions for the evaluation of the process embracing the all items that affect the teaching-learning process. The current research aims to develop the supervision of teachers and to improve the quality of the teaching-learning process by synthesizing the opinions, suggestions, applications of educators and their academic works. In this way, developing a teacher supervision evaluation model and implementing it to the educational system are determined. In this research, case study method from qualitative research methods will be used. Case study method mostly has the features of qualitative research methods, therefore it provides thoroughly analysis of the subject. Posing the questions of “what, how, why” while studying a variety of educational subjects is a frequently used method. The following questions will be studied in the frame of ‘five n and one h’ concerning the general aim of the research; why it should be done, how it should be done, when it should be done, where it should be done, what should be regarded and to what extend they should be done, who should do it. The following steps will be followed in creating an effective teacher supervision and evaluation structure: Educators and educational managers will be interviewed. The data will be organized after analyzing the literature and legislations. The model of teacher supervision and evaluation will be formed. After teacher supervision and evaluation model will be created and reported. Scientific publications (notice and article) including the analysis of the qualitative data will be done.

**Keywords:** Teacher, School, Supervision, Evaluation

## 1. Problem Status

Social systems are goal oriented. Actually they have more than one goal. Social systems are constructional as well. Organizational behaviour is a function of the interaction of these items in the teaching and learning environment. Teaching and learning process constitutes the technical infrastructure of the school social system (Hoy and Miskel, 2012). Though their interactions with the external environment may differ, all schools are open social systems (Lunenburg and Ornstein, 2013). Teachers who are the most important actors of the educational system should be measured in terms of their qualities (Basar, 1985). Studies show that supervision does not contribute to teaching and learning process if it is carried out by ineligible people for the wrong purposes (Gumuseli, 2014). The difficulty of teacher supervision is a reflection of the quality of teaching-learning process. That is, teaching and learning process is active and dynamic. It is where the learning occurs and the information is produced. It is result and process oriented. Also it is transactional. Informal structure and relationships are intense. Most of all, it is individual/student centered. It has a limited period of time and pre-learning, social relationships, leadership behaviours and motivational applications of the educators and the students are very important in the teaching and learning process.

Supervision is carried out with aim of detecting and monitoring the organizational processes, healing and preventing the mistakes and creating a healthier operation. It has been defined as understanding the suitability of organizational actions to the predetermined principals and rules (Aydin, 2000), overall activities of adjustment and improvement (Basar, 2000) and the process of monitoring human behaviours for the public weal (Taymaz 1997; Bursalioglu 1982).

The criterion should be determined objectively and clearly in order to carry out the supervision and evaluation effectively in schools. Supervision and evaluation process should aim to provide guidance, give consultation, develop educators and teaching profession. Besides it should provide teachers with positive feedback, contribute to the school improvement and enable the teaching-learning process to be effective and sufficient. The supervision and evaluation process should not be used as a tool to point out the insufficiencies of the teachers, to punish the wrong implementations and to pressure teachers into more work.

The Ministry of National Education defined the supervision as the process of comparing the activities, presenting the current situation, providing counselling for the deficiencies, offering suggestions for development and improvement, examining the operations in detail, gathering and analyzing the information, defining the problems and finding solutions to the problems in terms of suitability, accuracy, regularity, productivity, economy, efficiency with the aim of reaching out to the constitutionally determined goals and principals (The Ministry of National Education, 2015). According to The Ministry of National Education, it is stated that the principals monitor the lessons of the teachers at least once in a year and provide counselling referring to the Article 10 of Public Servants Law number 657 in The Counselling and Supervision Manual.

In the European Union Countries, principals are mainly responsible for teacher supervision. Counselling the teachers in order to help them develop their performances is regarded as a part of individual teacher evaluation. The teacher that has been supervised receives a written or oral feedback. This feedback can be carried out either during the school evaluation or separately (for the teacher's formal evaluation). School evaluation is carried out in most of the countries and the teacher evaluation takes part in this supervision system. In the most of the European Union Countries, principals are responsible for the teacher evaluation and it is carried out regularly in the half of the European Union countries that have been examined. On a country basis, the school committee carries out the individual personnel evaluation in Holland. Systematic evaluation of the teachers by the principals is supported by increasing the frequency of principal reports in Slovenia (since 2009). It is achieved with the standardization of the evaluation criteria in Liechtenstein (since 2008). There is individual teacher evaluation in all countries except for Italy, Finland, United Kingdom (Scotland) and Norway. However, the principal can carry out yearly development meetings or evaluations while staying connected to the school. At this point, the focal point is prospective rather than evaluation of the previous performances. In Scotland, formal evaluation of the teachers is not carried out but the principals can perform yearly vocational evaluation and developmental meetings with the teachers. In Belgium (French Community), Greece and Poland, the principal only interfere in particular situations. For instance, the evaluation carried out by the principal is valid for teachers that have stable semester agreement in Belgium (French Community). In Greece, principals evaluate the teachers at the end of their candidanship in order to complete their procedure; however they do not regularly evaluate the teachers. In Poland, the evaluation of the teachers' vocational success is carried out by the principal in the event that teacher applies for promotion. In Slovakia, there is a gradual system in which the principal evaluates the deputy principal, the deputy principal evaluates the teachers and the advisor evaluates the newly appointed teachers. In these 17 countries, external experts carry out the teacher evaluations either regularly or in some specific cases. This is implemented additionally to other procedures such as evaluations of principals (European Commission/EACEA/Eurydice, 2013).

Principals are responsible for many duties such as personnel management financing and curriculum. Determination of competent people is very important and a range of criteria should be taken into consideration while appointing a principal. In all European countries, there are regulations stating the official requirements for principals. Vocational teaching experience is the main condition for the appointment in almost all countries. Besides, the required experience period may differ and more than one additional condition is applied in most of the countries. The ones who apply for being a principal are required with having worked as a teacher and having received training for being a principal in Belgium (French and German Communities), Czech Republic, Spain, French, Italy, Austria, Poland, Slovenia, Slovakia and Liechtenstein (Eurodice, 2012).

According to Turan (2006), Basaran (2000) and Cinkir (2006), the main duties of the principal are planning, arranging, organizing, communicating, coordinating, managing/leading, supervising and evaluating. Among the vocational information and understanding that principals need to improve is managerial information related to management process and the functions of management. Planning is the process of providing the necessary input and determining the utilization ways with the aim of accomplishing the organizational and managerial goals. An action plan should be formed based on school vision and mission. Arranging is the management of daily order. Organizing is the process of setting the organizational structure in order to accomplish the school objectives. Managing/leading means effective usage of time while transferring some of the responsibilities to others. Coordinating includes leading all of the power sources in the school to the accomplishment of the objectives. Communication is an interaction process in which the principal affects the subordinates and the subordinate response to the superior. Supervision is the process of preventing and adjusting the detortions while implementing the school management plan. Teacher evaluation should be carried out with clear values by the principals.

Nowadays, it has been accepted by the majority of people that the main purpose of the supervision is to help teachers improve their vocational development (Gumuseli, 2014). The main aim of the educational supervision is to contribute to the quality of education by increasing the competence of the teachers. However, the primary concern is how and by whom the teacher supervision and evaluation will be carried out and most of all, which supervision approach will be conducted. Reviewing the literature, various supervision models and techniques stand out. Supervision models and techniques mainly merge under these names: (Aydin, 2005; Basar, 1995; Glickman, Gordon, Ross-Gordon, 2014; Gumuseli, 2014; Schlechty, 2005; Simsek ve Nursoy, 2002; MEB, 2002; Turan ve Zingil, 2013). The main areas of supervision are performance supervision, developmental supervision, result-process supervision, self-review, peer-review, scientific supervision, 360 degrees (according to multiple data resources) supervision, mentorship, coaching, program supervision, teaching supervision, clinic supervision, portfolio supervision, internal-external supervision, structuralist supervision, artistic supervision, differentiated supervision, supervision according to social systems approach etc.

In the process of teacher supervision and evaluation, the determination of teachers' roles and competences is not enough. The main stage is the determination of the models and techniques to be used. The current research aims to develop the supervision of teachers and to improve the quality of the teaching-learning process by synthesizing the opinions, suggestions, applications of educators and their academic works.

The aim of the research is to develop an effective teacher supervision and evaluation system. In accordance with this purpose, the following questions will be studied:

Teacher supervision and evaluation;

- 1) Why it should be done?
- 2) How it should be done?
- 3) What should be regarded and to what extent they should be done?
- 4) When should it be done?
- 5) Who should do it?

## 2. Method

### Research Model

The case study method from qualitative research models was conducted in the study. Case study method mostly has the features of qualitative research methods, therefore it provides thoroughly analysis of the subject. Posing the questions of “what, how, why” while studying a variety of educational subjects is a frequently used method (Cepni, 2012; Yin 2003; Yildirim ve Simsek, 2005; Yılmaz, 2015, ). The case handled in the research is the development and applicability of an effective teacher supervision and evaluation system.

Various tools and resources such as Observation and trip, interview (individual and group), document analysis, problem solving, survey, question-answer, case study, power field analysis, cost benefit analysis, discussion, six thinking hats model, academic studies, research, legal texts and brainstorming etc. Were used in order to obtain healthy and affluent data. The collected data were interpreted and reported after descriptive and content analyses were carried out

### The Study Field and Group

The study group consist of principals, teachers and other educational stakeholders. The study field is the educational institutions in Duzce and Bolu. The study group is presented in Table 1.

**Table 1.** The Study Field and Group

School Name	City	Mission	Branch
Osman Kuyumcu İmam Hatip High School	Düzce-Central	Teacher	Literature
Cumhuriyet High School	Düzce-Central	Teacher	History
Private Eğitim School	Düzce-Central	Principal	Informatics
Bey Köyü Primary School	Düzce-Central	Principal	Class
Fatih Vocational and Technical Anatolian High School	Düzce-Central	Deputy principal	English
Aziziye Secondary School	Düzce-Central	Teacher	Turkish
Hamiyet Sevil Secondary School	Düzce-Central	Teacher	English
Yunus Emre Primary School	Düzce-Central	Teacher	Class
Tepeköy Secondary School	Düzce-Central	Teacher	Class
Düzce Zübeyde Hanım Vocational and Technical Anatolian High School	Düzce-Central	Teacher	Guidance
Rıza Malatyalı Secondary School	Düzce-Central	Deputy principal	English
Şükran Öney Kindergarten	Düzce-Central	Teacher	Kindergarten

While constructing the study group and data collection group, educators that can represent each stage of the education were tried to be reached.

### Data Analysis

The data were analyzed with content analysis techniques. In the content analysis, the collected data are summarized and interpreted by the researcher. The data may be arranged in terms of research questions or presented regarding the questions and dimensions used in interview and observation processes (Yildirim and Simsek, 2008). Accordingly, the similar data were gathered within the frame of particular notions and themes. They were interpreted. The views of the participants were transferred directly. The identities of the participants were kept hidden and each interview form was named as E1, E2... (Educator 1, Educator 2...). The research process were tried to be explained in detail in order to increase the transmissibility. All of the findings were provided in order to increase the internal consistency of the research.

### 3. Findings And Interpretations

#### *Why teacher supervision and evaluation should be done*

The views of participants on why teacher supervision and evaluation should be done are given in Table 2.

**Table 2.** Why teacher supervision and evaluation should be done

Theme	Definition	Participant's view
Teaching-Learning	Pedagogical Supervision	<ul style="list-style-type: none"> <li>- <i>Contribution to the development of both teacher and education (information, democracy, sympathy, respect, help, orderliness, leading, counselling, defining the roles, reflecting scientific and legal improvements, increasing the success, holism, equality, feedback, evaluation, self-assessment, productivity, attainment (E1,2, 3,4,5,6,7,8,9),</i></li> <li>- <i>Requirements of being a state of law (E12)</i></li> <li>- <i>Providing a teachers association (E14).</i></li> </ul>
Management	Completion of organization and classroom management processes	<ul style="list-style-type: none"> <li>- <i>Contribution to the development of the educational organization (assessment, evaluation, adjustment, accountability, counselling, leading, coordination, cooperation, feedback, legality, objectivity, interaction with the environment, training, detecting and reducing the problems, praising the success, encouragement, sourcing), arbitrariness occurs in the absence of the supervision (E1,2,3,4,5,6,7,8,9,10,11),</i></li> <li>- <i>Preventing the arbitrariness in order to increase the educational quality (E13,14).</i></li> </ul>

According to the table, the educators who participated in the research stated that the reason of teacher supervision and inspection is the improvement of learning, teaching and management quality. With the help of supervision and inspection, the quality of the teaching-learning process is determined, evaluated, deviations are adjusted and improved. Therefore, arbitrariness and casualness in education are prevented; teachers are provided with counselling, problems are reduced and teachers associate with each other.

#### *How teacher supervision and evaluation should be done*

The views of participants on how teacher supervision and evaluation should be done are given in Table 3.

**Table 3.** How teacher supervision and evaluation should be done

Theme	Definition	Participant's view
Differentiated Supervision	Regarding the distinctiveness of the teacher and classroom environment	-Differentiated supervision is a supervision approach which is special to each teacher and classroom. The teacher should be considered as the initiative and cooperation with the supervisor should be applied (E 2,4). -Supervision should be based on cooperation, communication and it should reveal teacher's strong sides, motivate and lead. (E3).
Scientific Supervision	Supervision with objective, valid and reliable data	- (E5), Scientific supervision means supervising within the scope of objective relationship between the teacher and supervisor. It covers the standards and rules of supervision. (E5), - It should be carried out with objective criteria (E10),
Internal and External Supervision	Supervision carried out by the educational stakeholders and external authorities	- Internal supervision is carried out by the ones who are directly related to the school, e.g principal, teacher, parents, communities. External supervision is carried out by the ones who are indirectly related to the school. (E6), - Supervision should be carried out systematically by a group including the experts and teachers(E10).
Multiple Evaluation	In terms of data collection tools	- In multiple evaluation model, data should be collected from various resources such as supervisor, counsellor, colleague, principal; observation, examination, interview, survey, examination, vocational development reports (E7,12,13,15).
Close-Remote Supervision	Supervision carried out by the ones who are directly and indirectly affected by the educational environment	- Remote supervision is carried out with technological tools and close supervision is carried out with observations, examinations and interviews (E8). - In close supervision, classroom environment is observed (E10,13)
Direct-Indirect Supervision	Based on performance	- Direct supervision (examination, student attainments) and indirect supervision (working environments, feedback from the society) (E9). - Product and teacher performance should be supervised directly (E12,13,14).

According to the table, participants have various views on how teacher supervision and evaluation should be done. The fact that educators suggested modern supervision models and approaches such as differentiated, scientific, external-internal, close-distant, direct-indirect and multiple data based supervision and evaluation can be interpreted as a positive data for educational quality. On the other hand, the current data demonstrate that the educators do not have a common idea on how teacher supervision and evaluation should be done. It can be inferred that a synthesis on how teacher supervision and evaluation should be done including all of the techniques needs to be prepared.

**What should be supervised in teacher supervision and evaluation**

The views of participants on what should be supervised in teacher supervision and evaluation are given in Table 4.

**Table 4.** What should be supervised in teacher supervision and evaluation

Theme	Definition	Participant's view
What should be supervised	Teacher supervision areas	- Physical environment (Equipments), educational status, student development levels, classroom climate, document, teacher personal file, social and cultural activities, meeting reports, assessment-evaluation records, plans and programs, study books, student portfolios, counselling and leading activities, student courses and vocational development activities (E1,2, 3,4,5,6,7,8,9), - Expected and targeted outputs in teaching, acquisitions, students' knowledge and skills, teaching methods (E10,14,15), - lesson plans should be prepared according to the students' acquisition levels (observations, written materials, examinations) (E11), - academic, social and institutional culture (E12,13).

According to the views of the participants, the areas that teacher supervision should concern are as follows: physical conditions of the educational environments, educational situations, students' developmental stages, classroom climate, documents, teacher personal file, social and cultural activities, meeting reports, assessment and evaluation records, plans and programs, study books, student portfolios, counselling and leading activities, student courses and vocational development activities, expected

and targeted outputs in teaching, acquisitions, students' knowledge and skills, teaching methods, lesson plans, acquisition levels (observations, written materials, examinations), academic, social and institutional culture.

**When teacher supervision and evaluation should be done**

The views of participants on when teacher supervision and evaluation should be done are given in Table 5.

**Table 5.** When teacher supervision and evaluation should be done

Theme	Definition	Participant's view
When supervision and evaluation should be done	The time and period of the teacher supervision	<ul style="list-style-type: none"> <li>- It should be carried out at certain intervals (at the beginning or end of the term or when necessary) (E1,2, 3,4,5,6,7,8,9).</li> <li>- Time limitation does not matter as long as it is carried out with the purpose of counselling and leading (E5,6,7,8,9).</li> <li>- It should be done without any time limitation but also it should not be done frequently (supervision is a circular, technical and social process (E1,2, 3,4).</li> <li>- Supervisions carried out once or twice are not enough to collect healthy data about a teacher (E6).</li> <li>-It should be carried out in a planned way and continuously (E4)</li> <li>- Time should not be limited for an effective supervision. Supervision does not last in a single attempt. It should be extended over a period of time (E10).</li> <li>- Supervision should be carried out routinely and continuously (two weeks, a month, each year etc.) (E10, 11,12,14,15).</li> </ul>

The educators that participated in the research stated that supervision is a process and that counselling and leading should be carried out in a planned way and continuously (in each educational semester) in order to obtain and evaluate healthy data.

**Who should do teacher supervision and evaluation**

The views of participants on who should do teacher supervision and evaluation are given in Table 6.

**Table 6.** Who should do teacher supervision and evaluation

Theme	Definition	Participant's view
Who should do the supervision and evaluation	People who will carry out the teacher supervision	<ul style="list-style-type: none"> <li>- Teacher supervision should not be carried out one particular person such as a supervisor or a principal. a group which includes all educational stakeholders and representatives as well as teachers and their colleagues should carry out the supervision and evaluation process (E1,2, 3,4,5,).</li> <li>- Principals should carry out the supervision instead of supervisors (provided that they have enough knowledge). A principal is more available and principals can carry out the supervision closely and continuously (E,8,9),</li> <li>- Peer review should be done. Therefore sharing and cooperation can be provided (E,7),</li> <li>- Principals, supervisors, colleagues, self-assessment, school-parent associations(E,6),</li> <li>- Supervision should be carried out by a expert group including the principals and teachers (E,10,11,14,15),</li> <li>-Supervisors form the institution and out of the institution should be included (E12,13)</li> </ul>

Most of the participants stated that teacher supervision should not be carried out one particular person such as a supervisor or a principal. They suggest that a group which includes all educational stakeholders and representatives as well as teachers and their colleagues should carry out the supervision and evaluation process. they believe that this kind of supervision would produce more efficient and productive results and that it would be more democratic.

**4. Results**

The following results were obtained according to the present study which was carried out to supervise the teachers effectively and increase the quality of educational process with the supervision:

1) The reason of teacher supervision and inspection is the improvement of learning, teaching and management quality. With the help of supervision and inspection, the quality of the teaching-learning process is determined, evaluated, deviations are adjusted and improved. Therefore, arbitrariness and casualness in education are prevented; teachers are provided with counselling, problems are reduced and teachers associate with each other.

2) The fact that educators suggested modern supervision models and approaches such as differentiated, scientific, external-internal, close-distant, direct-indirect and multiple data based supervision and evaluation can be interpreted as a positive data for educational quality.

3) The areas that teacher supervision should concern are as follows: physical conditions of the educational environments, educational situations, students' developmental stages, classroom climate, documents, teacher personal file, social and cultural activities, meeting reports, assessment and evaluation records, plans and programs, study books, student portfolios, counselling and leading activities, student courses and vocational development activities, expected and targeted outputs in teaching, acquisitions, students' knowledge and skills, teaching methods, lesson plans, acquisition levels (observations, written materials, examinations), academic, social and institutional culture.

4) The educators that participated in the research stated that supervision is a process and that counselling and leading should be carried out in a planned way and continuously (in each educational semester) in order to obtain and evaluate healthy data.

5) Teacher supervision should not be carried out by one particular person such as a supervisor or a principal. A group which includes all educational stakeholders and representatives as well as teachers and their colleagues should carry out the supervision and evaluation process. The participants believe that this kind of supervision would produce more efficient and productive results and that it would be more democratic.

### 5. Suggested Teacher Supervision Model

According to the obtained results, the suggested teacher supervision model is presented on Table 9.

**Table 9.** Suggested Teacher Supervision Model

The Aim of Teacher Supervision	Teacher Supervision Areas	Teacher Supervision Method	The Time of Teacher Supervision	People who Supervise the Teachers
<p>1) Contribution to the development of both teacher and education (information, democracy, sympathy, respect, help, orderliness, leading, counselling, defining the roles, reflecting scientific and legal improvements, increasing the success, holism, equality, feedback, evaluation, self-assessment, productivity, attainment</p> <p>2) Contribution to the development of the educational organization (assessment, evaluation, adjustment, accountability, counselling, leading, coordination, cooperation, feedback, legality, objectivity, interaction with the environment, training, detecting and reducing the problems, praising the</p>	<p>Physical environment (Equipments), status, development levels, classroom climate, document, teacher personal social cultural activities, meeting reports, assessment-evaluation recods, and study student portfolios, counselling and leading activities, student and</p>	<p>1) Differentiated supervision is a special to each teacher and classroom. The teacher should be considered as the initiative and cooperation with the supervisor should be applied.</p> <p>2) Supervision should be based on cooperation, communication and it should reveal teacher's strong sides, motivate and lead..</p> <p>3) Scientific supervision means supervising within the scope of objective relationship between the teacher and supervisor. It covers the standards and rules of supervision.</p> <p>4) It should be carried out with objective criteria.</p> <p>5) Internal supervision is carried out by the ones who are directly related to the school, e.g principal, teacher, parents, communities.</p> <p>External supervision is carried out by the ones who are indirectly related to the school.</p> <p>6) Supervision should be carried out systematically by a group</p>	<p>1)It should be carried out at certain intervals (at the beginning or end of the term or when necessary)</p> <p>2) Time limitation does not matter as long as it is carried out with the purpose of counselling and leading,</p> <p>3) It should be done without any time limitation but also frequently (supervision is a circular, technical and social process,</p> <p>4)Supervisions are carried out once or twice to collect healthy data about a teacher,</p> <p>5)It should be carried out in a planned way and continuously</p>	<p>1)Teacher supervision should not be carried out by one particular person such as a supervisor or a principal. a group which includes all educational stakeholders and representatives as well as teachers and their colleagues should carry out the supervision and evaluation process,</p> <p>2) Principals should carry out the supervision instead of supervisors (provided that they have enough knowledge). A principal is more available and principals can carry out the supervision closely and continuously,</p> <p>3) Peer review should be done. Therefore sharing and cooperation can be</p>

success, encouragement, sourcing), arbitrariness occurs in the absence of the supervision	development activities. Expected outputs in teaching, supervisor, counsellor, colleague, acquisitions, students' knowledge and examination, vocational skills, teaching development reports methods	including the experts and teachers 7) In multiple evaluation model, and data should be collected from various resources such as principal; observation, examination, interview, survey, examination, vocational examination, development reports 8) Remote supervision is carried out with technological tools and close supervision is carried out with observations, examinations and interviews 9) Direct supervision (examination, student attainments) and indirect supervision (working environments, feedback from the society)	6) Time should not be limited for an effective supervision. Supervision does not last in a single attempt. It should be extended over a period of time 7) Supervision should be carried out routinely and continuously (two weeks, a month, each year etc.)	4) Principals, supervisors, colleagues, self-assessment, school-parent associations, 5) Supervision should be carried out by a expert group including the principals and teachers, 6) Supervisors form the institution and out of the institution should be included.
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# Analysis of the effects of theorem proving with mathematical models on the proving skills of the students studying in the department of teaching elementary mathematics\*

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## Abstract

In the present study, we aimed to analyse the effects of theorem proving with mathematical models on the proving ability of the students. In this regard, a study was conducted with 45 second-grade students currently studying in the Department of Teaching Elementary Mathematics during 2014-2015 academic year. Case study method was used in the study. Research data was collected via Mathematical Skill Test. In the data analysis, percentage and frequency tables and descriptive analyses were employed. As a result of the data analysis, it was seen that students did not know and were not able to prove in the pre-test. However, in the final test, it was observed that students were able to prove the theorems based on the mathematical models more easily, and they also improved their proving skills. In this study, case study method has been applied. McMillan (2000) defines case studies a method in which one or more cases, environments, programmes, social groups or other interconnected systems are analysed in depth. In one-group pre-test and final test model, an independent variable is applied to a group and measurements are taken before and after the application. 45 second-grade students from Atatürk University Kazım Karabekir Faculty of Education Department of Teaching Elementary Mathematics in 2014-2015 academic year constitute the research group. This test has been applied as pre-test and final test in order to analyse the effects of theorem proving with mathematical models on students' proving skills. Answers of the students have been classified into five categories as "empty", "false", "partially correct", "partially false" and "correct" via descriptive analysis and percentage and frequency has been applied in the analysis. When the proofs of the three theorem were considered in general, it was observed that students could not prove the theorems in the pre-test and many of them did not even want to try to prove it, therefore left it empty.

**Key Words:** mathematical proof, theorem, mathematical model, elementary mathematics

## 1. Introduction

Mathematicians and mathematics teachers define the concept of proving differently. Selden and Selden (2003) describe proving as the propositions used for verifying the theorems. On the other hand, Bell (1976) perceives it as a process of certain steps and advocates that this process should include the categories of verification (showing that a proposition is correct), explanation (showing why a proposition is correct) and systematizing (organising propositions, axioms and theorems in an inductive system). Similarly, Baki (2008) sees the mathematical proof as a process and defines this process as verification, explanation and abstraction.

According to several studies conducted by mathematics teachers and mathematicians on the importance of proof, proof is characterised as an important and integral part of mathematics, the basis of mathematics and the objective of advanced mathematics (Güven, Çelik and Karataş, 2005; Weber, 2001). The main reasons why mathematical proof is considered important include its benefits on mathematics and its ability to gain students mathematical skills. While proving, students

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learn that only knowing the formulas is not sufficient, but they should explain how these formulas are formed at the same time (Güven, Çelik and Karataş, 2005), thus mathematical skills of the students improve and their ability of mathematical thinking increases (Kitcher, 1984). Moreover, it is possible to mention that proof is intertwined with mathematics; it has a substantial contribution to mathematical knowledge and improves student's ability of mathematical thinking (Gökkurt, Deniz, Akgün and Soylu, 2014). Among the benefits of mathematical proof for the students, we can include that:

- It plays an active role in the establishment, improvement and transfer of knowledge (Stylianides, 2007).
- It helps students to understand the mathematical concepts better and improve the mathematical thinking (Hanna, 1991).
- It teaches the meanings of what mathematicians do (İmamoğlu, 2010).
- Mathematical knowledge improves and develops via proof (Kitcher, 1984).
- It improves students' critical thinking abilities (Fawcett, 1938).

In addition to showing what is correct or false, mathematics show why a situation or system is correct or false and it is also interested in persuading for what it is useful (Hanna, 2000). Various studies (Almeida, 2000; Jones, 2000; Knuth, 2002; Raman, 2003; Recio and Godino, 2001; Weber, 2001) conducted in this regard, show that the meaning and importance of proof in mathematics education has been increasing. Indeed, in his study, Bahtiyari-Albayrak (2010) explains his opinion on the current mathematics education of eight-grade students and the importance of proof in mathematics education. As a result of the study, it has been observed that schools lack technical and physical facilities, schools having sufficient technical and physical facilities cannot use them efficiently and also it has been determined that many students are not aware of the meaning and necessity of proof, and they do not have enough experience in terms of proving and reasoning. Uğurel (2010) has pointed out that statement between students and the teacher in class have important effects on students' learning the proof and the configuration of knowledge; students experience a lack of knowledge in perceiving what the proof is, giving a meaning to the basic concepts of proving, methods of proving, what mechanism of proving includes and how it is applied. In these two studies, it has been observed that students lack knowledge on how to prove and do not have sufficient experience.

In their study "How to Understand a Theorem" Abramovitz, Berezina, Berman and Shvartsman (2009) have intended to develop the self-education method with applied theorems. For that purpose, they included self-education activities, examples, and questions helpful in generalisation, true/false questions and fill in the blanks activities about Rolle and Fermat theorems. As a result of the study, they have observed that different learning skills of the students lead to their understanding of the proof of theorem differently. Similarly, Powers, Craviotto and Grassl (2010) have studied the effect of the correctness of the proofs in abstract algebra on proving. As a result of the study, they predicted that mathematical proving is a very significant skill for mathematics teacher training, but many university students have difficulty in proving, moreover, students in the department of

mathematics and teaching secondary mathematics have limited skills in evaluating the correctness of a proof and thus their proving skills can be improved by developing their proof evaluation skills. Doruk and Kaplan (2013) have analysed the proof evaluation skills of the prospective elementary mathematics teachers about the convergence of series; as a result, they have found out that prospective teachers are unsuccessful in proof evaluation and the reason for this is that prospective students do not pay attention to the key ideas in proofs and instead of involving into thinking process to learn the proof, they directly resort to memorizing. Therefore, they are not successful in the process of evaluating the correctness of the proofs, they prefer memorizing without even thinking on the proof and thus they need to acquire proof evaluation skills.

Moreover, in their study to point out the difficulties that prospective mathematics teachers face in the process of proving, Güler, Kar, Öçal and Çiltaş (2011) have determined these difficulties as use of equation, utilization of examples and visualisation, and based on the findings they observed that prospective teachers have more difficulty in the use of equation and also they are unsatisfying in mathematical induction, the most important problem they face in proving is that they try to prove by giving examples, which is seen as an easy way. In another study, Gökkurt, Deniz, Akgün and Soyulu (2014) have compiled some of the studies on the opinions of mathematics educators, teachers, prospective teachers, university and secondary school students on proving, their levels of proving, difficulties they face in proving process, methods, strategies and approaches they use in proving, types of proving, the role of proof in mathematics education and process about proving. As a result of the study, they have found out that students and prospective teachers focus on the proving process instead of the methods, strategies and approaches used in the proving process and improving their proving skills. Therefore, it would be helpful to concentrate on the comprehension of proving process and conduct researchers in this regard.

Although mathematical proof is such significant and emphasized in undergraduate education, students learning advanced mathematics in the university have difficulties in proving (Weber, 2004). The reason for this is that they lack knowledge about proving, do not sufficiently know the definitions and where to use them, do not understand the nature of proof and proving techniques and strategies, cannot use the mathematical language correctly and do not trust themselves (Anapa and Şamkar, 2010; Moore, 1994; Moralı, Uğurel, Türnüklü and Yeşildere, 2006; Weber, 2006). Another reason why students reluctant to proving is that they may not understand the expression of the theorem. Directly providing a concept, expression, fact or theorem in mathematics classes further complicate its internalization. However, if the abstract mathematics concepts are materialized during education, this difficulty may be overcome. At this point, it is thought that theorem proving with mathematical models may affect students' proving skills. With its important role in education, the concept of model is defined in different ways. Daupeto and Porenti (1999) have defined the models as a simplified representation of the fact about a certain problem and pointed out that models can be used for the visualization of the concepts (Ref: Özgün, 2012). According to Doruk (2010), model is defined as a whole formed of conceptual structures that are present in the mind to interpret and understand complex systems and structures, and their outer representations. According

to Olkun and Uçar (2007), the model of a mathematical concept is a picture, drawing, symbol or concrete tool showing the relation intrinsic to this concept.

According to Ünveren (2010), a proof can be explained and interpreted via a model formed by reaching generalizations and rules based on special cases and examples of mathematics, therefore students can learn and comprehend the mathematical proofs more easily with the usage of a model case they face in their lives rather than formal methods. Moreover, according to Fischbein (1987), different structures of the formal language of a proof and the model language used in education offers an analogy in recalling the proof. Thus, people can form the model of a proof in a way they understand and feel as if they were proving the theorem for the first time. In this regard, this study aims at analyzing the proving skills of the students with mathematical models about the expressions of the theorems based on the idea that mathematical models are helpful for the students in proving the theorems.

## **2. Method**

### **2.1. Research Method**

This study in was conducted one group pre-test and post-test experimental design using quantitative research approaches. Experimental designs are research to test the cause-and-effect relationship between variables (McMillan and Schumacher, 2010).

### **2.2. Research Group**

45 second-grade students from Atatürk University Kazım Karabekir Faculty of Education Department of Teaching Elementary Mathematics in 2014-2015 academic year constitute the research group. Since the activities applied in this research has been taken from Analysis-I course, second-grade students who have attended or currently attending Analysis-I course have been included. In order to identify the participants, codes are formed using their initials. For instance, the code for the student Kübra Yılmaz is KY. For the students with the same code, numbers are added to the codes. For instance, the codes for the students Kübra Yılmaz and Kader Yazıcı is KY. In order to distinguish between them the code KY1 is used for Kübra Yılmaz and KY2 for Kader Yazıcı.

### **2.3. Data Collection Tool and Analysis**

#### **2.3.1. Mathematical Skill Test**

This test has been applied as pre-test and final test in order to analyse the effects of theorem proving with mathematical models on students' proving skills. Pre-test includes two open-ended question, while the final test includes three open-ended question. After the pre-test, it has been observed that students did not answer any of the questions correctly, and therefore in the final test the number of the questions has been increased in order to obtain reliable data. After the preparation of the questions, they have been examined by an expert and tested for validity. At the stage of Mathematical Skill Test preparation, source books have been used taking the theorems into

consideration (Akdeniz, Ünlü and Dönmez, 2012; Balcı, 2012; Dönmez, 1985; Kadioğlu and Kamali, 2009) and expert opinion have been obtained. Answers of the students have been classified into five categories as "empty", "false", "partially correct", "partially false" and "correct" via descriptive analysis and percentage and frequency has been applied in the analysis, the categories are explained below:

- Empty: Those who cannot explain are included in this category.
- False: Statements with completely false explanations are included in this category.
- Partially Correct: If the answer only includes the hypothesis data or slightly the solution, then this answer is included in this category.
- Partially False: This is the category where the answer is almost correct but has some operational or symbolical mistakes.
- Correct: Explanations that are scientifically correct and whole are included in this category.

#### 2.4. Practice

Before this study, a pilot study was conducted. This pilot study is quite significant in finalisation of the data gathering tools and ensuring the validation reliability. Pilot study was conducted with 44 second-grade students. First of all, the test and activity examples to be used in the real study were formed. Then, expert opinion was obtained and required arrangements were made, thus data gathering tools were finalised. Practices continued for six weeks between 11.21.2014 - 12.26.2014. Below, work programme is presented in Table 1.

**Table 1.** Work Programme

Practices	
21.11.2014	Pre-test
28.11.2014	Activity-1 and Activity-2
05.12.2014	Activity-3 and Activity-4
12.12.2014	Activity-5 and Activity-6
19.12.2014	Final Test

There were totally six activities and each activity included theorem proof. In the activities, Fermat, Rolle, Intermediate Value, Bolzano, Mean Value for Integral and Sandwich Theorems were proven, respectively. For each activity, one period of course (50 min) was spent. At the beginning of the course, activity sheets were copied and distributed to the students, and then they were asked to prove the theorem. For this stage, they were given 25 minutes of the course period. Researcher led the students and they were ensured to complete the whole activity. At the end of this process, first of all, students were reminded the mathematical concepts in the theorem expression. Before proceeding to proving, theorem expression was read and a model was formed about the theorem. Graph drawing was used as model in the theorems. Afterwards, the theorem was proved with the help of drawn graph. At each stage of the activity, it was ensured that students understand the proof. At the end of the activities, an example was solved for students to strengthen their understanding of the theorem. In the last week, the test was applied and data were gathered.

### 3. Findings

This section includes the findings on data analysis to evaluate the effect of theorem proving with related mathematical models on the proving skills of the students. In this section, the answers of the students have been categorised as "empty", "false", "partially correct", "partially false" and "correct" and percentage and frequency table and findings have been presented.

#### 3.1. Findings on the Proof of Sandwich Theorem

In the pre- and final test of the Mathematical Knowledge and Skill Test, students were asked as "Sandwich Theorem: in a neighbourhood of  $a$ , for each  $x$  different from  $a$  if  $g(x) \leq f(x) \leq h(x)$  and  $\lim_{x \rightarrow a} g(x) = \lim_{x \rightarrow a} h(x) = L$ , then  $\lim_{x \rightarrow a} f(x) = L$ . Please prove it." The percentage and frequency distribution of the answers given by the students in pre-test and final test are presented in Table 2. Moreover, column chart according to percentage and frequency distribution are shown in Figure 1.

**Table 2.** Percentage and Frequency Distribution of the Students' Proving the Sandwich Theorem

Criteria Tests	Empty f(%)	False f(%)	Partially Correct f(%)	Partially False f(%)	Correct f(%)
Pre-test	16(35,6)	4(8,9)	20(44,4)	5(11,1)	0(0,0)
Final Test	4(8,9)	3(6,7)	10(22,2)	7(15,5)	21(46,7)

When we analyse the data about student's proving the Sandwich Theorem, it is seen that 0% ( $n=0$ ) of the students provided wrong answers at first, but in the final test 46.7% ( $n=21$ ) of them answered correctly. Moreover, while in the pre-test, 35.6% ( $n=16$ ) of the students left the question empty, 8.9% ( $n=4$ ) of them left the question empty in the final test.

In addition, examples for the proofs that students performed in the pre- and final tests are provided below.

$$\lim_{x \rightarrow a} g(x) = \lim_{x \rightarrow a} h(x) = L \quad |x-a| < \delta \quad |g(x)-L| < \varepsilon/4 \text{ ve } |h(x)-L| < \varepsilon/4$$

$$|f(x)-L| \leq |h(x)-g(x)| = |h(x)+L-L-g(x)|$$

$$\leq |h(x)-L| + |g(x)-L|$$

$$\leq \varepsilon/4 + \varepsilon/4 = \varepsilon/2$$
  

$$|f(x)-L| = |f(x)+g(x)-g(x)-L|$$

$$\leq |f(x)-g(x)| + |g(x)-L|$$

$$\leq \frac{\varepsilon}{2} + \frac{\varepsilon}{2} = \varepsilon$$

**Figure 1.** The answer of the EK coded student to question 1 in the final test

EK coded student left the question in the pre-test, and gave the correct answer in the final test.

$$\begin{aligned}
 &1) \quad g(x)=b \quad f(x)=b \quad h(x)=b \\
 &\quad \lim_{x \rightarrow a} g(x)=L \Rightarrow \lim_{x \rightarrow a} h(x)=L \Rightarrow \lim_{x \rightarrow a} f(x)=L \\
 &2) \quad g(x)=b \quad f(x)=c \quad h(x)=d \quad b < c < d < L \\
 &\quad \lim_{x \rightarrow a} g(x)=L \quad \lim_{x \rightarrow a} f(x)=L \quad \lim_{x \rightarrow a} h(x)=L \\
 &3) \quad g(x)=b \quad f(x)=c \quad h(x)=d \quad L > b > c > d \\
 &\quad \lim_{x \rightarrow a} g(x)=L \quad \lim_{x \rightarrow a} f(x)=L \quad \lim_{x \rightarrow a} h(x)=L
 \end{aligned}$$

Figure 2. The answer of the AS coded student to question 1 in the pre-test

$$\begin{aligned}
 &g(x), h(x), f(x) \quad \forall \epsilon > 0 \\
 &|g(x)-L| = \frac{\epsilon}{4} \quad |h(x)-L| = \frac{\epsilon}{4} \\
 &f(x) \leq h(x) \Rightarrow |f(x)-g(x)| \leq |h(x)-g(x)| = |h(x)-L+L-g(x)| \\
 &\quad \leq |h(x)-L| + |g(x)-L| \\
 &\quad < \frac{\epsilon}{4} + \frac{\epsilon}{4} = \frac{\epsilon}{2} \\
 &|g(x)-L| \leq |f(x)-L| = |f(x)-g(x)+g(x)-L| \\
 &\quad \leq |f(x)-g(x)| + |g(x)-L| \\
 &\quad < \frac{\epsilon}{2} + \frac{\epsilon}{2} = \epsilon \quad |g(x)-L| < \epsilon \quad \lim_{x \rightarrow a} f(x)=L
 \end{aligned}$$

Figure 3. The answer of the AS coded student in the final test

When we analyse the answers of AS coded participant in the pre- and final tests, we see that AS strived for the theorem in the pre-test but provided irrelevant expressions to the theorem. However, AS correctly provided the proof for the theorem in the final test. Another participant AK, explained the information given in the hypothesis in question 1 in the pre-test, but AK could not prove the theorem and thus the answer is included in the category of partially correct. In the final test, AK correctly prove the theorem. AK's answers given in the pre- and final tests are provided in Figure 4 and Figure 5.

$$\begin{aligned}
 &\epsilon_1 \rightarrow \lim_{x \rightarrow a} g(x) && \lim_{x \rightarrow a} g(x) = L \\
 &\epsilon_3 \rightarrow \lim_{x \rightarrow a} h(x) && \lim_{x \rightarrow a} h(x) = L \\
 &\epsilon_2 \rightarrow \lim_{x \rightarrow a} f(x) && \lim_{x \rightarrow a} f(x) = L \quad \text{clear} \\
 &\epsilon_1 < \epsilon_2 < \epsilon_3 && g(x) \leq f(x) \leq h(x)
 \end{aligned}$$

Figure 4. The answer of the AK coded student to question 1 in the pre-test

$$\begin{aligned}
& \lim_{x \rightarrow a} f(x) = \lim_{x \rightarrow a} h(x) = L \quad \forall \varepsilon > 0 \text{ için } |x-a| < \delta \\
& |g(x) - L| < \frac{\varepsilon}{4} \quad |h(x) - L| < \frac{\varepsilon}{4} \\
& |f(x) - g(x)| \leq |h(x) - g(x)| = |h(x) + L - L - g(x)| \\
& \leq |h(x) - L| + |g(x) - L| \\
& < \frac{\varepsilon}{4} + \frac{\varepsilon}{4} = \frac{\varepsilon}{2} \\
& |f(x) - L| = |f(x) + g(x) - g(x) - L| \\
& \leq |f(x) - g(x)| + |g(x) - L| \\
& < \frac{\varepsilon}{2} + \frac{\varepsilon}{2} = \varepsilon \\
& |f(x) - L| < \varepsilon
\end{aligned}$$

**Figure 5.** The answer of the AK coded student to question 1 in the final test

Analyses are conducted in the same manner for two other theorem and the results are presented in Table 3-4.

**Table 3.** Percentage and Frequency Distribution of the Students' Proving the Mean Value Theorem

Criteria Tests	Empty f(%)	False f(%)	Partially Correct f(%)	Partially False f(%)	Correct f(%)
Pre-test	38(84,5)	6(13,3)	1(2,2)	0(0,0)	0(0,0)
Final Test	22(49,0)	15(33,3)	2(4,4)	2(4,4)	4(8,9)

When we analyse the percentage and frequency table about students' proving the Mean Value Theorem, it is seen that 0% (n=0) of the students provided wrong answers at first, but in the final test 8.9% (n=4) of them answered correctly. Moreover, while in the pre-test, 84.5% (n=38) of the students left the question empty, 49% (n=22) of them left the question empty in the final test.

**Table 4.** Percentage and Frequency Distribution of the Students' Proving the Fermat Theorem

Criteria Tests	Empty f(%)	False f(%)	Partially Correct f(%)	Partially False f(%)	Correct f(%)
Final Test	4(8,9)	2(4,4)	13(28,9)	9(20,0)	17(37,8)

When we analyse the percentage and frequency table about students' proving the Fermat Theorem, it is seen that while 37.8% (n=17) of the students provided wrong answers, only two students (4.4%) answered correctly.

#### 4. Results and Discussion

When the proofs of the three theorem were considered in general, it was observed that students could not prove the theorems in the pre-test and many of them did not even want to try to prove it, therefore left it empty. Bahtiyari-Albayrak (2010) have found similar results in his study and pointed out that students did not have sufficient experience in terms of proving and reasoning. Doruk and Kaplan (2013) have also stated that prospective teachers were not successful in proving and evaluation, and the reason for this is that they did not pay attention to the key ideas in the proofs and they only memorized the proof skipping the process of learning it. Since theorem expressions were difficult to understand, complex and abstract for the students, they could not understand the theorem and thus could not prove it. Indeed, among the reasons why students are not able to prove theorems we can include that they have imperfect knowledge about the proof, they do not know proving techniques and strategies and they believe that they will not be able to be successful thus they are scared (Almeida, 2003; Anapa and Şamkar, 2010; Güler, 2013; Jones, 2000; Moralı, Uğurel, Türnüklü and Yeşildere, 2006).

Moreover, in the literature, studies show difficulties in defining how to start proving (Moore, 1990, 1994; Selden and Selden, 2003, 2007), expressing the definitions used in the proof (Azrou, 2013), expressing the proof in their own sentences (Dubinsky, 2000), use of logic and proving method (Harel and Sowder, 2007; Selden and Selden, 2007; Stylianides, Stylianides, Philippou, 2004, 2007), and use of mathematical language and notation (Biehler and Kempen, 2013; Moore, 1994; Selden and Selden, 2007) Therefore, the results of this study is in line with the studies in the literature.

Concepts in mathematics are abstract, which makes it difficult for the students to perceive it directly (Van de Walle, 1998). Thus, mathematical concepts should be taught in concrete examples. In order to internalise and comprehend the concepts, a mental model should be formed personally for the relevant concept. Choosing the models in teaching the concepts will ensure students to think differently and form a series of meaning about the concept. According to Ünal and Engin (2006), a person performing meaningful learning structures the knowledge by interacting with the environment and as a result of this interaction can form a mathematical model for the concept. In this regard, learning based on a model, in other words forming mental models for a system or situation, can be a substantial step in internalisation of the concepts.

The usage of mathematical models, which provide better understanding, interpreting and comprehension in the learning environment, and which are used in the visualisation and concretisation of a given expression and fact, in the proving of the theorems enabled students to better understand and comprehend the proofs. When mathematical models are used, theorem expressions were comprehended better and students were able to prove the theorem by drawing the relevant model. Hanna and Jahnke (2007), in their study, have pointed that models and modelling can be used in proving, proving and modelling are intertwined, and mathematical models are methods that can be used in the proof of theorems. Ünveren (2010) has found similar results in his

study and stated that a proof can be explained and interpreted via a model formed by reaching generalisations and rules based on special cases and examples of mathematics. Moreover, Fischbein (1987) has stated that different structures of the formal language of a proof and the model language used in education offers an analogy in recalling the proof. Indeed, students were able to recall the model and prove the theorem. It can be concluded that mathematical models positively affect student's proving skills.

#### **4.1. Suggestions**

1. It has been observed that while theorems are proven, student only copy and temporarily memorise the deductive proofs without even comprehending them, and they forget the proofs of the theorems because they do not relate it to their daily lives. Instead, students should be enabled to give meaning to the proving steps and form them. Thus, they can understand the reflection of that theorem to daily life and through this, their proving and reasoning powers in their lives can be improved.

2. Proving is essential for undergraduate education, but it seems the most challenging issue for the students. Therefore, a course based on proving activities via mathematical models can be included in the undergraduate education and proving may become more comprehensible for students.

3. The use of mathematical models by students and teachers may be improved. For students to better understand the models and use them in their daily lives, example activities where models are used should be included in all education programs. Teachers with the detailed knowledge on the use of models can better transfer this models to their students. Therefore, teachers can be given in-service training on the use of models to provide further knowledge.

4. In the present research, we have studied on the proving of five theorems included in Analysis-I course. Different proof can be studied in different branches of mathematics.

5. Studies should be conducted on how the concepts and subjects are understood by the students via mathematical models not only at the university level but also at lower levels.

6. In addition, it has been observed that there are separated studies on proof and mathematical models, but studies including both subjects are limited in the literature. Thus, further studies may be conducted in this regard.

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# The Relationship between Prospective Teachers' Readiness and Satisfactions About Internet-Based Distance Education

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## Abstract

Distance education is a kind of education in which learner and teacher communicate through a means either simultaneously or at different times being present in different places. In this study, it is aimed to determine the prospective teachers' readiness and satisfaction levels after the procedure related with the courses which they take through distance education. Descriptive survey model is used in the study. The study was conducted with 261 undergraduate students who took some of the courses distantly in diverse undergraduate programs in the faculty of education at Abant İzzet Baysal University, Bolu-Turkey and 232 students of pedagogical formation in the same faculty. The study group consisted of 493 prospective teachers. In the study, "e-Readiness Scale" and "e-Satisfaction Scale" by Gülbahar (2012) were used as data collection instruments. As a result, the levels of readiness and satisfaction from internet based distance education of prospective teachers was found to be above the mean score. Readiness levels according to the sub dimensions of the Readiness Scale are generally positive; however, prospective teachers think that they are equipped in the subjects including the sub dimensions of "technical skills" and "factors that affect success". It was determined that prospective teachers are generally satisfied with the subjects related to all the sub dimensions of the Satisfaction Scale. It was revealed that there is a meaningful relationship between readiness and satisfaction levels. The readiness and satisfaction levels of the prospective teachers having pedagogical formation education were higher when compared to those of the prospective teachers of education faculty. The department having the highest readiness and satisfaction levels was History-Geography department.

**Keywords:** Internet-Based Distance Education, e-readiness, e-satisfaction, Online Learning, Prospective Teacher,

## 1.Introduction

Communication technologies have great importance in people's lives nowadays since they are used frequently both in daily life and business life. Hence, computer and communication technologies used in the education recently have enabled the style, model, time and place of the education to be different than the traditional education. Technology-based learning environments bring along very different lesson design and needs from the traditional teaching (Ateş & Altun, 2008). Distance education is a teaching style giving the opportunity to use information and communication technologies at the highest level. That digital information processing and communication develop rapidly create a set of teaching and learning opportunity. Distance education is a way of teaching which is realized by students learners and teachers being present at different places in different times (Krämer, Neugebauer, Magenheim & Huppertz, 2015; Offir & Lev,1999). The interaction between teacher and learner or between teachers might be provided by learning materials such as computers, videoconference, internet, fax, phone or texting. Distance education allows the information to be transferred from some place to another place and rapid development of computer and electronic technologies contributes to increase the efficiency of distance education (Offir & Lev,1999). The necessities of the current era lead many educational institutions, companies and public institutes to give education to the personnel and students by using distance education (Barış, 2015). Since the sense of lifelong learning is becoming more and more important, many institutions provide opportunities for people to renew and improve themselves via distance education they give.

Therefore, distance education has become an education model applying lesson materials and the interaction by using communication technologies without having time or place limitations of the learner and teacher (Horzum, 2003). This education model which is also called internet-based distance education is allowing to follow the teaching program from various places via internet developed in one place. Internet-based distance education provides independence from place and distance and enables people to participate in the teaching program via internet in any time of the day (independent from time) by using a computer platform (independent from tool) from all over the world (independent from distance) (Altıparmak, Kurt & Kapıdere, 2011). The new generation of distance education pioneered by England and the USA provides education in the levels of undergraduate, post graduate and doctorate as online (Tao & Yeh, 2008). Higher education institutions develop online programs and

organizations and give more importance to improving the quality of online lessons with the online learning becoming widespread (He, Xu & Kruck, 2014; Rovai & Downey, 2010). For the efficiency of an online lesson, great effort has been put on the design, development, teaching and evaluation of a lesson (He, Xu & Kruck, 2014; Krämer, Neugebauer, Magenheimer & Huppertz, 2015). One of the elements emphasized on this subject is to identify how ready the students are to get internet-based distance education and how sufficient they feel themselves before starting this education process and provide a suitable distance education to them. This concept named as readiness to e-learning is defined as “to be ready for the experience of e-learning psychologically and mentally” (Borotis & Poulymenakou, 2004; So & Swatman, 2006). e-readiness might be explained as the capacity to follow the opportunities allowing the use of electronic resources such as internet (Kaur & Abas, 2004). e-readiness is one of the important elements to be emphasized in stages of design and organization of e-learning so that distance education becomes effective and students become successful. Identifying the e-readiness enables to apply the aims of computer and communication technologies efficiently and design e-learning strategies comprehensively (Kaur & Abas, 2004).

As discussed above, it is required to identify e-readiness of the individuals participating in online learning process and also to identify their satisfaction at the end of the education in order for distance learning to become successful. The expectation of the student and the experience in an online lesson should be matched. e-satisfaction is defined as the interactivity, task-orientation, teaching support, technological support, discussion, flexibility and being ergonomic provided to students during e-learning process (Wickersham & McGee, 2008). Sun, Tsai, Finger, Chen & Yeh (2008) identified the important factors affecting the satisfaction of students in e-learning as confirming the literature computer anxiety of the learner, teacher attitude towards e-learning, flexibility of e-learning lesson, lesson quality of e-learning, usefulness which is perceived, the easiness of use which is perceived and evaluation variety. Higher education institutes essentially need to identify e-readiness and expectation levels of students in order to develop efficient distance education programs to provide the satisfaction of students in these factors. There are studies examining the relationship between e-readiness and satisfaction of the students getting distance education in the literature (Deveci Topal, 2016; Gunawardena & Duphorne, 2001; Ilgaz & Gülbahar, 2015; Paechter, Maier & Macher, 2010; Sahin & Shelley, 2008). Whereas the use of distance education in the education world especially in teacher education is very old, the use of internet-based distance education is new. Teacher training programs in accordance with information and communication technologies have played an important role in distance education. In this sense, distance education is used to provide career development of the teachers both in undergraduate education and in in-service training (Gelişli, 2015). Nowadays, universities open distance education associate degree, undergraduate degree, post graduate and certificate programs. Some universities prefer distance education as an element supporting formal education (Barış, 2015). However, as mentioned here, distance education should be used as an element supporting face to face education in teacher training. Hence, distance learning presents a new and wide point of view to how teaching and learning might be. However, this viewpoint does not mean that distance education takes over face to face education. New technologies provide wider opportunities for distance education and the use of these technologies becomes very effective in meaningful and permanent learning to take place in the learning and teaching processes (Hsu & Bruce, 1998). In this scope, when distance education is used in teacher training, a school-based teacher training might be done by creating different applications for theoretical and applied courses. Training might be supported by doing theoretical courses with the techniques and methods of distance education and applied courses in faculties and schools (Gelişli, 2015). From this viewpoint, prospective teachers studying in departments of teaching in the faculty of education and the ones who study in other areas than teaching but getting pedagogical formation education have been included in this research. Internet-based distance education in these two kinds of education programs (undergraduate program and pedagogical formation program) given in the faculty of education has been used in teaching of some theoretical lessons. It is considered significant with this research to identify the e-readiness and expectations and satisfactions of prospective teachers towards giving some theoretical lessons with distance education which has been applied for the first time in the faculty of education. Bof (2004) has emphasized the importance of designing a training program to meet the needs and expectations and to provide the satisfaction at the end of training by identifying what kind of training system prospective teachers need and their expectations especially in the models applying distance education in teacher training. Meanwhile, satisfaction is a key factor in

improving effective course content to meet the expectations and desire of students (Calli, Balcikanli, Calli, Cebeci & Seymen, 2013). Therefore, it is thought that the results to be obtained from this research will lead to whether distance education is used in teacher training or not. Also, this research is considered significant since it will provide data for the development and application of distance education started to be used in some theoretical lessons in the scope of the relation between e-readiness expectation and satisfaction of prospective teachers tried to be identified here.

In the present study, therefore, it is aimed to determine the prospective teachers' readiness and satisfaction levels after the procedure related with the courses which they take through distance education. In line with the aim of the study, the following questions below were answered in the study:

What are the readiness levels of prospective teachers about distance education?

1. What are the satisfaction levels of prospective teachers about distance education?
2. Is there a significant difference between, readiness levels and satisfaction levels of prospective teachers about distance education?
3. Do readiness levels of prospective teachers significantly differ as to their subject-area?
4. Do readiness levels of prospective teachers significantly differ as to their education programs? (education faculty students and pedagogical formation students )
5. Do satisfaction levels of prospective teachers significantly differ as to their subject-area?
6. Do satisfaction levels of prospective teachers significantly differ as to their education programs? (education faculty students and pedagogical formation students )

## **2.Method**

### **2.1.Research Approach**

This study is a descriptive survey study in order to determine the relationship between the prospective teachers' readiness levels and satisfaction levels about distance education with regard to certain variables (their subject-area and their education program) (Gay, 1996). A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Gay,1996). In this study, therefore, the relationship between the prospective teachers' readiness levels and satisfaction levels about distance education are examined with regard to certain variables (their subject-area, their education program).

### **2.2.The Study Group**

There are twelve teacher training undergraduate programs at Abant Izzet Baysal University Education Faculty and since 2014 -2015 academic year a distance education program was initiated in all programs . In this respect, since 2014 -2015 academic year in the freshman year, the students in all programs take "Atatürk's Principles and Revolutionary History –I,II", "Foreign Language-I,II" and "Turkish I-Writing Skills", Turkish II-Speaking Skills" courses via internet -based distance education. Meanwhile, pedagogical formation program is provided for university graduates who are the graduates of different faculties at Abant Izzet Baysal University Education Faculty in order to gain teaching professional knowledge, skills and competencies. Since 2015 – 2016 academic year, pedagogical formation students take the following courses, namely; "Teaching Principles and Methods"

"Individualized Teaching", "Curriculum Development", "History of Education" and "Use of Technology in Education" via internet-based distance education. While nearly nine hundred prospective teachers at Abant Izzet Baysal University Education Faculty take the courses mentioned above via distance education since 2014 -2015 academic year, one thousand five hundred pedagogical formation students from different faculties take the courses mentioned above via internet-based distance education since 2015 -2016 academic year. The study group of the present study is formed by totally (n=493) prospective teachers (n=261) of them are undergraduate prospective teachers and (n=232) of them are pedagogical formation students.

The prospective teachers who formed the study group have not participated any distance education program before. When the study group is examined in terms of their gender, it is seen that 76.5 % (n=377) were female prospective teachers and 23.5 % (n=116) were male prospective teachers. When they are examined with respect to their departments, it is seen that prospective teachers of Education Faculty (n=261) 30,4' of % (n=150) them were the students of Classroom Teaching Department , %9,1' of them were (n=45) the students of Social Studies Teaching Department, %7,5 of them were (n= 37) the students of Psychological Counseling and Guidance, %5,9 of them were (n=29) the students of Music Teaching Department. When pedagogical formation students (n=232) are examined, it is seen that %22,7 of them (n=112) were the students of History-Geography, %24,3 of them were (n=120) either the graduates of Philosophy-Sociology-Psychology departments or fourth year students of these departments.

### 2.3.Data Collection Instruments

In the present study, the quantitative data were collected through two data collection instruments; the “e-Readiness Scale” and “e-Satisfaction Scale”.

**a) e-Readiness Scale:** e-Readiness Scale was developed by Gülbahar (2012). e-Readiness Scale is a five-point-Likert type scale ranging from (5) “ almost always” to (1) “almost never” (see Gülbahar 2012). There are twenty-six items on the scale under five sub-scales, namely; Individual Properties (4 item), Access to Technology (4 item), Technical Skills (8 item), Motivation and Attitude (4 item), Factors that Affect Success (6 item). In her study Gülbahar (2012) found a 0.93 Cronbach Alpha reliability score for the whole scale. The reliability coefficient for e-Readiness Scale ranged between .77-.80.

**b) e-Satisfaction Scale:** e-Satisfaction Scale was developed by Gülbahar (2012). e-Satisfaction Scale is a five-point-Likert type scale ranging from (5) “almost always” to (1) “almost never” (see Gülbahar 2012). There are twenty nine items on the scale and the scale has four sub-scales namely; Communication and Usability (7 item), Teaching Process (8 item), Instructional Content (4 item), Interaction and Evaluation (10 item). In her study Gülbahar (2012) found a 0.97 Cronbach Alpha reliability score for the whole scale. The reliability coefficient for e-Satisfaction survey the values were between .91 - .96 which implies the reliability of the scales.

In the study, the e-Readiness Scale was used during the fall semester of 2015-2016 academic year before the study group took their courses via distance education program and e-Satisfaction Scale was used during the final examination period of the study group when distance education program was over.

### Data analysis

The data were analyzed through the SPSS for Windows 20 Program and for the analysis of the data the mean and standard deviation scores were calculated, and independent samples t-test, One-Way (ANOVA), Spearman’s rho Correlation, Mann-Whitney U Test, Kruskal-Wallis Test were used.

### 3.Findings

The findings on prospective teachers’ readiness levels and satisfaction levels about distance education are presented in Tables,1,2,3,4,5,6,7,8 and 9.

**Table 1.** Findings about Prospective Teachers’ Readiness Levels and Satisfaction Levels

	N	Mean	S	Min	Max
Readiness	493	98,2252	14,62735	58,00	130,00
Satisfaction	493	101,6227	21,79327	40,00	145,00

As seen in Table 1, the level of readiness of prospective teacher towards distance education is above the mean ( $\bar{x}$  = 98,2252). That is to say, the levels of readiness of prospective teachers both in the faculty of education and in pedagogical formation education forming the study group are high. Besides, their satisfaction after distance

education is also above the average ( $\bar{X} = 101,6227$ ). Satisfaction of prospective teachers towards distance education is mainly at high levels.

**Table 2.** Findings about Readiness Levels according to Sub-Scales of e-Readiness Scale

Sub-Scales	Mean	S	Min	Max
Individual Properties	11,7363	3,46578	4,00	20,00
Access to Technology	15,0771	4,14353	4,00	20,00
Technical Skills	33,6957	5,70807	16,00	40,00
Motivation and Attitude	13,8276	3,54138	4,00	20,00
Factors that Affect Success	23,8884	4,23326	11,00	30,00

In Table 2, it is seen that in Readiness Scale prospective teachers got scores above the average in subscales of “Technical Skills” and “ Factors that Affects Success” including information and communication Technologies ( $\bar{X} = 33,6957$ ,  $\bar{X} = 23,8884$  ). Their readiness of other subscales of the scale is very close to the mean or a slightly above the mean. In other words, they think that they are pretty good at factors that affect success and technical skills related to distance education than the other factors. Accordingly, prospective teachers find themselves positive in general about individual properties, access to technology, motivation and attitude related to distance education.

**Table 3.** Findings about Satisfaction Levels according to Sub-Scales of e-Satisfaction Scale

Sub- Scales	Mean	S	Min	Max
Communication and Usability	25,2231	5,65604	7,00	45,00
Teaching Process	28,0690	7,03008	8,00	40,00
Instructional Content	15,0385	3,75095	4,00	20,00
Interaction and Evaluation	33,2921	8,87239	10,00	50,00

As presented in Table 3, prospective teachers’ scores were a slightly above the mean in all sub dimensions of satisfaction scale. In the general sense, the levels of satisfaction towards distance education of prospective teachers in the study group are positive.

**Table 4.** Findings about the Relationship Between Readiness Levels and Satisfaction Levels

	N	r	p
Readiness	493	,570	,000
Satisfaction			

Since Readiness and Satisfaction Scales do not show normal distribution ( $K-S = 0,009$  ;  $p < 0,01$ ), Spearman’s rho was used (Spearman’s  $p = ,570$  ;  $p = ,000$ ). As seen in Table 4, it was determined that there is medium level meaningful relationship between scores taken from Readiness and Satisfaction Scales ( $p = 0,000$ ). This finding shows that the satisfaction levels of the prospective teachers who have high readiness levels towards distance education are also high ( $p < 0,05$ ).

**Table 5.** Findings about Prospective Teachers’ Readiness Levels and Their Subject Area

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4711,917	5	942,383	4,564	,000
Within Groups	100556,091	487	206,481		
Total	105268,008	492			

$p < 0,05$

The mean scores of readiness of prospective teachers towards distance education differ in meaningful level depending on the department they study in ( $F = 4,564$  ;  $p = 0,000$ ). The findings of Scheffe Post hoc test which is done to present the difference between teaching areas presented in Table 6.

**Table 6.** Findings about the Relationship Between Readiness Levels and Scores of Their Subject Area

	(I)Subject-Area	(J)Subject-Area	Mean Difference(I-J)	Std. Error	Sig.
Readiness	Classroom Teaching	History-Geography	-6,31167	1,79447	,031
	Social Studies Teaching	History-Geography	-10,22500	2,53615	,007

p<0,05

According to the Scheffe Post hoc test done with the purpose of revealing the difference between teaching areas, there is a meaningful difference between the scores ( $p = ,031$ ;  $p = ,007$ ) of History-Geography department prospective teachers and Classroom Teaching and Social Studies Teaching department prospective teachers ( $p < 0,05$ ). The readiness levels of prospective teachers in History-Geography departments towards distance education was found to be pretty higher than those in Classroom Teaching and Social Studies Teaching departments.

**Table 7.** Findings about Prospective Teachers' Readiness Levels and Their Education Program

Education Program	N	Mean Rank	Sum of Ranks	U	Z	P
Education Faculty Undergraduate Programs	261	226,11	59015,50	24824,500	-3,454	,001
Pedagogical Formation Program	232	270,50	62755,50			

Mann-Whitney U test was used as non-parametric test because data do not show normal distribution according to the variable of education program in which prospective teacher study ( $K-S = ,031$ ,  $p < 0,05$ ). According to the result, as presented in Table 7, there is a meaningful relationship between the readiness levels towards distance education of the prospective teachers registered in pedagogical formation program and the ones registered in the faculty of education in favour of the prospective teachers of pedagogical formation group ( $U = 24824,500$ ;  $p = ,001$ ;  $Z = -3,454$ ). The prospective teachers' mean scores about their readiness levels was found to be higher than the prospective teachers in pedagogical formation group.

**Table 8.** Findings about Prospective Teachers' Satisfaction Levels and Their Subject Area

	Subject-Area	N	Mean	X <sup>2</sup>	P
Satisfaction	Classroom Teaching	150	218,56	72,302	,000
	Social Studies Teaching	45	144,54		
	Psychological Counseling and Guidance	37	205,97		
	Music	29	202,78		
	History-Geography	112	325,07		
	Philosophy- Sociology-Psychology	120	271,44		
	Total	493			

Since data do not show normal distribution ( $K-S = ,021$ ,  $p < 0,05$ ), Kruskal Wallis test form nonparametric tests was used. As examined in Table 8, satisfaction of prospective teachers towards distance education differ in meaningful level according to the subject area ( $\chi^2 = 72,302$ ;  $p = 0,00$ ;  $p < 0,05$ ). Looking at the scores according to the subject areas, the mean scores of the prospective teachers in History- Geography department ( $\bar{x} = 325,07$ ) and Philosophy-Sociology-Psychology department ( $\bar{x} = 271,44$ ) are higher than the other departments. Accordingly, the department of History- Geography has the highest score and satisfaction of prospective teachers in Social Sciences Teaching department ( $\bar{x} = 144,54$ ) towards distance education has the lowest score.

**Table 9.** T-test Results Related to Prospective Teachers' Satisfaction Levels based on Their Education Program

Education Program	N	Mean	S	t	sd	p
Education Faculty Undergraduate Programs	261	94,7241	21,69	-7,907	491	,000
Pedagogical Formation	232	109,3836	19,18			

As seen in Table 9, a meaningful difference was found between the prospective teachers' satisfaction levels according to their education program ( $p = ,000$ ;  $p < 0,05$ ). Accordingly, the levels of satisfaction of the prospective teachers in pedagogical formation group ( $\bar{x} = 109,3836$ ) was found higher than the other prospective teachers registered in the faculty of education ( $\bar{x} = 94,7241$ ).

#### 4.Results, Conclusions and Recommendations

The research aims to identify the readiness and satisfaction of prospective teachers studying in undergraduate programs of teaching in the faculty of education and the ones who comes from different departments and get pedagogical formation education towards distance education which is applied for some courses. It was tried to be learned whether readiness and satisfaction of prospective teachers towards internet-based distance education differ depending on the education program type they study in or not. 493 prospective teachers participating in the research stated that they have participated in the distance education process for the first time. 76,5% (n=377) of the prospective teachers are women and 23,5% (n=116) of them are men. The readiness and satisfaction of the prospective teachers studying in undergraduate programs of teaching in the faculty of education and the ones studying in pedagogical formation program of the same faculty which form the study group towards distance education is mainly at high levels. When the levels of readiness and satisfaction of prospective teachers was examined according to the sub dimensions, it was found that they have got scores above the moderate in sub dimensions of both scales. There are studies finding high readiness level, which support this finding. Cakir& Horzum (2015) found out that the readiness of prospective teachers towards online learning is above the average. In the study of Deveci Topal (2016), it was found high in all the sub dimensions of the scale applied for readiness level to online learning. The sub dimensions of the satisfaction scale used in the research are communication and usability, teaching process, instructional content, interaction and evaluation. It was found that prospective teachers are generally satisfied with the subjects including these sub dimensions of distance education presented to them. Reaching similar results in their research, Rodríguez, Molina, Alonso & Gómez (2015) found out that the most fundamental components in satisfaction of university students towards e-learning are lesson design and content, access to information in the teaching process and visuality and interaction.

In the research, prospective teachers have got higher scores in “technical skills” and factors that affect success” sub dimensions than the other sub dimensions of the Readiness Scale. This finding shows that the levels of readiness of prospective teachers towards factors that affect success and technical skills are better than the other scales. In general, it can be said that the levels of readiness and satisfaction of all prospective teachers towards distance learning are positive. That the students feel themselves ready and good for this education before entering the learning process with distance education might cause them to be encouraged for this education process, to benefit from this education at the maximum level and to be satisfied with the education at the end (Demir & Yurdugül, 2015; Ilgaz & Gulbahar 2015; Kalelioğlu & Baturay 2014; Kaur&Abas 2004; So & Swatman, 2006). “Technical skills” sub dimension of the Readiness Scale includes skills such as using information and communication technologies at a level that could be learned with e-learning, using office programs, having basic skills to use the internet and using the communication tools on the internet and social networking environments.

Prospective teachers might have considered that they are more ready for “technical skills” related to e-learning because they already got the skills related to computer and internet since they usually use internet for the purpose of communication, interaction and working in daily life. The reason why they are satisfied with the e-learning process might be that they have good technical skills. In a research supporting this result of the research, it has been stated that the participants of distance education are less satisfied if they have less technical skills and more satisfied with the distance education and be successful if they have good technical skills (Pillay, Irving & Tones, 2007). Thus, it was also emphasized that online learners should have competent skills in using online system to be satisfied and benefit from the e-learning process (Yildirim, 2005). On the other hand, the importance and necessity that today’s teachers should gain the skills to use information and communication technologies to enable them to do online study in pre-service trainings have been highlighted (Davis, 2010). Therefore, it has been considered a positive result that prospective teachers in this study think that they are good at technical skills. Meanwhile, it has emerged that the sub dimensions of “ technical skills” and “Computer self-efficacy” in *diagnostic tool for assessing Tertiary students’ readiness for online learning* (TSROL) developed by Pillay, Irving & Tones (2007) have higher reliability and validity than the other scales. Another significant finding revealed in the research is that prospective teachers state that they are ready and sure about “factors that affect success” as in technical skills discusses above than in other factors (individual properties, access to technology,

motivation and attitude). This finding shows that prospective teachers are aware that their success will be affected positively by interacting with the teacher all the time, getting support quickly in technical and administrative subject, attending the e-learning process and experiencing the internet technologies which include “factors that affect success”. Even though prospective teachers in the study group attended in the distance education process for the first time, it has great importance that they know the necessary elements to benefit from the education. This importance emphasized in the study of Sawang, Newton & Jamieson (2013). They also stated that self-assuredness of students in terms of technical skills plays an important role in being prepared to e-learning and adapting to this process. Therefore, they highlighted the necessity of providing technical support to students in any subject they need in the process of e-learning. The technical support should be versatile in encouraging students to use internet technologies and gaining experience about the subject by identifying the deficiencies before e-learning.

In the research, it was found that a meaningful relationship between readiness levels and satisfaction of prospective teachers in terms of internet-based distance education. This finding shows that the readiness and expectations of prospective teachers about distance education have been met at the end of the education process and that they are satisfied with the education process. In the study of Deveci Topal (2016) on university students, it was found out that there is positive meaningful relationship between satisfaction levels and readiness levels of the students for online learning. Gunawardena and Duphorne (2001) found that there is positive relation between satisfaction and the learning approach of readiness. Sahin & Shelley (2008) emphasized in the study to form student satisfaction model in distance education that students having perceptions of distance education and skills to use online tools might lead students to like this education by providing them comfort and benefit in learning via online education, interacting and sharing.

When the relationship between readiness level and subject areas of prospective teachers was examined, there is not a meaningful relationship in the departments of Psychological Counseling and Guidance, Music, Philosophy-Sociology- Psychology, but there is a meaningful relationship between History- Geography department and Classroom Teaching and Social Sciences Teaching. Readiness levels of prospective teachers in History-Geography departments towards distance education are higher than both Classroom Teaching and Social Sciences Teaching departments. It was found that there is a meaningful relationship between readiness levels of prospective teachers and the education program type they are registered in. Readiness levels of prospective teachers registered in pedagogical formation education program are higher than those of undergraduate students in the faculty of education. There are differences between the findings of the present study and the literature. Even though in the present study a significant difference was found between the departments of prospective teachers and their online learning readiness levels, in their study Ibrahim, Silong & Samah (2002) and Cakir & Horzum (2015) found that departments of prospective teachers do not make a significant difference in terms of their readiness levels to online learning.

Findings of the relation between satisfaction levels of prospective teachers related to distance education and their subject areas and education program type show similarity to the findings of readiness level and pedagogical formation education has resulted for the in favour of prospective teachers. When it comes to subject areas, satisfaction of the prospective teachers in History- Geography department and Philosophy department is higher than the other departments. These two departments having high satisfaction levels are the departments in pedagogical formation education program. Satisfaction level according to the variable of education program was found higher in the prospective teachers of pedagogical formation education program than in the prospective teachers registered in the faculty of education. The readiness level for the process of internet-based distance education and the level of satisfaction at the end of the process are usually high in this study; however, they are higher in the prospective teachers in pedagogical formation education program than in the prospective teachers in the faculty of education. The reason might be said that these students who have different areas than teaching are more prepared to online lessons in teaching education they are provided with pedagogical formation program that they have more expectancy from teaching in these lessons and they are in the opinion of making the most of the process. However, pedagogical formation education is a program giving education to people who have education in different areas than teaching but want to become teachers. This situation might have caused them to

be more conscious and prepared for some education courses giving online in the pedagogical formation education they get willingly and to create expectancy in education. The finding in this study related to high readiness and satisfaction levels of prospective teachers in History-Geography departments towards distance education shows similarity to the findings of the research by Mitchell & Forer (2010) with the students of Geography department. In the related study, the students of Geography department stated in their thoughts about traditional lessons and online lessons that online education provides them great flexibility about time even though they find traditional education more popular and that they are satisfied with it. In the meantime, it was revealed that they are really willing to gain the necessary information and skills for e-learning and they adapt this education.

As a result, in this study aiming at identifying the relationship between readiness levels and satisfaction levels of prospective teachers towards internet-based distance education, the levels of readiness and satisfaction from internet based distance education of prospective teachers was found to be above the mean score. Readiness levels according to the sub dimension of the readiness scale are generally positive; however, prospective teachers think that they are equipped in the subjects including the sub dimensions of “technical skills” and “factors that affect success”. It was determined that prospective teachers are generally satisfied with the subjects related to all the sub dimensions of the Satisfaction Scale. It was revealed that there is a meaningful relationship between readiness and satisfaction levels. The levels of readiness and satisfaction were found meaningfully different according to the subject area. The readiness levels of the prospective teachers in History-Geography department were higher than that of Social Sciences Teaching and Classroom Teaching. The department having the highest satisfaction level was History-Geography department again. The levels of readiness and satisfaction of the prospective teachers was found meaningfully different according to the variable of education program. The readiness and satisfaction levels of the prospective teachers having pedagogical formation education were higher when compared to those of the prospective teachers of education faculty.

According to the results of the study; the positive status of the prospective teachers related to the internet based distance education applied for some theoretical courses in the teacher education programs in general meaning may indicate that this education may be sustained. The courses are theoretical in the existent distance education program in the faculty of education in which the study has been conducted and they are carried out simultaneously. The number of the courses given via internet based distance education could be increased in both the teaching undergraduate programs and the pedagogical formation education programs. However; it should be paid attention that these courses are again theoretical as in the existent application and the distant education should be made simultaneously. The comments of the prospective teachers regarding distant education could be taken in detail and deeply via the qualitative study to be conducted for the purpose of supporting the findings of this study patterned as a quantitative study. The data to be attained in qualitative way will be able to ensure more efficient and productive design and application of the distance education used in the training of the teachers.

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# The Relationship between Anxiety, Motivation, Self-Efficacy Beliefs Towards English Class and Class Success

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## Abstract

The aim of this research is to examine the relationship between English language learning anxiety, motivation, self-efficacy beliefs and English class success of high school students. The sample of the present study consisted of 1505 high school students, studying at 9, 10, 11 and 12th grades in a city located in Black Sea region of Turkey. The data regarding the students' English language learning anxiety were collected through "Foreign Language Learning Anxiety Scale" developed by Horwitz, Horwitz ve Cope (1986); the data regarding the students' foreign language motivation were collected through subscales called "Motivational Intensity, Desire to Learn English, Attitudes toward Learning English and Instrumental Orientation" of "The Attitude/Motivation Test Battery (AMTB)" developed by Gardner (1985); the data regarding the students' foreign language self-efficacy beliefs were collected through subscale called "Self-efficacy" of "Motivated Strategies for Learning Questionnaire (MSLQ)" developed by Pintrinch and De Groot (1990). Students' grades in relation to English classes were obtained by the researcher with the assistance of vice principals of the schools. The results of the present study demonstrated that; (1) students' anxiety towards English class, motivation, self-efficacy belief levels and English language class academic achievement did not differ according to their school type, gender, class level, parents' educational status, whether there is someone in the family (mother, father, sibling) who knows English or not, how many hours they study English on average in a week and the monthly income of the family. (2) students' English class achievement average was 69,04. In other words, English academic achievement of students was slightly above average. (3) students' anxiety towards English class, motivation and self-efficacy belief levels were high. (4) all correlations between students' anxiety towards English class, motivation, self-efficacy belief levels and English language class academic achievement were statistically significant but weak at both .05 and 0.01 level. (5) correlation between students' Social Desirability subscale scores, total scores of Social Desirability Scale and other scales was low and students were not under the influence of social desirability while answering the scale questions. (6) students' anxiety towards English class affected their English class academic achievement directly most and indirectly self-efficacy belief and motivation towards English class affected their English class academic achievement respectively. Suggestions based on the data obtained in this study can be summarized as follows; (1)In the present study, that there was a meaningful relationship between English course success and anxiety towards English course, motivation, self-efficacy belief was determined. Thus, despite students' high level of anxiety towards English course, improving their English course success can be provided by increasing their motivation and self-efficacy beliefs towards the course. (2)In the present study, students' anxiety towards English course, motivation and self-efficacy beliefs were identified as indicative of English course success. Such an approach limits casual implications as this study had a relational pattern. Therefore, longitudinal and / or experimental research that will be done in the future may reveal important results in terms of allowing the causal inferences about it.

**Keywords:** Anxiety Towards English Class, Motivation Towards English Class, Self-efficacy Beliefs Towards English Class, English Class Achievement, High School Students

## 1.Introduction

Various factors influence foreign language learning. Emphasizing the large share of affective features on language learning depending on the intensity of emotions, Chastain (1988:122) alleges that affective readiness is the prerequisite for mental readiness. Affective area includes characteristics such as attitude, motivation, anxiety, self-esteem, empathy and self efficacy and these characteristics are regarded as the basic factors in language learning (Andres, 2002; MacIntyre and Gardner, 1991; Scovel, 1978). It is clear that teaching English as a foreign language is closely and directly related to awareness of specific individual differences such as belief, attitude, skills, motivation and student's affective state (Cheng and Dörnyei, 2007; Dörnyei, 1998, 2001b, 2010; Ely, 1986; Gardner, 1985, 2000; Horwitz, 1988; Horwitz et. al., 1986; Krashen, 1981; MacIntyre and Gardner, 1989; Scarcella and Oxford, 1992; Tremblay and Gardner, 1995; Ushioda, 2008). Studies have provided important evidence related to the effectiveness of anxiety towards English, motivation and self efficacy perceptions on high school students' English achievement (Aksoy,2012; Aykaç Duman,2007; Bernaus and Gardner,2008; Dewaele et. al., 2008; Gülözer,2010; Hussain et. al., 2011; Kennedy, 1996; Kim,2006; Mahdinejad et. al., 2012; Öner,2008; Öner and Gedikoğlu, 2007; Rahemi, 2007). Individual differences among these variables, especially foreign language anxiety is an affective state that seriously damage success in learning languages (Gardner,1985).

According to Horwitz et. al., (1986:127) who addressed foreign language anxiety as a separate concept specific to foreign language learning and who identified the domain and theoretical field of foreign language learning; foreign language anxiety generates from the uniqueness of foreign language learning process and is comprised of sense of self, emotions and behaviors specific to foreign language classrooms. Foreign language anxiety which is observed in foreign language learning environments can be associated with three different types of anxiety: “communication apprehension”, “test anxiety” and “fear of negative evaluation” (Horwitz et. al., 1991:30-31). Horwitz et. al., (1986) believe that foreign language anxiety should be taken into consideration separately from the anxiety experienced in other classes because foreign language learning process is composed of very complicated experiences. This process requires the individuals to accommodate their perceptions, emotions and behaviors to classroom experiences (Brown,1994:141). It is necessary to minimize anxiety and maximize motivation in order to ensure learning and increase achievement.

Gardner (1985:10) defines the motivation for learning a second language as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. Learning a foreign language is interestingly different from learning other lessons at the school (Gardner and Lambert,1972) because learning a foreign/second language in school environment is not only an “educational phenomenon” or “program subject” but a representative of the cultural heritage of the people who speak the specific language (Gardner,1979). The students are not motivated to use the language because they do not have a positive viewpoint towards the culture of the language (Dodd,1998; Dörnyei, 2001b). Since student motivations and self efficacy perceptions affect their task approaches, it is crucial to prepare teaching environments by taking these characteristics into consideration in order to achieve success in foreign language teaching (Hsieh,2004).

Learning a language is defined in connection with feeling embraced or ashamed (Horwitz,1990) and these two conditions generate results that can affect their self efficacy which is defined as “one's belief in one's ability to succeed in specific situations or accomplish a task” by Bandura (1986). The degree of the success of the student who is asked to speak in front of the classroom during foreign language classes can be clearly and lucidly observed by his/her peers.

Self efficacy, which is related to individual’s perceptions regarding what can be accomplished with available skills, decreases anxiety and enhances motivation (Dörnyei,1994). Bandura (1997) states that an individual’s anxiety level is related to perceived self efficacy and that an individual with low self efficacy will experience high level anxiety as a result of regarding himself/herself with less efficacy. Feelings of reduced efficacy both increase anxiety and decrease achievement (Baker and MacIntyre, 2000; Bandura, 1997; Britner and Pajares, 2001; Pajares and Johnson,1994). Self efficacy perceptions the beliefs about individuals’ own academic capacities, has important impact on motivation which is a significant factor in achieving success (Bandura,1993,1995; Dörnyei,1994; Hsieh, 2004; Schunk,2003; Zimmerman,1995). Self efficacy perceptions ensures that individuals display the required behaviors by enhancing determination and motivation (Üredi and Üredi,2006).

### **Aim of the Paper**

The study that examined the relationship between high schools students’ anxiety, motivation, self efficacy perceptions in English lessons and achievement in English, the mediating relationship of motivation and self efficacy perceptions on anxiety towards English classes and achievement in English aimed to increase the understanding related to teaching English from the perspective of students, have more comprehensive insights in language teaching and contribute to the literature since a similar theoretical study has not been found.

### **2.Method**

The universe of the present study was composed of 3985 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders learning languages in similar number of hours and attending Bolu central district Anatolian High Schools and Anatolian Vocational High Schools. The sample of the study consisted of 1505 students randomly selected from the universe. 0.02

deviation in universe size requires to work with at least 1501 individuals (Çıngı,1994:25, Aktaran: Büyüköztürk et.al., 2011:98). Deviation was accepted as 0.02 in this study. Therefore, research findings were interpreted in 95% confidence interval ( $p < .05$ ).

Data related to student anxiety towards English lesson was collected by using *Foreign Language Classroom Anxiety Scale* developed by Horwitz et.al. (1986); data related to foreign language motivation was collected via Motivational Intensity, Desire to Learn English, Attitudes towards Learning English and Instrumental Orientation dimensions of *The Attitude/Motivation Test Battery* developed by Gardner (1985) and data related to English self efficacy perceptions were collected with the help of Self Efficacy-Belief sub scale of *Motivated Strategies for Learning Questionnaire* developed by Pintrich and De Groot (1990). The current study utilized measurement tools based on self-report which is limited with social desirability bias. Social desirability bias can be defined as “individual’s tendency to present himself/herself in a socially and normatively positive manner instead of providing realistic information about the self while answering the items in a measurement instrument (Ellingson, Smith and Sackett, 2001:122, Cited in: Akın, 2010a). *Social Desirability Scale* developed by Akın (2010b) and previously used in literature (Akın, 2010a, 2011) was utilized to test the accuracy of information provided by the participants in the framework of the study.

Reliability and item discrimination of the scales were recalculated for the current study. Cronbach Alpha internal consistency coefficient for Foreign Language Classroom Anxiety Scale was found 0,918 and item discrimination power index values changed between 0,24 and 0,67. Cronbach Alpha internal consistency coefficient for Motivational Intensity sub factor of Attitude/Motivation Test Battery Motivational Intensity alt was found to be 0,747 item discrimination power index values changed between 0,25-0,50; Cronbach Alpha internal consistency coefficient for Desire to Learn English sub factor was 0,846 and item discrimination power index values changed between 0,23-0,68; Cronbach Alpha internal consistency coefficient for Attitudes toward Learning English sub factor was 0,863 and item discrimination power index values changed between 0,10-0,69; Cronbach Alpha internal consistency coefficient for Instrumental Orientation sub factor was 0,846 and item discrimination power index values changed between 0,50-0,77 and Cronbach Alpha values for the whole scale was 0,938 and item discrimination power index values changed between 0,12 and 0,73. Cronbach Alpha internal consistency coefficient for Self Efficacy-Belief sub dimension of The Motivated Strategies for Learning Questionnaire was 0,918 and item discrimination power index values changed between 0,67-0,78. Cronbach Alpha internal consistency coefficient for Attitudes towards English Scale was 0,896 and item discrimination power index values changed between 0,41-0,66. Cronbach Alpha internal consistency coefficient for Self-deception sub dimension of Social desirability Scale was 0,694 and item discrimination power index values changed between 0,13-0,46; Cronbach Alpha internal consistency coefficient for Impression Management sub dimension was 0,825 item discrimination power index values changed between 0,31-0,49.

The study examined the correlation between participating students’ achievement in English and their attitudes to English, the obtained correlation coefficient was compared with the similar correlation coefficients found in literature and achievement was predicted. In the study, student attitudes towards English were obtained with the help of *Attitudes towards English Scale* developed by Altunay (2002). In order to assess achievement in

English, students’ percentage grades in English for 2012-2013 academic year included in the Second Term Report Card were used. Cronbach Alpha internal reliability for written and oral tests were found to be 0,90. This result shows that scores obtained for written and oral tests had internal consistency and had high reliability levels. Based on the criteria of attitudes towards English, second term English achievement scores were examined in terms of convergence validity. For this purpose, Spearman's Rank Correlation Coefficient was calculated since attitudes towards English and second term English achievement scores were in different ranges. A statistically significant (0,22 ( $p < 0,01$ )) relationship was detected between attitudes towards English and second term English achievement scores. Previous studies also point to positive relationships between attitudes towards English and achievement in English (Gülözer, 2010; İnal, Evin and Saracaloğlu, 2005; Özçetin, 2010); therefore, teacher assessments related to second term English achievement scores can be regarded as reliable in the current study.

Mediation and Path analyses were used in order to identify whether student motivations towards English and their self-efficacy towards English played a significant mediation role in the relationship between student anxiety in English classes and their achievement in English. Mediation analysis explains how and why the effect on the outcome (output) variable occurs.

A mediator is a variable that determines how the relationship between predictor/independent and predicted/dependent variables develops. The mediator is only tested when there is a direct and significant effect between the predicted and predictor variables (Bennett,2000). Path Analysis used to explain the mediation analysis used second term English achievement scores as predicted variable, anxiety towards English lesson as predictor variable and motivation towards English and self efficacy perceptions towards English as mediator variable. First of all, correlations among the variables included in the Path analysis were calculated and the power and direction of the relationships among the variables were identified. Correlations related to variables are presented in Table 2.1

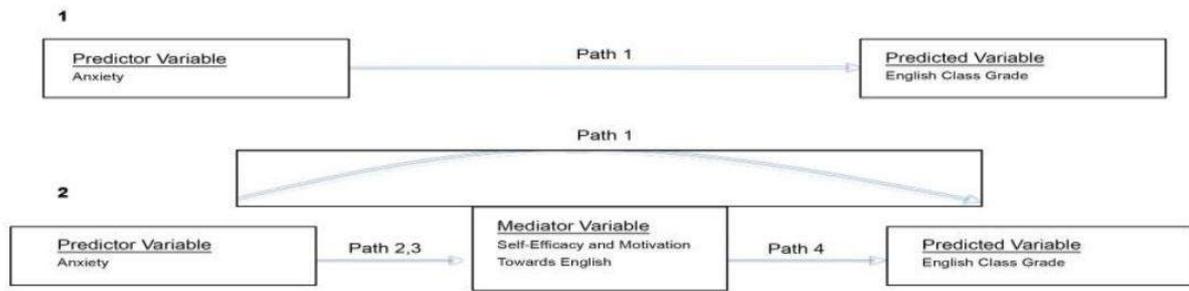
**Table 2.1.** Correlations calculated for anxiety towards learning English, motivation and self efficacy perceptions variables as the predictors of achievement in English

	<b>IInd term grade</b>	<b>Total score of anxiety towards English class</b>	<b>Total score of self-efficacy beliefs towards English class</b>	<b>Total score of motivation towards English class</b>
IInd term grade	1			
Total score of anxiety towards English class	0,31**	1		
Total score of self-efficacy beliefs towards English class	0,28**	0,55**	1	
Total score of motivation towards English class	0,20**	0,25**	0,37**	1

\*\* p < 0,01

Table 2.1 shows positive and significant relationships among variables at 0,01 level. However, weak correlations may also seem significant due to large sample size. In this regard, it is possible to argue that the relationships among the variables are relatively weak and medium levels.

In addition to the relationships among variables, Figure 1 presents the Path diagram that presents the relational structure of predictor, mediator variable and predicted variable.



**Figure 1.** Path diagram that presents the relationships among predictor, mediator and predicted variables

After creating the Path Diagram that shows the relationships formed among predictor, mediator and predicted variables, path coefficients were calculated. The calculated path coefficients are the standardized regression coefficients obtained from regression equations generated among the variables and they show the degree of change in dependent variable as a result of one unit change in the independent variable. As can be seen in Figure 1, 3-step regression models were generated to present the direct and indirect effects

According to Baron and Kenny (1986), the model that expresses the chain of causality used to explain the mediation analysis is a system with three variables. There are two causal paths that affect the outcome variable. One of them is the direct effect of the dependent variable (Path c); the second is the effect of mediator variable (Path b); and the third one is the Path from the independent variable to mediator (Path a).

For this purpose, first of all; predicted variable, achievement in English was directly explained only with the predictor variable, anxiety towards English classes. In the second step, the mediator variables (self efficacy perceptions related to English classes and motivation in English classes) were explained with anxiety towards English classes. In the last step, the dependent variable, achievement scores in English was explained with both anxiety towards English classes and with the mediator variables (self efficacy perceptions related to English classes and motivation in English classes). Mediation effect and direct and indirect effects were explained with the help of the standardized regression (Path) coefficients obtained from these three steps.

### 3.Findings

Table 3.1 presents the results related to the 3-step regression models used to determine whether motivation towards English and self efficacy perceptions towards English played a significant mediation role in the relationship between student anxiety towards English classes and their achievement in English classes.

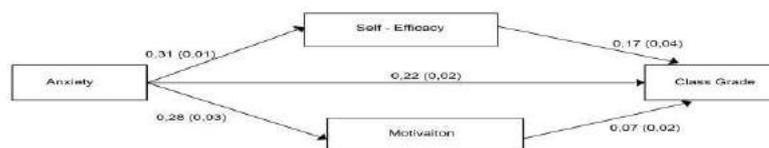
**Table 3.1.** Results of mediated and unmediated regression models related to prediction of achievement in English classes by anxiety towards English classes

Steps of variable tool test		B	$\beta$	shb	t	R <sup>2</sup>
<b>Step 1 (Path 1)</b>						
Anxiety towards	English class		0,31			0,09
English class (P)	→ grade (D)	0,22		0,02	12,41**	
<b>Step 2 (Path 2,3)</b>						
Anxiety towards	Self-efficacy beliefs		0,55			0,30
English class (P)	→towards English			0,01	25,55**	
	Class (A)	0,31				
Anxiety towards	Motivation towards		0,25			0,06
English class (Y)	→English class (A)	0,28		0,03	10,12**	
<b>Step 3 (Path 1,2,3,4)</b>						
Anxiety towards	English class		0,22			0,12
English class (Y)	→grade (D)	0,15		0,02	7,16**	
Self-efficacy beliefs	English class		0,13			
Towards English	→ grade (D)	0,17		0,04	4,27**	
	class (A)					
Motivation towards	English class		0,10			
English class (A)	→ grade (D)	0,07		0,02	3,93**	

\*\* P < .01 (P)= Predictive, (M)= Intermediary (D)= Dependent

Table 3.1 presents that all regression coefficients were significant at 0,01 level and independent variables predict the dependent variables at high levels.

Direct and indirect effects can be examined and compared to identify mediation effect and the sum of direct and indirect effects can be taken to be compared with the general total effect. The model can be represented with the path coefficients as seen in Figure 2.



**Figure 2.** Direct and indirect effect of the predictor variable, anxiety towards English classes on achievement in English classes.

Direct effect was found to be 0,22; the standardized regression coefficient between anxiety towards English classes and achievement in English classes. While obtaining the indirect effect, the indirect effect of anxiety towards English classes was calculated through the use of both self efficacy perceptions towards English and motivation towards English. Multiplications of Path coefficients on the path were used while calculating the indirect effect for each mediator variable.

Indirect effect of anxiety towards English classes on achievement in English classes through self efficacy perceptions towards English was calculated as  $0,31 \times 0,17 = 0,053$ . Indirect effect of anxiety towards English

classes on achievement in English classes through motivation towards English was calculated as  $0,28 \times 0,07 = 0,02$ . Total indirect effect of anxiety towards English classes was  $0,053 + 0,020 = 0,07$ .

Total effect of anxiety towards English classes on achievement in English classes can be obtained by adding the direct and indirect effects. This operation will give the total effect as  $0,22 + 0,07 = 0,29$ . The share of mediation in the total effect is  $0,07 / 0,29 = 0,24$  (24%). This result shows that mediation effect is rather high. Sobel test was used to determine whether indirect effect of mediation coefficient or the mediator variable was statistically significant.

According to Sobel test results, anxiety towards English classes increases self-efficacy perceptions towards English and self-efficacy perceptions towards English increases achievement in English classes ( $B = 0,31 \times 0,17 = 0,053$ ;  $tsobel = 4,21$ ;  $P < 0,01$ ). More clearly, one unit increase in the scores of anxiety towards English classes leads to 0,31 unit increase in self efficacy perceptions towards English; 0,17 of this increase is transferred to achievement in English classes. Similarly, anxiety towards English classes increases motivation towards English and motivation towards English increases achievement in English classes ( $B = 0,28 \times 0,07 = 0,02$ ;  $tsobel = 3,28$ ;  $P < 0,01$ ). Therefore, one unit increase in the scores of anxiety towards English classes leads to 0,28 unit increase in motivation towards English; 0,07 of this increase is transferred to achievement in English classes.

Mediation effects of motivation towards English and self efficacy perceptions towards English on the relationship between anxiety towards English classes and achievement in English classes were interpreted by using the 4-stage regression analysis proposed by Baron and Kenny (1986) and Judd and Kenny (1981).

According to this regression analysis, independent variable should explain the dependent variable in the first stage, independent variable should explain the mediator variable in the second stage and mediator variable should explain the dependent variable in the third stage. In the fourth stage, independent variable and mediator variable are analyzed together to observe whether they can explain the dependent variable and the result must point to a lack of significant explanations of the dependent variable by the independent variable. This means complete mediation. On the other hand, if the independent variable can explain the dependent variable significantly and if there is decrease in the ability to explain, this points to partial mediation. When independent variable and mediator variable were analyzed together in the current study to investigate their ability to explain the dependent variable, it was found that independent variable significantly explained the dependent variable and therefore, it can be argued that motivation towards English and self efficacy perceptions towards English partially mediate the relationship between anxiety towards English classes and achievement in English classes.

#### **4. Results And Discussion**

The study found that compared to motivation towards English, self efficacy perceptions towards English better predicted achievement in English classes in the current mediation relationship. Basically, anxiety is the function of confidence felt by individuals while engaging in tasks or activities. Students with feelings of reduced competence in a specific field will approach academic demands and requirements with anxiety (Bandura, 1997; Britner and Pajares, 2001; Pajares and Johnson, 1994). In other words, individuals with low levels of self-efficacy will experience higher anxiety levels as a result of regarding themselves as less competent (Bandura, 1997).

In addition to increasing anxiety, perceptions of decreased efficacy will also decrease achievement (Bandura, 1997; Britner and Pajares, 2001; Pajares and Johnson, 1994). As reported by Meece, Wickfield and Eccles (1990), academic achievements and failures affect perceived self efficacy and generate anxiety. Hence, self efficacy plays an effective mediator role in academic acquisitions.

Ability and degree to change self efficacy perceptions will affect academic acquisitions (Hackett, 1985; Pajares and Miller, 1994). The study conducted by Wang (2008) on 175 university students learning English as a foreign language examined students' foreign language anxiety and perceptions towards language learning. The

researcher found that foreign language anxiety significantly correlated with “difficulty to learn languages” ( $r=.544$   $p < .01$ ) and “perceptions towards foreign language competence”.

Based on the data obtained in the current study, anxiety towards English classes significantly predicts the achievement in English classes through self efficacy perceptions towards English and this finding can be argued to present evidence that shows self efficacy perceptions play the role of an effective mediator in academic acquisitions.

Another finding obtained in the study shows that anxiety towards English classes significantly predicts the achievement in English classes through motivation towards English. MacIntyre and Gardner (1991) reported that motivation and anxiety are interrelated; they affect language learning and are significant in predicting achievement.

When anxiety levels increase in students, their motivation levels decrease (MacIntyre and Charos, 1996; MacIntyre and Gardner, 1991). High motivation decreases the anxiety in students. In order to completely understand the impact of motivation on students, it is necessary to take anxiety into consideration (MacIntyre and Charos, 1996). In short, when motivation is lacking, anxiety levels increase, the filter is raised and the input may not always be received. When motivation level is high and anxiety level is low, the filter is lowered and related input is easily received. Results of recent studies have presented that anxiety causes decreases in motivation towards learning, negatively affects the teaching process and results in low performance (Pappamihel, 2002; Sparks and Ganschow, 2007).

In the current study, “attitude” which is defined as a sub factor of motivation towards English classes also affects second language acquisition just like motivation (Gardner, 1985:166). Gardner and Lambert (1972) reached the conclusion that the skill of mastering a second language is not only affected by mental capacity and linguistic skills but also student attitudes and perceptions towards the target language. Accordingly, positive attitudes towards foreign languages increases achievement levels, however, negative attitudes reinforce failure. While positive attitudes facilitate foreign language learning, negative attitudes act as psychological barriers (Dörnyei, 1998; Dörnyei and C’sizér, 2002; Ellis, 1994).

The study conducted by Kormos and C’sizér (2008) examined high school, university and adult students’ motivation, attitudes and anxiety levels while learning English as a foreign language and found that language use anxiety scale presented the highest variation in the study. The finding of the current study which states that foreign language anxiety affects self efficacy perceptions and self efficacy perceptions affect achievement in English are parallel to the findings reported by Marwan (2008) and Dewaele et. al., (2008). The related studies also emphasized that high school students’ achievement in English is best predicted by anxiety towards English and anxiety towards English predicts achievement in English through self efficacy perceptions and motivation.

It is believed that the study findings and the results based on the findings create a strong basis for suggestions that can be presented in the field of educational sciences and for future studies. Some suggestions that are thought to be significant can be found below:

***Suggestions for the field of education:***

- 1) The study found that achievement in English classes was somewhat above the means and a significant relationship was identified between achievement in English and anxiety towards English, motivation and self-efficacy perceptions. Hence, increasing achievement in English classes despite high anxiety levels can be ensured via enhancing student motivation and self efficacy perceptions towards English.
- 2) Students’ anxiety levels were found to be higher than relatively expected. In order to decrease student anxiety or help students cope with anxiety, it is necessary to reorganize learning environments in a manner that will not generate anxiety, to include group activities during class, not to be too harsh in correcting student mistakes, to talk with students about student anxiety towards English classes and to provide learning environments in which students can learn how to cope with anxiety.

- 3) Based on the finding that little amounts of anxiety positively affects achievement in English, teaching practices that will keep anxiety at healthy levels can be used.
- 4) English teaching undergraduate programs at universities should be equipped with affective domain programs such as anxiety, motivation and self efficacy perceptions towards English to teach teacher candidates how to decrease anxiety towards English and how to increase motivation and self efficacy perceptions towards English. It should be ensured that student anxiety, motivation and self efficacy perceptions towards English are considered as crucial individual difference variables in program preparation and development.

***Suggestions for future studies:***

- 1) Studies that include other high school, university and primary school students with different teaching hours allocated for English can be conducted.
- 2) Results of the current study can be extended by investigating the types of anxiety, motivation and self efficacy perceptions towards four skills in English.
- 3) Future longitudinal and/or experimental studies can present important results in providing causal inferences
- 4) The uncontrolled variables in the study such as socio-economic level, teaching styles used by teachers, foreign language learning strategies used by students, the program implemented at schools and teaching methods used in English classes can be included in the analyses in future studies to provide a more comprehensive framework for the relationships between achievement in English and anxiety, motivation and self efficacy perceptions towards English.
- 5) Based on the data obtained in the study, motivation and self efficacy perceptions towards English are crucial for achievement in English. Hence, how motivation and self efficacy perceptions towards English can be developed may be investigated in future studies.

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# Metaphoric Perceptions of Private Schools Employee Teachers about Concepts of Supervision and Supervisor

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## Abstract

The aim of this study is to determine the perceptions of private school employee teachers about the concepts of supervision and supervisor via metaphors. Within this context similarities and differences of the perceptions of private school employee teachers have been revealed; suggestions about review and reevaluation of the concepts supervision and supervisor have been presented on a scientific basis. This study, conducted with the pattern of phenomenology a qualitative research design, has a working group determined with snowball sampling one of purposeful sampling methods and consisted of 100 teachers working in private schools in cities Sakarya and Kocaeli in 2015-2016 academic year. Data has been collected with a semi-structured form consisting of expressions such as “Supervision is like... Because supervisor is like... Because...” Metaphors used by teachers and their reasons are analyzed with content analysis method. According to the results of the study; the concept of supervision has been expressed with 75 different metaphors while concept of supervisor has been expressed with 71 different metaphors. Metaphors for supervision have been gathered under 7 categories while metaphors of the concept supervisor have been gathered under 11 categories. Participants have perceived supervision mostly as correction and development and supervisor mostly as advisor. It's also determined that participants' perceptions of supervision and supervisor are generally positive.

**Key Words:** Supervision, Supervisor, Metaphor, Private School Teacher

## 1. Introduction

Supervision one of the sub-systems of system of education. Fulfillment of the purposes of educational organizations is dependent on performing of the supervision practices with basis of development and principle of sustainability by supervisors. The fact that these practices are meaningful and have a purpose has a critical importance in terms of supervision process. While Bursalıoğlu (2012) perceives supervision as “process of behavior control for the public weal”; for Taymaz (2013) supervision is occupational guidance and help that should be implemented when needed. On the other hand, Başar (2000) sees supervision as a process consisted of steps situation determination, evaluation, correction and development (cited in Aydın, 2014). Supervision cooperation is an approach which supports education with shared decision making (Glanz, 2005). Supervisors are the people whom expected to create the cooperation during the supervision process and direct the healthy running of the process. Role of the supervisor is to help the teacher, share his/her experiences and support the teacher (Yıldırım, 2013). However, it may not be possible to say that process is always working this way in practice. Because there can be differences between perceived and expected supervision acts and supervisors may not answer to the expectations of the teachers (Kavas, 2005). Education supervisors concentrate more on the evaluation rather than guidance in supervision missions (Memişoğlu and Kalay, 2013). For example, the fact that supervisors share the imperfections of the teacher in front of the class during supervision, their judgmental approaches, creation of an oppression in the classroom, their tendency to discriminate in favor of their countrymen, their acts of despise, judgment, humiliation and treating teachers almost like a potential offender is considered unethical (Can, 2013). When all these situations are evaluated, establishment of an education process development oriented supervision and conducting of studies for teachers to perceive the process with positive emotions gain even more value.

## Supervision

Supervision is stated with concepts of “control, examination, investigation, inspection and consultation” in educational system (Demirtaş and Kahveci, 2015). According to Yavuzer (2015) supervision is the studies conducted and services presented in schools in order to increase the quality of education. Başar (2000) states the

purpose of education supervision as; determination of malfunctions in conducted supervisions, their complements, to act in the direction of targeted purpose and correction and development of points which are not in this direction. Concept of supervision can also be stated as to guide and help individuals for the attainment of goal of organization (Taymaz, 2013). However, supervision is perceived as a bureaucratic process that is made to look for mistakes or to find mistakes rather than vocational guidance and help by teachers administers and school employees; that causes anxiety in the supervised. Whereas, teachers can realize their imperfections with supervision and can benefit from the guidance of supervisors (Bozkuş, Gündüz and Aslan, 2014). Fulfillment of purposes in supervision is possible with abidance to certain supervision principles (Fırıncıoğulları Bige, 2014). According to Başar (2000) principles of supervision have been stated as follows: intentionality, continuity, planning, integrity, objectivity, contingency, openness and to be democratic. Also according to Başar (2000) these factors should be considered in supervision: Situation determination can be explained as control by photographing the current situation (Başar, 2000), comparison of purpose-result connection (Balcı, 2012). Evaluation; is comparison of knowledge collected with supervision (Balcı, 2012) and to come to a conclusion as a result of this (Fırıncıoğulları Bige, 2014). Correction and development; is determination and correction of missing parts according to assessment and evaluation result, throwing of excesses, correction of wrongs to the rights, correction of deviations from aims, reaching of efficient implementations with suggestions for a better process and results (Başar, 2000). In maintenance and development of the supervision, complement effect of each factor is major.

### **Supervisor**

Because supervision in education is the development of the process, supervisor leads the way in the implementation of this process (Ertaş, 2012). Supervisor visits teacher in classroom, observes the education activities and makes judgments and suggestions with these observation results (Gökalp, 2010). Olivia and Pawlas (2001) have stated that supervisor has the roles of coordinator, advisor, group leader and evaluator (Stones, 1985). Başar (2000) has listed the roles of supervisor as; leadership, management, guidance help, instructiveness, research and investigation. Supervisor should avoid the imposing his/her own value judgments to teacher; should aim to give a meaning to teachers' purposes by being a resource (cited in Aydın, 2014). In school supervision, supervisors perform following duties (Kocabaş and Yirci, 2011): (i) Collect information, document, and evidence about school activities; (ii) interprets conducted information and documents; (iii) evaluates school activities; (iv) reports the conducted results at the end of the supervision process. Supervision takes place in 3 levels in Turkish Education System: (i) supervision done by the school administrator, (ii) supervision done by the mediator upper system directors and inspectors of these systems, (iii) supervision done by the upper system inspectors (Başaran, 2008). Supervision done by the school administrator is the supervision done in soot. School administrator is the authorized person who can inspect all kinds of work and education activities carried out in school (Gelmez, 2011). In other words, school administrator is also a supervisor. Hence, it's known that supervision carried out by administrators in private schools has critical importance.

### **Metaphor**

Metaphor is first seen in 1980 in a work named "Metaphors We Live By" (Töremen and Döş, 2009). Words such as "trope" or "simile" are often used instead of word metaphor (Aydoğdu, 2008). Since metaphor indicates clearly or impenetrably that one of two different phenomenons is like one another, individual creates a relation for unmatched different phenomenons and moves from one perceptive to another (Saban, 2008). In other words, explains one concept by drawing an analogy to another concept (Göçer and Aktürk, 2015). According to various studies, metaphor has a collimator effect on our way of expressing ourselves in daily life. For example, when said "Human is lion." image of lion is used in emphasizing the sides of human that resembles lion (Morgan, 1998). With progcoach development and planning in education administration; it's seen that in educational activities as well metaphors are used to motivate learning and develop creative thinking (Töremen and Döş, 2009). In addition to this, in educational terms, metaphors are highly important in conceptualization and reflection of teaching and learning. Because metaphors create connections between educational institutions and personal beliefs (Leavy, McSorley and Bote, 2007). Within this context it can be said that the use of metaphors in educational institutions is efficient in shaping of the individuals' thoughts and believes.

## **Purpose of Study**

Studies for embodying concepts via metaphors in educational organizations are present in recent years. However, no research has been encountered that examines private school employee teachers' perceptions of supervision and supervisor alone. That's why it's hoped to state private school employee teacher's perceptions of supervision and supervisor, in what way they approach to the matter and their perspectives will contribute to the literature. In this context problem of the research is: What are private school employee teachers' perceptions of supervision and supervisor? Sub problems of the study are; (i) What are the metaphors produced by private school employee teachers about concepts of supervision and supervisor? (ii) What cognitive categories are the metaphors gathered produced by private school employee teachers about concepts of supervision and supervisor?

## **2. Method**

Pattern of phenomenology from qualitative researches is used in this study. Phenomenology includes the periods of sensation, interpretation and transition to mind of experiences by people (Patton, 2001).

### **Study Group**

This study has a study group determined with snowball sampling one of purposeful sampling methods and consisted of teachers working in private schools in cities Sakarya and Kocaeli in 2015-2016 academic year. This is a sampling method used when it's hard to determine the potential test subjects (Yeşil and Kış, 2015). In order to make snowball sampling, a random person is contacted and with the help of this person sample is enlarged with chaining (Altunışık vd., 2010). 123 teachers have voluntarily participated in research however 23 of the data haven't been included in the study because of the deficit information and logical mistakes in justifications. Because of ethical reasons, identities of participants are covered and teachers are coded as T1MB, T2FC ... T100FB. Meaning of this coding; T1MB; male and branch teacher; T2FC; female and classroom teacher, in the form of representation. According to demographic information about the study group, 66% of the participants are female and 34% of male. Also, 62% of the teachers are branch teachers and 38% of the them are classroom teachers. Majority of the participants were between the ages of 31-40 with 58% and had 11-15 years of seniority with 33%. Also, 63% of the participants have bachelor's degree. In addition to this, it draws attention that 32% of the participants have master's degree.

### **Data Collection Tool and Collecting of Data**

In preparation of the data collection tool, studies that used metaphors (Saban, 2008, 2009; Töremen and Döş, 2009; Deniz Çeliker and Akar, 2010; Yılmaz, 2011; Tekin and Yılmaz, 2012; Polat, Apak and Akdağ, 2013; Akan, Yalçın and Yıldırım, 2014; Oyman and Şentürk, 2015) have been examined. In this study, considering the examined studies, it was expected from the participants to complete expressions like; "Supervision is like... Because..." and "Supervisor is like... Because..." in order to determine their perceptions about concepts "Supervision" and "Supervisor". Based on snowball sampling method some private school employee teachers were contacted and a date has been set for the implementation. Participants were asked to express their opinions with only one metaphor and their reason to choose this metaphor while considering these statements. Because metaphors are not sufficient enough in emergence of the descriptive power all by itself, the question "why" should be added along side with them (Yıldırım and Şimşek, 2011). Approximate 15 minutes' duration was given to participants to write down their metaphors about the concepts of "Supervision" and "Supervisor". Sentences of participants were the main source of the study.

### **Analysis of Data**

100 out of 123 forms were included in the research. Data has been analyzed with content analysis method. Main goal of content analysis is to organize and interpret alike data through joining them around certain themes (Yıldırım and Şimşek, 2011). 5 phase s evaluation process used by Saban (2009) has been used in content analysis. These phases are; (i) denotation phase, (ii) elimination phase, (iii) category development phase, (iv) legitimacy and credibility studies and (v) data processing phase. (i) Denotation phase; every collected form has been denominated one by one. Because direct citation examples has been made in research. For example, while T1MB resembles male and branch teacher T32FC resembles female and classroom teacher. Also forms with

neither metaphor nor its reason weren't written down were marked. (ii) Elimination phase; from collected 123 form, 15 for concept of supervision and 8 for concept of supervisor, total of 23 forms were not included in the research because they didn't had any metaphor source or reason that's why they were not considered as explanatory metaphors. (iii) Category development phase; it's determined that private school employee teachers have composed 75 different metaphors for the concept of "supervision". Metaphors composed by teachers have been gathered under 7 categories. These are situation determination, evaluation, correction and development, sustentation, obligation, intentionality and penalizing. Likewise, it's determined that teachers have composed 71 different metaphors for concept of "supervisor". Metaphors composed by teachers have been gathered under 11 categories. These are; authoritative, tries to find fraud, observer, objective, evaluator, guide, investigator, raiser, leader, raider and punisher. (iv) Legitimacy and reliability studies; for the reliability of the research, expert opinion in the field of education administration and supervision has been consulted. By comparing matching made by the expert and matching made by researcher, a calculation was made by using the formula of Miles and Huberman (1994) (Reliability = Consensus / Consensus + Dissensus x 100). Reliability of this research has been measured by agreeing with 91% on concept of "supervision" and 94% on concept of "supervisor". (v) Data processing phase; 100 forms gathered written from private school employee teachers has been computerized. 75 metaphors for the concept of supervision and 71 metaphors for the concept of supervisor, total of 146 metaphors have been calculated. All composed metaphors have been organized according to their frequency of repetition; presented as tables by calculating their frequencies and percentages.

### 3. Findings

Findings conducted by data analyses have been discussed in this part.

#### Metaphors About the Concept of Supervision

Private school employee teachers have composed 75 metaphors about the concept of supervision. 66 of these metaphors have been used once while 9 of them have been used more than once. In table 1, metaphors are ranked according to their frequency and percentage.

**Table 1.** Metaphors About the Concept of Supervision

N	Metaphor	f	%	N	Metaphor	f	%	N	Metaphor	f	%
1	medicine	12	12	26	brake	1	1	51	rail	1	1
2	water	5	5	27	glasses	1	1	52	chili pepper	1	1
3	mirror	3	3	28	prison	1	1	53	puzzle	1	1
4	ice	3	3	29	air	1	1	54	color	1	1
5	wind	3	3	30	light	1	1	55	soap bubble	1	1
6	lens	2	2	31	needle	1	1	56	trivet	1	1
7	alarm clock	2	2	32	nightmare	1	1	57	gun	1	1
8	sun	2	2	33	cage	1	1	58	eraser	1	1
9	third eye	2	2	34	coffee	1	1	59	system	1	1
10	running water	1	1	35	heart throbbing	1	1	60	sponge	1	1
11	aquarium	1	1	36	bloodstream	1	1	61	repair bag	1	1
12	alarm	1	1	37	guide	1	1	62	blood pressure pill	1	1
13	tool	1	1	38	jealousy	1	1	63	weighing scale	1	1
14	constitution	1	1	39	control pen	1	1	64	holiday	1	1
15	mother	1	1	40	credit card	1	1	65	terror	1	1
16	father	1	1	41	backstage	1	1	66	dust cloth	1	1
17	cross-examination	1	1	42	harbor	1	1	67	traffic lights	1	1
18	roof	1	1	43	machine	1	1	68	traffic signs	1	1
19	tea	1	1	44	crosscheck in mathematics	1	1	69	rails	1	1
20	flower	1	1	45	metabolism	1	1	70	marine acid	1	1
21	child	1	1	46	breath	1	1	71	wake up service	1	1
22	wave	1	1	47	oven	1	1	72	vitamin	1	1
23	doctor	1	1	48	bow	1	1	73	competition	1	1
24	tomato	1	1	49	state of emergency	1	1	74	road	1	1
25	lantern	1	1	50	teacher	1	1	75	poison	1	1
<b>Total</b>										100	100

According to Table 1, frequency ranges of metaphors composed by private school employee teachers differ between 1 and 12. Because the research is consisted of 100 participants, it's observed that frequency and percentages stayed the same numerically while taking percentile. When examined, it's seen that most frequently repeated metaphor is "medicine" (f=12). "Water" (f=5), "mirror" (f=3), "ice" (f=3), "lens" (f=2), "alarm clock" (f=2), "sun" (f=2) and "third eye" (f=2) metaphors follow this metaphor respectively. 66 metaphors are used only once. When the most frequently used metaphors are examined it can be said that these metaphors emphasizes the positive sides of supervision. In addition to this when reasons of the composed metaphors are evaluated with content analysis, it's observed that the metaphors are collected under two main categories as positive and negative. Metaphors are explained with their positive and negative sides in Table 2.

**Table 2. Findings about the Positive or Negative Evaluation of Composed Metaphors of Supervision**

Categories	Metaphors	Metaphor Number (n)	Metaphor Frequency (f)	Percentage Value (%)
Positive Perceptions	medicine (12), water (5), mirror (3), ice (2), wind (2), lens (2), alarm clock (2), sun (2), third eye (2), running water (1), aquarium (1), alarm (1), tool (1), constitution (1), mother (1), father (1), roof (1), flower (1), child (1), doctor (1), tomato (1), lantern (1), brake (1), glasses (1), air (1), light (1), cage (1), coffee (1), bloodstream (1), guide (1), control pen (1), credit card (1), backstage (1), harbor (1), machine (1), crosscheck in mathematics (1), metabolism (1), breath (1), oven (1), bow (1), state of emergency (1), teacher (1), puzzle (1), color (1), soap bubble (1), trivet (1), eraser (1), system (1), sponge (1), repair bag (1), blood pressure pill (1), weighing scale (1), holiday (1), dust cloth (1), traffic light (1), traffic signs (1), rails (1), wake up service (1), vitamin (1), road (1),	60	83	83
Negative Perceptions	ice (1), crosscheck (1), tea (1), wave (1), prison (1), needle (1), nightmare (1), heart throbbing (1), jealousy (1), rail (1), chili pepper (1), wind(1), gun (1), terror (1), marine acid (1), competition (1), poison (1)	17	17	17
	<b>Total</b>	<b>77</b>	<b>100</b>	<b>100</b>

As seen in Table 2, 60 out of the 77 composed metaphors (83%) are perceived positive while 17 of them (17%) are perceived negative. Because 2 of these metaphors (ice and wind) were presented both with positive and negative reasons, they were counted in both metaphor categories and metaphors are considered 77 in total. Most frequently repeated positive metaphors are "medicine (f=12), water (f=5), mirror (f=3), ice (f=2), wind (f=2), lens (f=2), alarm clock (f=2), sun (f=2), third eye (f=2)" metaphors. When their reasons are examined, with the metaphor of "medicine" explanations such as supervision should be held in time, should be suitable to the situation and is development-oriented and problem solving are made. With the "water" metaphor the emphasis of supervision is always needed and vital made while with the "mirror" metaphor it is expressed that supervision fits for purpose and brings out the development-needed parts. In addition to this, with the "lens" metaphor, supervision's function of showing problems clearer; with the "alarm clock" metaphor, its functions of alerter and reminder in running the business; with the metaphor of "sun" its advisor role in elimination of imperfections; with the metaphor of "third eye" its ability to bring out new viewpoints in situations, such ideas about supervision has been expressed.

### Categories of the Metaphors Created for the Supervision Concept

When the metaphors created by teachers about the supervision concept are examined, it can be seen that these metaphors are gathered under 7 categories because of their similarities. These are situation determination, evaluation, correction and development, sustentation, obligation, intentionality and penalizing. These categories are presented with the metaphors they represent in Table 3.

**Table 3.** Frequency (f) and Percentage (%) Values of Categories of the Metaphors Created for the Supervision Concept

Categories	Metaphors	Metaphor number(n)	Metaphor Frequency(f)	Percentage (%)
Correction and Development	medicine (9), mirror (2), sun (2), wind (2), running water (1), aquarium (1), tool (1), mother (1), lens (1), roof (1), doctor (1), tomato (1), bloodstream (1), eraser (1), repair bag (1), rails (1), dust cloth (1)	17	28	28
Situation Determination	medicine (3), alarm clock (2), alarm (1), constitution (1), father (1), lens (1), glasses (1), light (1), cage (1), backstage (1), oven (1), terror (1), control pen (1), machine (1), metabolism (1), soap bubble (1), wake up service (1)	17	20	20
Penalizing	cross examine (1), tea (1), wave (1), prison (1), needle (1), nightmare (1), heart throbbing (1), jealousy (1), state of emergency (1), rail (1), chili pepper (1), wind (1), gun (1), marine acid (1), competition (1), poison (1)	16	16	16
Evaluation	ice (3), third eye (2), mirror (1), flower (1), child (1), coffee (1), crosscheck in mathematics (1), breath (1), teacher (1), color (1), sponge (1), blood pressure pill (1)	12	15	15
Obligation	water (5), air (1), credit card (1), trivet (1), holiday (1), vitamin (1)	6	10	10
Sustentation	lantern (1), brake (1), guide (1), harbor (1), puzzle (1), traffic lights (1), traffic signs (1)	7	7	7
Intentionality	bow (1), system (1), weigh scale (1), road (1)	4	4	4
<b>Total</b>		<b>79</b>	<b>100</b>	<b>100</b>

When Table 3 is examined, it can be seen that there are 75 different metaphors; however, some of them are double-counted because they are in both categories and that's why the total of 79 metaphors has been reached. For example; the metaphors of "medicine and lens" are in both the correction and development and situation determination categories because they were represented with different reasons; metaphor of "mirror" is both in correction and development and evaluation categories; metaphor of "wind" is both in correction and development and penalizing categories. It is observed that the most frequently expressed category is the "Correction and Development (f=28)". Followed respectively by "Situation Determination (f=20), Penalizing (f=16), Evaluation (f=15), Obligation (f=10), Sustentation (f=7) and Intentionality (f=2)" categories according to production and frequency degree of metaphors. Metaphors of these categories and views of teachers are presented below with direct quoting.

#### ***Supervision as Correction and Development***

In this category participants have produced 17 different metaphors which represent 28% of the total. The reasons why supervision is observed as correction and development are; it requires continuity and self-criticism, it opens the path to development by correction imperfections and its ability to solve problems and show the details. Most frequently created metaphors of this category are medicine (9), mirror (2), sun (2) and wind (2). Some viewpoints of the participants who represent this category are as followed: "Supervision is like medicine. Because it cures the diseased parts." (T21MB); "Supervision is like mirror. Because it reflects you clearly what you're good and what you should improve." (T83FC).

#### ***Supervision as Situation Determination***

In this category participants have produced 17 different metaphors which represent 20% of the total. The reasons why supervision is observed as situation determination are; its ability to detect problems clearer, more detailed and more objective, bring out the weak and strong sides and its ability to determine if the supervision is done as it should or not. Some of the metaphors which represent this category are medicine (3), alarm clock (2), lens (1) and control pen (1). Some viewpoints of the participants which represent this category are as followed: "Supervision is like an alarm clock. Because it's important in timely and orderly working of business with its being a reminder and an alerter." (T35FB); "Supervision is like a control pen. Because you need to check if there's an electrical leakage or not for the business to run." (T74FB).

### ***Supervision as Penalty***

In this category participants have produced 16 different metaphors which represent 16% of the total. The reasons why supervision is observed as penalty are; it discomforts people when it's too much, it causes pain, it causes stress, it restricts freedom and creates tension. Some of the metaphors who represent this category are cross-check (1), prison (1), heart throbbing (1) and marine acid (1). Some viewpoints of the participants who represent this category are as follows: *"Supervision is like a prison. Because, it's not possible to overcome rules and borders."* (T34FB); *"Supervision is like a heart throbbing. Because it creates tension and anxiety in the individual"* (T70FB).

### ***Supervision as Evaluation***

In this category participants have produced 12 different metaphors which represent 15% of the total. The reasons why supervision is observed as evaluation are; it generates new viewpoints, it controls the doings and it's regular and continuous. Some of the metaphors who represent this category are ice (3), third eye (2), cross-check in mathematics (1) and blood pressure pill (1). Some viewpoints of the participants who represent this category are as followed: *"Supervision is like a third eye. Because it shows you your imperfections which deep down you have but can't admit to yourself."* (T99FC); *"Supervision is like a crosscheck in mathematics. Because it helps you to determine the accuracy of your actions."* (T62FB).

### ***Supervision as Obligation***

In this category participants have produced 6 different metaphors which represent 10% of the total. The reasons why supervision is observed as obligation are; it's needed all the time, it's obligatory and needed for the survival of school. Some of the metaphors who represent this category are water (5), air (1), trivet (1) and vitamin (1). Some viewpoints of the participants who represent this category are as followed: *"Supervision is like water. We need it all the time."* (T3MB); *"Supervision is like a base of trivet. Because education, teaching and supervision forms the bases of trivet and trivet can't stand without one."* (T100FC).

### ***Supervision as Sustentation***

In this category participants have produced 7 different metaphors which represent 7% of the total. The reasons why supervision is observed as sustention are; it guides, helps and assures controlled movement. Some of the metaphors who represent this category are lantern (1), brake (1), guide (1) and puzzle (1). Some viewpoints of the participants who represent this category are as followed: *"Supervision is like a guide. Because it guides."* (T30FC); *"Supervision is like a puzzle. Because it guides you on completing the missing pieces."* (T64FB).

### ***Supervision as Intentionality***

In this category participants have produced 4 different metaphors which represent 4% of the total. The reasons why supervision is observed as intentionality are; it reaches you to goal and generates orderliness. Some of the metaphors who represent this category are bow (1), system (1), weigh scale (1) and road (1). Some viewpoints of the participants who represent this category are as followed: *"Supervision is like a bow. Because it gives you feedback about the goal."* (T19FC); *"Supervision is like a road. Because it leads you to your goal."* (TIMB).

### **Metaphors about the Concept of Supervisor**

Private school employee teachers have produced 71 metaphors about the concept of supervisor. While 53 of these metaphors have been expressed once, 18 of them have been expressed more than once. Metaphors produced by private school employee teachers about the concept of supervision are presented with their expression frequency and percentage in Table 4.

**Table 4.** Findings about the Metaphors Produced for the Concept of Supervisor

N	Metaphor	f	%	N	Metaphor	f	%	N	Metaphor	f	%
1	police	5	5	25	father	1	1	49	mother-in-law	1	1
2	camera	4	4	26	gardener	1	1	50	commander	1	1
3	teacher	4	4	27	babysitter	1	1	51	columnist	1	1
4	mirror	3	3	28	basketball couch	1	1	52	lamb	1	1
5	child	3	3	29	bomb	1	1	53	storyteller	1	1
6	guest	3	3	30	lens	1	1	54	multivitamin	1	1
7	compass	3	3	31	teaspoon	1	1	55	conductor	1	1
8	friend	2	2	32	correction fluid	1	1	56	radar	1	1
9	doctor	2	2	33	inspector	1	1	57	wind	1	1
10	mate	2	2	34	dictator	1	1	58	watch	1	1
11	guardian	2	2	35	telescope	1	1	59	sadist	1	1
12	eye	2	2	36	enemy	1	1	60	prosecutor	1	1
13	judge	2	2	37	griddle	1	1	61	eraser	1	1
14	light	2	2	38	criticizer	1	1	62	interrogation police	1	1
15	woman	2	2	39	filter	1	1	63	water	1	1
16	coach	2	2	40	digital camera	1	1	64	driver	1	1
17	navigation	2	2	41	shipmaster	1	1	65	weigh scale	1	1
18	guide	2	2	42	gourmet	1	1	66	TLA* spelling book	1	1
19	mother	1	1	43	sun	1	1	67	cleaner	1	1
20	car klaxon	1	1	44	sculpture	1	1	68	scales	1	1
21	car service	1	1	45	web search engine	1	1	69	tourist	1	1
22	researcher	1	1	46	ant	1	1	70	master	1	1
23	soldier	1	1	47	watermelon	1	1	71	judicator	1	1
24	cook	1	1	48	eagle	1	1				
<b>Total</b>										100	100

According to Table 4, frequency ranges of the metaphors produced by private school employee teachers vary between 1 and 5. Because the research is consisted of 100 participants, it's observed that frequency and percentages are same numerically while taking percentile. When examined it's observed that the most frequently used metaphor is police (f=5), camera (f=4), teacher (f=4), mirror (f=3), child (f=3), guest (f=3), compass (f=3), friend (f=2), doctor (f=2), mate (f=2), guardian (f=2), eye (f=2), judge (f=2), light (f=2), woman (f=2), coach (f=2), navigation (f=2) and guide (f=2) metaphors follow this metaphor respectively. 53 metaphors have been repeated only once. When the most frequently used metaphors are examined, it can be said that these metaphors emphasizes the positive sides of supervisor. In addition to this, when reasons of the composed metaphors are evaluated with content analysis, it's observed that the metaphors are collected under two categories as positive and negative. Metaphors are explained with their positive and negative sides in Table 5.

**Table 5.** Findings about the Positive or Negative Evaluation of Composed Metaphors of Supervisor

Categories	Metaphors	Metaphor Number (n)	Metaphor Frequency (f)	Percentage (%)
Positive Perceptions	police (4), camera (3), teacher (4), mirror (3), child (2), compass (3), friend (2), doctor (2), mate (2), eye (2), judge (2), light (2), coach (2), navigation (2), guide (2), car service (1), researcher (1), cook (1), gardener (1), babysitter (1), basketball couch (1), lens (1), correction fluid (1), telescope (1), griddle (1), criticizer (1), filter (1), shipmaster (1), gourmet (1), sun (1), sculpturer (1), web search engine (1), ant (1), watermelon (1), eagle (1), commander (1), columnist (1), lamb (1), storyteller (1), multivitamin (1), conductor (1), radar (1), wind (1), watch (1), eraser (1), water (1), driver (1), weigh scale (1), TLA* spelling book (1), cleaner (1), scales (1), master (1)	52	74	74
Negative Perceptions	guest (3), guardian (2), woman (2), police (1), camera (1), child (1), mother (1), car klaxon (1), soldier (1), father (1), bomb (1), teaspoon (1), inspector (1), dictator (1), enemy (1), digital camera (1), mother-in-law (1), sadist (1), prosecutor (1), interrogation police (1), tourist (1), judicator (1)	22	26	26
<b>Total</b>		74	100	100

As seen in Table 5, 52 out of the 74 composed metaphors (74%) are perceived positive while 22 of them (26%) are perceived negative. 3 of these metaphors (child, camera and police) have been perceived both negative and positive and that's why are counted in both categories and total of 74 metaphors have been reached. Most frequently repeated metaphors are police (f=4), camera (f=3), teacher (f=4), mirror (f=3), child (f=2), compass (f=3), friend (f=2), doctor (f=2), mate (f=2), eye (f=2), judge (f=2), light (f=2), coach (f=2), navigation (f=2),

guide (f=2)". When their reasons are examined, it's observed that "police" metaphor what meant is that it keeps order and tracks; with "camera, judge" metaphors that it's a good observer, it approaches objectively to events by collecting evidence, such explanations are made. While helping with guidance is emphasized with "teacher, compass, eye" metaphors, with "mirror, friend, doctor, mate" metaphors the fact it shows sides that should be developed and corrected; with "child" metaphor the fact that it gives energy is expressed. In addition to this with "light, coach, navigation, guide" metaphors that it's a reference guide in any problem and it guides with its knowledge and experience are other thought about the concept.

### Categories of the Metaphors Created for the Supervisor Concept

When the metaphors created by teachers about the supervisor concept are examined, it can be seen that these metaphors are gathered under 11 categories because of their similarities. These are authoritative, nitpicking, observer, objective, evaluator, loadstar, investigator, breeder, leader, raider and punisher. These categories are presented with the metaphors they represent in Table 6.

**Table 6.** Frequency (f) and Percentage (%) Values of Categories of the Metaphors Created for the Supervisor Concept

Categories	Metaphors	Metaphor Number (n)	Metaphor Frequency (f)	Percentage (%)
Loadstar	mirror (3), compass (3), friend (2), mate (2), navigation (2), guide (2), child (1), doctor (1), sun (1), light (1), watermelon (1), coach (1), lamb (1), teacher (1), wind (1)	15	23	23
Authoritative	police (5), child (2), guardian (2), mother (1), soldier (1), father (1), commander (1), TLA* spelling book (1), interrogation police (1)	9	15	15
Breeder	teacher (3), cook (1), gardener (1), babysitter (1), filter (1), sculpturer (1), light (1), web search engine (1), multivitamin (1), master (1)	10	12	12
Observer	camera (4), eye (2), lens (1), telescope (1), digital camera (1), eagle (1), radar (1), tourist (1)	8	12	12
Evaluator	Car service (1), researcher (1), correction fluid (1), doctor (1), griddle (1), criticizer (1), gourmet (1), storyteller (1), watch (1), eraser (1), cleaner (1)	11	11	11
Leader	basketball couch (1), shipmaster (1), coach (1), ant (1), commander (1), driver (1)	6	6	6
Raider	guest (3), car klaxon (1), bomb (1), teas spoon (1)	4	6	6
Objective	judge (2), water (1), weigh scale (1), scales (1)	4	5	5
Investigator	woman (2), columnist (1), judicator (1)	3	4	4
Punisher	dictator (1), enemy (1), sadist (1)	3	3	3
Nitpicking	investigator (1), mother-in-law (1), prosecutor (1)	3	3	3
<b>Total</b>		<b>76</b>	<b>100</b>	<b>100</b>

When Table 6 is examined, it can be seen that there 71 different metaphors; however some of them are double-counted because they are also in both categories and that's why total of 76 metaphors have been reached. For example; the metaphors of "light and teacher" are in both the loadstar and breeder categories because they were represented with different reasons; metaphor of "doctor" is both in loadstar and evaluator categories; metaphor of "coach" is both in loadstar and leader categories; metaphor "child" is both in loadstar and authoritative categories. It's observed that the most frequently expressed category is the "Loadstar (f=23)". Followed respectively by "Authoritative (f=15), Breeder (f=12), Observer (f=12), Evaluator (f=11), Leader (f=6), Raider (f=6), Objective (f=5), Investigator (f=4), Punisher (f=3) and Nitpicking (f=3)" categories according to production and frequency degree of metaphors.

#### Loadstar Supervisor

In this category participants have produced 15 different metaphors which represent 23% of the total. The reasons why supervisor was observed as loadstar are; s/he leads to truth by guidance, s/he provides professional help, s/he supports development by making constructive criticism and s/he motives you to reach your goal. Some of the metaphors which represent this category are compass (3), mate (2), navigation (2) and guide (2). Some viewpoints that represent this category are as followed: "Supervisor is like a compass. Because s/he knows where we are and lead us." (T43FC); "Supervisor is like a guide. Because s/he guides us by showing us the right way." (T73FB).

### ***Authoritative Supervisor***

In this category participants have produced 9 different metaphors which represent 15% of the total. The reasons why supervisor was observed as authoritative are; s/he makes everything run by rules by correcting mistakes, s/he says the last word and s/he establishes control. Some of the metaphors which represent this category are police (5), guardian (2), mother (1) and TLA\* spelling book (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a police. Because s/he makes everything run by the rules, orderly.” (T1MB); “Supervisor is like a TLS spelling book. Because even you’re sure of yourself, his or her words will be the last words. (T51FB).*

### ***Breeder Supervisor***

In this category participants have produced 10 different metaphors which represent 12% of the total. The reasons why supervisor was observed as breeder are; s/he governs everyone around by his or her knowledge and experience, s/he educated with professional help and s/he supports you positively. Some of the metaphors which represent this category are teacher (3), cook (1), filter (1) and web search engine (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a cook. Because s/he teaches you correct measurements for right on the nose cooking” (T42FC); “Supervisor is like a web search engine. Because s/he answers all your vocational questions (T44MC).*

### ***Observer Supervisor***

In this category participants have produced 8 different metaphors which represent 12% of the total. The reasons why supervisor was observed as observer are; s/he collects evidence by observing, s/he looks at situations as a third eye and s/he examines and researches detailed. Some of the metaphors which represent this category are camera (4), eye (2), telescope (1) and digital camera (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a camera. Because s/he records every move, collects evidence” (T6FB); “Supervisor is like a telescope. Because s/he examines all details, observes and analysis. (T63MB).*

### ***Evaluator Supervisor***

In this category participants have produced 11 different metaphors which represent 11% of the total. The reasons why supervisor was observed as evaluator are; s/he states perfections and imperfections by analyzing, s/he makes orderly controls to prevent the reoccurrence of mistakes and s/he keeps track of the situations. Some of the metaphors which represent this category are car service (1), researcher (1), criticizer (1) and gourmet (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a criticizer. Because s/he tells your negative and positive sides” (T49MB); “Supervisor is like a gourmet. Because s/he checks the ingredients by tasting the meal.” (T10MC).*

### ***Leader Supervisor***

In this category participants have produced 6 different metaphors which represent 6% of the total. The reasons why supervisor was observed as leader are; s/he makes everybody work coherently by leading the group and supports the group by intervening when its necessary. Some of the metaphors which represent this category are basketball coach (1), shipmaster (1), conductor (1) and driver (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a shipmaster. Because s/he directs the course and leads his crew.” (T39MB); “Supervisor is like a conductor. Because s/he could be able the notice the jangle in the composition and should ensure the harmony of the notes.” (T35FB).*

### ***Raider Supervisor***

In this category participants have produced 4 different metaphors which represent 6% of the total. The reasons why supervisor was observed as raider are; s/he subverts by comes in an unexpected time, disturbs and creates anxiety. Some of the metaphors which represent this category are guest (1), car klaxon (1), bomb (1) and teaspoon (1). Some viewpoints that represent this category are as followed: *“Supervisor is like an unexpected guest. Because s/he plumps into your class in an improbable time.” (T100FC); “Supervisor is like a car klaxon. Because s/he makes everybody a little bit nervous and panic.” (T32FC).*

### ***Objective Supervisor***

In this category participants have produced 4 different metaphors which represent 5% of the total. The reasons why supervisor was observed as objective are; s/he states what should be clearly and is unbiased. Some of the metaphors which represent this category are judge (2), water (1), weigh scale (1) and scales (1). Some viewpoints that represent this category are as followed: “*Supervisor is like a judge. Because s/he collects data about the evidence, is objective.*” (T87MC); “*Supervisor is like a weigh scale. Because s/he interprets good and bad fairly.*” (T9FB).

### ***Investigator Supervisor***

In this category participants have produced 3 different metaphors which represent 4% of the total. The reasons why supervisor was observed as investigator are; s/he examines, investigates and scrutinizes events with deep analysis. Some of the metaphors which represent this category are woman (2), columnist (1) and judicator (1). Some viewpoints that represent this category are as followed: “*Supervisor is like a columnist. Because s/he scrutinizes events deeply with his or her point of view.*” (T15FC); “*Supervisor is like a judicator. Because s/he investigates and inspects everything detailed.*” (T85FC).

### ***Punisher Supervisor***

In this category participants have produced 3 different metaphors which represent 3% of the total. The reasons why supervisor was observed as punisher are; s/he gives orders and threatens and punishes when not performed. Some of the metaphors which represent this category are dictator (1), enemy (1) and sadist (1). Some viewpoints that represent this category are as followed: “*Supervisor is like a dictator. Because s/he gives orders, punishes when not implemented.*” (T36MB); “*Supervisor is like an enemy. Because s/he is on guard all the time and punishes you when s/he gets the change.*” (T86MC).

### ***Nitpicking Supervisor***

In this category participants have produced 3 different metaphors which represent 3% of the total. The reasons why supervisor was observed as nitpicking are; s/he doesn't like anything, doesn't satisfy, doesn't see positive sides and always focuses on negative sides. Some of the metaphors which represent this category are investigator (1), mother-in-law (1) and prosecutor (1). Some viewpoints that represent this category are as followed: “*Supervisor is like an investigator. Because s/he always looks for your mistakes.*” (T30FC); “*Supervisor is like mother-in-law. Because you can't make her like anything.*” (T84FB).

## **Results, Conclusions and Recommendations**

According to the findings of this study; private school employee teachers have produced 75 different metaphors for the concept of *supervision*. In addition to this, metaphors are examined under positive and negative categories. Positive metaphors have the ratio of 83% while negative metaphors have the ratio of 17%. In this content it can be said that metaphoric perceptions about the concept of supervision and reasons explaining these metaphors were perceived quite positively by private school employee teacher who participated in the research. Reason why can be explained as private school employee teachers get supervised often and they see supervision as an opportunity to improve themselves.

Metaphors produced by private school employee teachers about supervision concept are gathered under 7 categories. Most frequently repeated one of these categories is correction and development. This category is followed respectively with categories of situation determination, penalizing, evaluation, obligation, sustentation and intentionality according to frequency of metaphors. In supervision related metaphoric perception studies of Tekin and Yılmaz (2012), it's determined that teachers perceive supervision as “situation determination” at most. Under the scope of categories correction and development, situation determination, evaluation, obligation, sustentation and intentionality which better emphasize supervision positively; participants have stated the supervision concept as an artifact which requires orderliness and continuity, opens up the path to development by correcting imperfections, helps to determine problems more clear, detailed and objective by stating weak and

strong sides, establish control by determining if the works are done in due form, always needed for the continuity of school's existence, guides by professional help and reaches you to your goal by establishing controlled progression. According to Yirci (2010) supervision is based on the idea of guidance. In the research conducted by Demirtaş and Kahveci (2015) about supervision, participants have seen the supervision concept as an artifact which is necessary for the continuity of life, performed systematically, determines and solves the problems and determines and evaluates the current situation. In a similar way Jeffrey and Woods (1998) as well have found that supervisors have considered supervision an obligation for the development of school and students. On the other side teachers have stated they want a process-emphasizing and constructive supervision. In this research the category which emphasizes the negative sides of the supervision is penalizing category. Participants have perceived supervision as disturbing, painful, stressing, freedom restricting and tension creating in this category. In the research conducted by Demirtaş and Kahveci (2015) about supervision, participants have seen the supervision concept as a process which causes anxiety, punishes mistakes, is obligatory to do and when is undone ends up with a sanction.

Private school employee teachers have produced 71 different metaphors about the concept of *supervisor*. In addition to this metaphor are examined under positive and negative categories. Ratio of positive metaphors is 74% while the ratio of negative metaphors is 26%. In this content it can be said that metaphoric perceptions about the concept of supervisor and reasons explaining these metaphors were perceived quite positively by private school employee teacher who participated in the research. Reason why can be explained as private school employee teachers are trusting the knowledge, experience and personality of supervisor; are considering supervisor not as a threat but in the opposite as a guide who leads them to improve themselves. Metaphors produced by private school employee teachers about supervisor concept are gathered under 11 categories. Most frequently repeated one of these categories is loadstar category. This category is followed by authoritative, breeder, observer, evaluator, leader, raider, objective, investigator, punisher and nitpicking categories according to the frequency of categories. In the research conducted by Tok (2015) about education supervisors, participants mostly produced metaphors about "overwhelming supervisor" (39.5%). Later; metaphors were used for guide, nitpicking, ineffective, judgmental supervisor's themes respectively. In the research conducted by Kocabaş and Özdemir (2010) about supervision metaphors; students have explained supervisor with observer, knowledge and enlightenment source and fear themes. Also they've considered supervisor as loadstar and channeled when teacher was giving a lecture. Under the scope of categories loadstar, authoritative, breeder, observer, evaluator, leader and objective which better emphasize on positive sides, participants have described supervisor as a person who leads to truth by helping out professionally, guiding and channeling people around with his/her knowledge and experience, who supports development by making constructive criticism, detects imperfections by conducting detailed examination and research and motives for the goal by eliminating them, who makes everybody work coherently by leading the group, states what should be clearly, performs control properly and who approaches situations fair-and-square. In the study conducted by Memduhoğlu ve Mazlum (2014) where they determined the perceptions about education supervisors, it has been observed that this perception has changed dcoachatically and positively over the last 10 years. However this change hasn't reached to expected level. Categories which emphasize the supervisor concept negatively are raider, investigator, punisher and nitpicking. In these categories participants have perceived the supervisor as a person who disturbs by coming in an unexpected time, causes panic by bothering, scrutinizes events by analyzing detailed, gives orders and when they're not implemented threatens and punishes you, doesn't like anything, doesn't satisfy and who doesn't see positive sides and always focuses on negative ones. In the study conducted by Yıldırım (2012) perceptions of teachers and principles about education supervisors were evaluated as negative in general. The most revealed one of these images is the "nitpicking" image. In the research conducted by Demirtaş and Kahveci (2015) about the supervisor, participants have considered the supervisor as authoritative and who uses this authority to exercise control over supervised. In addition to that supervisor has also been described as a person who penalizes when not obeyed and identify mistakes. In the light of all these information, supervision is the process of suitability evaluation of organizational goals and detected principles (Aydın, 1987) and a process of self correction, development and control according to the evaluation results in accordance with organizational goals. That's why precondition of an efficient supervision process is with no doubt a supervisor who is loadstar and ready to help out professionally. Within this content, it's vital to carry out contemporary supervision principles with a human development and efficiency oriented perspective. It's also extremely important for supervisor to

have loadstar, breeder, observer, evaluator, leader and objective personality traits beside the responsibility of correction and development. According to the research, participants have perceived the concepts of supervision and supervisor highly positive. Hence, platforms can be organized to improve collaboration between supervisors and private school employee teachers. For example; with co regulated professional improvement workshops, opinion exchange opportunities can be provided for peers who work in different units of the same system. In order to prevent the negative thought some participants has, supervisors can arrange trainings, seminars, conferences in school at certain intervals. In these informative meetings, supervisors can clearly state their expectations from supervision and can make teachers to feel they're a peer to school. Because research is a qualitative study, generalization can't be made. Similar studies can be conducted in various private schools nation-wide and perceptions of private school employee teachers can be presented generally.

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\*TLA: Turkish Language Association



# Metaphoric Perceptions of Private Schools Employee Teachers about Concepts of Supervision and Supervisor

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## Abstract

The aim of this study is to determine the perceptions of private school employee teachers about the concepts of supervision and supervisor via metaphors. Within this context similarities and differences of the perceptions of private school employee teachers have been revealed; suggestions about review and reevaluation of the concepts supervision and supervisor have been presented on a scientific basis. This study, conducted with the pattern of phenomenology a qualitative research design, has a working group determined with snowball sampling one of purposeful sampling methods and consisted of 100 teachers working in private schools in cities Sakarya and Kocaeli in 2015-2016 academic year. Data has been collected with a semi-structured form consisting of expressions such as “Supervision is like... Because supervisor is like... Because...” Metaphors used by teachers and their reasons are analyzed with content analysis method. According to the results of the study; the concept of supervision has been expressed with 75 different metaphors while concept of supervisor has been expressed with 71 different metaphors. Metaphors for supervision have been gathered under 7 categories while metaphors of the concept supervisor have been gathered under 11 categories. Participants have perceived supervision mostly as correction and development and supervisor mostly as advisor. It’s also determined that participants’ perceptions of supervision and supervisor are generally positive.

**Key Words:** Supervision, Supervisor, Metaphor, Private School Teacher

## 1. Introduction

Supervision one of the sub-systems of system of education. Fulfillment of the purposes of educational organizations is dependent on performing of the supervision practices with basis of development and principle of sustainability by supervisors. The fact that these practices are meaningful and have a purpose has a critical importance in terms of supervision process. While Bursalıoğlu (2012) perceives supervision as “process of behavior control for the public weal”; for Taymaz (2013) supervision is occupational guidance and help that should be implemented when needed. On the other hand, Başar (2000) sees supervision as a process consisted of steps situation determination, evaluation, correction and development (cited in Aydın, 2014). Supervision cooperation is an approach which supports education with shared decision making (Glanz, 2005). Supervisors are the people whom expected to create the cooperation during the supervision process and direct the healthy running of the process. Role of the supervisor is to help the teacher, share his/her experiences and support the teacher (Yıldırım, 2013). However, it may not be possible to say that process is always working this way in practice. Because there can be differences between perceived and expected supervision acts and supervisors may not answer to the expectations of the teachers (Kavas, 2005). Education supervisors concentrate more on the evaluation rather than guidance in supervision missions (Memişoğlu and Kalay, 2013). For example, the fact that supervisors share the imperfections of the teacher in front of the class during supervision, their judgmental approaches, creation of an oppression in the classroom, their tendency to discriminate in favor of their countrymen, their acts of despise, judgment, humiliation and treating teachers almost like a potential offender is considered unethical (Can, 2013). When all these situations are evaluated, establishment of an education process development oriented supervision and conducting of studies for teachers to perceive the process with positive emotions gain even more value.

## Supervision

Supervision is stated with concepts of “control, examination, investigation, inspection and consultation” in educational system (Demirtaş and Kahveci, 2015). According to Yavuzer (2015) supervision is the studies conducted and services presented in schools in order to increase the quality of education. Başar (2000) states the

purpose of education supervision as; determination of malfunctions in conducted supervisions, their complements, to act in the direction of targeted purpose and correction and development of points which are not in this direction. Concept of supervision can also be stated as to guide and help individuals for the attainment of goal of organization (Taymaz, 2013). However, supervision is perceived as a bureaucratic process that is made to look for mistakes or to find mistakes rather than vocational guidance and help by teachers administers and school employees; that causes anxiety in the supervised. Whereas, teachers can realize their imperfections with supervision and can benefit from the guidance of supervisors (Bozkuş, Gündüz and Aslan, 2014). Fulfillment of purposes in supervision is possible with abidance to certain supervision principles (Fırıncıoğulları Bige, 2014). According to Başar (2000) principles of supervision have been stated as follows: intentionality, continuity, planning, integrity, objectivity, contingency, openness and to be democratic. Also according to Başar (2000) these factors should be considered in supervision: Situation determination can be explained as control by photographing the current situation (Başar, 2000), comparison of purpose-result connection (Balci, 2012). Evaluation; is comparison of knowledge collected with supervision (Balci, 2012) and to come to a conclusion as a result of this (Fırıncıoğulları Bige, 2014). Correction and development; is determination and correction of missing parts according to assessment and evaluation result, throwing of excesses, correction of wrongs to the rights, correction of deviations from aims, reaching of efficient implementations with suggestions for a better process and results (Başar, 2000). In maintenance and development of the supervision, complement effect of each factor is major.

### **Supervisor**

Because supervision in education is the development of the process, supervisor leads the way in the implementation of this process (Ertaş, 2012). Supervisor visits teacher in classroom, observes the education activities and makes judgments and suggestions with these observation results (Gökalp, 2010). Olivia and Pawlas (2001) have stated that supervisor has the roles of coordinator, advisor, group leader and evaluator (Stones, 1985). Başar (2000) has listed the roles of supervisor as; leadership, management, guidance help, instructiveness, research and investigation. Supervisor should avoid the imposing his/her own value judgments to teacher; should aim to give a meaning to teachers' purposes by being a resource (Aydın, 2014). In school supervision, supervisors perform following duties (Kocabaş and Yirci, 2011): (i) Collect information, document, and evidence about school activities; (ii) interprets conducted information and documents; (iii) evaluates school activities; (iv) reports the conducted results at the end of the supervision process. Supervision takes place in 3 levels in Turkish Education System: (i) supervision done by the school administrator, (ii) supervision done by the mediator upper system directors and inspectors of these systems, (iii) supervision done by the upper system inspectors (Başaran, 2008). Supervision done by the school administrator is the supervision done in soot. School administrator is the authorized person who can inspect all kinds of work and education activities carried out in school (Gelmez, 2011). In other words, school administrator is also a supervisor. Hence, it's known that supervision carried out by administrators in private schools has critical importance.

### **Metaphor**

Metaphor is first seen in 1980 in a work named "Metaphors We Live By" (Töremen and Döş, 2009). Words such as "trope" or "simile" are often used instead of word metaphor (Aydoğdu, 2008). Since metaphor indicates clearly or impenetrably that one of two different phenomenons is like one another, individual creates a relation for unmatched different phenomenons and moves from one perceptive to another (Saban, 2008). In other words, explains one concept by drawing an analogy to another concept (Göçer and Aktürk, 2015). According to various studies, metaphor has a collimator effect on our way of expressing ourselves in daily life. For example, when said "Human is lion." image of lion is used in emphasizing the sides of human that resembles lion (Morgan, 1998). With progcoach development and planning in education administration; it's seen that in educational activities as well metaphors are used to motivate learning and develop creative thinking (Töremen and Döş, 2009). In addition to this, in educational terms, metaphors are highly important in conceptualization and reflection of teaching and learning. Because metaphors create connections between educational institutions and personal beliefs (Leavy, McSorley and Bote, 2007). Within this context it can be said that the use of metaphors in educational institutions is efficient in shaping of the individuals' thoughts and believes.

## **Purpose of Study**

Studies for embodying concepts via metaphors in educational organizations are present in recent years. However, no research has been encountered that examines private school employee teachers' perceptions of supervision and supervisor alone. That's why it's hoped to state private school employee teacher's perceptions of supervision and supervisor, in what way they approach to the matter and their perspectives will contribute to the literature. In this context problem of the research is: What are private school employee teachers' perceptions of supervision and supervisor? Sub problems of the study are; (i) What are the metaphors produced by private school employee teachers about concepts of supervision and supervisor? (ii) What cognitive categories are the metaphors gathered produced by private school employee teachers about concepts of supervision and supervisor?

## **2. Method**

Pattern of phenomenology from qualitative researches is used in this study. Phenomenology includes the periods of sensation, interpretation and transition to mind of experiences by people (Patton, 2001).

### **Study Group**

This study has a study group determined with snowball sampling one of purposeful sampling methods and consisted of teachers working in private schools in cities Sakarya and Kocaeli in 2015-2016 academic year. This is a sampling method used when it's hard to determine the potential test subjects (Yeşil and Kış, 2015). In order to make snowball sampling, a random person is contacted and with the help of this person sample is enlarged with chaining (Altunışık vd. 2010). 123 teachers have voluntarily participated in research however 23 of the data haven't been included in the study because of the deficit information and logical mistakes in justifications. Because of ethical reasons, identities of participants are covered and teachers are coded as T1MB, T2FC ... T100FB. Meaning of this coding; T1MB; male and branch teacher; T2FC; female and classroom teacher, in the form of representation. According to demographic information about the study group, 66% of the participants are female and 34% of male. Also, 62% of the teachers are branch teachers and 38% of the them are classroom teachers. Majority of the participants were between the ages of 31-40 with 58% and had 11-15 years of seniority with 33%. Also, 63% of the participants have bachelor's degree. In addition to this, it draws attention that 32% of the participants have master's degree.

### **Data Collection Tool and Collecting of Data**

In preparation of the data collection tool, studies that used metaphors (Saban, 2008, 2009; Töremen and Döş, 2009; Deniz Çeliker and Akar, 2010; Yılmaz, 2011; Tekin and Yılmaz, 2012; Polat, Apak and Akdağ, 2013; Akan, Yalçın and Yıldırım, 2014; Oyman and Şentürk, 2015) have been examined. In this study, considering the examined studies, it was expected from the participants to complete expressions like; "Supervision is like... Because..." and "Supervisor is like... Because..." in order to determine their perceptions about concepts "Supervision" and "Supervisor". Based on snowball sampling method some private school employee teachers were contacted and a date has been set for the implementation. Participants were asked to express their opinions with only one metaphor and their reason to choose this metaphor while considering these statements. Because metaphors are not sufficient enough in emergence of the descriptive power all by itself, the question "why" should be added along side with them. (Yıldırım and Şimşek, 2011). Approximate 15 minutes' duration was given to participants to write down their metaphors about the concepts of "Supervision" and "Supervisor". Sentences of participants were the main source of the study.

### **Analysis of Data**

100 out of 123 forms were included in the research. Data has been analyzed with content analysis method. Main goal of content analysis is to organize and interpret alike data through joining them around certain themes (Yıldırım and Şimşek, 2011). 5 phase s evaluation process used by Saban (2009) has been used in content analysis. These phases are; (i) denotation phase, (ii) elimination phase, (iii) category development phase, (iv) legitimacy and credibility studies and (v) data processing phase. (i) Denotation phase; every collected form has been denominated one by one. Because direct citation examples has been made in research. For example, while T1MB resembles male and branch teacher T32FC resembles female and classroom teacher. Also forms with

neither metaphor nor its reason weren't written down were marked. (ii) Elimination phase; from collected 123 form, 15 for concept of supervision and 8 for concept of supervisor, total of 23 forms were not included in the research because they didn't had any metaphor source or reason that's why they were not considered as explanatory metaphors. (iii) Category development phase; it's determined that private school employee teachers have composed 75 different metaphors for the concept of "supervision". Metaphors composed by teachers have been gathered under 7 categories. These are situation determination, evaluation, correction and development, sustentation, obligation, intentionality and penalizing. Likewise, it's determined that teachers have composed 71 different metaphors for concept of "supervisor". Metaphors composed by teachers have been gathered under 11 categories. These are; authoritative, tries to find fraud, observer, objective, evaluator, guide, investigator, raiser, leader, raider and punisher. (iv) Legitimacy and reliability studies; for the reliability of the research, expert opinion in the field of education administration and supervision has been consulted. By comparing matching made by the expert and matching made by researcher, a calculation was made by using the formula of Miles and Huberman (1994) (Reliability = Consensus / Consensus + Dissensus x 100). Reliability of this research has been measured by agreeing with 91% on concept of "supervision" and 94% on concept of "supervisor". (v) Data processing phase; 100 forms gathered written from private school employee teachers has been computerized. 75 metaphors for the concept of supervision and 71 metaphors for the concept of supervisor, total of 146 metaphors have been calculated. All composed metaphors have been organized according to their frequency of repetition; presented as tables by calculating their frequencies and percentages

### 3. Findings

Findings conducted by data analyses have been discussed in this part.

#### Metaphors About the Concept of Supervision

Private school employee teachers have composed 75 metaphors about the concept of supervision. 66 of these metaphors have been used once while 9 of them have been used more than once. In table 1, metaphors are ranked according to their frequency and percentage.

**Table 1.** Metaphors About the Concept of Supervision

N	Metaphor	f	%	N	Metaphor	f	%	N	Metaphor	f	%
1	medicine	12	12	26	brake	1	1	51	rail	1	1
2	water	5	5	27	glasses	1	1	52	chili pepper	1	1
3	mirror	3	3	28	prison	1	1	53	puzzle	1	1
4	ice	3	3	29	air	1	1	54	color	1	1
5	wind	3	3	30	light	1	1	55	soap bubble	1	1
6	lens	2	2	31	needle	1	1	56	trivet	1	1
7	alarm clock	2	2	32	nightmare	1	1	57	gun	1	1
8	sun	2	2	33	cage	1	1	58	eraser	1	1
9	third eye	2	2	34	coffee	1	1	59	system	1	1
10	running water	1	1	35	heart throbbing	1	1	60	sponge	1	1
11	aquarium	1	1	36	bloodstream	1	1	61	repair bag	1	1
12	alarm	1	1	37	guide	1	1	62	blood pressure pill	1	1
13	tool	1	1	38	jealousy	1	1	63	weighing scale	1	1
14	constitution	1	1	39	control pen	1	1	64	holiday	1	1
15	mother	1	1	40	credit card	1	1	65	terror	1	1
16	father	1	1	41	backstage	1	1	66	dust cloth	1	1
17	cross-examination	1	1	42	harbor	1	1	67	traffic lights	1	1
18	roof	1	1	43	machine	1	1	68	traffic signs	1	1
19	tea	1	1	44	crosscheck in mathematics	1	1	69	rails	1	1
20	flower	1	1	45	metabolism	1	1	70	marine acid	1	1
21	child	1	1	46	breath	1	1	71	wake up service	1	1
22	wave	1	1	47	oven	1	1	72	vitamin	1	1
23	doctor	1	1	48	bow	1	1	73	competition	1	1
24	tomato	1	1	49	state of emergency	1	1	74	road	1	1
25	lantern	1	1	50	teacher	1	1	75	poison	1	1
<b>Total</b>										100	100

According to Table 1, frequency ranges of metaphors composed by private school employee teachers differ between 1 and 12. Because the research is consisted of 100 participants, it's observed that frequency and percentages stayed the same numerically while taking percentile. When examined, it's seen that most frequently repeated metaphor is "medicine" (f=12). "Water" (f=5), "mirror" (f=3), "ice" (f=3), "lens" (f=2), "alarm clock" (f=2), "sun" (f=2) and "third eye" (f=2) metaphors follow this metaphor respectively. 66 metaphors are used only once. When the most frequently used metaphors are examined it can be said that these metaphors emphasizes the positive sides of supervision. In addition to this when reasons of the composed metaphors are evaluated with content analysis, it's observed that the metaphors are collected under two main categories as positive and negative. Metaphors are explained with their positive and negative sides in Table 2.

**Table 2.** Findings about the Positive or Negative Evaluation of Composed Metaphors of Supervision

Categories	Metaphors	Metaphor Number (n)	Metaphor Frequency (f)	Percentage Value (%)
Positive Perceptions	medicine (12), water (5), mirror (3), ice (2), wind (2), lens (2), alarm clock (2), sun (2), third eye (2), running water (1), aquarium (1), alarm (1), tool (1), constitution (1), mother (1), father (1), roof (1), flower (1), child (1), doctor (1), tomato (1), lantern (1), brake (1), glasses (1), air (1), light (1), cage (1), coffee (1), bloodstream (1), guide (1), control pen (1), credit card (1), backstage (1), harbor (1), machine (1), crosscheck in mathematics (1), metabolism (1), breath (1), oven (1), bow (1), state of emergency (1), teacher (1), puzzle (1), color (1), soap bubble (1), trivet (1), eraser (1), system (1), sponge (1), repair bag (1), blood pressure pill (1), weighing scale (1), holiday (1), dust cloth (1), traffic light (1), traffic signs (1), rails (1), wake up service (1), vitamin (1), road (1),	60	83	83
Negative Perceptions	ice (1), crosscheck (1), tea (1), wave (1), prison (1), needle (1), nightmare (1), heart throbbing (1), jealousy (1), rail (1), chili pepper (1), wind(1), gun (1), terror (1), marine acid (1), competition (1), poison (1)	17	17	17
	<b>Total</b>	<b>77</b>	<b>100</b>	<b>100</b>

As seen in Table 2, 60 out of the 77 composed metaphors (83%) are perceived positive while 17 of them (17%) are perceived negative. Because 2 of these metaphors (ice and wind) were presented both with positive and negative reasons, they were counted in both metaphor categories and metaphors are considered 77 in total. Most frequently repeated positive metaphors are "medicine (f=12), water (f=5), mirror (f=3), ice (f=2), wind (f=2), lens (f=2), alarm clock (f=2), sun (f=2), third eye (f=2)" metaphors. When their reasons are examined, with the metaphor of "medicine" explanations such as supervision should be held in time, should be suitable to the situation and is development-oriented and problem solving are made. With the "water" metaphor the emphasis of supervision is always needed and vital made while with the "mirror" metaphor it is expressed that supervision fits for purpose and brings out the development-needed parts. In addition to this, with the "lens" metaphor, supervision's function of showing problems clearer; with the "alarm clock" metaphor, its functions of alerter and reminder in running the business; with the metaphor of "sun" its advisor role in elimination of imperfections; with the metaphor of "third eye" its ability to bring out new viewpoints in situations, such ideas about supervision has been expressed.

### Categories of the Metaphors Created for the Supervision Concept

When the metaphors created by teachers about the supervision concept are examined, it can be seen that these metaphors are gathered under 7 categories because of their similarities. These are situation determination, evaluation, correction and development, sustentation, obligation, intentionality and penalizing. These categories are presented with the metaphors they represent in Table 3.

**Table 3.** Frequency (f) and Percentage (%) Values of Categories of the Metaphors Created for the Supervision Concept

Categories	Metaphors	Metaphor number(n)	Metaphor Frequency(f)	Percentage (%)
Correction and Development	medicine (9), mirror (2), sun (2), wind (2), running water (1), aquarium (1), tool (1), mother (1), lens (1), roof (1), doctor (1), tomato (1), bloodstream (1), eraser (1), repair bag (1), rails (1), dust cloth (1)	17	28	28
Situation Determination	medicine (3), alarm clock (2), alarm (1), constitution (1), father (1), lens (1), glasses (1), light (1), cage (1), backstage (1), oven (1), terror (1), control pen (1), machine (1), metabolism (1), soap bubble (1), wake up service (1)	17	20	20
Penalizing	cross examine (1), tea (1), wave (1), prison (1), needle (1), nightmare (1), heart throbbing (1), jealousy (1), state of emergency (1), rail (1), chili pepper (1), wind (1), gun (1), marine acid (1), competition (1), poison (1)	16	16	16
Evaluation	ice (3), third eye (2), mirror (1), flower (1), child (1), coffee (1), crosscheck in mathematics (1), breath (1), teacher (1), color (1), sponge (1), blood pressure pill (1)	12	15	15
Obligation	water (5), air (1), credit card (1), trivet (1), holiday (1), vitamin (1)	6	10	10
Sustentation	lantern (1), brake (1), guide (1), harbor (1), puzzle (1), traffic lights (1), traffic signs (1)	7	7	7
Intentionality	bow (1), system (1), weigh scale (1), road (1)	4	4	4
<b>Total</b>		<b>79</b>	<b>100</b>	<b>100</b>

When Table 3 is examined, it can be seen that there are 75 different metaphors; however, some of them are double-counted because they are in both categories and that's why the total of 79 metaphors has been reached. For example; the metaphors of "medicine and lens" are in both the correction and development and situation determination categories because they were represented with different reasons; metaphor of "mirror" is both in correction and development and evaluation categories; metaphor of "wind" is both in correction and development and penalizing categories. It is observed that the most frequently expressed category is the "Correction and Development (f=28)". Followed respectively by "Situation Determination (f=20), Penalizing (f=16), Evaluation (f=15), Obligation (f=10), Sustentation (f=7) and Intentionality (f=2)" categories according to production and frequency degree of metaphors. Metaphors of these categories and views of teachers are presented below with direct quoting.

### Supervision as Correction and Development

In this category participants have produced 17 different metaphors which represent 28% of the total. The reasons why supervision is observed as correction and development are; it requires continuity and self-criticism, it opens the path to development by correction imperfections and its ability to solve problems and show the details. Most frequently created metaphors of this category are medicine (9), mirror (2), sun (2) and wind (2). Some viewpoints of the participants who represent this category are as followed: "Supervision is like medicine. Because it cures the diseased parts." (T21MB); "Supervision is like mirror. Because it reflects you clearly what you're good and what you should improve." (T83FC).

### Supervision as Situation Determination

In this category participants have produced 17 different metaphors which represent 20% of the total. The reasons why supervision is observed as situation determination are; its ability to detect problems clearer, more detailed and more objective, bring out the weak and strong sides and its ability to determine if the supervision is done as it should or not. Some of the metaphors which represent this category are medicine (3), alarm clock (2), lens (1) and control pen (1). Some viewpoints of the participants which represent this category are as followed: "Supervision is like an alarm clock. Because it's important in timely and orderly working of business with its being a reminder and an alerter." (T35FB); "Supervision is like a control pen. Because you need to check if there's an electrical leakage or not for the business to run." (T74FB).

### **Supervision as Penalty**

In this category participants have produced 16 different metaphors which represent 16% of the total. The reasons why supervision is observed as penalty are; it discomforts people when it's too much, it causes pain, it causes stress, it restricts freedom and creates tension. Some of the metaphors who represent this category are cross-check (1), prison (1), heart throbbing (1) and marine acid (1). Some viewpoints of the participants who represent this category are as follows: *"Supervision is like a prison. Because, it's not possible to overcome rules and borders."* (T34FB); *"Supervision is like a heart throbbing. Because it creates tension and anxiety in the individual."* (T70FB)

### **Supervision as Evaluation**

In this category participants have produced 12 different metaphors which represent 15% of the total. The reasons why supervision is observed as evaluation are; it generates new viewpoints, it controls the doings and it's regular and continuous. Some of the metaphors who represent this category are ice (3), third eye (2), cross-check in mathematics (1) and blood pressure pill (1). Some viewpoints of the participants who represent this category are as followed: *"Supervision is like a third eye. Because it shows you your imperfections which deep down you have but can't admit to yourself."* (T99FC); *"Supervision is like a crosscheck in mathematics. Because it helps you to determine the accuracy of your actions."* (T62FB).

### **Supervision as Obligation**

In this category participants have produced 6 different metaphors which represent 10% of the total. The reasons why supervision is observed as obligation are; it's needed all the time, it's obligatory and needed for the survival of school. Some of the metaphors who represent this category are water (5), air (1), trivet (1) and vitamin (1). Some viewpoints of the participants who represent this category are as followed: *"Supervision is like water. We need it all the time."* (T3MB); *"Supervision is like a base of trivet. Because education, teaching and supervision forms the bases of trivet and trivet can't stand without one."* (T100FC).

### **Supervision as Sustentation**

In this category participants have produced 7 different metaphors which represent 7% of the total. The reasons why supervision is observed as sustention are; it guides, helps and assures controlled movement. Some of the metaphors who represent this category are lantern (1), brake (1), guide (1) and puzzle (1). Some viewpoints of the participants who represent this category are as followed: *"Supervision is like a guide. Because it guides."* (T30FC); *"Supervision is like a puzzle. Because it guides you on completing the missing pieces."* (T64FB).

### **Supervision as Intentionality**

In this category participants have produced 4 different metaphors which represent 4% of the total. The reasons why supervision is observed as intentionality are; it reaches you to goal and generates orderliness. Some of the metaphors who represent this category are bow (1), system (1), weigh scale (1) and road (1). Some viewpoints of the participants who represent this category are as followed: *"Supervision is like a bow. Because it gives you feedback about the goal."* (T19FC); *"Supervision is like a road. Because it leads you to your goal."* (TIMB).

### **Metaphors about the Concept of Supervisor**

Private school employee teachers have produced 71 metaphors about the concept of supervisor. While 53 of these metaphors have been expressed once, 18 of them have been expressed more than once. Metaphors produced by private school employee teachers about the concept of supervision are presented with their expression frequency and percentage in Table 4.

**Table 4.** Findings about the Metaphors Produced for the Concept of Supervisor

N	Metaphor	f	%	N	Metaphor	f	%	N	Metaphor	f	%
1	police	5	5	25	father	1	1	49	mother-in-law	1	1
2	camera	4	4	26	gardener	1	1	50	commander	1	1
3	teacher	4	4	27	babysitter	1	1	51	columnist	1	1
4	mirror	3	3	28	basketball couch	1	1	52	lamb	1	1
5	child	3	3	29	bomb	1	1	53	storyteller	1	1
6	guest	3	3	30	lens	1	1	54	multivitamin	1	1
7	compass	3	3	31	teaspoon	1	1	55	conductor	1	1
8	friend	2	2	32	correction fluid	1	1	56	radar	1	1
9	doctor	2	2	33	inspector	1	1	57	wind	1	1
10	mate	2	2	34	dictator	1	1	58	watch	1	1
11	guardian	2	2	35	telescope	1	1	59	sadist	1	1
12	eye	2	2	36	enemy	1	1	60	prosecutor	1	1
13	judge	2	2	37	griddle	1	1	61	eraser	1	1
14	light	2	2	38	criticizer	1	1	62	interrogation police	1	1
15	woman	2	2	39	filter	1	1	63	water	1	1
16	coach	2	2	40	digital camera	1	1	64	driver	1	1
17	navigation	2	2	41	shipmaster	1	1	65	weigh scale	1	1
18	guide	2	2	42	gourmet	1	1	66	TLA* spelling book	1	1
19	mother	1	1	43	sun	1	1	67	cleaner	1	1
20	car klaxon	1	1	44	sculpture	1	1	68	scales	1	1
21	car service	1	1	45	web search engine	1	1	69	tourist	1	1
22	researcher	1	1	46	ant	1	1	70	master	1	1
23	soldier	1	1	47	watermelon	1	1	71	judicator	1	1
24	cook	1	1	48	eagle	1	1				
<b>Total</b>										100	100

According to Table 4, frequency ranges of the metaphors produced by private school employee teachers vary between 1 and 5. Because the research is consisted of 100 participants, it's observed that frequency and percentages are same numerically while taking percentile. When examined it's observed that the most frequently used metaphor is police (f=5), camera (f=4), teacher (f=4), mirror (f=3), child (f=3), guest (f=3), compass (f=3), friend (f=2), doctor (f=2), mate (f=2), guardian (f=2), eye (f=2), judge (f=2), light (f=2), woman (f=2), coach (f=2), navigation (f=2) and guide (f=2) metaphors follow this metaphor respectively. 53 metaphors have been repeated only once. When the most frequently used metaphors are examined, it can be said that these metaphors emphasizes the positive sides of supervisor. In addition to this, when reasons of the composed metaphors are evaluated with content analysis, it's observed that the metaphors are collected under two categories as positive and negative. Metaphors are explained with their positive and negative sides in Table 5.

**Table 5.** Findings about the Positive or Negative Evaluation of Composed Metaphors of Supervisor

Categories	Metaphors	Metaphor Number (n)	Metaphor Frequency (f)	Percentage (%)
Positive Perceptions	police (4), camera (3), teacher (4), mirror (3), child (2), compass (3), friend (2), doctor (2), mate (2), eye (2), judge (2), light (2), coach (2), navigation (2), guide (2), car service (1), researcher (1), cook (1), gardener (1), babysitter (1), basketball couch (1), lens (1), correction fluid (1), telescope (1), griddle (1), criticizer (1), filter (1), shipmaster (1), gourmet (1), sun (1), sculpturer (1), web search engine (1), ant (1), watermelon (1), eagle (1), commander (1), columnist (1), lamb (1), storyteller (1), multivitamin (1), conductor (1), radar (1), wind (1), watch (1), eraser (1), water (1), driver (1), weigh scale (1), TLA* spelling book (1), cleaner (1), scales (1), master (1)	52	74	74
Negative Perceptions	guest (3), guardian (2), woman (2), police (1), camera (1), child (1), mother (1), car klaxon (1), soldier (1), father (1), bomb (1), teaspoon (1), inspector (1), dictator (1), enemy (1), digital camera (1), mother-in-law (1), sadist (1), prosecutor (1), interrogation police (1), tourist (1), judicator (1)	22	26	26
<b>Total</b>		74	100	100

As seen in Table 5, 52 out of the 74 composed metaphors (74%) are perceived positive while 22 of them (26%) are perceived negative. 3 of these metaphors (child, camera and police) have been perceived both negative and positive and that's why are counted in both categories and total of 74 metaphors have been reached. Most frequently repeated metaphors are police (f=4), camera (f=3), teacher (f=4), mirror (f=3), child (f=2), compass (f=3), friend (f=2), doctor (f=2), mate (f=2), eye (f=2), judge (f=2), light (f=2), coach (f=2), navigation (f=2),

guide (f=2)". When their reasons are examined, it's observed that "police" metaphor what meant is that it keeps order and tracks; with "camera, judge" metaphors that it's a good observer, it approaches objectively to events by collecting evidence, such explanations are made. While helping with guidance is emphasized with "teacher, compass, eye" metaphors, with "mirror, friend, doctor, mate" metaphors the fact it shows sides that should be developed and corrected; with "child" metaphor the fact that it gives energy is expressed. In addition to this with "light, coach, navigation, guide" metaphors that it's a reference guide in any problem and it guides with its knowledge and experience are other thought about the concept.

### Categories of the Metaphors Created for the Supervisor Concept

When the metaphors created by teachers about the supervisor concept are examined, it can be seen that these metaphors are gathered under 11 categories because of their similarities. These are authoritative, nitpicking, observer, objective, evaluator, loadstar, investigator, breeder, leader, raider and punisher. These categories are presented with the metaphors they represent in Table 6.

**Table 6.** Frequency (f) and Percentage (%) Values of Categories of the Metaphors Created for the Supervisor Concept

Categories	Metaphors	Metaphor Number (n)	Metaphor Frequency (f)	Percentage (%)
Loadstar	mirror (3), compass (3), friend (2), mate (2), navigation (2), guide (2), child (1), doctor (1), sun (1), light (1), watermelon (1), coach (1), lamb (1), teacher (1), wind (1)	15	23	23
Authoritative	police (5), child (2), guardian (2), mother (1), soldier (1), father (1), commander (1), TLA* spelling book (1), interrogation police (1)	9	15	15
Breeder	teacher (3), cook (1), gardener (1), babysitter (1), filter (1), sculpturer (1), light (1), web search engine (1), multivitamin (1), master (1)	10	12	12
Observer	camera (4), eye (2), lens (1), telescope (1), digital camera (1), eagle (1), radar (1), tourist (1)	8	12	12
Evaluator	Car service (1), researcher (1), correction fluid (1), doctor (1), griddle (1), criticizer (1), gourmet (1), storyteller (1), watch (1), eraser (1), cleaner (1)	11	11	11
Leader	basketball couch (1), shipmaster (1), coach (1), ant (1), commander (1), driver (1)	6	6	6
Raider	guest (3), car klaxon (1), bomb (1), teas spoon (1)	4	6	6
Objective	judge (2), water (1), weigh scale (1), scales (1)	4	5	5
Investigator	woman (2), columnist (1), judicator (1)	3	4	4
Punisher	dictator (1), enemy (1), sadist (1)	3	3	3
Nitpicking	investigator (1), mother-in-law (1), prosecutor (1)	3	3	3
<b>Total</b>		<b>76</b>	<b>100</b>	<b>100</b>

When Table 6 is examined, it can be seen that there 71 different metaphors; however some of them are double-counted because they are also in both categories and that's why total of 76 metaphors have been reached. For example; the metaphors of "light and teacher" are in both the loadstar and breeder categories because they were represented with different reasons; metaphor of "doctor" is both in loadstar and evaluator categories; metaphor of "coach" is both in loadstar and leader categories; metaphor "child" is both in loadstar and authoritative categories. It's observed that the most frequently expressed category is the "Loadstar (f=23)". Followed respectively by "Authoritative (f=15), Breeder (f=12), Observer (f=12), Evaluator (f=11), Leader (f=6), Raider (f=6), Objective (f=5), Investigator (f=4), Punisher (f=3) and Nitpicking (f=3)" categories according to production and frequency degree of metaphors.

### Loadstar Supervisor

In this category participants have produced 15 different metaphors which represent 23% of the total. The reasons why supervisor was observed as loadstar are; s/he leads to truth by guidance, s/he provides professional help, s/he supports development by making constructive criticism and s/he motives you to reach your goal. Some of the metaphors which represent this category are compass (3), mate (2), navigation (2) and guide (2). Some viewpoints that represent this category are as followed: "Supervisor is like a compass. Because s/he knows where we are and lead us." (T43FC); "Supervisor is like a guide. Because s/he guides us by showing us the right way." (T73FB).

### ***Authoritative Supervisor***

In this category participants have produced 9 different metaphors which represent 15% of the total. The reasons why supervisor was observed as authoritative are; s/he makes everything run by rules by correcting mistakes, s/he says the last word and s/he establishes control. Some of the metaphors which represent this category are police (5), guardian (2), mother (1) and TLA\* spelling book (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a police. Because s/he makes everything run by the rules, orderly.” (T1MB); “Supervisor is like a TLS spelling book. Because even you’re sure of yourself, his or her words will be the last words. (T51FB).*

### ***Breeder Supervisor***

In this category participants have produced 10 different metaphors which represent 12% of the total. The reasons why supervisor was observed as breeder are; s/he governs everyone around by his or her knowledge and experience, s/he educated with professional help and s/he supports you positively. Some of the metaphors which represent this category are teacher (3), cook (1), filter (1) and web search engine (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a cook. Because s/he teaches you correct measurements for right on the nose cooking” (T42FC); “Supervisor is like a web search engine. Because s/he answers all your vocational questions (T44MC).*

### ***Observer Supervisor***

In this category participants have produced 8 different metaphors which represent 12% of the total. The reasons why supervisor was observed as observer are; s/he collects evidence by observing, s/he looks at situations as a third eye and s/he examines and researches detailed. Some of the metaphors which represent this category are camera (4), eye (2), telescope (1) and digital camera (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a camera. Because s/he records every move, collects evidence” (T6FB); “Supervisor is like a telescope. Because s/he examines all details, observes and analysis. (T63MB).*

### ***Evaluator Supervisor***

In this category participants have produced 11 different metaphors which represent 11% of the total. The reasons why supervisor was observed as evaluator are; s/he states perfections and imperfections by analyzing, s/he makes orderly controls to prevent the reoccurrence of mistakes and s/he keeps track of the situations. Some of the metaphors which represent this category are car service (1), researcher (1), criticizer (1) and gourmet (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a criticizer. Because s/he tells your negative and positive sides” (T49MB); “Supervisor is like a gourmet. Because s/he checks the ingredients by tasting the meal.” (T10MC).*

### ***Leader Supervisor***

In this category participants have produced 6 different metaphors which represent 6% of the total. The reasons why supervisor was observed as leader are; s/he makes everybody work coherently by leading the group and supports the group by intervening when its necessary. Some of the metaphors which represent this category are basketball coach (1), shipmaster (1), conductor (1) and driver (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a shipmaster. Because s/he directs the course and leads his crew.” (T39MB); “Supervisor is like a conductor. Because s/he could be able to notice the jangle in the composition and should ensure the harmony of the notes.” (T35FB).*

### ***Raider Supervisor***

In this category participants have produced 4 different metaphors which represent 6% of the total. The reasons why supervisor was observed as raider are; s/he subverts by comes in an unexpected time, disturbs and creates anxiety. Some of the metaphors which represent this category are guest (1), car klaxon (1), bomb (1) and teaspoon (1). Some viewpoints that represent this category are as followed: *“Supervisor is like an unexpected guest. Because s/he plumps into your class in an improbable time.” (T100FC); “Supervisor is like a car klaxon. Because s/he makes everybody a little bit nervous and panic.” (T32FC).*

### ***Objective Supervisor***

In this category participants have produced 4 different metaphors which represent 5% of the total. The reasons why supervisor was observed as objective are; s/he states what should be clearly and is unbiased. Some of the metaphors which represent this category are judge (2), water (1), weigh scale (1) and scales (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a judge. Because s/he collects data about the evidence, is objective.” (T87MC)*; *“Supervisor is like a weigh scale. Because s/he interprets good and bad fairly.” (T9FB)*.

### ***Investigator***

In this category participants have produced 3 different metaphors which represent 4% of the total. The reasons why supervisor was observed as investigator are; s/he examines, investigates and scrutinizes events with deep analysis. Some of the metaphors which represent this category are woman (2), columnist (1) and judicator (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a columnist. Because s/he scrutinizes events deeply with his or her point of view.” (T15FC)*; *“Supervisor is like a judicator. Because s/he investigates and inspects everything detailed.” (T85FC)*.

### ***Punisher***

In this category participants have produced 3 different metaphors which represent 3% of the total. The reasons why supervisor was observed as punisher are; s/he gives orders and threatens and punishes when not performed. Some of the metaphors which represent this category are dictator (1), enemy (1) and sadist (1). Some viewpoints that represent this category are as followed: *“Supervisor is like a dictator. Because s/he gives orders, punishes when not implemented.” (T36MB)*; *“Supervisor is like an enemy. Because s/he is on guard all the time and punishes you when s/he gets the change.” (T86MC)*.

### ***Nitpicking Supervisor***

In this category participants have produced 3 different metaphors which represent 3% of the total. The reasons why supervisor was observed as nitpicking are; s/he doesn't like anything, doesn't satisfy, doesn't see positive sides and always focuses on negative sides. Some of the metaphors which represent this category are investigator (1), mother-in-law (1) and prosecutor (1). Some viewpoints that represent this category are as followed: *“Supervisor is like an investigator. Because s/he always looks for your mistakes.” (T30FC)*; *“Supervisor is like mother-in-law. Because you can't make her like anything.” (T84FB)*.

## **Results, Conclusions and Recommendations**

According to the findings of this study; private school employee teachers have produced 75 different metaphors for the concept of supervision. In addition to this, metaphors are examined under positive and negative categories. Positive metaphors have the ratio of 83% while negative metaphors have the ratio of 17%. In this content it can be said that metaphoric perceptions about the concept of supervision and reasons explaining these metaphors were perceived quite positively by private school employee teacher who participated in the research. Reason why can be explained as private school employee teachers get supervised often and they see supervision as an opportunity to improve themselves.

Metaphors produced by private school employee teachers about supervision concept are gathered under 7 categories. Most frequently repeated one of these categories is correction and development. This category is followed respectively with categories of situation determination, penalizing, evaluation, obligation, sustentation and intentionality according to frequency of metaphors. In supervision related metaphoric perception studies of Tekin and Yılmaz (2012), it's determined that teachers perceive supervision as “situation determination” at most. Under the scope of categories correction and development, situation determination, evaluation, obligation, sustentation and intentionality which better emphasize supervision positively; participants have stated the supervision concept as an artifact which requires orderliness and continuity, opens up the path to development by correcting imperfections, helps to determine problems more clear, detailed and objective by stating weak and

strong sides, establish control by determining if the works are done in due form, always needed for the continuity of school's existence, guides by professional help and reaches you to your goal by establishing controlled progression. According to Yirci (2010) supervision is based on the idea of guidance. In the research conducted by Demirtaş and Kahveci (2015) about supervision, participants have seen the supervision concept as an artifact which is necessary for the continuity of life, performed systematically, determines and solves the problems and determines and evaluates the current situation. In a similar way Jeffrey and Woods (1998) as well have found that supervisors have considered supervision an obligation for the development of school and students. On the other side teachers have stated they want a process-emphasizing and constructive supervision. In this research the category which emphasizes the negative sides of the supervision is penalizing category. Participants have perceived supervision as disturbing, painful, stressing, freedom restricting and tension creating in this category. In the research conducted by Demirtaş and Kahveci (2015) about supervision, participants have seen the supervision concept as a process which causes anxiety, punishes mistakes, is obligatory to do and when is undone ends up with a sanction.

Private school employee teachers have produced 71 different metaphors about the concept of *supervisor*. In addition to this metaphor are examined under positive and negative categories. Ratio of positive metaphors is 74% while the ratio of negative metaphors is 26%. In this content it can be said that metaphoric perceptions about the concept of supervisor and reasons explaining these metaphors were perceived quite positively by private school employee teacher who participated in the research. Reason why can be explained as private school employee teachers are trusting the knowledge, experience and personality of supervisor; are considering supervisor not as a threat but in the opposite as a guide who leads them to improve themselves. Metaphors produced by private school employee teachers about supervisor concept are gathered under 11 categories. Most frequently repeated one of these categories is loadstar category. This category is followed by authoritative, breeder, observer, evaluator, leader, raider, objective, investigator, punisher and nitpicking categories according to the frequency of categories. In the research conducted by Tok (2015) about education supervisors, participants mostly produced metaphors about "overwhelming supervisor" (39.5%). Later; metaphors were used for guide, nitpicking, ineffective, judgmental supervisor's themes respectively. In the research conducted by Kocabaş and Özdemir (2010) about supervision metaphors; students have explained supervisor with observer, knowledge and enlightenment source and fear themes. Also they've considered supervisor as loadstar and channeled when teacher was giving a lecture. Under the scope of categories loadstar, authoritative, breeder, observer, evaluator, leader and objective which better emphasize on positive sides, participants have described supervisor as a person who leads to truth by helping out professionally, guiding and channeling people around with his/her knowledge and experience, who supports development by making constructive criticism, detects imperfections by conducting detailed examination and research and motives for the goal by eliminating them, who makes everybody work coherently by leading the group, states what should be clearly, performs control properly and who approaches situations fair-and-square. In the study conducted by Memduhoğlu ve Mazlum (2014) where they determined the perceptions about education supervisors, it has been observed that this perception has changed dcoachatically and positively over the last 10 years. However this change hasn't reached to expected level. Categories which emphasize the supervisor concept negatively are raider, investigator, punisher and nitpicking. In these categories participants have perceived the supervisor as a person who disturbs by coming in an unexpected time, causes panic by bothering, scrutinizes events by analyzing detailed, gives orders and when they're not implemented threatens and punishes you, doesn't like anything, doesn't satisfy and who doesn't see positive sides and always focuses on negative ones. In the study conducted by Yıldırım (2012) perceptions of teachers and principles about education supervisors were evaluated as negative in general. The most revealed one of these images is the "nitpicking" image. In the research conducted by Demirtaş and Kahveci (2015) about the supervisor, participants have considered the supervisor as authoritative and who uses this authority to exercise control over supervised. In addition to that supervisor has also been described as a person who penalizes when not obeyed and identify mistakes. In the light of all these information, supervision is the process of suitability evaluation of organizational goals and detected principles (Aydın, 1987) and a process of self correction, development and control according to the evaluation results in accordance with organizational goals. That's why precondition of an efficient supervision process is with no doubt a supervisor who is loadstar and ready to help out professionally. Within this content, it's vital to carry out contemporary supervision principles with a human development and efficiency oriented perspective. It's also extremely important for supervisor to

have loadstar, breeder, observer, evaluator, leader and objective personality traits beside the responsibility of correction and development. According to the research, participants have perceived the concepts of supervision and supervisor highly positive. Hence, platforms can be organized to improve collaboration between supervisors and private school employee teachers. For example; with co regulated professional improvement workshops, opinion exchange opportunities can be provided for peers who work in different units of the same system. In order to prevent the negative thought some participants has, supervisors can arrange trainings, seminars, conferences in school at certain intervals. In these informative meetings, supervisors can clearly state their expectations from supervision and can make teachers to feel they're a peer to school. Because research is a qualitative study, generalization can't be made. Similar studies can be conducted in various private schools nation-wide and perceptions of private school employee teachers can be presented generally.

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\*TLA: Turkish Language Association



## The Features of Female and Male School Principals in Turkey

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**Abstract:** The purpose of this research is to specify the features of female and male school principals comparatively. The study is a qualitative research. In the study, interviews were done with 25 female and 25 male school principals from different cities of Turkey and the data was analyzed with content analysis. It is determined that male and female principals have similar specialties on the themes; individual characteristics, human relations and communication, being development-oriented, diligence, leadership and professional competence, in the research. Male principals emphasize the themes of democratic management, student-centeredness, worker centeredness and being encouraging/ incentive more than female principals; whereas female principals emphasize motivation more than male principals. In the study, it came to light that the features of successful male and female principals are: justice-fairness, determination, reliability, tolerance, self-confidence, honesty, well-communication, giving value to people, empathy, self-development, owning a vision, openness to change, democratic management, team-group work, diligence, disciplined-planned work, being skilled for the job, leadership, model behavior, loving students, promoting student activities, orienting student success, professional skills, knowing laws and regulations, giving motivation, rewarding achievements, encouraging/ being-incentive and love of the job. In addition, male principals emphasize justice-fairness, democratic-participative management, orienting student success and giving motivation more; while female principals emphasize determination, information exchange and disciplined-planned work more. It was determined that successful male and female principals have more common features than different ones, and their competence were at the same level.

**Keywords:** Successful principal, female principal, male principal, gender, school principal.

### 1.Introduction

The features which an educational director should have are categorized into two, as individual and professional qualities. There are physical appearance, intelligence, high spirits, good moralities, ideals and believing importance of education within individual characteristics. As coming to professional features, qualities related to experience and education on educational management take place (Kaya, 1991, p. 150-155). A successful educational manager has to have the feature of leadership. Akbaba Altun (2011) who studied the strategies of successful school principals about time management in Turkey showed that the first five strategies about time management are planning, work sharing, doing jobs on time, subsidiarity and determining the priorities.

The features of admired leaders were tried to be determined based on the opinions of more than 75000 participants from Africa, North America, South America, Asia, Europe and Australia repetitively in 1987, 1995, 2002 and 2007. The features of admired leaders were determined as honesty, long-sightedness, inspiring, being logical, trustworthiness, open mindedness, reliability, expertness, intelligence, collaboration, courage, determination, helpfulness, creativeness, maturity, eagerness, loyalty, auto-control and freedom (Kouzes & Posner, 2007, p. 30).

In a research done among effective primary school principals in Cyprus, the effective principals have job eagerness and love; are proud of national heritage and traditions; are thinking well and continuously learning; are good managers; take risks by going out of the expectations of the authorities (Pashiardis, 1998). Salfi, (2011) in the research done in Pakistan, resulted that the managers in successful schools have common visions determined with their shareholders; constitute cooperation, support and trust culture. The researcher showed that the managers of successful schools are encouraging others for leadership, are sharing their responsibilities with others, are including other people to decision making process and are building good relationships among school workers. In addition, the researcher determined that these school managers emphasize developments of teachers in their schools as they emphasize development of themselves and include families and public to school development process.

Mulford et al., (2009) who researched successful and experienced school directors in Australia found that those directors have strong work ethics, act by consulting people for their implementations and have strong social awareness. Sammons, Hillman and Mortimore (1995) who investigated effective schools in England determined that, in effective schools, there are professional leadership, common visions, good education environment, orienting learning and teaching, following the developments, school-family cooperation and student rights and responsibilities; and those schools are also learner organizations.

In a research done in U.S.A, the most critical features and factors which effective managers have were researched. Those features are: having vision for the future expectations; communication; curriculum and education; foresight; environment/school atmosphere; academic performance and development; being assertive; professional development; reliability, ethic and social abilities; taking risk; giving authorization; being determinant, persistent and dedicated; being student oriented; technical and management abilities; promoting others; being an organizer; being mellow (Brown, 2004). Again in America, Sanzo, Sherman and Clayton (2011) investigated the implements of successful secondary school managers, and determined the common points of implementations which provide those managers to work efficiently in their schools as sharing the leadership, easing the professional development, doing educational leadership, behaving open and trust.

According to the research which investigated the specialties of successful school leaders, the features of leadership have positive influence on student success and the most important three features are, to determine a vision to achieve the target, to be able to answer for different needs of students, and doing ethical leadership (Young, 2007). Williams (2006) researched the applications of successful leadership in successful schools in America; he found that successful managers are visionary; believing the students learning; developing the leadership of teachers; deciding participatory; forming common culture and aims in school. In addition, he determined that the successful school managers take the needs of students as the center of decision making process.

Densmore-Wulff (1985), in America, found the guides for successes of school directors as learning; happiness; respect; trust; equalitarianism; reliability; proficiency and empathy. Also he remarked that a school manager should attend formal and informal communications; be model for desired behaviors; be generous and sharer; be a good listener; be a good researcher and open-minded; show that s/he is with shareholders of the school; develop communications among people; collect data continuously to make decisions. Again in America, Farley (1983) found that the effective school directors make true decisions; are educational leaders; expect success from teachers and students; follow developments of students; constitute a positive learning atmosphere; and provide enough learning opportunities.

Leithwood (2005), in his research based on educational reports from seven different countries (U.S.A, Australia, Denmark, England, Sweden, China, Norway), investigated the factors of successful school leadership and found those: school leaders have a strong excitement for the education of their students; and this feeling brings ethical behavior, forming values for social justice and providing an equal education atmosphere for students. He found that strong desires and persistency of those leaders are important for their success; and those leaders have good communications, are open-minded, optimistic and creative.

There are some researches which investigates the successful school directors according to their gender. For example, Beaty (2001, p. 148), investigated the features of successful female high school principals, which they believe in the contribution for them to be a successful leader, based on their important experiences in their both professional and special-private lives; reached the result that those successful female managers emphasize that their life experiences starting from small ages, contributed their development from various aspects. Also the researcher determined that those experiences are generally negative, and learning how to deal with those bad experiences in early ages helped much and persistently for their leadership development. Jamil et al., (2012) in Pakistan, determined that female

school managers are better leaders and more eager than male managers; they are motivating shareholders for school aims; and they move in cooperation with workers and families of students continuously.

In another research which was done in U.S.A about successful female school directors, it showed up that the features of female school managers are leadership (especially based on cooperative and transformational leadership), cooperation, innovativeness, leading the innovation and development atmosphere in school, deciding participatory, educating-developing, being good listener, accuracy and patience. Also the female school directors see their schools as their families and themselves as leaders of their families. In the same research, the female directors have expressed that they are being inspected continuously by their top managers and their colleagues, they have to work more and intense, they have to do better than their male colleagues (Eby, 2004, p. 109-111).

In Ghana, Agezo (2010) investigated effects of leadership implements of female school leaders on school effectiveness and school improvement. The researcher found these: Female directors show unique leadership when they lead their schools; they are especially transformational leaders and effective on achieving school aims; they added different specialties to leadership and management study; organizations of female principals help providing an advantageous situation depending competition. Also the researcher resulted that those female school directors have common visions determined in collaboration with shareholders; they are encouraging and form good communications to achieve school aims; they are in school's different places and in sight; they decide participatory, increase their professional knowledge continuously; they are the educational leaders which believe that the main aim of schools is student development and good implementation of programs; and they appreciate the teachers and students who contribute school's success.

Bayrak and Mohan (2001) who researched the perception of males about female managers in Turkey, found that the perception of leadership which have started to take shape today, is in accord with some features of females; and female managers promote and consider their workers, are equalitarian and mild. Boydak Özan and Akpınar (2002) found that there is no difference according to gender for conducting school management in their research which was based on teachers' opinions. Also the research showed that females are successful as much as males in school management. Babaoğlu and Litchka (2010), in their research in which they investigate comparatively leaderships of male and female school directors in America and Turkey, determined that there is no difference based on gender for school management. Wyatt (1996), in his research which investigates features of successful male and female school directors, resulted that there is not difference about leadership features; male and female principals have more common features than differences.

While it is seen that there are various researches about features of successful school principals done in different countries, it can be said that in Turkey researches are very limited. The base for this research is the limit on number of researches done about characteristics of successful schoolmasters in Turkey and abroad. In this context, the aim of this research is to determine the features of successful female and male school principals working in primary and secondary schools.

## **2.Method**

The research is a descriptive study. Qualitative research method was used in the study. The data was collected by face to face interview method.

### **Study Group**

The study group of the research is 50 successful school principals, 25 female and 25 male from different cities of Turkey. The criteria for the principals were success and at least 3 years professional experience. To determine their success, their inspection grades were based. The principals who have above 90 points of inspection grade in last

three years were considered as successful. To determine the study group multistage sampling method was used (Creswell, 1994, p. 119). In this sampling process, firstly principals who have been working as directors for at least three years were reached by criterion sampling (Yıldırım & Şimşek, 2000) method from purposeful sampling methods. Then, the names of other directors who were known by these principals and who had the criteria (successful and at least 3 year experience) were taken from these principals (snowball sampling); reached them and their opinions were asked.

The ages of 25 male principals who attended the research change from 35 to 64 and their management experiences are between 7 and 34 years. 19 of male principals are working in primary schools and 6 of them are in secondary schools. 12 of the principals became principal through passing exams (school principal exam); 10 of them took educational (training) management seminar, and 3 of them have master's degree in educational management field.

As the ages of female principals who attended the research, they change from 27 to 51, and their experiences of management are between 4 and 18 years. 19 of female principals are working in primary schools and 6 of them are in secondary schools. 18 of the principals became principals through passing exams; 13 of them took educational (training) management seminar, and 4 of them have master's degree in educational management field. The male participants of the research are coded as M1, M2,... etc. and the female participants are coded as F1, F2,... etc.

### **Data Collection**

In the research, open ended questions were asked to the participants. Their ages, working experience times as managers, whether they took management training or not, if they enter any exam to be managers, the features and implementations which make them a successful school director were asked. The following question was asked in the interview form: "Please write down your features and implementations which lead you to success as a school manager. Give some examples." The interviews with the participants took about 20-30 minutes.

### **Analyzing the Data**

The answers of participants were analyzed according to their content. The ideas of participants are specified below in items with their frequencies. The themes were formed by collecting the items in groups regarding their similarities. At the end of the research, the features of successful male and female school principals were separated to eleven themes. These themes are *1. Personal features, 2. Human relations and communication, 3. Being development-oriented, 4. Democratic management, 5. Diligence, 6. Leadership, 7. Student-centeredness, 8. Worker-centeredness, 9. Professional competence, 10. Encouraging, 11. Motivation.* The features of female and male directors (items) in those themes were compared according to their frequencies. If the difference between the frequencies is equal to or more than 5, it is commented as male and female managers are different at the specified feature; and if it is smaller than five, it was accepted as there was no difference.

### **Validity and Reliability**

1. Interview questions were formed properly for the aim of the research by investigating the literature. For validity and reliability of the questions, firstly interviews were done with three managers to ensure that the questions were understood in same way and were proper to the aim of the research. The same questions were tried to be asked as written in interview forms, so validity (Yıldırım & Şimşek, 2000) of the research tried to be provided. 2. To provide the validity of content analysis, diversification of researchers (researcher triangulation) was applied. So, analysis period of the study was tried to be strengthen by different viewpoints of different researchers; validity and reliability were tried to be strengthen (Cohen, Manion & Morrison, 2005, p. 113; Creswell, 1994, p. 167; Patton, 1987) on the stages of analyzing and determining result by providing consistency of aspects of different researchers. In addition, validity of the analysis were tried to be provided through time triangulation (Cohen et al., 2005, p. 113) by making the content analysis several times. 3. To lend credence of the collected data in the research, data triangulation was applied for the sample group. To achieve this, place sampling were made by including successful both male and female managers from different cities (Gray, Williamson, Karp & Dalphin, 2007). As Patton (1987) and Rubin and Rubin (2005) emphasized, through this way, a study group consisting of successful and experienced managers who

can give useful and reliable information were tried to be formed. 4. The data was collected in detail and deeply through face to face interviews and was written in items without adding any comment, was presented to the readers by including the original expressions of the participants. By this way, reliability of the research (Rubin & Rubin, 2005; Yıldırım & Şimşek, 2000) was tried to be provided. 5. By expressing the features of the participants and saving the data to be investigated when needed, external reliability of the research (Yıldırım & Şimşek, 2000) was tried to be provided. 6. The stages of the research were expressed in detail to enable any repetition in the same way (Yıldırım and Şimşek, 2000) and to show the reliability (Rubin & Rubin, 2005) through transparency. 7. The analysis of the research data was done suitable for the existing theoretic framework. It was seen that the result of the research was proper to the existing theoretic framework. This research has the quality that tests an existing theory (Rubin & Rubin, 2005), this condition implies the reliability of the research.

### 3. Findings

In this research the features of successful female and male school principals are eleven themes. The themes were dealt with in order and starting from the highest frequency. The features of successful male and female principals in the theme of *personal features*, the first one, are given in items in the table.

**Table 1.** The features of successful principals in the theme of *personal features*

No	Personal Features	Female Principal		Male Principal		Difference	Total
		f	%	f	%		
1	Justice	7	28	12	48	Yes	19
2	Determination	9	36	2	8	Yes	11
3	Reliability	3	12	6	24	No	9
4	Tolerance	2	8	6	24	No	8
5	Self-confidence	4	16	1	4	No	5
6	Patience	3	12	2	8	No	5
7	Honesty	2	8	3	12	No	5
8	Sincerity	3	12	1	4	No	3
9	Positive approach	0	0	3	12	No	3
10	Outspokenness	2	8	0	0	No	2
11	Unprejudiced	0	0	2	8	No	2
12	Well dressed	0	0	2	8	No	2
13	Consistency	0	0	1	4	No	1
14	Helpfulness	1	4	0	0	No	1
15	Practical intelligence	1	4	0	0	No	1
<b>Total</b>		37		41		No	77

As seen in Table 1, the features of female and male managers which were high are *justice, determination, reliability, tolerance, self-confidence, patience* and *honesty*. Regarding the results in Table 1, it is seen that only for *justice* and *determination* there are differences of frequencies between females and males in this theme. Males emphasized justice more; and female directors emphasized determination more than males. Regarding total frequencies of the items in the theme of personal features, it is seen that the frequencies of males and females are similar. A female and a male director expressed their personal features as below: “*My character is following the job with awareness of my responsibilities by being away from affectation.*” M12. “*My success is dependent firstly on being determinant at the implementation stage of a decision I made. Any obstacle could not stop me if I said something will be done.*” F23.

The features of the managers regarding human relations and communication theme are given in Table 2.

**Table 2.** The features of the principals regarding *human relations and communication* theme

No	Human Relations and Communication	Female Principals		Male Principals		Difference	Total
		f	%	f	%		
1	Having good relations with people	9	36	12	48	No	21
2	Being good at communication	11	44	9	36	No	16
3	Valuing people	5	20	4	16	No	9

4	Empathy	4	16	2	8	No	6
5	Good-humored	2	8	2	8	No	4
6	In consultation with the relevant people to solve problems	2	8	2	8	No	4
7	Be in rapport with	0	0	2	8	No	2
8	Be witty	0	0	1	4	No	1
9	To be full of love	0	0	1	4	No	1
	<b>Total</b>	33		35		No	68

As seen in Table 2, investigating the features of successful female and male school managers about *human relations* and *communication*, the features that have highest frequencies are *having good relations with people*, *being good at communication*, *valuing people*, and *empathy*. Comparing the frequencies of features in this theme one by one and totally, there is no difference between female and male directors. Two successful male managers expressed about their characteristics regarding the theme as below: “*I mediate for development of good relation among workers, I struggle it. I load hard work to my workers but when they want permission, I give. If a worker is permitted from the job, I provide another worker does the former’s job. By this way, they have a stronger relation.*” M5. “*My door is always open. Any student can come to me, and they all know this.*” M9.

The features of the successful principals regarding being development-oriented theme are given in Table

**3. Table 3.** The features of the principals regarding *being development-oriented* theme

No	Being Development-Oriented	Female Principals		Male Principals		Difference	Total
		f	%	f	%		
1	Trying self-development	7	28	8	32	No	15
2	Having aims and vision	3	12	5	20	No	8
3	Openness to proposals	2	8	4	16	No	6
4	Openness to change and	1	4	4	16	No	5
5	Doing information exchange	5	20	0	0	<b>YES</b>	5
6	To follow technological developments	3	12	0	0	No	3
7	Produce new projects	1	4	0	0	No	1
	<b>Total</b>	22		21		No	43

Looking at the features of successful female and male school managers about the theme of *being development-oriented* given in Table 3, the features having the highest frequencies are *trying self-development/trying to improve oneself*, *having aims and vision*, *openness to proposals*, *openness to change* and *doing information exchange*. Looking at the features in *being development-oriented* theme, comparatively, it is the only difference that only female directors expressed about *exchange of information*. It is seen that the features of male and female managers are similar in this theme. A successful male and two successful female directors expressed their features regarding this theme as: “*I have my aims to realize, I take example the directors I consider as successful and I try to pass them.*” M4. “*I am open to innovations. I am being excited for every innovation as I start my job anew. I do not think an innovation brings trouble.*” F14. “*I continuously try to develop myself, even if it is not formal.*” F15

The features of successful school principals regarding in democratic management theme are given in Table 4.

**Table 4.** The Features of Successful Principals Regarding in *Democratic Management* Theme

No	Democratic Management	Female Principals		Male Principals		Difference	Total
		f	%	f	%		
1	Democratic (participative) management	4	16	10	40	<b>YES</b>	14
2	Team work	5	20	9	36	No	14
3	Openness-transparency	2	8	2	8	No	4
4	To involve stakeholders in the process	2	8	0	0	No	2
5	To make brainstorm	0	0	2	8	No	2
6	Looking at events from different aspects	0	0	2	8	No	2
	<b>Total</b>	13		25		<b>YES</b>	38

Investigating the features of successful female and male school managers about *democratic management* theme given in Table 4, the highest frequencies are *democratic management* and *team work*. Comparing the features of

female and male managers in terms of their frequencies, it is seen that there is difference only at *democratic management* and males emphasize it more. Comparing the frequencies of all the items in this theme, it is seen that female directors expressed the items in this theme 13 times, whereas males expressed them 25 times. It can be said that the features of male and female directors are different in democratic management theme and male managers expressed it more. A male and a female director expressed the followings regarding this theme: “*I determine vision and mission of our school together with shareholders; and to realize our vision, I specify strategic aims and targets and try to implement them.*” M2. “*It is needed to be tolerant and open to cooperation for any idea from any person. As taking decision or starting a new implementation, firstly I share them with the people around me. S/he may be even a student or a servant. I give importance to consulting. Before applying a decision, I make a research about it. I write down what my (school’s) advantages and disadvantages. If advantages are more, I apply it absolutely. However, my decisions are always open to revision. Till the implementations become stable, my consultations continue.*” F7.

The features of successful school principals regarding diligence theme are given in Table 5.

**Table 5.** The features of successful school principals regarding *diligence* theme

No	Diligence	Female Principals		Male Principals		Difference	Total f
		f	%	f	%		
1	Being diligent,	6	24	9	36	No	15
2	Working disciplined and planned	9	36	3	12	YES	12
3	Trying to do best	3	12	2	8	No	5
4	Be responsible	1	4	1	4	No	2
5	Preparation for meetings	0	0	1	4	No	1
	<b>Total</b>	19		15		No	34

Investigating the features, in *diligence* theme, of successful male and female directors which are given in Table 5, it is seen that the features which have the highest frequencies are *being diligent, working disciplined and planned* and *trying to do best*. Investigating the frequencies of the features of male and female managers comparatively, it is seen that female managers expressed more only about *planned and disciplined work*, but the features of male and female directors are similar in diligence theme. Two male and two female directors expressed about their feature regarding this theme as below: “*I am being a model to my workers with my work; I motivate them. I go to school also on Saturdays and Sundays. I complete my unfinished jobs. Even if I do not do anything, I observe the school, think about it. I am ready at the school half an hour early. I should be in the school before the workers, including servants; and should leave after them.*” M12. “*I can serve to my school 24 hours nonstop in need.*” F15.

The features of the principals in the theme of *leadership* are given in Table 6.

**Table 6.** The features of the successful principals in the theme of *leadership*

No	Leadership	Female Principals		Male Principals		Difference	Total f
		f	%	f	%		
1	Being a leader manager	5	20	4	16	No	9
2	Being a model by behaviors	4	16	4	16	No	8
3	Being an entrepreneur	2	8	2	8	No	4
4	To have influence force	2	8	1	4	No	3
5	Use initiative	0	0	2	8	No	2
6	Make rational decisions	1	4	1	4	No	2
7	Be creative	0	0	2	8	No	2
8	Taking a risk	1	4	0	0	No	1
9	To see each event is important	1	4	0	0	No	1
	<b>Total</b>	16		16		No	32

As seen in Table 6, regarding *leadership*, the highest frequencies are *being a leader manager* and *being a model by behaviors* in the theme. Comparing the frequencies of the features in this theme one by one and totally, the features are similar for female and male directors. A successful male and a female manager expressed these about the theme:

“I do not order around. I make them work by influencing them.” M12. “In my opinion, the base of the success is being a model. I try to be a model to all of my school with my hard work and attitudes, as much as I can.” F7.

The features of the successful principals in the theme of *student-centeredness* are given in Table 7.

**Table 7.** The features of the principals in the theme of *student-centeredness*

No	Student-Centeredness	Female Principals		Male Principals		Difference	Total
		f	%	f	%		
1	Loving students,	3	12	4	16	No	7
2	Promoting social, cultural and sportive activities of students	1	4	5	20	No	6
3	Focusing on student success	0	0	5	20	YES	5
4	Being student-centered	0	0	4	16	No	4
	<b>Total</b>	4		18		YES	22

As seen in Table 7, regarding student-centeredness theme, the features which have high frequencies of male and female principals are loving students, promoting social, cultural and sportive activities of them and focusing on student success. Male principals emphasize more only the item of focusing student success than females within student-centeredness theme. Comparing total frequencies of all the items in this theme, it is seen that male managers emphasized the theme of student-centeredness more. Two male directors and a female director expressed these about the theme: “By believing the need of being integrated with the students, I approach them with love, try to form good dialogues with them, I take also their families to forefront; I communicate with them through sincere contacts, I try to be away from being mannered.” M12. “By trying to understand the priorities of students, I try to take the pulse of them.” F7.

The features of the principals in the theme of worker-centeredness are given in Table 8.

**Table 8.** The features of the successful principals in the theme of *worker-centeredness*

No	Employee-Centeredness	Female Princ.		Male Princ.		Difference	Total
		f	%	f	%		
1	Spend time together with employees in social situations outside of school	2	8	2	8	No	4
2	Sensitivity to the problems of employees	1	4	3	12	No	4
3	Concern for the development of employees	1	4	3	12	No	4
4	Be sensitive to the wishes of employees	0	0	4	16	No	4
5	Trust and give freedom to employer in their employees	0	0	3	12	No	3
6	Keeping employee morale highly	0	0	2	8	No	2
	<b>Total</b>	4		17		YES	21

The features-items within the theme of *worker-centeredness* have small frequencies in Table 8 (since they are smaller than five). When the total frequencies of the items are compared, male managers emphasized *worker-centeredness* more. Regarding this theme, two male managers and a female director said about their features as following: “Without regard to being in hours of work, I listen to everyone; I try to solve their problems.” M2. “I try to know better my workers; I become with them in their happy and sad days; I see their relatives as mines.” M5. “By trying to understand the priorities of my workers, I try to take the pulse of them.” F7.

The features of the successful school principals in the theme of *professional competence* are given in Table 9.

**Table 9.** The features of the successful principals in the theme of *professional competence*

No	Professional Competence	Female Principals		Male Principals		Difference	Total
		f	%	f	%		
1	Being good at professional skills	4	16	2	8	No	6
2	Having deep information about regulations	3	12	2	8	No	5
3	Having professional experience	1	4	2	8	No	3
4	Being good observer	2	8	0	0	No	2
5	Having time management skills	0	0	1	4	No	1
6	Having the ability to manage stress	0	0	1	4	No	1
7	Having the ability to manage crisis	0	0	1	4	No	1
	<b>Total</b>	10		9		No	19

As seen in Table 9, the features which have high frequencies are *being good at professional skills* and *having deep information about regulations* in the theme of *professional competence*. Comparing the features in this theme one by one and totally, the features are similar for female and male directors. A female manager expressed her feature regarding this theme by the following statement: “*The most important one is to know teaching. It is important from the aspect of controlling teachers. Being from the same job is very important for school management. A director, who does not know the job, cannot carry out an inspection; for management, it is necessary to know the particulars of the job.*” F2.

The features of the school principals in the theme of *encouraging* are given in Table 10.

**Table 10.** The features of the successful school principals in the theme of *encouraging*

No	Encouraging	Female Principals		Male Principals		Difference	Total
		f	%	f	%		
1	Motivating	3	12	9	36	YES	12
2	Rewarding achievements	1	4	4	16	No	5
3	Being achievement-oriented	0	0	2	8	No	2
	<b>Total</b>	4		15		<b>YES</b>	19

Director features that have high frequencies within encouraging theme given in Table 10 are *motivating* and *rewarding achievements*. Looking at the features comparatively between female and male managers, it is seen that males emphasize only the item of motivating more than females. Looking at the overall frequencies of the theme, it was determined that male managers emphasized the theme of encouraging more. A male director expressed his feature regarding the theme as below: “*By encouraging the students for their interests and skills, I reward every achievement whenever possible; so I keep the factor of achievement on the agenda (Rewarding in a ceremony, forming news in the webpage for students, letter of thanks to the parents, commendations to the students etc.).*” M2.

The features of the school principals in the theme of *motivation* are given in Table 11.

**Table 11.** The features of the successful school principals in the theme of *motivation*

No	Motivation	Female Principals		Male Principals		Difference	Total
		f	%	f	%		
1	Love of the occupation	6	24	3	12	No	9
2	Excited for school work	3	12	1	4	No	4
3	The ownership of the School	0	0	1	4	No	1
4	Keeping school's development ahead of personal interests	1	4	0	0	No	1
	<b>Total</b>	10		5		<b>YES</b>	15

As seen in Table 11, regarding *motivation*, the highest frequency is *love of the occupation* of the theme. Comparing the features in this theme, the results are similar for female and male directors. As coming to total frequencies, it can be said that female directors emphasize motivation more than males. A female manager expressed that about the theme: “*I can work for a long time and be happy doing this.*” F15.

#### 4. Discussion, Result and Proposals

It can be said that the features of *personal characteristics, human relations and communication, being development-oriented, diligence, leadership and professional sufficiency* of male and female managers who attended the research are at similar sufficiency level. Male managers emphasized *democratic management, student centeredness, worker centeredness and encouraging* more than female managers; whereas successful female managers emphasized *motivation* more than males.

Despite male directors in this research expressed about successful manager features more than female directors quantitatively; it can be said that the difference is not a big difference. In addition, only four of those features which are justice, democratic-participatory management, focusing student achievement and motivating were emphasized by

male managers more than females. And only three of those features which are determination, information exchange and disciplined-planned work were emphasized by female directors more. Male and female managers mentioned most of those features similar number of times and the features of successful female and male managers are similar. There are many researches which resulted that the features of male and female managers are similar. From those researches, Burns (2006) determined that effectiveness of school directors, Fawver (2014) determined management lives of high school managers, Wyatt (1996), Babaođlan and Litchka (2010) determined their leadership features, Lally (2008) and Morrison, (2012) determined features of leaders do not change according to gender, they are similar.

The features of successful male and female managers in this research showed up in many researches done before. For example, the mostly mentioned feature, *having good relations with people* were determined by Agezo (2010), Brown (2004), Densmore-Wulff (1985) and Salfi (2011); *justice* by Leithwood (2005) and Turan, Yıldırım and Aydođdu (2012); *having good communication skills* by Turan et al., (2012), Brown (2004), Eby (2004, p. 109-111), Gümüřeli (2001) and Leithwood (2005); *professional development* by Agezo (2010), Brown (2004), Eby (2004, p. 109-111), Salfi (2011) and Sanzo et al., (2011); *democratic management-team work* by Agezo (2010), Brown (2004), Densmore-Wulff (1985), Eby (2004, p. 109-111), Mulford et al., (2009), Salfi (2011), Sanzo et al., (2011), Turan et al., (2012) and Williams, (2006); *planned work* by Akbaba Altun (2011); *being leader manager* by Eby (2004, p. 109-111); *determination* by Brown (2004), Kouzes and Posner (2007) and Leithwood (2005) as manager features in the researches done before.

Another example, *reliability* which was mentioned frequently by school principals in this research, was determined as a leader feature by Brown (2004), Densmore-Wulff (1985), Kouzes and Posner (2007), Salfi (2011); *job enthusiasm for occupation* by Kouzes and Posner (2007), Leithwood (2005), Pashiardis (1998); *being student-oriented* by Agezo (2010), Brown (2004), Leithwood (2005), Williams (2006); *having vision* by Agezo (2010), Brown (2004), Salfi (2011), Williams (2006), Young (2007); *tolerance, being flexible and mild* by Brown (2004); *empathy* by Densmore-Wulff (1985); *self-confidence, courage* by Kouzes and Posner, (2007); *honesty* by Densmore-Wulff (1985), Kouzes and Posner (2007), Sanzo et al., (2011); *being motivative* by Agezo (2010), Brown (2004), Eby (2004, p. 109-111), Densmore-Wulff (1985), Salfi (2011); and *being professional* by Densmore-Wulff (1985) and Kouzes and Posner (2007).

It is seen that some successful manager features which showed up in researches done before, were not mentioned in this research. For example, while educational leadership was mentioned in many researches before (Agezo, 2010; Farley, 1983; Sammons et al., 1995; Sanzo et al., (2011), it was not mentioned in this research. Moreover, the features were not mentioned in this research are forming a learning organization (Sammons et al., 1995; Sanzo et al., (2011), taking risk (Brown, 2004; Pashiardis, 1998), determining common aim and vision (Agezo, 2010; Brown, 2004; Sammons et al., 1995; Williams, 2006), forming common culture (Williams, 2006), limpidity (Densmore-Wulff, 1985), creativeness (Kouzes & Posner, 2007) and positive organization atmosphere, whereas they were emphasized before as successful school and educational managers. The main aim of schools is to provide and follow the development of the students and shareholders. In this context, some suggestions may be proposed to school managers. In order to enhance learning atmosphere in schools, the followings might be suggested to school managers: forming learning organization, making educational leadership in schools, taking risks, determining common visions, determining common culture, enhancing organization atmosphere and making limpid management. It is necessary to make researches on the features of male and female managers, on similar and different features of the genders and to determine levels of successes of male and female managers. Especially discovering the similarities of features and success levels of male and female managers, and releasing all of those to the public through mass media are necessary. Through that way, awareness of public may be achieved for the fact that female managers are not unsuccessful than male managers, there are superior and weak features of two genders. By this means, forming the image that it is ordinary for females to be educational managers can be contributed.

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## Teacher capacity building in the context of international partnership: metaphors, models and prospects

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### Abstract

In Latvia, in a very brief period of time, a transition from being an aid-recipient to an aid-donor country has taken place, and education is one of the fields for sharing experience and providing support. The article deals with the University of Latvia (UL) scholars' experience of providing their expertise, knowledge and resources and facilitating education reforms, particularly multilingual education, in Eastern Europe and Central Asia countries. The article reports the results of the qualitative research conducted in the consultancy framework. The article aims at exploring the main aspects of action for the teacher education and professional development and methods for evaluating the impact and opportunities that international consultants can bring to development cooperation to ensure efficient and sustainable changes. One of the most important aspects for Latvian scholars who are involved in teacher education events in the development countries is a need for valid evaluation methods of effectiveness of the proposed knowledge and skills. The four level Kirkpatrick's evaluation model and application of the methodologies approbated at UL, Faculty of Education, Psychology and Art study program "Teacher" were explored in order to monitor the effectiveness of training. Particular analysis is devoted to metaphor creation and investigation. The metaphor grouping examines in some depth the diversity of skills, knowledge, attitudes, beliefs, and attributes that the teachers who are part of the education reform and should be able to cope with the challenges of the teaching currently possess. Qualitative research tools and techniques proved to be very useful from both: the training and the research perspective and have been further investigated and used as content for teacher education and professional development. The study proposes the further direction in international partnership.

**Key words:** international consultancy, multilingual and multicultural education, teacher capacity building, programme evaluation

### 1. Introduction

The Republic of Latvia has declared that education in national minority languages is a precondition for maintaining the cultural identity of national minorities in Latvia and ensuring their integration. State financed national minority education programmes in Latvia are available in seven languages: Russian, Polish, Hebrew, Ukrainian, Estonian, Lithuanian, and Belarusian. Latvian minority education reform has received a positive assessment from international organizations and their officials and it is considered an example of good practice of transferring to the other post-Soviet countries to deal with issues concerning minority education.

The transformation of the Latvian multilingual and intercultural education experience and establishing of international partnership can be discussed in the context of Latvia's development cooperation policy. According to the Development Cooperation Policy Programme in 2008, the main priority areas of Latvia's development cooperation are „good governance ... and promotion of education, culture, social development, healthcare and environment protection” (Dumpe 24.02.2010. in Snikersproge 2010: 8).

“Since Latvia developed from an aid receiver to a donor it provides its expertise, knowledge and resources to those countries in Eastern Europe and Central Asia that now seek assistance in various areas” (<http://www.mfa.gov.lv/en/policy/development-co-operation>).

Working in the post-Soviet countries, the trend to teach content devoting inadequate attention to teachers is identified. We would like to focus on facilitating teachers' autonomy as well as creative skills thus accepting responsibility for successful implementation of reforms, becoming independent and flexible professionals. Attention should be given to teacher's professional identity as the crucial factor.

Discussing the perception of teaching, M. K. Smith (2016) highlights that in teacher education programmes – and in continuing professional development – much time is devoted to the ‘what’ of teaching – what areas we should cover, what resources we need, etc. He refers to Parker J. Palmer (1998: 4) comments, ‘But seldom, if ever, do we ask the “who” question – who is the self that teaches? How can educational institutions sustain and deepen the selfhood from which good teaching comes?’ (*op. cit.*)

Good teaching is rather more than technique according to Parker J. Palmer. Good teaching, he says, ‘comes from the identity and integrity of the teacher’ (Palmer 1998: 11). It is the way we are experienced, our enthusiasm, our care, our knowledge, our interest

in, and concern for, people that is the key to whether we are felt to be good teachers. As Jackie Beere (2012) and others have argued we need to be present as people in the classroom or learning environment.

Researchers and non-governmental organization leaders analytically evaluate the impact and opportunities international consultants can bring to development cooperation, considering their possibilities and limitations.

UL, Faculty of Education, Psychology and Art scholars involved in teacher capacity building events in Eastern Partnership and Central Asia (CA) countries have noticed the critical need for varied means of evaluation of effectiveness of the proposed trainings – knowledge and skills.

Referring to the change that the training has been targeting - Kirkpatrick's Model (Kirkpatrick, 1994, 2005, 2007) was considered the most appropriate and applied to evaluate the effectiveness of the offered trainings. The four levels of Kirkpatrick's evaluation model are as follows:

1. Reaction – what participants thought and felt about the training (satisfaction; "smile sheets")
2. Learning – the resulting increase in knowledge and/or skills, and change in attitudes. This evaluation occurs during the training in the form of either a knowledge demonstration or test.
3. Behaviour – transfer of knowledge, skills, and/or attitudes from classroom to the job (change in job behaviour due to training program). This evaluation occurs in 3–6 months post training while the trainee is performing the job. Evaluation usually occurs through observation.
4. Results - the final results that occurred because of attendance and participation in a training program (can be monetary, performance-based, etc.).

Unfortunately, international consultants are usually invited to particular events – mainly to provide training, thus the evaluation was conducted at the level of trainees' reaction.

If project managers or decision-makers are satisfied with feedback from participants reporting on whether and to what extent the training they participated in was useful or helpful to them (Level 1) then simple reaction or feedback collection is fine. If the training is intended to teach new content or knowledge (as might be the case since international consultants are involved) then it is necessary to use the tools for measuring the gains in knowledge (Level 2). If it is aimed to facilitate improvement of teacher practices, then observing those actions to see if there has been improvement would be desirable (Level 3). Seldom (as in the case discussed in this article) are the consultants invited on a regular basis; neither are they often given an opportunity to implement their program evaluating its impact and developing the further expert work based on the evaluation data obtained from self-reflection which corresponds to Levels 2-3. Tracking the training's effectiveness (Level 2) the following methodologies were explored: MAX teaching framework, Csikszentmihalyi' (1990) Flow model, Concept simulation method (Grigule et. al, 2014), the concept of 'loop input' model, suggested by Woodward (1991), metaphor creation and investigation (Benkő, 2009), creative writing tasks and interactive board games.

To guide this study, the following research questions were investigated:

- A. How do metaphors reveal various learning models and teaching approaches arising from these models?
- B. What are the teachers' metaphorical images about "multilingual teacher" via their self-generated metaphors?
- C. How does the recent teacher training reflect on their metaphorical images on their role?
- D. What do metaphors reveal about teachers' involvement in the process of changes, to what extent have they become active reform agents?

## **2.Method**

To examine variety of teachers' professional background and evaluate the effectiveness of the proposed training and content of the meaningful further cooperation, the metaphor creation and investigation method was conducted. Differences in conceptions teachers have of teaching and bilingual education was determined. Phenomenography was applied to examine experience and perception of learning and teaching (Mann, 2009). "Phenomenography is the empirical study of the different ways in which people think of the world" (Ornek, 2008). Mann stresses that a study group should be of sufficient size as the focus of phenomenography is to examine variations how different people conceptualise their experiences. Phenomenography was developed by Swedish researcher – Marton in the 80s. When analysing and

evaluating phenomenographic data, the researched should find commonalities and differences to form categories which would lead to generalisation for each. (Ornek, 2008)

Metaphors are often used in pre-service and in-service teacher education to challenge and conceptualise teachers' understanding of education, role of teacher and students as well as communicate perceptions and beliefs about teaching. They reveal what teachers understand to be important, essential and harmful to their work. (Buchanan, 2015). They also show understanding of concepts (Parks, 2010) – learning, teaching, cooperation. Van den Berg (2002) states metaphors encourage teachers to become aware and challenge beliefs, attitudes, and emotions that every teacher adheres to. And though much research is devoted to analysing pre-service teachers' metaphors, this article aims to analysis metaphors elicited from in-service teachers to understand how they view content and language integrated learning and teaching at school.

The research was conducted in the framework of the Central Asia Education Programme launched by Organization for Security and Co-operation in Europe High Commissioner on National Minorities (2012 – 2017) and “Multilingual Education in Ukraine 2010 - 2015” project supported by the Ministry of Education and Science of Ukraine, Peace Action, Training and Research Institute of Romania and Ministry for Foreign Affairs of Finland.

In Central Asia, the international experts were asked to contribute to the Regional School aimed at developing professional capacity of teachers and education managers. In Ukraine, Latvian experts were involved in launching the multilingual education program. The experts' duties were to deliver trainings, conduct monitoring, record the first reactions and experiences from students and teachers regarding MLE, present the experience and the academic results of piloting, and give an indication of the strategic directions and partnerships.

Participants of trainings were required to complete the statement “CLIL teacher is like..... because.....” using only one metaphor and elaborating on their ideas. This task was to teachers taking part in several trainings – 06 – 11 July, 2015, in Kyrgyzstan – The Regional School for national MLE experts and educational practitioners from the Central Asian States as well as 22 – 25 February, 2016, Kyiv, Ukraine ‘Multilingual Education (MLE) in Ukraine training of teachers and educators’. 25 answers were received from Ukrainian teachers who had participated in training and had implemented multilingual education for two months in three Ukrainian regions: Odessa, Chernivtsi and Transcarpathia. 41 answers were given by Central Asia Regional School participants: 21 teachers and teacher trainers from Kyrgyzstan, who had participated in trainings and implemented multilingual education for a year; 12 teachers and teacher trainers from Kazakhstan. The country has been implementing intensive language education programs. 8 teachers and teacher trainers, who had participated in training, but had not yet started to implement multilingual education programs, from Tajikistan.

When analysing the metaphors the teachers and teacher trainers had created, first a list of metaphors was compiled according to the country of the teachers' origin– coding the representing country with the aim to identify differences and classify scope of experience teachers have. Traditions in pedagogical culture within each country were also taken into account. The metaphors were categorized according to three criteria – dominant perception of what teaching and learning are, professional competence and teachers' involvement in the process of reform. Metaphors were analyses with the aim to identify the core aspects of multilingual education teacher competence addressed within the research sample. The metaphors and explanations provided by the Ukrainian as well as respondents from Central Asia Regional School are presented in Tables 1, 2, 3, 4.

To ensure reliability of the study, the data obtained were compared and analysed by the two authors separately, and the number of metaphors and categories that overlapped and did not overlap were determined and discussed.

During analysis the metaphors were firstly grouped according to their approach to teaching and learning. For the purpose of the study, four different orientations to learning are focused on (after Merriam and Caffarella 1991; Joyce *et al* 2002 ). The writers propose four ‘families’ of teaching based on the models of learning they promote:

- the behaviourist orientation to learning,
- the cognitive orientation to learning,
- the humanistic orientation to learning,
- the social/situational orientation to learning.

Secondly, the metaphors were analysed in the context of multilingual education (MLE) teachers' competences. The CLIL teacher's competence grid (Bertaux et al,2010), the target domain of which is 'the ideal CLIL teacher', was applied. The metaphor grouping explores in some depth the diversity of skills, knowledge, attitudes, beliefs, and attributes that the teachers who are part of MLE and should be able to cope with the challenges of CLIL teaching currently possess.

Thirdly, the metaphors were grouped according to teachers' acceptance and readiness to transformation in education active involvement in MLE reform.

### 3. Findings and Discussion

In this section of the study, results with regard to metaphors by multilingual education teachers about the concept of "multilingual education teacher competence" are presented in tables and they were analyzed and interpreted according to the proposed research questions.

Table 1. Metaphors created regarding the concept of " multilingual education teacher competence" and the country of teacher representing them.

No	Metaphor name & Frequency	Kyr	Kaz	Taj	Ukr	No	Metaphor name	Kyrg	Kazah	Taj	Ukr
1	Ant (2)	x	x			28	Magician	x			
2	Artist			x		29	Mega-brain	x			
3	Battery				x	30	Moon	x			
4	Bee (3)	x	x		x	31	Mother	x			
5	Book				x	32	Octopus (2)		x		x
6	Brain	x				33	Orange				x
7	Cabbage				x	34	Parrot		x		
8	Car with a trailer				x	35	Person who is painstakingly diligent	x			
9	Caterer		x			36	Person who chooses untrodden paths (2)				xx
10	Chef (2)	x	x			37	Pilot	x			
11	Chess player		x			38	Pioneer				x
12	Chest			x		39	Pre-revolutionary time head master			x	
13	Conductor			x		40	Rainbow				x
14	Filter, sieve				x	41	Ray of light in the kingdom of darkness	x			
15	Flower	x				42	Rebel	x			
16	Flower bud		x			43	Robot			x	
17	Fragrance	x				44	Rose	x			
18	Fruit tree		x		x	45	Shower	x			
19	Fruitful tree					46	Sponge				
19	Gardener (2)				xx	46	Single mother	x			
20	Hunter (2)		xx			47	Spinning top		x		
21	Innovator (2)				xx	48	Sun (4)	x		xx	x
22	Interpreter	x				49	Tolerant, competent, intelligent person		x		x

23	Jeweller		x	50	Three – headed dragon (3) – Змей Горыныч	x	xx
24	Jigsaw puzzle		x	51	Tree		x
25	Lemon		x	52	Tweety bird		x
26	Lenin	x		53	Water Spring		x
27	Life	x		54	Wikipedia		x

Table 2. Classification of metaphors created by teachers according to categories (on four different orientations to learning)

MODELS OF LEARNING	Educators from KYRGYZSTAN	Educators from KAZAKHSTAN	Educators from TAJIKISTAN	Educators from UKRAINE
The behaviourist orientation to learning	Bee Shower sponge Single mother Moon Chef Interpreter Fragrance	Spinning top Parrot Hunter Fruit tree Bee Flower bud Tolerant, competent, intelligent person	Conductor, Pre-revolutionary time head master Jeweller Chest	Water Spring Fruitful tree Erudit Wikipedia Lemon Tree Car with a trailer Book Bee Battery
The cognitive orientation to learning	Brain Mega-brain  Magician	Caterer  Chess player	Robot	Jigsaw puzzle Orange  Innovator Person who chooses untrodden paths Three – headed dragon Rainbow Gardener Sun
The humanistic orientation to learning	Mother Sun Ant	Three – headed dragon		
The social/situational orientation to learning	Rebel Life Flower Rose Ray of light in the kingdom of darkness	Octopus ant	Artist Sun	Tweety bird Filter, sieve Octopus Cabbage

Majority of the metaphors refer to the behaviourist orientation to learning for example, Moon – its light penetrates the darkness. It contradicts the modern approach to education and MLE principles thus teachers face enormous challenges to change overcome the change of the approach to education to be able to implement MLE. Consultants should be aware that it is not feasible if trainings provide just information on CLIL model.

Table 3. Classification of metaphors developed by teachers according to context of multilingual education (MLE) teachers' competences.

AREAS OF COMPETENCE & COMPETENCES	Educators from KYRGYZSTAN	Educators from KAZAKHSTAN	Educators from TAJIKISTAN	Educators from UKRAINE
<b>Programme parameters</b> - Defining CLIL - Adopting an approach to CLIL	Ray of light in the kingdom of darkness	Hunter	Jeweller	Orange Battery Book
<b>CLIL Policy</b> -Adapting CLIL to the local context -Integrating CLIL into the curriculum -Linking the CLIL programme with school ethos -Articulating quality assurance measures for CLIL	Brain Mega –brain Rebel Fragrance	Fruit tree  Chess player		Fruitful tree Tree Lemon
<b>Target language competences for teaching CLIL</b> -Using Basic Interpersonal Communication Skills -Using Cognitive Academic Language Proficiency -Using the language of classroom management -Using the language of teaching -Using the language of learning activities				Tweety bird Innovator
<b>Course development</b> -Designing a course			Robot	Filter, sieve
<b>Partnerships in supporting student learning</b> -underWorking with others to enhance student learning -Building constructive relationships with students		Ant		
<b>Integration</b> -Merging content, language and learning skills into an integrated approach	Magician Ant Chef	Chef Hunter		Jigsaw puzzle Car with a trailer Octopus Bee
<b>Implementation</b> -Lesson planning -Translating plans into action  -Fostering outcome attainment	Bee Ant Interpreter	Spinning top Three – headed dragon  Bee	Conductor, Pre- revolutionary  time head master	
<b>Second Language Acquisition (SLA)</b> -Knowing second language attainment levels -Applying SLA knowledge in lesson preparation -Applying SLA knowledge in the classroom		Three – headed dragon		
<b>Interculturality</b> -Promoting cultural awareness & interculturality	Sun		Sun	
<b>Learning environment management</b> -Taking into account the affective side of learning -Making the CLIL learning process efficient	Mother <i>Родная мама</i>		Sun	Gardener Filter, sieve

<b>Learner focus in the CLIL environment</b> -Applying interactive methodology	Flower Rose	Octopus	Artist	Rainbow Innovator
<b>Learning skills focus in CLIL</b> -Having knowledge and awareness of cognition and metacognition in the CLIL environment	Brain			
<b>Learning assessment and evaluation in CLIL</b> -Knowing about and applying assessment and evaluation procedures and tools		Flower bud		Water Spring
<b>Lifelong learning modelling &amp; Innovative teaching and learning approaches</b> -Keeping up with new developments -Using ICT as a teaching resource	Life Ray of light in the kingdom of darkness		Chest	Person who chooses untrodden paths Cabbage

Teachers treat the new methodology very seriously as they are aware the work should be done very thoroughly and accurately. Some metaphors for example the metaphor created by a Kyrgyz teacher – Shower sponge –He/She should absorb much information reveal that teachers are at the stage trying to master the new knowledge but not being ready to apply them yet.

Majority of the metaphors address such areas of competence as integration, implementation – skills of integrating content and language learning in lessons - Magician, Ant, Pilot. Magician – he/she knows the secret of learning a second language and content. Some metaphors bear negative connotation for example the metaphor comparing CLIL with a single mother as she has functions of a mother and a father. It is very challenging!

Some participants have not been able to create a metaphor providing simple description for example - Person who is painstakingly diligent.

Table 4 Classification of metaphors developed by teachers according to teachers' acceptance and readiness to transformation in education active involvement in MLE reform

	Teacher - authority	Teacher - erudite	Teacher - methodologically skilful, hard working	Teacher – involved in subject content teaching bilingually	Teacher is aware of the need to learn, gains new knowledge and skills; becomes competent	State and feelings when new knowledge is obtained but not systemised yet	New attitudes and values: Child-centeredness team work	Acknowledgement, acceptance of the change process Readiness to implement changes
METAPHOR developed at OSCE /HCNMRs in Central-	Conductor	Dragon	Bee	Chef	Robot		Sun	Life
	Pre-revolutionary headmaster	Jeweller	Ant	Parrot	Brain		Flower	
		Octopus	Interpreter	Hunter	Fruit tree		Ant	Ray of light in the kingdom of darkness
		Moon	Caterer	Pilot				
		Rebel	Chest	Spinning top	Flower bud			
		Water spring	Magician	Single mother				
			Rose					
			Artist					
			Chess player					
			Mega-brain					
		Mother						
METAPHOR developed at		Fruitful tree	Bee	Car with a trailer	Cabbage Tree	Orange puzzle	Sun	Pioneer
		Book	Battery					Person who chooses untrodden paths
		Wikipedia	Lemon					
		Octopus	Innovator					
		Gardener	Tweety bird					
			Rainbow					
		Filter, sieve						

## Conclusions

Based on the research findings, the conclusion can be drawn that the activities used to gather feed-back and stimulate participants' reflection as well as evaluate the trainings' effectiveness followed these base principles:

- Tasks should be meaningful for the participants;
- Experts need to report their conclusions from the feedback back to the participants;
- Participants need to have a transparent access to information about other group members' opinion;
- They need to be similar to recommended MLE teaching methods;
- Tasks should be active and creative.

The metaphor grouping explores in some depth the diversity of skills, knowledge, attitudes, beliefs, and attributes that the teachers who are a part of the education reform possess and should be able to cope with the challenges of the teaching currently presents.

Developing skills of conceptualising and making connections between everyday teacher's professional work and theoretical foundations is a very important task in teacher education (Kennedy, 1999; Malderez & Bodsczky, 1999; Ball, 2000; Johnson, 2009). The responsibility of education, according to Vygotskian sociocultural theory (2002), is to present scientific concepts to learners, but to do so in a way that brings these concepts to bear on concrete practical activity, connecting them with the everyday knowledge and activities of learners. Robbins (2003) points out that a key to concept development is the extent to which instruction interrelates to everyday and scientific concepts, because it is this relationship that „lies at the heart of internalization”, that is, transformation of the social into the psychological (Robbins, 2003, p. 83). Internalisation is evident if students can easily switch from academic level to everyday and back.

Qualitative research tools and techniques proved to be very useful from both: the training and the research perspective. Metaphors, fairy tales, recipes, visual representations, and all the other data collected during the research provide a base for creating the CLIL teacher's professional profile. It involves a wide range of specific knowledge, skills and desirable attitudes; all necessary for teaching successfully in a CLIL context. These skills, qualities, attitudes, motivations, knowledge bases etc. have been further investigated and used as content for teacher education and professional development.

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## A Study on the Effects of Creativity Training Program on the Creative Behaviors of Preschool Children

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### **Abstract**

This study aims to explore effects of creativity training program on the creative behaviors of preschool children. In this study, quasi experimental design has been used as pretest-posttest control group experimental design. Study group consisted of 30 children in total who were students in two separate nursery classes, 16 in experimental group and 16 in control group. Creative Behavior Observation Form was applied to both groups as preliminary and final assessment. A secondary observer was assigned for video recording and assessment of the activities in full. Creative Training Program which consisted of 36 activities to support creative thinking of the children in the experimental group was applied 3 days a week for 12 weeks by the researcher. Control group students were applied Preschool Education Program (2013) by their teacher. Creative Behavior Observation Form was used also to determine retention of Creativity Training Program. Behaviors of the children were separately assessed in the Creative Behavior Observation Form by a secondary observer. Paired sample t-test was used in order to determine if there are significant differences between pre-assessment and final assessment obtained from observation form of the experimental and control group; independent sample t-test was used in order to determine if there are any differences between pre-assessment mean of the experimental and control groups. ANCOVA analysis was used to compare final assessment mean obtained from pre-assessment results of the experimental and control groups with significant differences. Consistency between primary and secondary observer was determined by Pearson correlation coefficient. Significance level was identified as  $p < .05$  for all the analysis throughout the study. Creativity mean of the children involved in Creativity Training Program is significantly higher than the children in the control group. Results of retention test indicate that Creativity Training Program is still effective.

**Key Words:** Preschool education, creativity, creativity training, creative behavior observation form.

### **1. Introduction**

Creativity means obtaining a product that no one else has done before. Therefore, creativity yields unique products. Creativity implies going beyond the boundaries while ensuring that the new path is, at the same time, acceptable. It is an ability to see the problems and establish unique ideas with a talent to reach solutions from ideas (Koster, 2001, p.86; Sungur, 1997, p.43). It is necessary to create an atmosphere for the children in which their special skills are supported and they are encouraged to be creative (Myers, 2004, s.429). In other words, constructs of creativity are attitude, process, product, skills, and set of environmental conditions (Schirmacher, 2006, p.5-6; Brown, 1989, p.3). Creativity develops in several stages for the children.

Creativity starts at early years of life. Children start using their creativity while solving problems as well as discovering their toys, environments and parts of their bodies (Schirmacher, 2006, p.5-6). Creativity of the children relies on their imagination. First phase of imagination is the process in which a child believes that everything such as white clouds in the sky, beaming rivers and sugar coated houses are real. In the second phase, the child starts to comprehend facts by asking why and how questions. In this phase, the child is able to relate reasons and results of the facts. In the third phase, the child now knows the facts in the word (Torrance, 1962, p. 85-86). Children are able to clearly display their creativity and produce ideas. They gain new experiences and acquire some gaining using their creativity (Mayesky, 2002, p.7; Gerrig and Zimbardo, 2005, p.307).

Creativity shows up in a systematic way within a certain process. In the preparation process, individuals approach the problems in a conscious, logical and systematic way. They identify and define what they require or wish to realize (Csikszentmihalyi, 1997, p.104). In incubation stage which follows the preparation process, individuals feels relieved. At this stage, individuals deliberately keep away from the problem and focus on the daily routine by ignoring the problem. Indeed, subconscious mind of the individual works to find a solution and analyze the phenomenon (Koster, 2001, p.88). During illumination process, the solution or components of the solution unexpectedly appears to the conscious of the individual, this is an instance process. Creative individuals “find the answer” in this process. Problem related solutions are found in the mind and become concrete.

Individuals suddenly find the solution or decide what to do and develop it (Truman, 2011). Evaluation process focuses on consciously and logical thinking. In this process, decisions are taken when the obtained result meets the need, it is authentic or eligible (Torrance ve Myers, 1970, s.79).

As a result of her study which aimed to analyze effects of Creativity Training Program, developed by herself, on the social and cognitive development of the children, Yıldız (2000) found out significant differences in favor of the children who benefited Creativity Training Program when she compared cognitive and social development of the children groups who were subject to and not subject to Creativity Training Program. Cheung (2010) studied effects of creative movement mentoring program. Results show that creativity creative movement mentoring program can be supportive in terms of fluency, flexibility, originality and elaboration dimensions of the creativity of the children. Rizi, Yarmohamadiyan and Gholami (2011) studied effects of group plays on the creativity of the children, and found out that it is possible to increase children's creativity skills through group plays. In their studies to determine effects of Creativity Training Program designed for preschool children, Alfonso-Benlliure, Melendez and Garcia-Ballesteros (2013) revealed that significant positive developments were observed in the divergent thinking skills of preschool children. Results of the study by Dziejewicz, Oledzk and Karwowski (2013) on the development of the children's creativity show that training programs on drawing positively affects children's imagination and creativity.

Taking into account the studies concerning creativity of preschool children, it is seen that creativity of the children is usually supported through game-plays, creative drama training programs, computer and technology training program, creative drawing training programs and project approaches. Creative Training Program designed for this study involves science, art, mathematic, preparation to reading/writing, music, Turkish language, game-play, play and drama activities all in an integrated way. Furthermore, Creativity Training Program used in this study also supports creativity of the children through flexibility, fluency, originality and elaboration dimensions. The aim of this study is to explore effects of Creativity Training Program on the creative behaviors of preschool children.

In this regard, answers were sought for the following questions:

Does Creativity Training Program designed for preschool children

- Has effects on creative behaviors of 5-6 year old children in terms of originality, flexibility, fluency and elaboration?
- Are they retentive in terms of originality, flexibility, fluency and elaboration dimensions of their creative behaviors?

## 2. Methodology

In this study, experimental model was used in order to analyze effects of Creativity Training Program. For the study group, two primary schools in Mamak District of Ankara were selected during spring term of 2013-2014 education year. One of these schools was used for experimental group and the other for control group. Nursery classes at the schools were randomly selected. There are 30 children in the experimental and control groups. Following the pre-assessment by researcher and secondary observer, researcher applied 12 week Creativity Training Program to experimental group for 3 days a week and performed the final assessment with secondary observer. Children in the control group were applied daily training program prepared in accordance with Preschool Education Program (2013) by their teachers. Creative Behavior Observation Form Activities were applied again four weeks after final assessment as an assessment of retention and in order to determine effects of Creativity Training Program. Behaviors of the children recorded in the video cameras were watched and evaluated both by researcher and secondary observer using Creative Behavior Observation Form.

**Data collection instruments:** "General Data Sheet" which includes generic data such as mother, father and the child and "Creative Behavior Observation Form" were used in order to collect study data.

General Data Sheet: First part of the form covers data such as gender of the children, number of siblings, if he/she received preschool education before; second part covers data on education level of their parents.

Creative Behavior Observation Form: Developed by the researcher in order to evaluate creativity of 5-6 year old children in terms of fluency, flexibility, originality and elaboration dimensions. Creative Behavior Observation Form is made up 26 items and four sub-dimensions. 257 children in total were sampled through stratified sampling method while determining validity reliability study group for Creative Behavior Observation Form. Cronbach's Alpha reliability coefficient was calculated in order to evaluate reliability of Creative Behavior Observation Form. Coefficient of the Form is 0,85 for flexibility, 0,88 for fluency, 0,77 for originality and 0.87 for elaboration. Coefficient for overall Creative Behavior Observation Form is 0.94. Findings indicate that Creative Behavior Observation Form is a valid and reliable instrument that can be used for scaling creativity of preschool children. Four activities were planned for observation of 26 item in the observation form. While the activities were fulfilled, observed behaviors were video recorded and then marked in the Creative Behavior Observation Form. Mean values of the observed behaviors in four activities were calculated. It is possible to make comments on how much creative these children are in comparison to other children based on the mean values of all dimensions.

Secondary observer was provided training on how to evaluate activities and fill observation form. For pre-assessment, behaviors of the children in experimental and control groups were marked by the researcher and secondary observer after activities were completed.

### 3. Findings

Study group consists of 30 children in total, 16 of them are in experimental group and 16 in control group. 9 of the 16 children in the experimental group are male and 7 of them are female; 7 of the children in the control group are male and 7 are female. 62% of the children in the experimental group and 85,7 of the children in the control group have not attended a preschool institution before.

**Table 1.** T-test results indicating differences of preliminary mean values in the experimental and control groups obtained from Creative Behavior Observation Form

Dimensions of Creativity	Group	N	$\bar{X}$	SS	t	sd	p
Flexibility	Experimental	16	9,70	0,50	3,213	28	,003*
	Control	14	10,30	0,52			
Fluency	Experimental	16	10,83	0,52	4,213	28	,000*
	Control	14	11,66	0,56			
Originality	Experimental	16	8,34	0,51	2,862	28	,008*
	Control	14	8,88	0,51			
Elaboration	Experimental	16	6,70	0,45	1,587	28	,124
	Control	14	6,98	0,51			

\* p<.05

Table 1 indicates significant difference ( $p < .05$ ) between pre-assessment results of experimental and control groups with values of  $t=3.21$  for flexibility,  $t=4.21$  for fluency and  $t=2.86$  for originality dimension excluding  $p > .05$  for elaboration dimension  $t=1.58$ . It is also seen that mean values of the children in control group show higher performance in flexibility, fluency and originality dimensions.

**Table 2.** ANCOVA results concerning mean values of the final assessment of experimental and control groups obtained from Creative Behavior Observation Form

Dimensions of Creativity	Group	N	$\bar{x}$	Adjusted Means	SS	F	p
Flexibility	Experimental	16	16,64	16,89	0,75	234,952	,000*
	Control	14	11,59	17,84	0,95		
Fluency	Experimental	16	17,70	12,99	0,63	176,350	,000*
	Control	14	13,41	11,72	1,00		
Originality	Experimental	16	12,83	11,29	0,64	104,958	,000*
	Control	14	9,96	13,13	0,83		
Elaboration	Experimental	16	11,06	9,78	0,46	357,986	,000*
	Control	14	7,61	7,48	0,63		

\*  $p < .05$

Results of final assessment in Table 2 show that children in the experimental group had meaningful scores when mean values for all dimensions of experimental and control group are compared ( $p < .05$ ). After the effects of pre-assessment were removed, differences between mean values of experimental and control groups were analyzed through adjusted mean values of ANCOVA, which indicate significant differences at  $p < .05$  level in favor of experimental group in all dimensions of creativity. This finding demonstrates that, in all dimensions, mean values collected from experimental group is higher than those collected from control group.

**Table 3.** Paired Samples t test results concerning mean values of pre-assessment/final assessment obtained from Creative Behavior Observation Form for experimental group

Dimensions of Creativity	Criteria	N	$\bar{x}$	SS	t	sd	p
Flexibility	Pre-assessment	16	9,70	0,50	32,132	15	,000*
	Final assessment	16	16,64	0,75			
Fluency	Pre-assessment	16	10,83	0,52	35,502	15	,000*
	Final assessment	16	17,70	0,63			
Originality	Pre-assessment	16	8,34	0,51	21,508	15	,000*
	Final assessment	16	12,83	0,64			
Elaboration	Pre-assessment	16	6,70	0,45	27,297	15	,000*
	Final assessment	16	11,06	0,46			

\*  $p < .05$

It is seen in Table 3 that when pre-assessment/final assessment of all dimensions of the children in the experimental group are considered through Creative Behavior Observation Form with values of  $t=32.13$  for flexibility,  $t=35.50$  for fluency,  $t=21.50$  for originality and  $t=27.29$ , for elaboration dimension, there are significant differences ( $p < .05$ ) in favor of final assessment.

**Table 4.** Paired Samples t test results concerning mean values obtained from Creative Behavior Observation Form for control group

Dimensions of Creativity	Criteria	N	$\bar{x}$	SS	t	sd	P
Flexibility	Pre-assessment	14	10,30	0,52	5,956	13	,000*
	Final assessment	14	11,59	0,95			
Fluency	Pre-assessment	14	11,66	0,56	8,158	13	,000*
	Final assessment	14	13,41	1,00			
Originality	Pre-assessment	14	8,88	0,51	5,843	13	,000*
	Final assessment	14	9,96	0,83			
Elaboration	Pre-assessment	14	6,98	0,51	5,827	13	,000*
	Final assessment	14	7,61	0,63			

\*  $p < .05$

As seen in Table 4, mean values of the final assessment of the children in the control group showed more increase ( $p < .05$ ) in comparison to pre-assessment with values of  $t=5.95$  for flexibility,  $t=8.15$  for fluency,  $t=5.84$  for originality and  $t=5.82$  for elaboration dimension in the Creative Behavior Observation Form.

**Table 5.** Paired Samples t test results concerning mean values obtained from Creative Behavior Observation Form for experimental group

Dimensions of Creativity	Criteria	N	$\bar{X}$	SS	t	sd	p
Flexibility	Final assessment	16	16,64	0,75	2,360	15	,132
	Retention	16	16,53	0,58			
Fluency	Final assessment	16	17,70	0,63	3,033	15	,210
	Retention	16	17,60	0,72			
Originality	Final assessment	16	12,83	0,64	1,246	15	,021*
	Retention	16	12,92	0,44			
Elaboration	Final assessment	16	11,16	0,46	2,416	15	,192
	Retention	16	11,23	0,27			

\*  $p < .05$

Table 5 demonstrates that there are no significant differences ( $p < .05$ ) between mean values of the final assessment and retention assessment with values of  $t=2.36$  for flexibility,  $t=3.03$  for fluency,  $t=2.41$  for elaboration dimension in Creative Behavior Observation Form of experimental group. As seen in Table 5, mean values are very close to each other in all dimensions, which indicates that Creativity Training Program applied to preschool children has retentive effect on the creative behaviors of the children.

**Table 6.** Results of reliability analysis of the mean values obtained from four dimensions in Creative Behavior Observation Form by researcher and secondary observer

Group	Variables	Flexibility	Fluency	Originality	Elaboration
Control Group	Pre-assessment	0,914	0,826	0,945	0,966
	Final assessment	0,922	0,927	0,962	0,972
Experimental Group	Pre-assessment	0,986	0,926	0,896	0,963
	Final assessment	0,963	0,901	0,987	0,972
	Retention	0,896	0,869	0,859	0,815

$p > 0,001$

In Table 6, all correlation coefficients between primary and secondary observers are high. All coefficients are higher than 0,80 value and meaningful at 0,001 level ( $p > 0,001$ ), which implies high consistency between primary and secondary observers. When two observers assess their own observations based on a scaling instrument with variables from one to five, it is a beneficial method to apply Pearson Correlation in order to understand if there is any difference between two observers (Hallgren, 2012).

## Results, Discussion and Recommendations

Creativity starts to develop at preschool period and creative activities underpin preschool education program. While it is aimed to maximize development of the children in terms of their cognitive, physical, social-cultural and linguistic capabilities and self-care, it is also necessary to support their creativity. Therefore, educators have great responsibility to ensure that creativity of preschool children develops.

Creative behaviors of the children in the experimental group showed significant increase in all dimension of creativity based on Creativity Training Program. Creativity Training Program was prepared to integrate skills of the children to explore, invent, ask extraordinary question, produce extraordinary ideas, think in a flexible-fluent-original way, elaborate the products they generate and solve problems with reading writing exercises,

music, Turkish language, play, drama, dramatization, mathematics, art, science and role plays and applied as groups plays for weeks.

It is believed that children in the experimental group had higher score since their 36 activities following methods such as analogy formation, answer-questions, problem solving, demonstration, brain storming and story-telling.

Alfonso-Benlliure et al. (2013) applied six week Creativity Training Program to preschool children. Results of the study demonstrated that Creativity Training Program was effective in developing creativity of the children. Cheung (2013) undertook creative activities in order to investigate efficacy of the creativity training applied to the teachers on the creative abilities of the children. Results showed that creative activities positively affects creativity behaviors of the children. Akçum (2005) also studied effects of preschool education on the creativity. Results of the study imply that creativity score of the children who attended a preschool institution is higher than those who did not. Creativity Training Program was undertaken by Yıldız (2000) for preschool children and its effects were analyzed. At the end of the training program, results again indicated that Creativity Training Program has positive effects on cognitive development of the children. Oral (1997) studied effects of activity based spiral curriculum on the creative behaviors of 5 year old children and observed significant developments in the creativity of experimental group. Studies undertaken by Alfonso-Benlliure et al., Cheung, Akçum, Yıldız and Oral have similar findings that this study reached; Creativity Training Program supports and develops creativity of the children.

According to assessments on the retention of experimental group, there is no significant difference between mean values of final assessment and retention assessment in terms of flexibility, fluency and elaboration dimension of Creative Behavior Observation Form.

Data collected through the study also implies that Creativity Training Program designed for preschool children positively supports creative behaviors of the children in flexibility, fluency, originality and elaboration dimensions. Furthermore, Creativity Training Program has retentive positive effects on creative behaviors on them.

In line with the findings of this study, following recommendations have been made;

- Creativity Training Program was applied to preschool children in Ankara. Thus, it is possible to apply it to the students who live in other regions.
- Creativity Training Program was developed for preschool children. Further studies are recommended to focus on different age groups by designing or adapting different activities to primary school children as well as preschool children.
- Unfortunately no scaling instrument has been developed to provide that families scale creativity of their children. It is possible to study on an instrument through which facilities can evaluate creativity of their children.
- During the study, it was observed that teacher desired to watch video records again and they were very interested with creativity activities. It is possible to provide presentations about creativity to the teachers and they can be asked to plan various activities in further studies.
- Impact of the families on creativity of their children is known. However, family is not considered as a dimension in this study. Further studies may include family dimensions taking into account the impact of the families on creativity of children.
- Educators may inform the families about the creative activities carried out at school and families may be guided about creative activities that can be applied at school.

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## Text-formation in the context of cultural studies

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### Abstract

The time when Latvian schools were mono-ethnic has gone, as different nationality students, each with his awareness and emotional attitude, study in our schools. If the same teaching methods are used as 50 years ago, the academic results will not be successful. The teacher with his vision and desire to change the learning process and change himself with his values orientation and knowledge can build a future human - free from stereotypes and prejudices against the other. The term "multicultural class" has entered our school perceived as a class which has multinational students and a cultural studies program which includes: Knowledge of other cultures, Awareness of one's own culture, Tolerance towards other cultures. The task of cultural studies is to discover, learn and understand the mental code of an unknown nation to tolerate its differences. Knowledge of other people's cultural heritage creates this awareness. We need immersion and to look for answers to the questions which we even do not sense at the beginning of the process. The article aims to look at various examples of cultural study texts which allow the cognition process to take place naturally and change the linear approach to the more dimensional. When students themselves put forward questions and find solutions, they advance their understanding and create a conscious working style. Activities that contribute to this process will be offered in the article.

**Keywords:** cross-cultural education, hypertext, the storyline method.

### 1. Introduction

The 21st century brings forward changes in all areas of life, including the sphere of education. The huge flow of information, the increase in the scope of studies and the new technologies entering our household expand our opportunities to learn something new. These are the processes which influence the stable and rarely changing process of acquiring knowledge. Education inflation involves more and more people and unfolds borders to foreign students – these are the factors that make the composition of audience heterogeneous. To function effectively in the rapidly changing 21st century multicultural society, today's students must be prepared to keep their identity and realize the ideals of the representatives of other nationalities. The concept of multiculturalism is more increasingly entering Latvian educational establishments. To become a new kind of European citizen a multicultural European citizen - today's young people need other knowledge, attitude and skills.<sup>1</sup>

Before a more detailed examination of this process, it is necessary to look at the etymology of the term *multicultural education*. Multicultural education is quite complex to define since there is no universally accepted definition for it. J.A.Banks (2008) gives the following definition:

***Multicultural education*** is a set of strategies and materials in education that were developed to assist teachers when responding to the many issues created by the rapidly changing demographics of their students.<sup>2</sup>

Different countries use both terms *multicultural* and *inter-cultural education*. In Latvia, we use both terms. UNESCO UN European Commission suggests using the term *intercultural education* but Organization for Economic Cooperation and Development (OECD) uses the term *multicultural education*.

***Intercultural competence*** is the ability to communicate effectively and appropriately with people of other cultures.<sup>3</sup>

<sup>1</sup> Mēs visi – līdzīgi un atšķirīgi? Starpkultūru izglītības antoloģija. Rīga, Sorosa fonds –Latvija, 2003 -118 lpp.

<sup>2</sup> Banks, J.A (2008). An Introduction to multicultural Education, Boston: Allyn and Bacon

<sup>3</sup> Dirba M. Mijkultūru izglītības daudzveidība.RaKa, 2006 -139 lpp.

In scientific literature, we can also find the term *cross cultural education*. This term determines the fact that cultures interact and influence each other. In November 2003, the 21<sup>st</sup> session of European ministers of Education conference in Athens announced cross cultural study, which emphasizes the need to implement cross-cultural education and training programs, an essential part of education process. Cross cultural education includes education policy, curriculum materials, program development, and training lessons. The contents of cross cultural education are cultural diversity.<sup>4</sup>

The communicative purpose of cultural studies, referring to the main objectives of the European language portfolio (ELP) developed by the Council of Europe, is to motivate and encourage language learning as well as cognition of other cultures.<sup>5</sup>

One can ask if we can teach culture. We can at least try to raise students' cultural awareness. *Cultural awareness* is the term that is used to describe sensitivity to the impact of culturally induced behavior on language use and communication. The study course "European Languages and Cultures" develops students' foreign language skills, tolerance, cooperation skills and promotes formation of a European-oriented culturally educated personality.

Already in the 1990s, J. Kramer (1997) justified the need to teach culture of a certain country alongside with its language and literature in his book "British Cultural Studies".<sup>6</sup>

According to C. Altmayer (2004), culture science is science of text and communication. People create impressions about a certain country by studying and analyzing texts in the target language. A deeper link with one's own culture is formed by accumulating this experience.<sup>7</sup>

## **2.Method 1**

Text-formation is linked with the creation of text according to the author's purpose and demands of functional-communicative style and speech genre. The theoretical aspects of the text are based on C. Bereiter's (1980) established five levels of one's writing skills and K. Bereiter & M.Scardamalia's (1987) writing strategies.

Possible stages in writing development (Bereiter 1980) are:<sup>8</sup>

### **1. Associative Writing**

It combines fluency in written language and fluency of forming creative ideas. As a result, students write down whatever comes to their mind following the order in which it comes to mind. In other words, the students' mind dictates what to write.

### **2. Performative Writing**

It consists of the integration of associative writing with knowledge of stylistic devices and means of expression.

### **3. Communicative Writing**

In this case, performative writing is combined with the students' knowledge of how the information will be encoded by the readers.

### **4. Unified Writing**

This type of writing takes into account not only other people's views but also the writer's own perspective as a reader. Thus, writing becomes a productive skill and not merely an instrumental skill.

### **5. Epistemic Writing**

Writing is more connected to the acquisition of knowledge than to the mere reproduction of information.

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<sup>4</sup> Bilingvālā izglītība Latvijā: starptautiskā ekspertīze. Sorosa Fonds – Latvija, R, 2002 -92.lpp

<sup>5</sup> Eiropas Valodu portfelis (EVP). Principi un vadlīnijas ar paskaidrojumiem. Versija 1.0. Rīga: Talsu tipogrāfija, 2006. 16 lpp. ISBN 9984-9836-3-3

<sup>6</sup> Kramer, J. (1997) *British Cultural Studies*, Stuttgart: Fink, UTB, S.48

<sup>7</sup> Altmayer, Claus. (2004). „Cultural Studies“- ein geeignetes Theoriekonzept für die kulturwissenschaftliche Forschung im Fach Deutsch als Fremdsprache? *Zeitschrift für Interkulturellen Fremdsprachenunterricht* [Online], 9 (3), 14 pp. Available: <http://www.ualberta.ca/~german/ejournal/Altmayer3.htm>

<sup>8</sup> Bereiter, Carl (1980) Development in writing. In: Gregg, L. W. & Steinberg, E. R. (eds.) (1980) *Cognitive Processes in Writing*. Hillsdale: Erlbaum, 73-93

## Hypertext formation

What is Hypertext? Bereiter & Scardamalia (1987) defined it as a difference in writing between experts and novices, as a contrast between a knowledge-telling model of writing and a knowledge-transforming model of writing. Novice writers employ a knowledge-telling strategy in which text is produced by directly retrieving contents from long-term memory and is organised solely by the sequence of content as it is stored in long-term memory. By contrast, more expert writers employ a knowledge-transforming strategy, which means solving a problem by using the goals derived during this process and evaluation of content during writing. In consequence, more expert writers show much more evidence of reflective thought during writing: they work on developing ideas before writing, modify and revise their initial drafts of texts. The end result is that more expert writers' texts address the needs of the reader. Such writers are also more aware of what they are writing about.

There is a difference between writing as "knowledge telling" and writing as "knowledge transformation".

In other words, learning to write means learning to think:

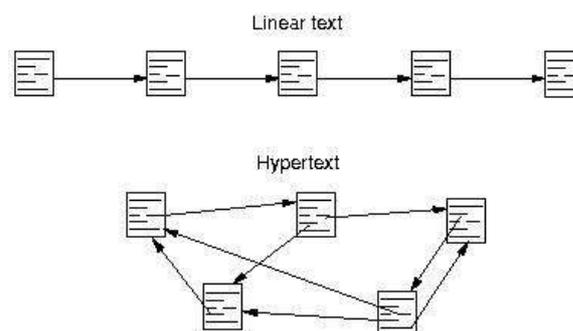
- **Knowledge-telling** is a relatively simple strategy most characteristic of children's writing. In the knowledge-telling model, the writer chooses a topic and a genre and then by using his memory creates statements about the given theme. This strategy is based on making use of the writer's knowledge about the topic and not adjusting that knowledge to the reader's or the writer's needs.
  
- **Knowledge-transforming** is a more sophisticated strategy characteristic of more skilled writers. When using this strategy, the writer tries to communicate a deeper understanding of the subject to generate a new ideas.

These theoretical writing strategies can also be used in hypertext formation. By using the 5-step writing model, even beginners can create a very simplified text to report meaningful information. Advancing their knowledge, students learn to raise the difficulty level of the text to improve the format of the writing, to evaluate the information critically and, finally, to analyze the thought processes comprehensively.

The described approach can be applied both to a simple linear text and in creating hypertext.

Hypertext is a text that contains links to other texts. It is a way of joining a word or image to another page, document, etc. on the internet or in another computer program so that you can move it from one place to another easily.<sup>9</sup> The term *Hypertext* was created by Theodor H. Nelson (Nelson, 1987) in the 1960s when he explained that hypertext is a non-sequential writing — text that is branched and allows choices to the reader, best read at an interactive screen.<sup>10</sup>

Tab. 1 Hypertext<sup>11</sup>



If earlier this term was related to information technology, then now hypertext is multi-linear or multi-sequential. It combines networking of different media: written text, video, pictures, graphics, sound recordings, and other types of educational, informational or entertaining data.

Hypertext is created by linking key words from the text with other explanatory texts. These key words are called knots (nodes). They are connected with the beginning of the text with hyperlinks.

<sup>9</sup> Cambridge Dictionary Online.[Online] <http://dictionary.cambridge.org/dictionary/english/hypertext>

<sup>10</sup> Nelson, Theodor H. (1987) *Computer Lib/Dream Machines*. Seattle, Wash.: Microsoft Press.

<sup>11</sup> Keith Andrews. *Hypermedia systems*. In: Maurer, H. (1996) (Ed.) *HyperWave - The Next Generation Web Solution*. London: Addison-Wesley Longman.[Online] [http://www.icm.tugraz.at/0x811bc82b\\_0x0005f59f](http://www.icm.tugraz.at/0x811bc82b_0x0005f59f)

The new concept of the term *Hypertext* entered Latvia in 2007 through project “Hypertext” which was supported by National Culture Capital Foundation and the officials of the Union of Writers and organized by the Avant-garde association *Kelvin* in collaboration with the society *Tilde*. Twenty-eight writers participated in the project. Each of them wrote a 10 000 character long story following certain rules and mutual interaction. The result of the project was that with the help of a special program, the reader could create his own stories navigating the offered existing texts. This computer program recognizes similar text fragments thus ensuring a coherent storyline development. As one of the project coordinators, Harald Matulis (2007), states that hypertext offers a fragmented world perception and way of enjoying art. It is a cultural project that provides a significant contribution to the development of the methodology of science. One of the project goals is to reach a situation in which one can freely operate with facts of different areas (science, culture, art, etc.) in hyperspace.<sup>12</sup> This kind of art experiment is a good example to relate new developments in culture with study process and to identify opportunities promised by communication in the aspect of cultural studies. The above-mentioned activity will be related to Beriter’s Epistemic Writing.

The nature of hypertext defines why nowadays working with this type of text is much more productive than with normal linear text. The endless opportunities of text formation relate to the settings of multidimensional contemporary postmodern culture. The varied activity levels, shift in time, shift in space and polysemy of meanings reflect the way we capture the world. This type of text is well known to contemporary students and no special training is required. As Ina Gode (Gode 2010) mentions in her article, one of the benefits of hypertext is that it is easy to navigate through the hyperlinks when you move forward or backward. It is easy to create new hyperlinks- users can develop their own network or to comment on a document/text. Unstructured information can be organized as both hierarchy and a network. When working in a group, it is less likely to duplicate the text. Hypertext allows students to answer questions, to create information, be active, work independently and manage their own inquiries.<sup>13</sup>

Creation of hypertext helps go into detail of the problem that often opposes the superficial and not specifically formulated linear texts. When working with hypertexts, students often have a situation when teachers do not create questions but they arise intuitively to the students. That reflects a real, natural process of cognition. Students base on their own experience and needs (Overmann 2002) in a live, dynamic and interactive learning process where autonomous and responsible learning is practiced.<sup>14</sup>

To illustrate creation of hypertext with a practical example, Austrian rock singer Falco’s song *Rock me Amadeus* is offered. By varying approach, it is possible to create different difficulty level texts and using different strategies depending on the training goals and objectives. The suggested theme is *Mozart as a representative of Vienna classic, his life and art*.

<p><b>Rock Me Amadeus</b><sup>15</sup> Falco</p> <p>Er war ein <u>Punker</u> Und er lebte in der großen Stadt Es war in <u>Wien</u>, war <u>Vienna</u> Wo er alles tat</p> <p>Er <u>hatte Schulden</u> denn er <u>trank</u> Doch ihn <u>liebten alle Frauen</u> Und jede rief: Come and rock me <u>Amadeus</u></p>	<p>Es war um <u>siebzenhundertachtzig</u> Und es war in <u>Wien</u> No plastic money anymore Die Banken gegen ihn</p> <p>Woher die Schulden kamen War wohl jedermann bekannt Er war ein Mann der Frauen Frauen liebten seinen Punk</p> <p>Er war Superstar Er war populär Er war so exalziert</p>
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<sup>12</sup> Matulis H. (2007) Hiperteksta manifests. [http://www.satori.lv/raksts/1374/Haralds\\_Matulis/Hiperteksta\\_manifests](http://www.satori.lv/raksts/1374/Haralds_Matulis/Hiperteksta_manifests)

<sup>13</sup> Gode, I. (2010) Hypertexts kā studentu patstāvīgas mācīšanās pilnveides līdzeklis profesionālās angļu valodas apguvē, Rīga, 43.lpp. [https://dspace.lu.lv/dspace/bitstream/handle/7/4814/32639-Ina\\_Gode\\_2010.pdf?sequence=1&isAllowed=y](https://dspace.lu.lv/dspace/bitstream/handle/7/4814/32639-Ina_Gode_2010.pdf?sequence=1&isAllowed=y)

<sup>14</sup> Overmann, M. (2002), Multimediale Fremdsprachendidaktik, Frankfurt am Main

<sup>15</sup> Falco. Rock me Amadeus. Songtext. <http://www.azlyrics.com/lyrics/falco/rockmeamadeus.html>

<p>Er war Superstar  Er war <u>populär</u>  Er war so <u>exaltiert</u>  Because er <u>hatte Flair</u></p> <p>Er war ein Virtuose  War ein Rockidol  Und alles rief:  Come and rock me Amadeus  Amadeus, Amadeus...</p>	<p>Genau das war sein Flair  Er war ein Virtuose</p> <p>War ein Rockidol  Und alles ruft noch heute:  Come and rock me Amadeus  Amadeus, Amadeus...<sup>16</sup></p>
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### 1. Associative Writing

1.1. The keywords *Amadeus*, *Wien*, *siebzehnhundertachtzig* are underlined. As in mind maps, supplement these words with a short informative material such as: Amadeus - Wolfgang Mozart' name.

1.2. Find the key words again in a new sentence. *Amadeus*, *Wolfgang*, *Mozart*. The next step is finding information on the internet or reference literature such as:

1.2.1. (*Amadeus*) Trip to Italy, 1770- Mozart calls himself Amedeo Wolfgango.

Trip to France, 1777- Mozart calls himself Amade' Wolfgang Mozart.

Register of death, 1791- name Wolfgang Amadeus Mozart

1.2.2. (*Wolfgang*) Full name of Mozart- Johannes Chrysostomus Wolfgangus Theophilus.

1.2.3. (*Mozart*) one of the famous composers of Austria

1.3. In the same way, other keywords are contextualized. From the examples shown, we can see that the text is associative and not sequential. Sentence building is partial, not all sentence-building principles are observed.

### 2. Performative Writing

2.1. Work with the keyword *siebzehnhundertachtzig* (1780). In the lyrics of the song text, the venue and time of operation is given. The task is to find out historical events around the year 1780 in Vienna and create a table as Hypertext with the most important events in Vienna and the world. Sample of the table:

**Tab. 2.** Sample of Performative Writing

Events in Vienna	Events in the world
<p>1. 1740-1780 the reign of <u>Maria Theresia</u>, ruler in <u>Austro-Hungarian Empire</u></p> <p>2. The 18th century is the time when the <u>Baroque</u> and <u>Viennese Classic</u> dominated.</p>	<p>1. Period of Enlightenment.</p> <p>2. July 4,1776 independence of 13 colonies is proclaimed in America</p> <p>3. From 1562 to 1795, Latvia belongs to Duchy of Courland and Semigallia.</p>

2.2. The task is completed on the computer so individual words in the table become nodes that are explained in further texts that are connected by hyperlinks. They could be *Maria Theresia*, *the Austro-Hungarian Empire*, *Baroque* and *Wiener Klassik* (Viennese Classic). Starting a task, teacher and students have to agree on the "red thread" to keep them on the subject.

2.3. By observing the definition of Performative Writing, students learn to create tables observing the format of the table as a hypertext as well as spelling and punctuation rules.

### 3. Communicative Writing

3.1. The key words *Amadeus*, *popular*, *Superstar* and *Rockidol* will be the starting point for the task of Mozart's creative work. Students must research Mozart's composed works, semantic and etymological meaning of the key words *Superstar* and *Rockidol*, explain how they relate with Mozart and explain why the composer of the songs Falko related those attributes to Mozart.

<sup>16</sup> The text is offered in the original German language as in the English version there are not the necessary key words

3.2. The task of test-formation is to create a review of Mozart's creative work due to Mozart's 260<sup>th</sup> anniversary. As hypertext can be built not only as a written text, you can also include illustrations with captions, videos with Mozart's pieces of work and audio tracks in the review.

3.3. By working this way, you can get a wide range of summary information because you can create the text based on your interests in the common platform (Moodle) or in the individual documents. The communicative function of work is a review in which the students must reflect on the importance of Mozart's creative work.

#### 4. Unified Writing

4.1. Critical writing will be based on Mozart's personal life by using the following keywords from songs: *hatte Schulden (had debts)*, *trank (drank)*, *exaltiert (eccentric)*, *liebten alle Frauen (popular by women)*, *hatte Flair (had flair)*. To better understand why these words are used in Falko's song about Mozart, you need to watch fragments from Miloš Forman's film "Amadeus"- 00:17:48-00:36:46; 01:18:02 - 01:20:50; 02:11:23 - 02:21:54 and find evidence for the keywords.

4.2. The text-formation task is to write Mozart's characteristics as personal as possible based on previously found biographical data and data from the film and song. Text nodes can be created by accenting Mozart's relationship with the following: father, mother, wife, children, the Emperor Joseph II and Vienna court composer Salieri, and by adding pictures, handwriting samples, fragments of letters, quotes, etc.

4.3. The writer must be critical and objective when treating the information that he is going to handle: the 18th century language, traditions and fashion.

#### 5. Epistemic Writing

5.1. The lyrics of the song by Falko Mozart is called a punk. Both the name of the author *Falko* and the *Punk* will be the keywords of the next task. Students must research and justify the similarities and differences between Mozart and Falko and why the word Punk fits or does not fit into the lyrics.

5.2. Students create the final text to possibly prove that Mozart and Falko had similar life stories and problems that both musicians' philosophical perception of life was similar and that it corresponds to the life perception of punk subculture of the 80s. To be able to compare correctly, students have to create a table where the statements need to be proved with facts by creating hyperlinks.

**Tab. 3.** Sample of Epistemic Writing

<b>Mozart</b>	<b>Falko</b>	<b>Subculture of punks</b>
Mozart started composing operas in German, the language and style that was close and understandable to the people. It was opposing to tradition.	Falko is one of the initiators of German hip-hop. He created his own Vienna hip-hop style instead of using the American style.	Punks did not want to be a part of mass culture.

5.3. The task in text formation promotes the thought process by linking facts and searching for evidence to solve the problem.

Talking about the strategies that students apply by doing text-formation tasks, we must conclude that the first three phases of the action focus more on knowledge reproduction and more attention is paid to information collection and transfer; but the fourth and fifth steps stress the transforming of the knowledge required to compile and synthesize new information. It is impossible to draw the line between the complexity levels of the text and strategies that are applied. In addition, in epistemic writing assignments where the most complex elements of the fact analysis are used, the initial format of the text is relatively simple. Texts that are more complex can be found in hyperlinks that can be a writer's personal opinion, facts and quotes from sources.

#### Method 2

One of the ways to provide a cross-cultural method in teaching foreign languages is the **Storyline Method** that allows creating an interesting material on the culture and people of a certain nation. The approach known as the

Storyline Method was developed by a group of educators at Jordanhill College of Education in Glasgow, Scotland. The development of the Storyline Method took place over years and the approach, with its simple framework of Storyline, key questions and activities, has stood the test of time. Storyline uses the power of story to create a meaningful real-life context through which students learn concepts and skills. Students and teachers work collaboratively to create a setting with characters and the plot evolves as they address real problems and issues that arise. All the activities involve more than one subject and advance student knowledge and skill in more than one area.<sup>17</sup>

Storyline method includes three basic components:

1. Creation of Venue – the story takes place in a certain location in its country. Students discuss the national climate, geography, vegetation, history, customs, etc.
2. Involvement of Characters in the Story - the students become familiar with the people of a certain country.
3. Characters’ Personal Traits - the relations in the family and the surrounding people, occupation, stereotypes, etc.
4. Development of the Plot - students creates a story involving characters in action. Students learn vocabulary and grammatical structures alongside with familiarizing with the national culture.<sup>18</sup>

When the story is written, it can be published in the school newspaper or issued as a booklet. The advantage of this method is that student’s gain wide knowledge spectrum of a given national culture.

**Tab. 4. Sample of Storyline method**

<b>LIFE IN A BRITISH TOWN</b>		
<b>Storyline Episodes</b>	<b>Key Questions</b>	<b>Possible activities</b>
1. The country	The U.K. as a country	Discuss: <ul style="list-style-type: none"> <li>• Geography of the U.K.</li> <li>• History of the U.K.</li> <li>• political life in the U.K.</li> </ul>
2. The towns and streets	Types of houses in Britain	Discuss : <ul style="list-style-type: none"> <li>• house types in Britain</li> <li>• etymology of place names</li> </ul>
3.The families	Typical families in Britain	Discuss: <ul style="list-style-type: none"> <li>• Interiors</li> <li>• Family traditions</li> </ul>
4. New Neighbors	Multinational population in Britain	Discuss: <ul style="list-style-type: none"> <li>• Biographies of residents</li> <li>• Immigrants to the U.K.</li> <li>• Commonwealth</li> </ul>
5.Daily life	Work Household chores	Discuss: <ul style="list-style-type: none"> <li>• Economy of the U.K.</li> <li>• Typical day in Britain</li> <li>• Eating habits</li> </ul>
6. Education	Types of educational establishments	Discuss: <ul style="list-style-type: none"> <li>• Types of schools</li> <li>• Higher educational establishments</li> </ul>
7. Free time	Free time activities	Discuss: <ul style="list-style-type: none"> <li>• Holidays and celebration in Britain</li> <li>• Hobbies</li> <li>• Sports</li> <li>• Arts</li> <li>• Cinematography</li> </ul>

<sup>17</sup> Banks, J.A (2008). An Introduction to multicultural Education, Boston: Allyn and Bacon

<sup>18</sup> Schaffer A.M. An Introduction to the Storyline Method, Danmarks Lærerhøjskole, 1992, p.14

## Conclusions

1. The traditional teaching methods can be flexibly adapted to the contemporary demands by applying modern information and communication technologies and study platforms.
2. Text-formation in the context of cultural studies implies both developing students' language competences and shaping their understanding about otherness.
3. Depending on the objectives and tasks of the lesson, Hypertext-formation is possible for different proficiency level students in the study process. That promotes students' academic progress.
4. Hypertext formation helps students create their individual text scenario, teaches to differentiate the essential matters, deepens the understanding on the topic, and strengthens team work skills.
5. Storyline method is a strategy for developing the curriculum as integrated whole and making intercultural studies meaningful.

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# The Effect of Mistake-Handling Activities in Mathematics Education: Example of Proof\*

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## Abstract

The purpose of this study is identifying the effect of mistake-handling activities applied on the subject of proof which would be accepted as mathematics content knowledge of the teachers over the progress of the teachers about the proof. The applications of mistake-handling activities (MHA) were realized with a group composed of 5 teachers intended for this purpose based on voluntariness. The data collection tools as "getting written reflection", "semi-structured face-to-face interview" and "diaries" were used in the study. The focus group discussions were realized during the application progress and application was colored by arguments. The acquired data were analyzed by document review method and codes, categories and themes were identified. The findings obtained showed that; Mistake-handling activities applications result some affective affirmativenesses as; increasing the relevance and curiosity of the teachers, critical thinking, self-reliance, awareness, different point of view and some cognitive affirmativeness as distinguishing the deficiencies, understanding the importance of theorems expression and proofs using them.

**Keywords:** mistake-handling activities(mha), proof, mathematics content knowledge, mathematics teacher

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## 1. Introduction

Mistake-handling activities are based on negative knowledge theory configured based on mistake and also negative knowledge theory is based on constructivism and meta-cognition (Heinze, 2005; Gartmeier, Bauer,

Gruber and Heid, 2008; Akpınar and Akdoğan, 2010). Akpınar and Akdoğan (2010) expressed that negative knowledge associated with structuralism and metacognition is the Knowledge configured based on trial-and-error and reflection of mistakes and failures and that is based on personal experiences substantially. Lambe who is upholding that a teaching-learning environment that is always based upon the positive Knowledge namely true type of Knowledge will prevent discovering, integrity of Knowledge and reaching the depth in Knowledge (cited by Akpınar and Akdoğan, 2010) and also Heinze (2005) who is finding the positive Knowledge inadequate in understanding the truth expressed the negative Knowledge as the supplement of positive Knowledge. Thus, the mistake-handling activities based on negative epistemology are the constructivism based activities which are taking the side with true Knowledge for the Knowledge to be configured exactly and defending the fact that the mistakes and errors about this Knowledge should be known.

As it is known, constructivism is an epistemology (knowledge theory) rather than a theory of learning and it targets the main true knowledge to be created in individual that the mistakes are helper of true knowledge to be configured in every aspect. Heinze (2005) states that usage of the mistakes in learning process overlaps with the idea of configuration of Knowledge that is the fundamental

philosophy of structuralism. Heinze (2005) is defending a theory that is avoiding the mistakes and only constituted of truth, where the lines of truth are drawn by using the mistakes instead of behavioral approach, which is giving an opportunity

For high-level learning and interrogating, where the structuralism based mistakes which are ensuring the discovery and knowledge to be configured are also used with true Knowledge. While the mistake is really ignored in behaviorist theories (Dalehefte, Seidel and Prenzel, 2012; Sandagata, 2005), there is attached importance only to mistakes have misconception in cognitive theories and also in structuralism, the mistake is regarded an important chance for learning and an inevitable part of learning environment (Dalehefte, Seidel and Prenzel, 2012; Sandagata, 2005). According to behaviorist approach, it is said that there should be abstained from the mistakes because the mistakes could result to go wrong or to learn wrongly. On the other hand, according to the constructivist approach, there should not be abstained from the mistakes and the mistake is a necessary part of learning. Hence, one of the Knowledge required from the mistakes for learning is based upon constructivist approach and it figures the transforming of the mistakes to useful products and usage of them for beneficial purposes (Dalehefte et al. 2012.)

Some philosophers and scientists searching for the answer to the question as “What is the role of mistakes in formation of new Knowledge ?” claim that the mistakes are not only inevitable and they are also valuable for the development of a discipline (Borasi, 1986). Harteis, Bauer and Gruber (2008) who are approaching the mistakes as “the events stimulating the learning” and characterizing the mistakes as “critical Knowledge” are describing the learning from the mistakes as “building the knowledge by the individual through reflection in relation to own and others' mistakes” (cited by Akpınar and Akdoğan, 2010). Dalehefte, Seidel and Prenzel (2012) expressed that the mistakes have an important role in knowledge acquisition and to understand how and why something goes wrong.

Some teaching methods (Borasi, 1986; 1989; 1994; 1996) were used which focused to use the mistakes and teaching (Movshovitz-Hadar and Hadas, 1990; Swan 1987) as a spring board for mathematical queries through conflicts and contradictions suggested benefiting from mistakes on the basis of the ideas as “bouncing the contradictory concepts each other” with the purpose of realizing the correct perception in mathematics education”. Borasi (1986); made the studies with the belief that the mathematical mistakes will be benefited in mathematics education albeit partially. In the studies over the mistake and usage of it, (Borasi, 1986; 1989; 1994; 1996, Heinze, 2005) some facts were expressed some facts that the mistakes could be accepted as a strong tool for diagnosing and improving of difficulties, the mistakes could provide a motivation and a solid starting point each time for the individuals working for discovery and research of the mistakes, the mistakes reveal strange reactions and provide a new point of view for mathematical concepts and definitions, examining the role of mistakes in development of mathematical Knowledge could brighten the production of mathematical Knowledge and provide a better approach about the lines, motivation and features of mathematical methods. There was also expressed that examining the mistakes more thoroughly will help the maths to be understood thoroughly.

Borasi (1989) said that,

- Error (mistake) analysis could provide opportunities for the students to focus on creative and valuable mathematical activities.

- The mistakes could motivate the students about relevance and attention. Because, the mistake is a contrast of the one expected in the beginning or it presents the possibility of new alternatives.

- The analysis of the mistakes could provide an opportunity for the students to create a better conceptual understanding of mathematical content. This concept is also realized by determining and clarifying the mistakes and emphasizing the new points of view and considering also the unexpected elements.

- The constructive use of the mistakes could help the students to solve the problems or their other mathematical tasks by providing the suitable Knowledge and concrete beginning points.

- The analysis of the mistakes makes the discussion of abstract issues more concrete and ensures them to be accessible for the students.

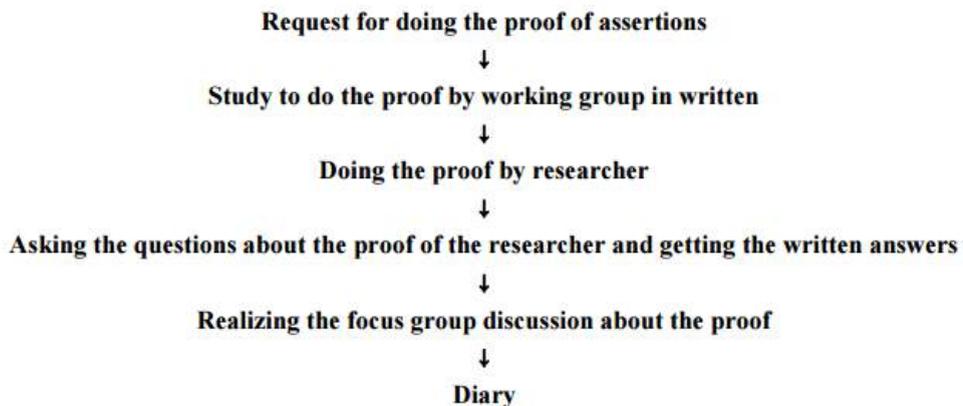
- The mistakes could provide the opportunity for the students to create new questions and problems. The mistakes can also help the students to create the problems beyond solving the problems.

- The idea of specific mistakes could help the students to make out some limits in mathematics. Thus, it provides the fact to pay attention to the humanistic side of discipline.

## 2. Method

The case study that was one of the qualitative studies was used in this study. The case study; was described as a study that can be used in researches about human relations due to it is realistic, feasible and attractive features (Brown, 2008). The purpose in case studies is based on the in-depth analysis and executing of the fact that how the thoughts, interpretation style of situations of individuals are against different situations and events.

This study was realized in three stages. At the first stage, it was studied to determine the fact that how the teachers see themselves in doing proofs with case study. The written opinion receiving test about developed for doing proof was applied as early diagnosis and meetings were realized. The simple experimental study was done at the second step. While doing this, mistake-handling activities were applied and the group discussions focused on activities were realized, these actions were recorded on video and journal was kept. This second stage as implementation stage is as follows;



At the third stage, the early diagnosis test realized for the fact how the teachers find themselves in doing proof was again applied as late diagnosis test. In this manner, there was studied to determine that how a change the mistake-handling activities realized for the secondary education mathematics teachers in doing proof.

The working group of the research is composed of 5 secondary education mathematics teachers teaching in 5 different cities.

2 weeks of total 9 weeks in data collection about the proof was just about the focus group discussion and the research continued in certain periods. The semi-structured interviews were realized with participants at their convenience and focus group discussions were also realized at convenience of whole working group.

### 3. Findings

#### The findings aimed at proof before MHA

The written reflection was taken from the teachers in order to reveal the opinions of the teachers generally about theorem-proof before the study. Here, the opinions of the teachers before MHA implementations are about; knowing the theorem statements, knowing the proof methods and using them as below.

All the teachers in working group about the theorem statements specified that knowing the expressions of theorem and axiom is effective in teaching life. 1 teacher(S) specified that knowing the expressions of theorem and axiom will take the teacher to deeper in conceptual , 1 teacher (Z) specified that he/she uses these while explaining many situations to student and it is a necessity that these facts should be used, 2 teachers (A, M) specified these will make the solving the questions easier and more effective for students, 1 teacher(N) specified these statements are important for explaining the origin of the concepts and knowing the statements will increase the self-confidence of teacher. Teachers specified that they use mostly use the theorem statements in geometry classes. In addition to this, 1 teacher (A) specified that he/she uses the theorems as far as they are included in curriculum of ministry of national education.

**Figure 1.** The written opinion of teacher Naci about knowing the theorem statements

Öğretmenlerime gerek geometri gerekse matematik derslerinde bazı kavramların nereden geldiğini sorardım. Tatmin edici cevaplar alamadım. Belki bütün teoremler olmayabilir ama genel anlamda bazı teorem ifadelerini bilmek gerekiyor.

*I'm thinking. While I was studying in high school, I was asking my teachers where some concepts in Mathematics and Geometry lessons come from. I could not get satisfactory answers. Maybe not for all theorems but, it is necessary to know some theorem statements in general meaning.*

**Figure 2.** The written opinion of teacher Mahir about knowing the theorem statements

Mesela " $n > 1$  ve  $n \in \mathbb{Z}$  için bütün sayılar ya asaldir ya da asalların çarpımı şeklinde yazılması tek türdür." teoreminden yola çıkarak ebob-ekok konusunda öğrencilerime sayıları asal çarpanlara ayırma ikinci bir şeklinin olamayacağını ifade ederim.

For example, I express to my students that there will not be a second way in prime factorization of the numbers about gcd-lcm starting from the theorem as “all numbers are prime or their writing as multiplying of prime numbers is one type”

None of the teachers in working group excluding 1 teacher (M) remembered exactly about knowing proof methods. 1 teacher (Z) could not remember the proof methods, 1 teacher (N) wrote the proof as reasoning, deduction and proof-by-contradiction, 1 teacher (A) wrote the proof as direct proof and proof-by-contradiction, 1 teacher (S) wrote it as reasoning, deduction, and proof-by-contradiction and contradiction principle. Also, 1 teacher (M) separated the methods into two parts as direct and indirect and then; expressed them in proof form by doing proof and giving examples on the contrary to reasoning, deduction and proof-by-contradiction, testing. None of the teachers could state exactly how these methods will be used, they state it partially.

About using the proof methods, 1 teacher (A) in working group specified that he/she will not be able to use the proof methods, 2 teachers (N, Z) specified that they are not sure whether they use the proof methods accurately or not, 1 teacher (M) specified he/she can use most of the methods exactly and 1 teacher(S) specified he/she cannot use the methods exactly.

**Figure 3.** The written opinion of teacher Mahir about using the proof methods

Bazı ispat yöntemlerini doğru kullanabildiğine inanıyorum.  
I believe I can use some methods accurately.

**Figure 4.** The written opinion of teacher Aslı about using the proof methods

Hayır çok fazla kullanmadığımızdan  
No. It is because of the fact that we do not use it very often

About doing the proof, 1 teacher (N) specified he/she can do easy level proof, 2 teachers (A, S) specified that they have hesitations of own lack of knowledge and not knowing the method, 2 teachers (Z,M) specified they can generally do the proof. 4 teachers (M, S, N, Z) specified they can estimate how the proof of the statement is done that is about a well-known subject, but although this, it is not always possible, 1 teacher (A) specified that he/she cannot generally estimate how to do the proof and the reason of this situation is the fact that he/she does not teach lessons based on proof.

**Figure 5.** The written opinion of teacher Suat about doing the proof

Kendi başıma ispat yapabileceğimi pek düşünmüyorum.  
Çünkü ispat yapabilmek için bir konu ya da bilgi hakkında  
ve o konu ve bilgisiyle alakalı ciddi anlamda bir birikime  
sahip olunmalı. Ayrıca ispat yöntemlerini de tam olarak  
bildiğim şüphelenmez.  
I don't think I can do the proof on my own. Because, you should have fund of knowledge substantially  
about this subject or knowledge. Also; I cannot say that I know the proof methods exactly.

**Figure 6.** The written opinion of teacher Mahir about doing the proof

Hepsi için olmasa da, bazı teorem ifadelerinde ya da önermelerde nasıl bir ispat yapabileceğimi sezabiliyorum.

*Not for all, but i can feel how a proof i will do about some theorem statements or propositions.*

### MHA Process Findings Aimed At Proof

There has been passed to MHA applications after getting the opinions of teachers aimed at proof. In this process, some facts were realized as getting the written opinions aimed at questions in one lesson, focus group discussions and document research of journals at the end of each week. First, questions were asked to the teachers about the proof and their written opinions were taken about these questions. The findings about answers of the teachers to some questions in application process are as follows;

#### Questions

**1 Assertion:** If there is an “n” number that is the biggest inside the  $N$  (set of natural numbers), then  $n=1$ .

**2 Assertion**  
 . : If  $a, b \in \mathbb{R}$ ,  $a^2 + b^2 \geq 2ab$ .

**3 Assertion**  
 . : If for  $n \in \mathbb{Z}^+$   $1+2+3+\dots+n = (n \cdot (n+1))/2$ , then  $n=1$ .

5 teachers told that “the biggest natural number is 1” is a statement mistake at 1st question and they did not do the proof. The teachers are only in tendency of doing the proof of the statements that they approve. However, even though there was such a mistake, the teachers were expected to prove that the assertion is wrong.

Also, 4 teachers (S, Z, M, N) do the proof of 2nd question wrongly, 1 teacher (A) left it empty. 4 of the teachers (S, Z, M, and N) in working group did not transform the closed statement given in 2nd question to the form of open statement. With reference to provision, they studied to do the proof. Some answers of the teachers aimed at these questions are as follows:

**Figure 7.** The proof of Teacher Zuhal

$$\begin{array}{l}
 a^2 + b^2 \geq 2ab \quad \dots I \\
 (a+b)^2 - 2ab \geq 2ab \quad \downarrow a^2 + b^2 = (a+b)^2 - 2ab \\
 (a+b)^2 \geq 4ab \\
 a^2 + 2ab + b^2 \geq 4ab \\
 a^2 + b^2 \geq 2ab \quad \dots II
 \end{array}$$

**Figure 8.** The proof of Teacher Suat

$$a^2 - 2ab + b^2 \geq 0$$

$$(a-b)^2 \geq 0$$

All of 5 teachers proved that the proof of  $(1+2+\dots)$  in 3. question is wrong by giving counter-examples.

**Figure 11.** The proof of Teacher Zuhul

$$n \geq 2 \Rightarrow 1 + 2 + \dots + n = \frac{n(n+1)}{2}$$

$$1 + 2 = \frac{2 \cdot (2+1)}{2}$$

$$3 \geq 3$$

After getting the opinions of the teachers, in the shape of written reflection, the proof of above questions were done by the researcher at the second stage and researcher asked below questions about the proofs done by him to teachers in working group, before the focus group discussions that are aimed at these proofs. The proofs that are done by the researcher and the questions asked the teachers in working group are as follows;

**1. Assertion.** If there is a “n” number that is the biggest inside the  $N$  (set of natural numbers), then  $n=1$ .

**Proof:** Let’s consider the biggest number in  $N$  be  $n$ .  $n \neq 1 \Rightarrow n > 1 \Rightarrow n \cdot n > 1 \cdot n \Rightarrow n^2 > n \dots$  (I)  
 $n^2 \in N$  and from the acceptance that  $n$  is the biggest natural number, then  $n > n^2 \dots$  (II) From (I) and (II), then  $n^2 > n > n^2$  and  $n=1$ .

**2. Assertion:** If  $a, b \in \mathbf{R}$ , then  $a^2 + b^2 \geq 2ab$ .

**Proof:** It becomes  $a^2 + b^2 \geq 2ab \Rightarrow a^2 + b^2 - 2ab \geq 0 \Rightarrow (a-b)^2 \geq 0$

And that means the square of both numbers are equal the zero or bigger than the zero accordingly. The assertion is right.

**3. Assertion:** If  $1+2+3+\dots+n = (n \cdot (n+1))/2$  for  $n \in \mathbf{Z}^+$ , then  $n=1$ .

**Proof:**

It was  $1+2+3+\dots+n = (n \cdot (n+1))/2 \dots \dots \dots$  (I)

Let’s consider  $n-1$  is written instead of  $n$  in equality of (I). (for  $n \geq 2$  ). Then,

$$1+2+3+\dots+(n-1) = ((n-1) \cdot n)/2 \dots \dots \dots$$
 (II)

Let’s add 1 to both parts of equality of (II).

$$1+2+3+\dots+(n-1)+1 = ((n-1) \cdot n)/2 + 1$$

Then

$$1+2+3+\dots+n = ((n-1) \cdot n)/2 + 1 \dots \dots \dots$$
 (III)

From (I) and (III),  $(n \cdot (n+1))/2 = ((n-1) \cdot n)/2 + 1$ , and then  $n=1$ .

The researcher asked below and similar questions to the teachers for each of these proofs done and wanted the teachers to answer them in written. Some of the questions are as follows;

- Is there any mistake in these assertions and proofs?
- If yes, where is their mistake? How can it be corrected?
- What is the reason of such a mistake?

After proof of Peron theorem described, as an assertion in 1st question is done by the researcher, the written answers of 5 teachers in working group for the above questions were examined. Although nevertheless all of 5 teachers specified that there was a mistake in statement, one teacher (M)

specified that the proof is right according to the statement given and also other 4 teachers (A, S, N, and Z) specified the proof was done erroneously. The written opinion of a teacher about the reason of the mistake is as follows...

**Figure 12.** The opinion of Teacher Asli

*n > n<sup>2</sup> yanlıs olamaz. n<sup>2</sup> > n olmalı - Sonuç kısmı yanlıs. 1 > 1 > 1 diye ifade olamaz.*

*It cannot be that  $n > n^2$ . It should be as  $n^2 > n$ . The result part is wrong, there cannot be a statement as  $1 > 1 > 1$ .*

Another teacher opinion is;

**Figure 13.** The opinion of Teacher Suat about the proof for 4th week and 1.assertion

*Hata sudar kiçic sonsuz elemanlar bar kamede her bir sayga en buyukler digenlerdir. Muttaka her sayda buyuk bir sayi vardır.*

*In my opinion, the mistake is the fact that none of the numbers could be called as "biggest" in an infinite element set. There is always a number bigger than the other.*

These three teachers (A, S, N) in working group that expressing that the proof done is also faulty in the context of explaining the reason of the mistake stated that a number cannot be smaller and at the same time bigger than the other number in proof as well as the mistake in statement and also 1 teacher (A) of these teachers accepted that the miss-use of the concept of inequality is also a reason for mistake and also one teacher(S) of these three teachers specified that there cannot be only one biggest element in natural numbers that are infinite set. Also 1 teacher (Z) specified that he/she could not see the result of mistake.

In the second assertion, after the proof of the researcher, 4 (A, S, N, M) of five teachers in working group specified that the proof of the researcher is true in context of realizing the mistakes of students, also one teacher

(Z) specified the proof is faulty.1 teacher (Z) in working group that express the proof is faulty specified that this mistake resulted from acceptance of the statement which should be proven and the person did the proof to create just one verification.

**Figure 14.** The opinion of Teacher Zuhale about the proof for 4<sup>th</sup> week and 2.assertion

*Bu ispatı yapan yalnıca dogru nu yanlıs diye yapmıştır. İspat yolu üzerine false diğın memıştır.*

The person done this proof just realized it to learn if it is true or wrong. He/she did not think much about the way of proof.

Also for the third assertion, all of 5 teachers proved that  $(1+2+\dots)$  is wrong by giving counter - examples. An answer of a teacher is as follows about it.

**Figure 15.** The proof of teacher Zuhail about 5th week 2nd assertion

$$n \geq 2 \Rightarrow 1 + 2 + \dots + n = \frac{n(n+1)}{2}$$

$$1 + 2 = \frac{2 \cdot (2+1)}{2}$$

$$3 \geq 3$$

After getting these written opinions, the focus group discussions were started. The questions asked working group, before the focus group discussions were opened up for discussions at this stage as a whole. During the application of this stage, the new proofs were realized by the researcher directly in addition to above questions and the discussions were directly started about these facts. The platform was created for teachers about the assertion that their opinions were taken for.

In focus group discussions realized for these 3 assertions and proof 5 teachers specified that there was a statement mistake and 1 teacher (M) defended for the proof of Peron Theorem that the proof is true according to the statement that the teachers did not do the proof of it in written firstly and the other teachers told that there was a mistake also in the proof.

In the discussions realized about the second assertion and its proof, the teacher who already wrote that the proof is not true also defended this idea and the other teachers presented an opinion that it was true. The other teachers defended that the proof is true through the managing of the algorithm accurately instead of doing the proof.

The discussions realized by the teachers for the third assertion focused on reasoning principle. They repeated their written opinions identically here.

Also, similar assertions and their proofs gone on similarly in following weeks. Some of these assertions are as follows;

**4. Assertion:**  $(-1) \cdot (-1) = +1$ .

**Proof:**

$(-1) \cdot (-1) = 1$  given that.

$(-1) \cdot (-1) = 1 \Rightarrow (-1) \cdot (-1) - 1 = 0 \Rightarrow (-1) \cdot (-1) + (-1) = 0 \Rightarrow (-1)[(-1) + 1] = 0 \Rightarrow (-1) \cdot 0 = 0$

Then the first acceptance is because of the fact that the last equality is true.

**5. Assertion:** All natural numbers are even.

**Proof:**

$p(0)$ ; 0 and then 0 is even .

Let's consider that all natural numbers that are less than or equal to  $p(k)$ ;  $k$  are even. For  $p(k+1)$ ;  $k+1$  natural number

$m \leq k$  and  $n \leq k$  then let's get  $m$  and  $n$  natural numbers. If  $m, n \leq k$ , both of the numbers  $m$  and  $n$  are even. While  $m+n=k+1$  and the sum of the two even numbers is even, then  $k+1$  is also even.  $p(k+1)$ ; That means all the natural numbers are greater than or equal to  $k+1$  are even and this situation shows that all natural numbers are even .

∈

**6. Assertion:** Let's consider  $x, y \in R$ . If  $x+y$  irrational, then  $x$  and  $y$  are irrational.

The main purpose in these applications is not finding the true instantly and the main purpose is determining what kind of cognitive and especially affective changes are resulted by the mistake-handling activities on teachers. Also, one of the most important data collection tools of this is journal.

Since the beginning of the application, notebooks were distributed to the teachers in working group and they were required to keep a journal in parallel to the activities done after about each activity until the other one. It was required from the teachers to write application process, their own mathematics, mathematics and mistakes in mathematics and whatever they want to write excluding these ones to their journals after about each application done freely.

In parallel to above application process, the ideas of the teachers about mistake-handling activities in their journals after about each application done are as follows.

One teacher (A) was afraid while mentioned theorem-proof and now he/she increased the relevance and curiosity level increased of moving away from it. In the oncoming process, all of the teachers in working group wrote that wait the application with bated breath in their journals.

**Figure 16.** The affective opinion of teacher Asli about MHA

Duyussal Aaidan = Yefersiz. oldugumu düşün.  
mekle beraber basit şekilde ispatları görn  
ce ilgi ve merak düzeyim arttı. Eskisi gibi  
teorem - ispat devlince çok korkuyordum  
(iddia)

*In affective terms = In spite of the fact that I think I am inadequate, but my relevance and curiosity level increased while I saw the proofs easily. I do not afraid while I hear theorem-proof as it became previously*

The teachers have the followings about cognitive effects of HTA in terms of MBA; thinking about the different proofs(Z), thinking about the related concepts with a concept (A), critically viewing on question ,assertion and solutions (N,Z), doing the questions from the different aspects and proof (Z), recovery memorization.

**Figure 17.** The cognitive opinion of teacher Naci about MHA

Ders esnasında herhangi bir  
 iddia, teorem, soru üzerinde yaptığımız  
 tartışmalar ufku mu açıyor. Hele en  
 son derste bir hocamızın "veya" ve  
 "ya da" arasındaki farkı anlatması,  
 çok hoşuma gitti ve çok da istifade  
 ettim. Dersimizde sürekli bu tarz şeyleri  
 tartışmak, beni sıradanlıktan kurtarıp,  
 farklı çözüm yolları, dikkat kavramı  
 vb. konularda geliştirdiğini düşünüyorum.

*The discussions we do during the lesson about any assertions, theorems, and questions opened up my horizon. I especially liked the fact that one of our teachers told the difference between "or" and "either" in latest lesson and I exploited it very much. I think, discussing these kinds of things in our lessons consistently rescued me from ordinariness and developed me about different solution methods, concept of attention, etc.*

One teacher(A) wrote that he/she distinguished his/her inadequacy about doing proof of the theorems and his/her relevance and curiosity increased about the proofs although he/she did not want to meet the proofs previously and his/her bias was broken about doing the proofs of theorems.

**Figure 18.** The affective opinion of teacher Asli about MHA.

Bilişsel açıdan → Teorem-İspat konularına  
 bilgimin, ifadelerimin çok yetersiz olduğunu  
 düşünüyorum. Üniversitedeki ders işleme  
 sürecinden ibret geliyor.

*In cognitive terms -> I think, my knowledge and statements are very inadequate while talking about Theorem-Proof. This is because of the lesson teaching process in university.*

I teacher (A) wrote that he/she supposed that proof and verification are the same previously, but he/she saw the difference between these concepts.

**Figure 19.** The self-evaluation of teacher Asli

Uzun zamandır hiç bakmadığım konulara bak-  
 tım Teorem-İspat ile ilgili kısa hatırlatıcı  
 bilgiler elde ettim. Sorularda <sup>tanım</sup> temel bilgilerin  
 nasıl tanımlandığı, İspatların hangi metotla  
 yapıldığı (kısmen), ~~ya da~~ İspat mı yoksa tek  
 değer larin mi doğrulanması yapılmış onun  
 farkına daha iyi vadm.

*I studied the subjects which I have not dealt with since a long time. I obtained short and evocative knowledge about theorem-proof. I realized the facts better that how the domains were described in questions, which methods with the proofs done (partially), what was done ? Proof or verification. .*

## The findings after MHA Applications

After the activities, the effect of HTA (MHA) s over the teachers was taken in written by asking the written opinions of secondary education mathematics teachers participated in study. The findings obtained here are as follows; all of the teachers in working group specified that knowing the statements of theorem and axiom is effective in teaching life about the theorem statements. 1 teacher (Z) specified that theorem statements have an effective role on the concept to be understood well and on questions to be solved. 1 teacher (M) specified that this will be effective in his/her teaching life and also whole life and he/she felt that his/her opinions changed after application. 1 teacher (S) also specified that knowing the theorem statements will take the individual to a conceptual knowledge in-depth and provide the teacher self-reliance. 1 teacher also specified that theorem statements will be effective on determining the mistake. 1 another teacher (N) specified that it is not only important to know the theorem statements, it is also important to use them accurately and correctly.

**Figure 20.** The written opinion of teacher Zuhal about doing proof

Matematikte tanım, aksiyom ve teoremlerin temel teşkil ettiği bilinceyle şöyle diyebilirim: Teoremler herhangi bir konunun ya da kavramın iyi anlaşılmasını sağlamanın yanı sıra soru çözümlerinde de etkin rol oynamaktadır.

*I should say with the conscious that domains, axioms and theorems are the basis of Mathematics that; Theorems have an active role in solution of the questions as well as they help any subject or concept to be understood better.*

**Figure 21.** The written opinion of teacher Naci about doing proof

Mutlaka olur. Bu uygulamalar sonra teorem ifadelerini bilmenin değil, aynı zamanda doğru ve yerinde, kullanmanın önemi olduğunu anladım.

*It absolutely becomes. I understood after this application that not only knowing the theorem statements is important, using them accurately and correctly is also important. .*

Three teachers in working group about knowing the proof methods could have stated the proof methods with their meanings, two teachers (A, Z) also stated partially. Some of the teachers (N, M, S,) could not have stated exactly how to use those methods and other two teachers (A; Z) could have partially in other words partially stated this fact. .

Two teachers (M,N) specified that they realized that they did not proof methods after application and they think they will use them more accurately from now on .Other 3 teachers (A,S,Z) also specified that they will use the methods accurately from now on .Teachers specified also they understood the difference verification and proof after application .

One teacher (N) specified that he/she took heart after application in doing proof and he/she will be able to do the proof aware of it. One other teacher (A) wrote that he/she can estimate where the proof method should be used and which proof method should be used and he/she can take the proof until

some point. 1 teacher (Z) specified that he/she can determine the proof method, but he/she has hesitations in doing the proof accurately. 2 teachers (M, S) specified that they can do the proof on subjects they know well and the teacher (M) from these teachers specified that he /she distinguished his/her deficiencies after application. 1 teacher (S) wrote that he/she took heart after application, one teacher (N) wrote that he/she can do the proof, at the least he/she understood where to begin and which method should be used in doing proof singly. 1 teacher (Z) specified that he/she has hesitation about doing proof singly, two teachers (M, A) specified that they can do the proof of a statement in about a subject they know well.

**Figure 23.** The written opinion of teacher Naci about doing proof

Bu uygulamadan sonra, yapabileceğimi düşünüyorum. En azından nereden başlanacak gerektiği noktasında tereddüdüm yoktur. Birde teorende hangi yöntemi kullanacak gerektiği, hangi özel durumlara dikkat etmek gerektiğinin farkına vardım.

*After this application, I think I can do it. At the least I don't have any hesitation about the fact where I should start from? Also, I realized the facts that which method I should use in theorem and which special situations I should pay attention to.*

The findings show that the MHA; resulted some affective positivenesses in teachers as increasing the relevance and curiosity, critical thinking, self-confidence, awareness, different perspective and some cognitive positivenesses as realizing the shortcomings, theorem statement and understanding and using the importance of proof.

#### 4. Results and Discussion

First of all, the findings obtained according to the working process, application and working in terms of findings can be examined in two categories. The first of these are the results about developing to do the field information proofs of MHA and the second ones are the results aimed at the effects of MHA over the teachers. These results were obtained by comparing pre-application, application process and after application findings. The results of doing proof development process of MHA are as follows.

Doing proof is a basic skill for mathematician (Knapp, 2005) and the heart of the mathematics (Schabel, 2001 cited by Güler). Ball (1990) discussed the facts in measures of mathematics field knowledge that knowing the concepts in theorems and explaining the things done in the application of theorems by a mathematics teacher.

In early diagnosis written opinion acquisitions done for the teachers to self-evaluation before the applications, all of the teachers specified that knowing the statements of theorem and axiom is effective in teaching life. The teachers specified that knowing the theorem statements will take the teacher to a conceptual knowledge in-depth and made to solve the questions easier. It was determined that the teachers prefer to use the theorem statements less in MHA applications process and sometimes they tried to use and they could not have stated the theorem statements exactly. The

teachers told that at application process and after, about knowing the theorem statements, knowing the theorem statements in addition to pre-application opinions changed the perspective of them to questions and it is an important fact in determining the mistake, it provides self-confidence and it adds an academical identity to the work they do. Also, the teachers specified in written and verbally in the late diagnosis receiving opinions which were done for the teachers to self-evaluation after the application that it is not true only to know the statements of theorem and axiom, it is also important to use the theorems and axioms accurately and correctly.

It was seen that most of the teachers do not know proof methods exactly in early diagnosis written opinion acquisitions before the applications and the teachers could not have stated how to use the proof methods exactly. This finding overlaps the findings of Solow (1990). Most of the teacher after the application could have stated the proof methods with their meanings exactly. After the application, most of the teachers specified that they could use the proof methods accurately and the teacher stated that he/she used proof methods accurately before the application specified that he/she did not use proof methods accurately and he/she realized it. Also, the teachers that were not sure whether they used the proof methods accurately before the application or not specified that they did not use proof methods accurately and they realized it.

Nearly all of the teachers specified that they are not adequate for using the proof methods before the application and they were not sure of themselves. During the application process, it was determined that teachers did not have enough information either in doing proof or finding the mistakes in proofs. Regarding the proof, also in application process, the facts that the teachers generally could not have done the proofs wanted to be done or doing them incorrectly and also the fact that the teachers could not have found the mistakes either in statements or in proofs could be considered the signs of deficiencies in doing proof. Also, the fact that some teachers tried to show the proof of the assertions that they think to be true by the samples could also be considered another deficiency of the teachers in doing proof. Also, some other facts were determined that the teachers could not have determined the provision and hypothesis or they started from provision to the proof instead of hypothesis in directly proof. The part which the teacher's mostly forced in doing proof could be specified the fact that especially they do not know how to start the proof and the opinions of the teachers in this subject supports this result, and this result is matching the study of Moore (1994). Also, it was not considered that it is possible that the teachers can go to the true results from wrong acceptance with the conjunction of "if". The specified that the fault in acceptance also makes the proof faulty and they claimed that proof by induction method was done incorrectly.

It was determined that the teachers were on the wrong track in proofs required to be done from them similar to the mistakes presented by the researcher. Also, after the application, the teacher specified that their self-confidence increased, they started to estimate which proof method they should use, they realized their deficiencies in this subject, at the least they knew where to start, and they can do the proof aware of it. This finding overlaps the proof difficulty about logic and proof methods by Solow (1990).

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# Senior Education and Acquisition of a Hobby

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## Abstract

Demographic changes which are observed around the world have reached to an apparent position in Turkey, as well. In the context of these changes, it is inevitable that the quality of youth society will turn into the quality of aged society. Turkey will be an aged society ahead by staying connected to these changes. The quick increment in elderly population makes a trend toward the quality of aged society, the sustenance requirement against the difficulties of longevity, to be dealt with old issues and its services in all its parts, and especially the necessity of giving importance to the advanced age education a current issue. In this day and age, the policies and programs about elderliness stays focused on increasing life quality and general state of health. Lifetime length, biological and mental healthiness, cognitive and social sufficiency and performance, self-control, and getting pleasure out of life are indicators of healthy aging. Individuals' growing older healthfully, closely associated with not only their individual features but also socially provided service supports towards psychosocial, economic and physical. The perspective toward aging, beyond providing care to old people, some subjects should be discussed such as integration with society, gaining missing status and roles again, increasing functions, and utilizing free time effectively. Furthermore; it has importance to take the perspective of aging much further from the frame of conventional values of respect and protection dimensions; to extending active aging awareness. In this assertion, it is focused on providing education and service to group of elder age and it is observed that there is an increment in committed practices last years. Especially in metropolis municipalities, the dilated courses which are about the advanced age education present the improvement clearly, and trying to transmit all these related innovations to the society which includes elder population draws the attention, as well. However; these kind of opportunities can not be extended sufficiently so it is perceived as a huge deficiency, and the necessity of increasing the advanced age education services is emphasized. The method of this study is statistical compilation. According to the statistical data which shows the situation of Turkey and European Union's elder people's training, it is tried to reveal the situation of Turkey and European Union's hobby and advanced age education to old people. According to the situation which is presented comparatively, the subject will be discussed by means of the essential comments and outcomes and suggestions will be enhanced.

**Keywords:** Lifelong, Senior Education, Hobby Education, EU and Turkey

## 1. Introduction

Elderliness is a process which is impossible to prevent and which has issues within biological, chronological and social parts. Elderliness approached as a physical fact can be defined as losing physical and spiritual strengths which are unrecoverable anymore, a person's regression in terms of physical and spiritual and decreasing of an organism's equilibrium potential between internal and external factors. (Bilginer and diğ., 1996).

Nowadays attention to the studies relating to middle and old age periods that biological, psychological and social alterations which are intensive are experienced has been increased. The cause of this attention is constant increasing in old age population in all around the world. The decreasing of morbidity and mortality, getting the living conditions consciously under control and being a change for the better has caused to lengthen a large number of people's lifetime. Most of adults pass approximately more than one third of their lives in middle age period and after (Bayraktar, 2002).

It is thought that in our country human life which is 69 today will be 78.5 between 2045-2050 years and today's old age population rate which is %8.9 percent will come up to %25 percent in 2050. If these proportions are taken into consideration, in order to be provided a prolongation of the old age population's life quality highly, which is increasing and is an important part of the society, the need is going up to identify the factors which have influenced their life qualities. (D.İ.E., 2003, United Nations, 2005).

When the elders' problems are taken into consideration, it is seen clearly that how important the studies aimed at providing psychological, sociological and economical welfare are. Providing a welfare to elders, the recovery of "life quality" draws attention as a far-reaching approach (Turan, 1985). Indeed, it is aimed to increase physical

and mental wellness of the old age population expected remaining gradually in many societies by integrating to make a contribution to the society instead of persecuting.

As a consequence in the middle age period and the following, going on their lives healthily and productively is of vital importance. Therefore; ever- increasing studies have been done nowadays (Bayraktar, 2002). As life satisfaction which is a crucial determinant of life quality is a significant decisive on the future mental wellness, the substance and interest given to this subject is increasing (Gren and diğ., 1992 Baruffol and diğ., 1995).

If it is thought that the old age population is scaling up in developing countries, the studies for making the elders stay active healthily and economically are not grandeur but rather requirement. On the other hand; it is impossible for young and productive population which is less numerically to meet the economical, social and emotional need of the elder population which is much more numerically. For this reason; World Health Organization- WHO has made ‘‘active aging’’ a current issue. Active aging can be defined as increasing life quality, reproductivity and expectation by utilizing opportunities optimum for physical, mental and social wellness in lifetime (Çetin, 2002).

## **2.Subtopics**

### **Life Quality and Life Satisfaction in the Old Age**

The old age can be defined as a casualty period within period-specific issues like a regression in cognitive and physical field, giving up the productiveness’ role, changing in social location, the declination of interpersonal support and the loss of healthiness (Işık, 1991). The fusion of casualties decreases one’s self-esteem and it does not provide enough satisfaction from the life.

Nowadays, the policies and programs about old age have focused on increasing life quality and well-being instead of extending life expectancy. The major aim is not adding years to life, but adding life to years (Çetin, 2002). As Kottke (1982) stated it should be interested in not only long living of elder people, but also their life quality and the meaning of their lives.

From the point of a society or a group, the life quality is determined according to utilized objective determinants like revenue, the frequency of high-risk diseases, and the quality of environment, crime rate, family life or disintegration of social support. A person’s life quality is evaluated both these kind of objective determinants and alternatively subjective welfare indications which are improving dogmatically. Since a person’s life of psychological quality and nominative welfare cannot be determined entirely with these objective determinants (Campbell and diğ., 1976). The reason of dwelling on the life satisfaction in old age, old people are accepted as a risk group in terms of mental health and life satisfaction is accepted as a crucial factor which influences mental health (Karataş, 1988). The satisfaction rate that a person gets from his life is a crucial phenomenon that affects being in a good position in terms of spiritual and the process of keeping the relations with society (Onur, 1997).

### **Free-Time Activities in Old Age- Life Satisfaction**

According to Neugarten (1961) after 60 or 65 age people’s communication and activities are on the decrease, concordantly the satisfaction gotten from life and the welfare level are on the decrease, as well. Neugarten utilizes 5 criteria for determining the life satisfaction on old age people. Accordingly, the elders whose life satisfaction is high are expected;

1. Enjoying daily life activities,
2. Carrying a meaning of his life, having goals for his life and accepting his past life’s responsibilities,
3. Having the faith that he reached all his life’s goals,
4. Having a positive ‘‘me’’ image in his mind and whatever his weaknesses are accepting himself as a precious wealth,
5. Having an optimistic attitude against the life in general (Neugarten and diğ., 1961).

However, elders are in tendency to feel themselves worthless and to stop visiting from all their works and interests by mostly thinking that they have no staying power anymore (Özer, 2001). When elders feel themselves worthless, weak and feel like losing their function, it seems like it is a significant handicap for providing their life satisfaction. Active and producing person sees himself functionless and weightless especially along with retirement (Seviğ and diğ., 1992).

What is important in old age is never thinking himself useless. The best way for getting rid of this thought is participating activities which give enjoyment and pleasure. Since participating to free-time activities are important factors that help them deal with changing of life as a result of senility (Raymore and Scott, 1998; West and diğ., 1996) and participating to free-time activities are crucial determinants for persons' life quality (Allison and Smith, 1990).

There are many theories explaining the relation between life satisfactions and participating free-time activities. Among many senility and welfare theories, two theories which work up a connection between free-time activities and life quality draw attention in committed studies of this field. Continuity theory is based on an argument that old age people who have carried their relationships and activities for many years and having the feeling of past activities maintenance and integration contribute their physiological welfare.

After all, a person's life continuity by being of the old school which cannot provide concord to new conditions can be a danger with regard to life quality (Atchley, 1988, Atchley, 1993). Thus; Iso-Ahola (1980) has emphasized the necessity of both continuity and changing in every period of the life coupled with the decrease of changing necessity in proceeded ages with regards to free-time activities.

Activity theory defends that as persons get elder the more they keep up their activities the more they feel happy (Hooyman and Kiyak, 1996). There are real proofs that elders who are active are happier than ones who are passive (Kelly and diğ., 1987). The activity theory grounded that persons' life satisfaction correlates with their activities accepts persons' happiness originated to their activities. Elders who can replace new activities instead of reluctantly left activities or who can carry on middle-age activities have a more high life satisfaction.

Especially after retirement it is essential for elders to spend their free-time for enhancing their own potentials. Just as traditionally people have developed a positive attitude toward their job, they should learn to develop a new positive attitude toward their free-time, as well (Aiken, 1995). Since the relation between free-time activities in old age and elders' personal and social harmony, life satisfaction has been revealed in many studies (Farquar, 1995, Zimmer and Lin, 1996, Chen, 2001, 2003, Subaşı and Hayran, 2005, Şener and diğ., 2007).

### **Social Welfare Services & Social Services for Elderly People**

The concept of social welfare contains the whole services targeting the preservation and enhancing of individual's life standards as a result of family functions being undertaken by the society through the rapid industrialization and urbanization of the modernization process.

In the abstract, "social welfare models" mostly aims the enhancement of societies and can be gathered under two main topics as applied social policies.

These are;

- 1) "Residual"(as the social remnants and the unit needed to be enhanced)
- 2) "Institutional" welfare model.

The purpose of the first is the standard of living in society and separately aiding the individuals showing a problematic situation in regards to social relations, especially by focusing on families.

The second model as a modern approach, grounds on enhancing the society as a whole through well-organized social welfare and social service programs. In this context, it gains an extraordinary importance to determine the policies aiming to enhance communities in social aspect and identifying the standards in regards to this. Standards can be divided into two categories as functional (operational) and technical.

The standards in the first group are related to the range of the social welfare programs, the necessary manpower and determination of the institutions (such as; elderly convalescent and nursing home or orphanage) to service in regards to quality and quantity. And the technical standards making up the second group aim at the determination process of who, to what extend can benefit from the service and aid program planned to be given.

### 3.Statistical Supports

#### The institutions which give service to aged people in Turkiye

**Table 1:**The number of the capacity and fullness of eventide homes in Turkiye

<i>Type</i>	<i>Number</i>	<i>Capacity</i>	<i>Fullness</i>
The Eventide homes which belong to General Directorates of Disabled and Aged Services	107	11.717	10.399
The Eventide homes of other Ministerials	2	566	566
The Municipalities' Eventide homes	20	2.013	1.409
The Eventide homes which belong to Associations and Foundations	31	2.556	1.789
The Eventide homes which belong to Minorities	7	920	644
The Private Eventide homes	130	6.422	4.495
<b>TOTAL</b>	<b>297</b>	<b>24.194</b>	<b>19.302</b>

*Source:Ministry of Family and Social Policies EYHG (March 2013)*

#### The Service Center For Aged People

Ankara Metropolitan Municipality Service Center for aged people, was opened on 5th September 1994 with the aim to support the aged people at the home environment and to provide their living without being isolated from society.Aiming to give service firstly to alone and aged people who haven't got incomes and it is being the first association which has the same aim in Turkiye,every aged people who is 60 years old and over living in Ankara and Ankara's metropolis districts can benefit from this service by being a member.

	<b>DAY CARE SERVICES</b>	<b>Number of Centers</b>	<b>Number of Members</b>
G	The Aged People Service Centers underlying with General Directorate	5	1100
H	The Private Aged People Service Centers	1	15
	<b>TOTAL</b>	<b>6</b>	<b>1115</b>

The main objective of the Aged People Service Center is; to ease the daily life of the aged people who are members, to support them at their homes, to provide them to follow a healthy aging process. The given services according to these objectives are:

1.Social Services:The social services given in this center is being carried out by social service specialists.

Making social enquiries of the applicant aged people,

Making organizations and arrangements about the given services to aged people,

Arranging education,free time activities,trips,camps and social activities to aged people,

Enrolling between 10-20 new members per a day.

2.Health Services:

Visiting the aged people at his/her home by a doctor and a nurse periodically and doing the routine health controls(tension,diabetes and cholesterol),

Giving health service to the aged people by a doctor and a nurse who comes to the center within the day,

Doing health screening (diabetes,cholesterol and tension level,bone screening and anemia test,etc.),

### 3.Guidance and Counselling Services:

Psyco Social Consulting: Identifying,defining and evaluating the aged people's economical problems,informing them about the related topics,starting enterprises for problem solving (making solutions within the bounds of the possibilities of the center and directing the aged person to the concerned institutions and organizations)by the psychologists and the social service specialists who work at the center.

Institution Services according to consultation:Consultation according to the services which the center offers(making definition of the services face to face or by telephones ,and evaluating the feedbacks coming from the aged people about the services).

### 4. Social and Cultural Activities:

- *Concerts,cinema and theatre activities:* Arranging Turkish Classical Music(TSM), and Turkish Folk Music (THM) concerts at regular periods,taking the aged ones to the cinema and theatre,attempting to constitute TSM and THM within the center(the Service Center for Aged People takes a directive role at this point,guidance and informing is being done to the activities of the institutions and organizations connected with Metropolitan Municipality).
- *Meals:* A few different times in a year
- Arranging dinner parties at the Clubhouses to the members , at the center and at different enties of the Municipality(e.g. Women's Clubhouse)
- Organizing entertainments with tea and pastries.
- *Trips and Picnics:*
- *Camping Activities:* Taking an aged person to holiday once a year who is at the certain number(travel,accomodation and food expenses are paid by Ankara Metropolitan Municipality).

5.Celebration of Special Days and Weeks: Sending celebration messages and cards to the aged people on special days and weeks,celebrating these days acoording to their features with them,making speechs,reading poems,sharing memories,candy,food or beverage service according to the feature of the day,etc.

6. Economical Support Services: With searching results guiding the lonely and helpless aged people to the economical assistances at the regions where the socio-economical level is low.

7.Priority Service Card :With the aim of making use of all the services of Ankara Metropolitan Municipality(EGO,ASKİ,Municipality Hospital)guidance and assistance about the subject of giving 'Priority Service Card'.

8. Aged People's Free Card: To provide the aged people to participate in daily life actively,giving them free cards and informing and guiding them freely from the municipality buses.

9. Cleaning and caring services: These are the supportive cleaning services which are provided for the aged people who have difficulties of doing the daily routine works at their homes,

10. Every kind of repairings at homes.

### **The Aged People Clubhouses**

The Aged People Clubhouse has been entered in service on 28th June 2005 working under The Aged People's Service Center within The Family Life Center in Ankara Metropolitan Municipality . Everyone who is at 50 and above ages can be a member and make use of the clubhouse's services.

The main aim of the Clubhouse which enters into service as a first step of Ankara Metropolitan Municipality's Aged People's Clubhouse project is to;increase the life quality of aged people who are inhabitants within Ankara Metropolitan Municipality by providing continuance of 'The Service Model to Aged People in their living

environment' which is started by The Center of Aged People. Departments and units are constituted where aged people can have social activities and spend their free time and by the help of these, the participation of the members to society and providing them to live this life span actively are being aimed. The present 3 different Aged people Clubhouses' total number of members are 6864 considering the date 31th October 2012.

Accordingly, the services which are given to aged people within the Aged People Clubhouse are these;

#### **Personal Development Courses**

Computer course, Art course, Music course, Oud course, Mellotron course, Nay course, English course, Poem club, Theatre club, etc.

#### **Free Time Activities**

Chess, abalone, billiards, air hockey, library service, etc.

#### **Psyco-Social Support Services**

The psycho-social support service has been given at The Aged People's Clubhouse by a social service specialist and a psychologist.

#### **Socio –Cultural Activities**

\*With the aim of meeting and socializing, organizing dinner parties, several entertainments, birthday parties and contests-these contests are generally done by turning the free time activities into the tournaments within the clubhouse (chess tournament, billiards tournament etc.)

\*Organizing concert, cinema and theatre activities,

\*Organizing conversations, meetings, seminars and panel discussions which the aged people participate in,

\*Celebrating the special days and weeks according to their features with the aged people, making speeches, reading poems and sharing memories,,

\*Arranging Turkish Classical Music and Turkish Folk Music choruses and presenting their performances with concerts ,

\*Presenting the performances of Poem Club members in several programmes,

\*Presenting the plays of Theatre Club..

#### **Health Services**

The health service given at the Aged People Clubhouse is carried out by a doctor and a nurse. The services which are given by health unit ;

\*Saccharimetry, tension measuring, cholesterol measuring, health screening, etc.

### **3. Conclusion And Recommendations**

Consequently the importance of education given to aged people in Turkiye is limited with the activities done by metropolitan municipalities and to other aged people's education who stay at different settlements can't be given enough importance. But it is also important to maintain the reproductivities of the people who have life satisfaction in the past. For this reason;

Free time counselling and education is necessary for people to create positive feelings against to getting older. In today's society free time development awareness for every age of people must be in a progressive way for life quality.

The works of the institution's which service to the aged people and the constitution of the opportunities which provide the aged people to participate the society actively must be coordinated.

The opportunities must be increased for the aged people because their interactions can be enhanced by planning recreational and cultural activity fields with the same and different age groups to spend their free time in library, resting and play clubs.

Information Centers for Aged People (SHÇEK) and similar foundations must be extended to provide the aged people to contribute life actively and make them to feel themselves useful.

Improving the social services about the aged people to involve them in daily life activities, and arranging activities for them to occupy themselves will affect their life quality in a positive way.

#### **4. An Interesting Anecdote:**

- How getting older affects the reproductivity has been a matter of question most of the time, because as it's known a great deal of art, philosophy and science works have been found by people who were over 65 :
- Physician Max Born, at the age of 83 , 'The Responsibility of Nature Scientists', Geographer Alexander Von Humbolt at the age of 89 five volume of 'Cosmos',
- Philosopher Martin Buber, at the age of 76, 'The Studies on Dialogue Principles',
- Philosopher Bertrand Russel, at the age of 96 , 'The Philosophy of Art',
- The music genius Guiseppe Verdi, at the age of 80, 'Falstaff' opera and
- The music genius İgor Stravinsk, at the age of 84, write the book 'Religious Elegies.'

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Nowadays attention to the studies relating to middle and old age periods that biological, psychological and social alterations which are intensive are experienced has been increased. The cause of this attention is constant increasing in old age population in all around the world. The decreasing of morbidity and mortality, getting the living conditions consciously under control and being a change for the better has caused to lengthen a large number of people's lifetime. Most of adults pass approximately more than one third of their lives in middle age period and after (Bayraktar, 2002).

It is thought that in our country human life which is 69 today will be 78.5 between 2045-2050 years and today's old age population rate which is %8.9 percent will come up to %25 percent in 2050. If these proportions are taken into consideration, in order to be provided a prolongation of the old age population's life quality highly, which is increasing and is an important part of the society, the need is going up to identify the factors which have influenced their life qualities. (D.İ.E., 2003, United Nations, 2005).

When the elders' problems are taken into consideration, it is seen clearly that how important the studies aimed at providing psychological, sociological and economical welfare are. Providing a welfare to elders, the recovery of "life quality" draws attention as a far-reaching approach (Turan, 1985). Indeed, it is aimed to increase physical and mental wellness of the old age population expected remaining gradually in many societies by integrating to make a contribution to the society instead of persecuting.

As a consequence in the middle age period and the following, going on their lives healthily and productively is of vital importance. Therefore; ever- increasing studies have been done nowadays (Bayraktar, 2002). As life satisfaction which is a crucial determinant of life quality is a significant decisive on the future mental wellness, the substance and interest given to this subject is increasing (Gren and diğ., 1992 Baruffol and diğ., 1995).

If it is thought that the old age population is scaling up in developing countries, the studies for making the elders stay active healthily and economically are not grandeur but rather requirement. On the other hand; it is impossible for young and productive population which is less numerically to meet the economical, social and emotional need of the elder population which is much more numerically. For this reason; World Health Organization- WHO has made "active aging" a current issue. Active aging can be defined as increasing life quality, reproductivity and expectation by utilizing opportunities optimum for physical, mental and social wellness in lifetime (Çetin, 2002).

## **2.SUBTOPICS**

### **Life Quality and Life Satisfaction in the Old Age**

The old age can be defined as a casualty period within period-specific issues like a regression in cognitive and physical field, giving up the productiveness' role, changing in social location, the declination of interpersonal support and the loss of healthiness (Işık, 1991). The fusion of casualties decreases one's self-esteem and it does not provide enough satisfaction from the life.

Nowadays, the policies and programs about old age have focused on increasing life quality and well-being instead of extending life expectancy. The major aim is not adding years to life, but adding life to years (Çetin, 2002). As Kottke (1982) stated it should be interested in not only long living of elder people, but also their life quality and the meaning of their lives.

From the point of a society or a group, the life quality is determined according to utilized objective determinants like revenue, the frequency of high-risk diseases, and the quality of environment, crime rate, family life or disintegration of social support. A person's life quality is evaluated both these kind of objective determinants and alternatively subjective welfare indications which are improving dogmatically. Since a person's life of psychological quality and nominative welfare cannot be determined entirely with these objective determinants (Campbell and diğ., 1976). The reason of dwelling on the life satisfaction in old age, old people are accepted as a risk group in terms of mental health and life satisfaction is accepted as a crucial factor which influences mental health (Karataş, 1988). The satisfaction rate that a person gets from his life is a crucial phenomenon that affects being in a good position in terms of spiritual and the process of keeping the relations with society (Onur, 1997).

### **Free-Time Activities in Old Age- Life Satisfaction**

According to Neugarten (1961) after 60 or 65 age people's communication and activities are on the decrease, concordantly the satisfaction gotten from life and the welfare level are on the decrease, as well. Neugarten utilizes 5 criteria for determining the life satisfaction on old age people. Accordingly, the elders whose life satisfaction is high are expected;

1. Enjoying daily life activities,
2. Carrying a meaning of his life, having goals for his life and accepting his past life's responsibilities,
3. Having the faith that he reached all his life's goals,
4. Having a positive "me" image in his mind and whatever his weaknesses are accepting himself as a precious wealth,
5. Having an optimistic attitude against the life in general (Neugarten and diğ., 1961).

However, elders are in tendency to feel themselves worthless and to stop visiting from all their works and interests by mostly thinking that they have no staying power anymore (Özer, 2001). When elders feel themselves worthless, weak and feel like losing their function, it seems like it is a significant handicap for providing their

life satisfaction. Active and producing person sees himself functionless and weightless especially along with retirement (Seviğ and diğ., 1992).

What is important in old age is never thinking himself useless. The best way for getting rid of this thought is participating activities which give enjoyment and pleasure. Since participating to free-time activities are important factors that help them deal with changing of life as a result of senility (Raymore and Scott, 1998; West and diğ., 1996) and participating to free-time activities are crucial determinants for persons' life quality (Allison and Smith, 1990).

There are many theories explaining the relation between life satisfactions and participating free-time activities. Among many senility and welfare theories, two theories which work up a connection between free-time activities and life quality draw attention in committed studies of this field. Continuity theory is based on an argument that old age people who have carried their relationships and activities for many years and having the feeling of past activities maintenance and integration contribute their physiological welfare.

After all, a person's life continuity by being of the old school which cannot provide concord to new conditions can be a danger with regard to life quality (Atchley, 1988, Atchley, 1993). Thus; Iso-Ahola (1980) has emphasized the necessity of both continuity and changing in every period of the life coupled with the decrease of changing necessity in proceeded ages with regards to free-time activities.

Activity theory defends that as persons get elder the more they keep up their activities the more they feel happy (Hooyman and Kiyak, 1996). There are real proofs that elders who are active are happier than ones who are passive (Kelly and diğ., 1987). The activity theory grounded that persons' life satisfaction correlates with their activities accepts persons' happiness originated to their activities. Elders who can replace new activities instead of reluctantly left activities or who can carry on middle-age activities have a more high life satisfaction.

Especially after retirement it is essential for elders to spend their free-time for enhancing their own potentials. Just as traditionally people have developed a positive attitude toward their job, they should learn to develop a new positive attitude toward their free-time, as well (Aiken, 1995). Since the relation between free-time activities in old age and elders' personal and social harmony, life satisfaction has been revealed in many studies (Farquar, 1995, Zimmer and Lin, 1996, Chen, 2001, 2003, Subaşı and Hayran, 2005, Şener and diğ., 2007).

### **Social Welfare Services & Social Services for Elderly People**

The concept of social welfare contains the whole services targeting the preservation and enhancing of individual's life standards as a result of family functions being undertaken by the society through the rapid industrialization and urbanization of the modernization process.

In the abstract, "social welfare models" mostly aims the enhancement of societies and can be gathered under two main topics as applied social policies.

These are;

- 1) "Residual"(as the social remnants and the unit needed to be enhanced)
- 2) "Institutional" welfare model.

The purpose of the first is the standard of living in society and separately aiding the individuals showing a problematic situation in regards to social relations, especially by focusing on families.

The second model as a modern approach, grounds on enhancing the society as a whole through well-organized social welfare and social service programs. In this context, it gains an extraordinary importance to determine the policies aiming to enhance communities in social aspect and identifying the standards in regards to this. Standards can be divided into two categories as functional (operational) and technical.

The standards in the first group are related to the range of the social welfare programs, the necessary manpower and determination of the institutions (such as; elderly convalescent and nursing home or orphanage) to service in

regards to quality and quantity. And the technical standards making up the second group aim at the determination process of who, to what extend can benefit from the service and aid program planned to be given.

### 3.STATISTICAL SUPPORTS

#### The institutions which give service to aged people in Turkiye

**Table 1:**The number of the capacity and fullness of eventide homes in Turkiye

<i>Type</i>	<i>Number</i>	<i>Capacity</i>	<i>Fullness</i>
The Eventide homes which belong to General Directorates of Disabled and Aged Services	107	11.717	10.399
The Eventide homes of other Ministerials	2	566	566
The Municipalities' Eventide homes	20	2.013	1.409
The Eventide homes which belong to Associations and Foundations	31	2.556	1.789
The Eventide homes which belong to Minorities	7	920	644
The Private Eventide homes	130	6.422	4.495
<b>TOTAL</b>	<b>297</b>	<b>24.194</b>	<b>19.302</b>

*Source:Ministry of Family and Social Policies EYHG (March 2013)*

#### The Service Center For Aged People

Ankara Metropolitan Municipality Service Center for aged people, was opened on 5th September 1994 with the aim to support the aged people at the home environment and to provide their living without being isolated from society. Aiming to give service firstly to alone and aged people who haven't got incomes and it is being the first association which has the same aim in Turkiye, every aged people who is 60 years old and over living in Ankara and Ankara's metropolis districts can benefit from this service by being a member.

	<b>DAY CARE SERVICES</b>	<b>Number of Centers</b>	<b>Number of Members</b>
G	The Aged People Service Centers underlying with General Directorate	5	1100
H	The Private Aged People Service Centers	1	15
	<b>TOTAL</b>	<b>6</b>	<b>0 1115</b>

The main objective of the Aged People Service Center is; to ease the daily life of the aged people who are members, to support them at their homes, to provide them to follow a healthy aging process. The given services according to these objectives are:

1.Social Services:The social services given in this center is being carried out by social service specialists.

Making social enquiries of the applicant aged people,

Making organizations and arrangements about the given services to aged people,

Arranging education,free time activities,trips,camps and social activities to aged people,

Enrolling between 10-20 new members per a day.

2.Health Services:

Visiting the aged people at his/her home by a doctor and a nurse periodically and doing the routine health controls(tension,diabetes and cholesterol),

Giving health service to the aged people by a doctor and a nurse who comes to the center within the day,  
Doing health screening (diabetes,cholesterol and tension level,bone screening and anemia test,etc.),

### 3.Guidance and Counselling Services:

Psyco Social Consulting: Identifying,defining and evaluating the aged people's economical problems,informing them about the related topics,starting enterprises for problem solving (making solutions within the bounds of the possibilities of the center and directing the aged person to the concerned institutions and organizations)by the psychologists and the social service specialists who work at the center.

Institution Services according to consultation:Consultation according to the services which the center offers(making definition of the services face to face or by telephones ,and evaluating the feedbacks coming from the aged people about the services).

### 4. Social and Cultural Activities:

- *Concerts,cinema and theatre activities:* Arranging Turkish Classical Music(TSM), and Turkish Folk Music (THM) concerts at regular periods,taking the aged ones to the cinema and theatre,attempting to constitute TSM and THM within the center(the Service Center for Aged People takes a directive role at this point,guidance and informing is being done to the activities of the institutions and organizations connected with Metropolitan Municipality).
- *Meals:* A few different times in a year
- Arranging dinner parties at the Clubhouses to the members , at the center and at different entities of the Municipality(e.g. Women's Clubhouse)
- Organizing entertainments with tea and pastries.
- *Trips and Picnics:*
- *Camping Activities:* Taking an aged person to holiday once a year who is at the certain number(travel,accomodation and food expenses are paid by Ankara Metropolitan Municipality).

5.Celebration of Special Days and Weeks: Sending celebration messages and cards to the aged people on special days and weeks,celebrating these days acoording to their features with them,making speechs,reading poems,sharing memories,candy,food or beverage service according to the feature of the day,etc.

6. Economical Support Services: With searching results guiding the lonely and helpless aged people to the economical assistances at the regions where the socio-economical level is low.

7.Priority Service Card :With the aim of making use of all the services of Ankara Metropolitan Municipality(EGO,ASKI,Municipality Hospital)guidance and assistance about the subject of giving 'Priority Service Card'.

8. Aged People's Free Card: To provide the aged people to participate in daily life actively,giving them free cards and informing and guiding them freely from the municipality buses.

9. Cleaning and caring services: These are the supportive cleaning services which are provided for the aged people who have difficulties of doing the daily routine works at their homes,

10. Every kind of repairings at homes.

### **The Aged People Clubhouses**

The Aged People Clubhouse has been entered in service on 28th June 2005 working under The Aged People's Service Center within The Family Life Center in Ankara Metropolitan Municipality . Everyone who is at 50 and above ages can be a member and make use of the clubhouse's services.

The main aim of the Clubhouse which enters into service as a first step of Ankara Metropolitan Municipality's Aged People's Clubhouse project is to,increase the life quality of aged people who are inhabitants within Ankara

Metropolitan Municipality by providing continuance of 'The Service Model to Aged People in their living environment' which is started by The Center of Aged People. Departments and units are constituted where aged people can have social activities and spend their free time and by the help of these, the participation of the members to society and providing them to live this life span actively are being aimed. The present 3 different Aged people Clubhouses' total number of members are 6864 considering the date 31th October 2012.

Accordingly, the services which are given to aged people within the Aged People Clubhouse are these;

#### **Personal Development Courses**

Computer course, Art course, Music course, Oud course, Mellotron course, Nay course, English course, Poem club, Theatre club, etc.

#### **Free Time Activities**

Chess, abalone, billiards, air hockey, library service, etc.

#### **Psycho-Social Support Services**

The psycho-social support service has been given at The Aged People's Clubhouse by a social service specialist and a psychologist.

#### **Socio –Cultural Activities**

\*With the aim of meeting and socializing, organizing dinner parties, several entertainments, birthday parties and contests-these contests are generally done by turning the free time activities into the tournaments within the clubhouse (chess tournament, billiards tournament etc.)

\*Organizing concert, cinema and theatre activities,

\*Organizing conversations, meetings, seminars and panel discussions which the aged people participate in,

\*Celebrating the special days and weeks according to their features with the aged people, making speeches, reading poems and sharing memories,,

\*Arranging Turkish Classical Music and Turkish Folk Music choruses and presenting their performances with concerts ,

\*Presenting the performances of Poem Club members in several programmes,

\*Presenting the plays of Theatre Club..

#### **Health Services**

The health service given at the Aged People Clubhouse is carried out by a doctor and a nurse. The services which are given by health unit ;

\*Saccharimetry, tension measuring, cholesterol measuring, health screening, etc.

## **4. CONCLUSION AND RECOMMENDATIONS**

Consequently the importance of education given to aged people in Turkey is limited with the activities done by metropolitan municipalities and to other aged people's education who stay at different settlements can't be given enough importance. But it is also important to maintain the reproductivities of the people who have life satisfaction in the past. For this reason;

Free time counselling and education is necessary for people to create positive feelings against to getting older. In today's society free time development awareness for every age of people must be in a progressive way for life quality.

The works of the institution's which service to the aged people and the constitution of the opportunities which provide the aged people to participate the society actively must be coordinated.

The opportunities must be increased for the aged people because their interactions can be enhanced by planning recreational and cultural activity fields with the same and different age groups to spend their free time in library, resting and play clubs.

Information Centers for Aged People (SHÇEK) and similar foundations must be extended to provide the aged people to contribute life actively and make them to feel themselves useful.

Improving the social services about the aged people to involve them in daily life activities, and arranging activities for them to occupy themselves will affect their life quality in a positive way.

#### **5. AN INTERESTING ANECDOTE:**

- How getting older affects the reproductivity has been a matter of question most of the time, because as it's known a great deal of art, philosophy and science works have been found by people who were over 65 :
- Physician Max Born, at the age of 83 , 'The Responsibility of Nature Scientists', Geographer Alexander Von Humbolt at the age of 89 five volume of 'Cosmos',
- Philosopher Martin Buber, at the age of 76, 'The Studies on Dialogue Principles',
- Philosopher Bertrand Russel, at the age of 96 , 'The Philosophy of Art',
- The music genius Guiseppe Verdi, at the age of 80, 'Falstaff' opera and
- The music genius İgor Stravinsk, at the age of 84, write the book 'Religious Elegies.'

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# The Profile of Secondary Education in Province of Bolu<sup>1</sup>

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## **Abstract**

The aim of this study is to present the educational profile of high school level in Province of Bolu and determine to what extent the qualitative objectives put forward in 10<sup>th</sup> Development Plan were achieved. It was conducted in descriptive survey model and the population of the study consists of qualitative data (2014-2016) on high schools in province of Bolu. The data was obtained from the documents of 10<sup>th</sup> Development Plan, Bolu Provincial Directorate of National Education, Turkish Statistical Institution and related web sites. To analyze the data, frequencies and percentages were calculated. The enrollment ratio was based on gross enrollment ratio and all the data was presented in tables. Also, document review technique was utilized to examine the related written resources. The results of the study showed that the goal of 30 or less students in per classroom which was set in 10<sup>th</sup> Development Plan was achieved. The entrance ratio to university is 42.67 % in 2015-2016 educational years. There is a decrease in number of students in Seben and Kırışık, the districts of Bolu. This has an influence on schools. There is an imbalance in terms of student, teacher and school numbers and ratios in Bolu district.

**Key Words:** Province of Bolu, secondary education, development plan.

## **1.Introduction**

One of the major problems of developed or developing institutions is to make the best decisions at the proper time and effectively. The national or international developments in the fields of economy, technology and societal which include all sections have an effect on these decisions directly or indirectly. This even worsens the situation that the institutions are in. In this context, the institutions are obliged to observe and adjust to these possible changes and improvements either willingly or unwillingly. When it is an educational institution which will be influenced by this process, the practices and activities will have a further importance. Because, in today's world experiencing a rapid change and development, all kinds of activities in society have an influence on the inputs and outputs of educational system and indirectly all its processes and institutions. One of the basic responsibilities of educational institutions is to be a pioneer in adjustment to changes and developments (Ereş, 2005). Since these institutions determine the direction of societal change and transformation through human resources they educate, their task of educating people is regarded as an important means of this change and transformation. So, this requires training the human resource in line with societal and individual needs and operating the education system effectively and right. The operation of education system to meet these requirements depends on planned and systematic improvements since planning can be regarded as a vital and basic means in realization of the change and adaptation to it.

For education system to be able to prepare and direct the setting necessary for desired change and development within the scope of development effort, planning has to watch and deal with changes in education closely. The flexible and valid nature of planning not only allows attaining the proper information but also making necessary corrections in time. On the other hand, within the scope of development efforts the resources of nations are limited and they should be used efficiently. So, planning outshines as an obligation in educational field where the human resources are gross.

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Thus, Turkey embracing planned development in 1960 has prepared 10 development plans since then. In these plans, education has been treated as a sector and the present circumstance, objectives and activities to achieve these objectives have been mentioned. By means of educational planning, suitable practices to development plans have been carried out.

Educational planning practices in Turkey have taken place as a legal obligation in development plans since the first plan. They have been prepared with a holistic approach as macro level central plans and in a gradual manner including economic, cultural and societal fields (Hesapçioğlu, 2001). They have also been prepared within the framework of national development policies in a way which will meet the economic manpower needed and as sector planning. The plans were macro level ones which included all the public bodies countrywide. Local educational objectives and the realistic depiction of the situation are the vital factors in successful implementation of educational objectives which are set by macro plans. The probability of achievement will be higher when regional conditions are taken into consideration in plans made locally. This will also facilitate to attain educational objectives; make it possible to use human, material and finance resources more efficiently; contribute to equality of opportunity. However, the tie between macro level plans and local plans is not satisfactory (Çakıroğlu, 1997). The lack of a satisfactory tie costs to either fall through of objectives set in the plans or deviance from these objectives.

When the principals regulating the Turkish educational system are examined, it can be understood that the planning about the system is made and controlled by the central organization, it is rationalistic and power groups are political leaders (Ereş, 2004). In fact, with the planning practices initiated in 1960's the problems of educational system were tried to be solved and this trend has gained popularity over time. However, imperfections in implementation of these plans and falling behind the objectives have become one of the major and most frequent problems. Also, being short term plans and frequent changes on the plans by ministry of education makes their actualization more difficult. When educational trends are examined in these plans, objectives and problems are repeated nearly in all of them. The solutions to the problems are not found within the time aimed at. Yet, since the first plan ten educational plans have been prepared but problems such as physical infrastructure, the imbalance of manpower distribution, guidance of students, finance and quality were not solved. So, the objectives are repeated (Altundemir, 2012). On the other hand, by means of micro level plans made locally projections about population, number of students and teachers can be made and information regarding the ratios of transfers between school levels and types, period of study, school dropout ratios, and achievement ratios can be obtained. These projections make it possible to determine the potential demand from educational system, the number of educators needed, classroom sizes, their costs and similar estimates for oncoming years (Hesapçioğlu, 1994). This will not only allow educational system to attain its objectives more easily but also improve the quality of educational services. Also, it can be said that there were mostly quantitative educational objectives in the first six plans, but beginning from the seventh plan and including the tenth one which is currently in practice there are both qualitative and quantitative educational objectives.

Secondary education, one of the prominent steps in educational system, and in this respect high school is the stage in which schooling ratio is expected to rise. High school is also the stage after which students enter university. All the students graduating from high school do not have the chance to receive higher education and they participate in the society as an input. Taking into consideration these factors, it can be inferred that high school level directly influences the educational quality of the society. High school is also important because the students at this level prepare for higher education which means a turnout in terms of choice of profession. Their having equal educational opportunities and conditions are substantial with regard to efficient utilization of resources such as man, material and finance. When 10<sup>th</sup> Development Plan which is currently in practice is analyzed, it can be understood that the ratio of quantitative objectives is not very high. In other words, there are not many quantitative educational objectives. Table 1 present the current situation and objectives set for various types of schools and grades in the scope of 10<sup>th</sup> Development Plan. According to this, the goal of 30 or less students per class in high school across Turkey in 2018 is valid for only 66 provinces.

**Table 1.** 10<sup>th</sup> Development Plan (2014-2018) Developments and Objectives in Education

	2006	2012	2013	2018
The Number of Provinces in which student number per class is 30 or less				
Primary Education	51	63	66	76
Secondary Education	57	55	57	66
Gross Enrollment Ratio (%) in Preschool Education (4-5 years old)	24.0	44.0	47.0	70.0
Gross Enrollment Ratio (%) in Higher Education <sup>1</sup>				
Formal	29.1	42.9	47.2	55.0
Total	46.0	81.6	87.0	94.0
Number of students per lecturer <sup>1</sup>	41.6	43.1	43.0	36.0
The share from international student pool in higher education (%)	0.54	0.64 <sup>2</sup>	0.76	1.50

**Source:** Data of 2006 and 2012 from Ministry of National Education, Ministry of Development, Measuring, Selection and Placement Center (ÖSYM in Turkish), Eurostat. Data regarding 2013 and 2018 are the predictions of 10<sup>th</sup> Development Plan.

This study aims to present the current situation in terms of secondary education in Province of Bolu and its districts. It also aims to determine to what extent the quantitative objectives in development plan was achieved. The results of the study are regarded as significant in terms of secondary education's functions, the utilization of material and human resources efficiently, and taking measurements for possible malfunctions.

### The Aim of the Study

To determine to what extent the quantitative objectives in 10<sup>th</sup> Development Plan which has an imperative provision for public schools was achieved at secondary education level in province of Bolu. In line with this aim, the study seeks answer to the following questions:

1. For the period of 2014-2015 and 2015-2016 educational terms, in province of Bolu and its districts at secondary education level
  - a. What are the numbers of student, teacher and school?
  - b. What is the enrollment ratio?
  - c. What is the student number per teacher?
  - d. What is the teacher and student number per school?
  - e. What is the university entrance ratio?
  - f. What is the realization ratio of these numbers and ratios in line with 10<sup>th</sup> Development Plan?

## 2.METHOD

### Research Design

This study was conducted in descriptive survey model. In survey model, the current situation is determined, the previous or present situation is described as it is, and the research subject is identified in its own conditions and as it is. In survey models, there is not an effort of changing or influencing the research subject (Karasar, 1995).

### Population and Sample

The population of the study consists of quantitative data about high schools in province of Bolu between the years of 2014-2016. Since 10<sup>th</sup> Development Plan includes the period of 2014-2018, the data was from 2014-2016. The number of students in this study indicates total number in public and private schools; the number of teachers indicates total number in public and private schools; the number of schools indicates public and private schools.

### Data Collection

The data which is the number of students, teachers and schools was obtained from the reports of 10<sup>th</sup> Development Plan, Bolu Provincial Directorate of National Education, Turkish Statistical Institution and related web sites.

### Data Analysis and Interpretation

To analyze the data on secondary education frequencies and percentages were calculated and they were presented in tables and interpreted. Gross enrollment ratio which was also used in 10<sup>th</sup> Development Plan was used in the study. Gross enrollment ratio indicates the ratio of the number of students who are enrolled at a grade level to those who qualify for this particular grade level. Document review which is the investigation of the data in depth was utilized in the study (Yıldırım ve Şimşek, 2008).

### 3.FINDINGS AND DISCUSSION

#### Findings on the Number of Students, Teachers and Schools in Secondary Education Level in Province of Bolu and Its Districts

**Table 2.** Findings on the Number of Students, Teachers and Schools in Secondary Education Level in Province of Bolu and Its Districts

Province-Districts	Educational Year	Number of Students	Number of Teachers	Number of High Schools
Central District	2014-2015	10796	787	23
	2015-2016	11107	816	25
Yeniçağa	2014-2015	295	25	2
	2015-2016	285	25	2
Gerede	2014-2015	2173	138	9
	2015-2016	2217	147	9
Mudurnu	2014-2015	277	17	2
	2015-2016	271	19	2
Mengen	2014-2015	805	36	3
	2015-2016	866	49	3
Seben	2014-2015	65	7	1
	2015-2016	60	9	1
Dörtdivan	2014-2015	211	12	2
	2015-2016	182	21	2
Göynük	2014-2015	244	29	2
	2015-2016	235	36	2
Kırışçık	2014-2015	52	13	1
	2015-2016	39	14	1
Province-wide	2014-2015	14962	1064	45
	2015-2016	15218	1136	47

According to Table 2, there are 45 high schools in Bolu. 14962 students get education and 1064 teachers work at these high schools in 2014-2015. On the other hand, at 47 high schools there are 15218 students and 1136 teachers in 2015-2016. When data on districts is analyzed, considering all the variables the highest numbers are in central district. While the number of high schools was 23 in central district in 2014-2015, it was 25 in 2015-2016. The number of students rose from 10796 to 11107 during and the number of teachers from 787 to 816 during the same period. When the numbers of other districts are analyzed, it can be seen that the closest number to the central district is in Gerede. In this district, there were 2173 students enrolled at 9 high schools and 138 teachers working at these schools in 2014-2015. These numbers in 2015-2016 were the same for the schools but rose to 2217 for students and 147 for teachers. Other districts, namely Yeniçağa, Mudurnu, Dörtdivan and Göynük, have two high schools in each one and the number of students and teachers are very close to each other. Among the districts, the lowest number of high schools is in Seben and Kırışçık. Both of them have only one high school. There were 65 high school students in these districts in 2014-2015. On the other hand, this number dropped to 60 in 2015-2016 and the number of teachers rose to 9 from 7. The number of students in Kırışçık dropped to 39 from 52 and the number of teachers rose to 14 from 13 during the same period of time. The migration to central district, other districts or other provinces can be regarded as the main reason of the drop in number of students in these districts. These districts are very far from the central district and the main source of income is agriculture and stockbreeding. Since the source of income is not sufficient and there is a decline in these sources, people migrate.

**Table 3.** Findings on the Number of Students in High Schools Based on Gender

High School	Female-Male Students	Educational Year	
		2014-2015	2015-2016
Public High Schools	Female	6958	6843
	Male	7931	7927
	Total	14889	14770
Private High Schools	Female	42	221
	Male	31	227
	Total	73	448
Total	Female	7000	7064
	Male	7962	8154
	Total	14962	15218

As shown in Table 3, the number of female students was 6958 and the number of male students was 7931 which make 14889 in total at public high schools in 2014-2015. However, in 2015-2016 this total number dropped to 14770 and 6843 of them were female and 7927 of them were male students. When the numbers in private schools are analyzed, the total number of students were 73 and 42 of them were female and 31 of them were male students in 2014-2015. As for 2015-2016, this number rose to 448 and 221 of them were female students whereas 227 of them were male ones. Nevertheless, the number of students at private schools was quite low. When the number of students at public and private schools judged together, 7000 out of 14962 were female and 7962 of them were male students in 2014-2015. On the other hand, the number of students at public and private schools were 15218 in 2015-2016. The number of female students were 7064 and 8154 students were male. These findings indicate that the percentages of female and male students are close to each other in province-wide. When the concern for the enrollment ratio of female students in nationwide is taken into consideration, the same concern in Bolu is lower. In fact, one of the major factors accelerating societal development is including female students in all grade levels in line with the objectives. After all, the studies carried out in Turkey indicated that female students were not represented in secondary education adequately. This causes significant problems both in societal life and grade levels to be enrolled (Dimbisso, 2009; DPT, 2009; Kelly, 2009; Özbaş, 2011; Özbaş, 2012a; Özbaş, 2012b; Özbaş, 2013; Silova ve Mango, 2004; Şahin, 2009).

### Findings on Enrollment Ratio in Secondary Education in Province of Bolu and Its Districts

**Table 4.** Findings on Enrollment Ratio in Secondary Education in Province of Bolu and Its Districts

Districts	Education Year	Corresponding school enrolment age group (High School)	Number of Students Enrolled in High School	Gross Enrollment Ratio (%)
Central District	2014-2015	10178	10796	106.07
	2015-2016	10480	11107	105.98
Yeniçağa	2014-2015	459	295	64.27
	2015-2016	432	285	65.97
Gerede	2014-2015	1951	2217	113.63
	2015-2016	1840	2173	118.10
Mudurnu	2014-2015	1041	277	26.61
	2015-2016	1005	271	26.97
Mengen	2014-2015	647	805	124.42
	2015-2016	623	866	139.00
Seben	2014-2015	215	65	30.23
	2015-2016	200	60	30.00
Dörtdivan	2014-2015	305	211	69.18
	2015-2016	305	182	59.67
Göynük	2014-2015	736	244	33.15
	2015-2016	745	235	31.54
Kıbrısçık	2014-2015	141	52	36.88
	2015-2016	138	39	28.26
Province-wide	2014-2015	15673	14962	95.46
	2015-2016	15768	15218	96.51

As can be seen in Table 4, gross enrollment ratio in secondary education for district wide was 95.46% in 2014-2015. On the other hand, this ratio increased very slightly in 2015-2016 and became 96.51%. As for the districts, it was 106.7 % and 105.98 for central district; 113.63 and 118.10 for Gerede; 124.42% and 139.0 % for Mengen in 2014-2015 and 2015-2016 respectively. It can be seen that these ratios are over 100 %. These ratios

indicates that the absolute amount of corresponding school enrollment age go to school and additionally there are students out of this age. The migration to these districts also increases the number of corresponding school enrollment age group. Especially central district allows immigrants mostly. On the other hand, enrollment ratio in secondary education in Yeniçağa 64.27 % and 65.97 %; for Mudurnu 26.61 and 26.97; for Seben 30.23 % and 30.00 %; for Dörtdivan 69.18 % and 59.67 %; for Göynük 33.15 % and 31.54 %; and for Kıbrısçık 36.88 % and 28.26 % in 2014-2015 and 2015-2016 respectively. These findings indicate that the ratios for these districts are not adequate. Especially in Mudurnu, Seben, Göynük and Kıbrısçık this ratio is lower than 50 %. When the compulsory education in secondary level is taken into consideration, this can be regarded as a negative finding. However, this finding does not necessarily mean that the individuals within corresponding school enrollment age do not go to high school. Since people emigrate from these districts, these individuals may be going on their education at schools in central district or in other provinces because there is a high school entrance exam. In addition to these, there is the option of open high school and some individuals can be enrolled in these open schools. It is also considered that the enrollment ratios in secondary education should be examined more deeply.

### Findings on the Number of Teachers per Student in Secondary Education in Province of Bolu and Its Districts

**Table 5.** Teacher-Student Ratios in Central District and Districts in Secondary Education

Districts	Education Year	Number of Students	Number of Teachers	Number of Students per Teacher	Teacher-Student Ratio (%)
Central District	2014-2015	10796	787	13.72	1:13.72
	2015-2016	11107	816	13.61	1:13.61
Yeniçağa	2014-2015	295	25	11.80	1:11.80
	2015-2016	285	25	11.40	1:11.40
Gerede	2014-2015	2217	138	16.07	1:16.07
	2015-2016	2173	147	14.78	1:14.78
Mudurnu	2014-2015	277	17	16.29	1:16.29
	2015-2016	271	19	14.26	1:14.26
Mengen	2014-2015	805	36	22.36	1:22.36
	2015-2016	866	49	17.67	1:17.67
Seben	2014-2015	65	7	9.29	1:9.29
	2015-2016	60	9	6.67	1:6.67
Dörtdivan	2014-2015	211	12	17.58	1:17.58
	2015-2016	182	21	8.67	1:8.67
Göynük	2014-2015	244	29	8.41	1:8.41
	2015-2016	235	36	6.53	1:6.53
Kıbrısçık	2014-2015	52	13	4.00	1:4.00
	2015-2016	39	14	2.79	1:2.79
Province-wide	2014-2015	14962	1064	14.06	1:14.06
	2015-2016	15218	1136	13.40	1:13.40

Table 5 shows teacher-student ratios in secondary education in province-wide. In 2014-2015, on average the number of students was 14.06 per teacher. This number was decreased to 13.40 in 2015-2016. As for the districts, the highest teacher-student ratio was in Mengen which was 22.36 and 17.67 students per teacher in 2014-2015 and 2015-2016 respectively. On the other hand, it was 17.58 and 8.67 in Dörtdivan in 2014-2015 and 2015-2016 respectively. This is the highest observed drop in the ratio. Among districts, Kıbrısçık, Göynük and Seben were the ones with the lowest student number per teacher. It was 4.00, 6.53 and 9.29 respectively in 2014-2015. With a decrease in 2015-2016 these numbers became 2.79, 4.00 and 6.67 respectively. In other districts, it was observed that the number of students per teacher was close to or lower than the average for province-wide. If the analysis were made for schools separately, an imbalance could come out. While the numbers would be high in some of the schools, it would be low in others. In line with the statistics obtained from Bolu Provincial Directorate of National Education and the websites of schools, while there were 39 students in a classroom in hotel management and tourism vocational high school in central district (MEB, 2016a), there were 39 students in a classroom, there were 38 students in girls imam hatip high school (MEB, 2016b). On the other hand, there were 34 students in anatolian high schools. As for anatolian vocational and technical high schools, in central district there were 10 students in a classroom, in Gerede it was 5 or 6 students. Also, in multi-program high schools in districts, there was only one student (MEB, 2016c). In this study, the schools were not dealt with singly; the teacher-student ratios were calculated by dividing the total student numbers in districts to

the number of teachers. However, if we had analyzed the schools one by one, the values would be different. Unfortunately, this shows that in Turkey local studies are carried out by a macro perspective not a local one. Most of the studies are carried out by analyzing the total numbers and they give values close to desired ones and this does not reflect the reality.

### Findings on Student-Teacher Numbers per School in Secondary Education in Central District and Districts

**Table 6.** Findings on Student-Teacher Numbers per School in Secondary Education in Central District and Districts

Districts	Education Year	Number of High Schools	Number of Students Enrolled	Number of Students per High School	School-Student Ratio
Central District	2014-2015	23	10796	469.39	1: 469.39
	2015-2016	25	11107	444.28	1: 444.28
Yeniçağa	2014-2015	2	295	147.5	1: 147.5
	2015-2016	2	285	142.5	1: 142.5
Gerede	2014-2015	9	2217	246.33	1: 246.33
	2015-2016	9	2173	241.44	1: 241.44
Mudurnu	2014-2015	2	277	138.5	1: 138.5
	2015-2016	2	271	135.5	1: 135.5
Mengen	2014-2015	3	805	268.33	1: 268.33
	2015-2016	3	866	288.66	1: 288.66
Seben	2014-2015	1	65	65	1: 65
	2015-2016	1	60	60	1: 60
Dörtdivan	2014-2015	2	211	105.5	1: 105.5
	2015-2016	2	182	91	1: 91
Göynük	2014-2015	2	244	122	1: 122
	2015-2016	2	235	117.5	1: 117.5
Kıbrısçık	2014-2015	1	52	52	1: 52
	2015-2016	1	39	39	1: 39
Province-wide	2014-2015	45	14962	332.4899	1: 332.49
	2015-2016	47	15218	323.79	1: 323.79

When the ratios of school to student in Table 6 are examined; while in 2014-2015 it was 332.49 students per high school, it was 323.79 students per high school in 2015-2016. As for districts, the highest ratio was in central district. It was 469.39 students per high school in 2014-2015 and 444.28 students in 2015-2016. A very slight drop can be observed. It was 268.33 in Mengen and 246.33 in Gerede in 2014-2015 which were the two highest ones. As for 2015-2016, it was 288.66 in Mengen and 241.44 in Gerede which indicates an increase the former and a decrease in the latter. The lowest number of students per school was in Kıbrısçık and Seben. In 2014-2015 it was 52 in Kıbrısçık and 65 in Seben. On the other hand, in 2015-2016 it was 39 and 60 respectively which indicates a decrease in both of them. When other districts are analyzed, it can be seen that the number is lower than half of the province-wide average.

**Table 7.** Findings on the Number of Teachers per School in Central District and Districts

Districts	Educational Year	Number of Teachers	Number of High Schools	Number of Teachers per School	High School-Teacher Ratio (%)
Central District	2014-2015	787	23	34.22	1: 34.22
	2015-2016	816	25	32.64	1: 32.64
Yeniçağa	2014-2015	25	2	12.5	1: 12.5
	2015-2016	25	2	12.5	1: 12.5
Gerede	2014-2015	138	9	15.33	1: 15.33
	2015-2016	147	9	16.33	1: 16.33
Mudurnu	2014-2015	17	2	8.50	1: 8.50
	2015-2016	19	2	9.50	1: 9.50
Mengen	2014-2015	36	3	12.00	1: 12.00
	2015-2016	49	3	16.33	1: 16.33
Seben	2014-2015	7	1	7.00	1: 7.00
	2015-2016	9	1	9.00	1: 9.00
Dörtdivan	2014-2015	12	2	6.00	1: 6.00
	2015-2016	21	2	10.50	1: 10.50

Göynük	2014-2015	29	2	14.50	1: 14.50
	2015-2016	36	2	18.00	1: 18.00
Kıbrısçık	2014-2015	13	1	13.00	1: 13.00
	2015-2016	14	1	14.00	1: 14.00
Province-wide	2014-2015	1064	45	23.64	1: 23.64
	2015-2016	1136	47	24.17	1: 24.17

Table 7 presents school-teacher ratios in secondary education in central district and districts. In 2014-2015, it was 23.64 and 24.17 in 2015-2016. The highest ratio was in central district. While in 2014-2015 the number of teachers per school was 34.22, it was 32.64 in 2015-2016 which indicates a very slight decrease. On the other hand, these numbers were higher than the province-wide average. Except for the central district, the number of teachers per school was lower than the province-wide average. In 2014-2015, it was 14.50 in Göynük; 15.33 in Gerede; 13.00 in Kıbrısçık and 12.00 in Mengen. As for 2015-2016, it was 12.00, 16.33, 14.00 and 16.33 respectively which indicates an increase except for Göynük. Among other districts, the lowest number of teachers per school was in Mudurnu, Seben and Dörtdivan. In these districts, in 2014-2015 the number of teachers per school was 8.50, 7.00 and 6.00 respectively. With an increase in all three districts, these numbers were 9.50, 9.00 and 10.50 in 2015-2016 respectively. However, generally speaking the number of teachers per school for all districts was lower than the province-wide average.

### Findings on the Ratio of Entrance to Higher from Secondary Education

**Table 8.** Higher Education Entrance Ratios in Central District and Districts

Districts	Educational Year	Number of Graduates	Number of Students Enrolled in Higher Education	Entrance Ratio (%)	Number of Students Not Enrolled	Ratio of Students Not Enrolled (%)
Central District	2014-2015	2452	1084	44.21	1368	55.79
	2015-2016	2603	1000	38.42	1603	61.58
Yeniçağa	2014-2015	79	49	62.03	30	37.97
	2015-2016	66	36	54.55	30	45.45
Gerede	2014-2015	421	277	65.80	144	34.20
	2015-2016	521	292	56.05	229	43.95
Mudurnu	2014-2015	59	24	40.68	35	59.32
	2015-2016	61	25	40.98	36	59.02
Mengen	2014-2015	168	90	53.57	78	46.43
	2015-2016	194	112	57.73	82	42.27
Seben	2014-2015	16	4	25	12	25.00
	2015-2016	11	-	0	11	0
Dörtdivan	2014-2015	49	26	53.06	23	46.94
	2015-2016	46	24	52.17	22	47.83
Göynük	2014-2015	58	37	63.79	21	36.21
	2015-2016	53	22	41.51	31	58.49
Kıbrısçık	2014-2015	13	6	46.15	7	53.85
	2015-2016	12	8	66.67	4	33.33
Province-wide	2014-2015	3315	1598	48.21	1717	51.79
	2015-2016	3567	1522	42.67	2045	57.33

When the entrance ratios to higher education from secondary education are examined, it was 48.21 % in 2014-2015 but in 2015-2016 it was 42.67 % which indicates a decrease. This also shows that half of the students graduating from high schools in province of Bolu cannot enter a university. The ratio is 51.79 % in 2014-2015 and 57.33 % in 2015-2016. When districts are analyzed, central district and Mudurnu have a higher ratio than province-wide average. In central district it was 55.79 % in 2014-2015 and 61.58 % in 2015-2016. On the other hand, in Mudurnu it was 59.32 % in 2014-2015 and 59.02 % in 2015-2016. There was also an increase in Yeniçağa, Gerede, Dörtdivan and Göynük. However, a decrease was observed in Mengen, Seben and Kıbrısçık. For example, the ratio improved to 58.49 % in 2015-2016 from 36.21 % in 2014-2015. The highest level improvement was observed in this district. The highest decrease, on the other hand, was observed in Seben. It was 25.00 % in 2014-2015 and 0.00 % in 2015-2016 which indicates that none of the high school graduates could enter university in this period. When the findings are evaluated in general, the entrance ratio to university is not satisfactory.

### **Realization Level of Quantitative Objectives in 10<sup>th</sup> Development Plan in Central District and Districts**

When the objectives in 10<sup>th</sup> Development Plan (2014-2018) are taken into consideration, it can be seen that most of the quantitative objectives could not be realized. In this plan, it was aimed to have 66 provinces where the number of students per classroom is 30 or lower in secondary education. In this respect, the data that could be obtained in poor conditions of the country indicates that this objective was not achieved. However, teacher-student ratios indirectly give this quantity. In this context, it can be said that 30 students per classroom was achieved indirectly both in Bolu provincial and its districts. Buluş (1997) stressed that the equal distribution of educational opportunities nationwide enhances the development and education level is a major factor influencing development.

### **4.CONCLUSION AND SUGGESTIONS**

There were 14962 students (7000 female and 7962 male students) enrolled in 45 high schools and 1064 teachers in secondary education in province of Bolu during the period of 2014-2015. On the other hand, in 2015-2016 there were 15218 students (7064 female and 8154 male students) enrolled in 47 high schools and 1136 teachers working at these schools. The central district is the most crowded one in terms of school, student and teacher numbers. Seben and Kıbrısçık, on the other hand, are the districts which have the lowest number of schools, students and teachers. Enrollment ratio was 95.46 % in 2014-2015 and it was 96.51 % in 2015-2016. Central district, Gerede and Mengen are the ones with highest enrollment ratios whereas Mudurnu, Seben, Göynük and Kıbrısçık are the ones with the lowest ratios. The number of students per teacher was 14.06 in 2014-2015 and it was 13.40 in 2015-2016. The district with the highest ratio was Mengen and with the lowest ratios were Kıbrısçık, Göynük and Seben. The number of students per school was 332.49 in 2014-2015 and it was 323.79 in 2015-2016. The district with the highest ratio was central district and with the lowest one was Kıbrısçık and Seben. The number of teachers per school was 23.64 in 2014-2015 and it was 24.17 in 2015-2016. The district with the highest ratio was central district and the ones with the lowest ratios were Mudurnu, Seben and Dörtdivan. The entrance ratio to higher education was 48.21 % in 2014-2015 and it was 42.67 in 2015-2016. The district with the highest ratio was central district and Mudurnu and ones with the lowest ratio was Seben. The objective of 30 students per classroom was achieved before the plan expired.

Based on the findings of this study, the followings were suggested.

- There is a necessity to practices that will elevate the ratio of entrance to higher education.
- Seben and Kıbrısçık are the districts that require investments to stop and reverse the migration.
- The necessary measurements should be taken to balance the distribution of students, teachers and schools.

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