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Full Length Research Paper

Development of the play experience model to enhance desirable qualifications of early childhood

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The objectives of this research were to develop the play experience model and to study the effect of usage in play experience model for enhancing the early childhood's desirable qualification. There were 3 phases of research: 1) the document and context in experience management were studied, 2) the play experience model was developed, and 3) the effect of usage in play experience model for enhancing the early childhood's desirable qualification. The samples were 54 Kindergarten 2 students studying during the second semester of 2013 academic year, Prasathin School Network Center, the Office of Roi-Et Primary Educational Service Area 1. The statistic used for data analysis included the Percentage, Mean, Standard Deviation, and t-test. The findings found that the play experience model for enhancing the early childhood's desirable qualification consisted of : 1) the basic of theoretical approach, 2) the objectives, 3) the steps of play experience model, 4) the social system, 5) the principle of response, 6) the supportive system. In addition, there were 3 steps of play experience model: 1) readiness, 2) action, and 3) the conclusion and evaluation. The overall and each aspect of desirable qualification of the early childhood obtained play experience model, found that the posttest 1, was higher than the pretest at .01 significant level. Furthermore, the posttest 2, was higher than the posttest 1 at .01 significant level. Besides, the evaluative findings found that, there were no significant differences between two weeks after the posttest 2, and the posttest 2. The early childhood's desirable qualification by using the play experience model, was higher than the general experience management at .01 significant level. Moreover, the teachers' opinion on the usage of play experience model for enhancing the early childhood's desirable qualification was in "the Highest" level.

Key words: Desirable qualifications , early childhood , the play experience model.

INTRODUCTION

Early childhood education is a branch of educational theory which relates to the teaching of young children up until the age of about eight, with a particular focus on education, notable in the period before the start of compulsory education. The first two years of a child's life

are spent in the creation of a child's first "sense of self"; most children are able to differentiate between themselves and others in their second year. This is a crucial part of the child's ability to determine how they should function in relation to other people (Oatley and

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Jenkins, 2007). Early care must emphasize links to family, home culture, and home language by uniquely caring for each child, which is known as the key worker system. Parents can be seen as a child's first teacher and therefore an integral part of the early learning process (Anning et al., 2004).

Early childhood education focuses on children's learning through play, based on the research and philosophy of Jean Piaget (Piaget, 1982). This belief is centered on the "power of play". Play meets the physical, intellectual, language, emotional and social needs (PILES) of children. Tassoni development, but many will develop several areas (Tassoni, 2000). Depending on the child's interests will influence the development of skills in different areas of play. It is important practitioners promote children's development through play by using various types of play on a daily basis (Tassoni, 2000). It has been thought that children learn more efficiently and gain more knowledge through play-based activities such as dramatic play, art, and social games. The theory of play stems from children's natural curiosity and imagination, allowing topic lessons to occur. Key issues of play are having a healthy and safe environment, having plenty of space, correct supervision, quality of care/environment, the attitudes of the practitioner and their cultural awareness as well as a good knowledge of the Early Years Foundation Stage (Winner, 2013). The developmental interaction approach is based on the theories of Jean Piaget, Erik Erikson, John Dewey and Lucy Sprague Mitchell, the approach aims to involve children in acquiring competence via learning through discovery.

UNESCO Bangkok (2011) reported that early childhood care and education targets children aged 0-5 years in Thailand. There are three types of pre-primary education depending on the local conditions: pre-school classes, kindergartens and childcare centers. Private schools usually offer a three-year kindergarten programs. Two-year kindergarten and one-year pre-school classes are available at public primary schools in rural areas. Pre-school education is not compulsory and it is free from 2009 after introduction of 15-year free education policy which recognized the importance of pre-school education. The government's policy on pre-school education has clear direction to expand and improve the provision of pre-school education in state schools in rural areas on a nationwide scale in order to give better education opportunities for economically disadvantaged children in rural areas. The access to pre-primary education in Thailand is moderately high. Still a significant proportion of children from lower socio-economic background and/or from remote rural areas have no access to pre-primary education.

Education in Thailand is provided mainly by the Thai government through the Ministry of Education from pre-school to senior high school. A free basic education of twelve years is guaranteed by the constitution, and a

minimum of nine years' school attendance is mandatory. Formal education consists of at least twelve years of basic education, and higher education. Basic education is divided into six years of primary education and six years of secondary education, the latter being further divided into three years of lower- and upper-secondary levels. Kindergarten levels of pre-primary education, also part of the basic education level, span 2–3 years depending on the locale, and are variably provided (Ministry of Education, 2010).

The Early Childhood Curriculum (Academic Department, 2003) specified the Educational management philosophy, and the child rearing on the basis for serving the early born children to 5 year-old who needed love, warm, understanding, and necessity to obtain development in their physical, emotional, mental, and intellectual with balance continuously in all aspects. After graduation, children would have standard in 12 factors of desirable qualification including: 1) strong body, being grown up according to one's age with good hygiene, 2) ability in using one's gross motor and fine muscle fluently and cooperatively, 3) good mental health and happiness, 4) had ethics, morality, and good mind and spirit, 5) appreciation and expression in art, music, movement, and exercise. 6) self-help appropriately with one's age, 7) love the nature, environment, and culture in locality, and Thai being, 8) living with the others happily and good member of society, 9) language competency appropriately with one's age, 10) thinking ability and problem solving appropriately with one's age, 11) imagination and creative thinking, and 12) good attitude towards learning different things and skill in searching for knowledge.

An assessment of the quality of pre-school education indicated that only 40% of 3 to 5 year old children received adequate preparation for readiness in learning before attending primary school. Although Thailand has a very high percentage of young children attending child development centers, if such centers are not supported properly through strengthening capacity and management, the quality of early childhood development and young children's preparation for primary schooling can be seriously affected (UNESCO Bangkok, 2011). Most children attend formal pre-primary institutions administered by the Ministry of Education and about half of these children enroll in learning childcare/development centers of the non-formal pre-primary education system, mainly administered the Department of Local Administration. The Office of Basic Education Commission (OBEC) prepares the core early childhood curriculum and disseminates it to all Educational Service Area (ESA) Offices to distribute it to parents, guardians and teachers in order to ensure that all key stakeholders combine efforts to provide pre-school children with quality education. The 10-Year Plan and Policy for Early Childhood Development (2006-2015) provides a blueprint for achieving universal early childhood education for all Thai children. The 10-Year Plan and Policy gives priority

to three main strategies: 1) to support early childhood development; 2) to support parents and other stakeholders; and 3) to promote an environment that facilitates early childhood development.

Researcher; a teacher and an administrator at the local educational area emphasizes to the 10-Year Plan and Policy of UNESCO and the 10-Year Plan and Policy gives priority to three main strategies of Thailand for early childhood at Prasarthin School in the Office of Roi-Et Primary Educational Service Area 1. How can this school management support early childhood learning development? What are this school supported parents and other stakeholders to admire and believable to this school? How can teacher promote an environment that facilitates early childhood development with developing play model for students' playing to enhance desirable qualifications of early childhood? This study was seeking to answers of the whole of these questions to; formulate a common concept and guidelines for early childhood development, to concrete operational plans for effective mobilization, management, and resource utilization, to provide guidelines for data and information collection, and to incorporate early childhood development as an integral part of educational reform.

Purpose of study

1. To study the problem situation in providing the play experience model for enhancing the early childhood's desirable qualification.
2. To develop the play experience model for enhancing the early childhood's desirable qualification.
3. To study the effect of usage in the play experience model for enhancing the early childhood's desirable qualification.

MATERIALS AND METHOD

Participants

The samples were 54 early childhood studying in Kindergarten 2, during the second semester of 2013 academic year of Prasathin School Network Center, the Office of Roi-Et Primary Educational Service Area 1. Twenty nine students were assigned into the experimental group. Twenty five students were assigned into the control group. They were selected by Multi-stage Random Sampling.

Procedure

This research was to develop the play experience model for enhancing the early childhood's desirable qualification by using research and development. The researcher conducted research including 3 Phases as follows:

Phase 1: the study of document and context in experience management for enhancing the early childhood's desirable qualification, there were 3 Steps of implementation as follows:

The study of document and research literature in experience management for enhancing the early childhood's desirable qualification were studied by studying the theoretical approach used for developing the play experience model. The model included the experience management based on Waldorf's approach. It was expected to bring the children's inherent potentiality that needed to obtain adequate learning and experience including one's physical appearance the children could learn by doing and one's mind the children expressed quality through feeling with good mentality, conscious, and spirit which were obtained by direct experience. The students could practice by themselves, for instance (Rudolf, 1988). For the experience management based on Montessori's approach, was focused on children themselves as the main point of instructional management so that the children would be able to learn themselves through the equipment from concrete form to abstract one (Montessori, 1983). In addition, the Constructivist theory stated that one's learning was a process that occurred inside children since they constructed knowledge from relationship of what they had found, and their prior knowledge. They associated the new knowledge with their former one in order to cause learning in each one's intellectual structure (Vygotsky, 1978). Later on, the play experience model for enhancing the early childhood's desirable qualifications was developed.

The study of problem situation in experience management for enhancing the early childhood's desirable qualification, aimed to study the problem situation of experience management for enhancing the early childhood's desirable qualification. The researcher used survey research.

The analysis of problem situation and need in order to be used for designing the research study, aimed to analyze the desirable qualification of early childhood with problem as well as to design the research study by using the interview form.

Phase 2: the development of play experience model for enhancing the early childhood's desirable qualification, there were 3 steps of implementation:

The synthesis of play experience tentative model for enhancing the early childhood's desirable qualification, aimed to develop the play experience model for enhancing the early childhood's desirable qualification obtained from the analysis of problem situation in experience management for enhancing the early childhood's desirable qualification obtained including: the early childhood management, the play experience model, the theoretical approach of experience management. Then, all of them were used for developing the play experience model for enhancing the early childhood's desirable qualification by using the play experience model of Joyce et al. (2004) consisting of: 1) the basic of theoretical approach, 2) the objectives, 3) the steps of play experience model, 4) the social system, 5) the principle of response, and 6) the supportive system.

The investigation of play experience tentative model for enhancing the early childhood's desirable qualification by 7 experts, it was investigated its propriety of play experience tentative model for enhancing the early childhood's desirable qualification as well as the content of experience management and its components. Then the findings of experts' investigation were considered as well as improved based on their recommendations. The play experience model for enhancing the early childhood's desirable qualification, was established for trying out later.

The investigation of propriety and feasibility of play experience model for enhancing the early childhood's desirable qualification, aimed to investigate the propriety, feasibility, and problem and obstacle of play experience model for enhancing the early childhood's desirable qualification. The play experience model was tried out with the pilot experimental group as 47 Kindergarten 2 students during the second semester of 2013 academic year, Prasathin School Network Center, the Office of Roi-Et Primary

Educational Service Area 1, who were not the samples. Twenty three of them were assigned into the experimental group, and twenty four of them were assigned into the control group.

Phase 3: the study of effect in usage of play experience model for enhancing the early childhood's desirable qualification, consisted of 2 steps of implementation as:

The study of the effect in usage of play experience model for enhancing the early childhood's desirable qualification, aimed to study the findings in using the play experience model for enhancing the early childhood's desirable qualification. The samples were 54 Kindergarten 2 students during the second semester of 2013 academic year of Prasathin School Network Center, the Office of Roi-Et Primary Educational Service Area 1. Twenty nine students were assigned into the experimental group, and 24 students were assigned into the control group. They were selected by Multi-stage Sampling.

The opinion evaluation of teachers using the play experience model for enhancing the early childhood's desirable qualification, the samples were 2 teachers teaching the Kindergarten 2 during the second semester of 2013 academic year. They provided the experience management by using the play experience model. They were selected by Purposive Sampling.

Instruments

The instruments using in this study included

1. The questionnaire asking the problem situation in experience management for enhancing the early childhood's desirable qualification
2. The interview form of problem situation in experience management for enhancing the early childhood's desirable qualification
3. The play experience model for enhancing the early childhood's desirable qualification
4. The evaluative form of early childhood's desirable qualification including the observation form, the interview form, and the evaluation form
5. The questionnaire asking opinion of teachers using the play experience model for enhancing the early childhood's desirable qualification.

Data collection

The research implementation and data collection of this study were as follows:

The document and research studies in experience management for enhancing the early childhood's desirable qualification regarding the educational management for early childhood, the play experience management, the experience management model, the desirable qualification. Then, the play experience model for enhancing the early childhood's desirable qualification, was developed.

The study of context for providing the experience management for enhancing the early childhood' desirable qualification, the researcher used the survey research by using the questionnaire asking opinion of Teachers teaching Kindergarten regarding to the issues of problem situation in experience management for enhancing the early childhood' desirable qualification.

The analysis of problem situation and need using for designing the research study, the researcher used the interview form to interview 10 teachers teaching in Kindergarten 2 during the first semester of 2013 academic year, under jurisdiction of the Office of

Roi-Et Primary Educational Service Area 1, who had knowledge and experience in teaching the kindergarten class not less than 10 years.

The play experience model for enhancing the early childhood' desirable qualification, was developed.

The pilot study was implemented with 47 Kindergarten 2 students who were not the samples, during the second semester of 2013 academic year, Prasathin School Network Center, the Office of Roi-Et Primary Educational service Area Twenty three students were assigned into the experimental group. Twenty four of them were assigned into the control group. The implementation was performed for 8 weeks, 5 days a week by using the pretest-posttest control group design. (Campbell and Stanley, 1969)

The instruments were tried out with the samples of 54 Kindergarten 2 students during the second semester of 2013 academic year, Prasathin School Network Center, the Office of Roi-Et Primary Educational service Area 1. Twenty nine students were assigned into the experimental group. Twenty five students were assigned into the control group. The implementation was performed for 10 weeks, 5 days a week by using the control-group interrupted time series design (Creswell, 2003).

The opinion of teachers teaching the play experience model for enhancing the early childhood's desirable qualification was asked.

Data analysis

Basic statistic including the percentage, mean, and standard deviation of scores obtaining from the evaluation of desirable qualification by using the play experience model, and general experience management, were analyzed.

The differences between the pretest and posttest mean values of the early childhood's desirable qualification, were found by using the t – test (dependent samples).

The differences between the pretest and posttest mean values of the early childhood's desirable qualification, between the play experience model, and the general experience management, were found by using the t – test (independent samples).

RESULTS

The findings of development in play experience model for enhancing the early childhood's desirable qualification, could be concluded as follows:

The early childhood's desirable qualification included the problem in experience management and usage in 3 aspects of research design including: the thinking ability

and problem solving appropriately with one' age ($\bar{X} = 4.04$, S.D. = 1.25) which was in "High" level, the good

mental health and happiness ($\bar{X} = 3.75$, S.D. = 1.32) which was in "High" level and the living with the others happily

and good member of society ($\bar{X} = 3.61$, S.D. = 1.46) which was in "High" level.

The play experience model for enhancing the early childhood's desirable qualifications, consisted of 6 components including: 1) the basic of theoretical approach, 2) the objectives, 3) the steps of play experience model, 4) the social system, 5) the principle of response, and 6) the supportive system. The efficiency was = 81.07/80.87. The effectiveness Index was =

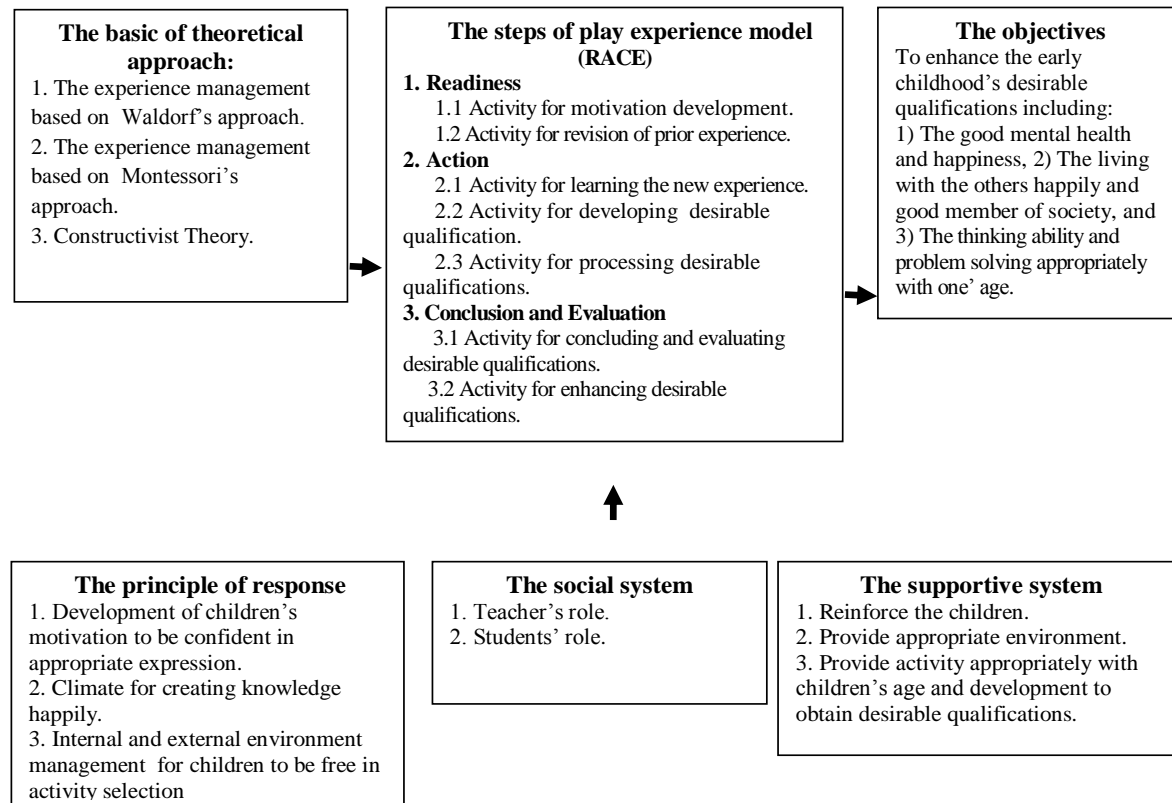


Figure 1. The play experience model for enhancing the early childhood's desirable qualifications.

0.6229. The play experience model for enhancing the early childhood's desirable qualifications are shown in Figure 1.

The findings of usage in play experience model for enhancing the early childhood's desirable qualification included the following details:

The comparative findings of desirable qualification of the early childhood obtained play experience model shown in Table 1.

According to Table 2, the comparative findings of desirable qualification of the early childhood obtained play experience model, found that the posttest 1, was higher than the pretest at .01 significant level. Furthermore, the posttest 2 was higher than the posttest 1 at .01 significant level. Besides, the evaluative findings found that there were no significant differences between two weeks after the posttest 2 and the posttest 2, both of overall and each aspect.

The comparative findings of desirable qualification of the early childhood obtained play experience model are shown in Table 1.

According to Table 2, the comparative findings of desirable qualification in the early childhood between those who obtained the play experience model and the students who obtained the general experience management, found that there were no significant differences in evaluative findings of pretest from both of

overall and each aspect. There were significant differences in evaluative findings between the posttest 1, and the posttest 2, and two weeks after posttest 2 between the experience management by using the play experience model, and the general experience management at .01 level in both of overall and each aspect.

The findings of opinion from teachers using the play experience model for enhancing the early childhood's desirable qualification, found that the teachers agreed with the usage of the play experience model for enhancing the early childhood's desirable qualification, in "the Highest" level.

DISCUSSION AND CONCLUSION

The findings of development in play experience model for enhancing the early childhood's desirable qualification show the followings:

1. The findings of study in problem situation of play experience model for enhancing the early childhood's desirable qualification, were in "Moderate" level ($\bar{X}=3.12$, $S.D = 1.24$). Considering each aspect, it is found that the item with highest level of mean value in the first 3 orders of problem situation in experience management for enhancing the early childhood's desirable qualification

Table 1. The comparative findings of desirable qualification of the early childhood obtained play experience model.

Comparison		The evaluative findings of desirable qualification							
		Good mental health		Living with the other people		Thinking ability and problem solving		Total	
		\bar{X} (20)	t-test	\bar{X} (20)	t-test	\bar{X} (20)	t-test	\bar{X} (60)	t-test
The first session	Pretest	8.41	14.90	7.72	14.14	6.24	11.31	22.38	30.98
	Posttest 1	11.31	Sig .000**	10.97	Sig .000**	10.45	Sig .000**	32.72	Sig .000**
The second session	Posttest 1	11.31	17.36	10.97	12.60	10.45	5.96	32.72	29.17
	Posttest 2	15.10	Sig .000**	14.72	Sig .000**	13.28	Sig .000**	43.10	Sig .000**
The third session	Posttest 2	15.10	1.14	14.72	0.68	13.28	0.53	43.10	0.13
	Two weeks after posttest 2	14.90	Sig .264	14.82	Sig .501	13.24	Sig .602	43.07	Sig .896

**Significant at .01 level.

Table 2. The comparative findings of early childhood' desirable qualification by using the play experience model and general experience.

Comparison		The evaluative findings of desirable qualification							
		Good mental health		Living with the other people		Thinking ability and problem solving		Total	
		\bar{X} (20)	t-test	\bar{X} (20)	t-test	\bar{X} (20)	t-test	\bar{X} (60)	t-test
The first session	Pretest by using the play experience model	8.41	0.17	7.72	0.51	6.24	0.01	22.38	0.13
	Pretest by using the general experience	8.36	Sig .868	7.78	Sig .616	6.24	Sig .998	22.48	Sig .896
The second session	Posttest 1 by using the lay experience model	11.31	4.84	11.21	3.65	10.97	5.41	32.72	5.86
	Posttest 1 by using the general experience	9.72	Sig .000**	9.96	Sig .001**	8.96	Sig .000**	28.64	Sig .000**
The third session	Posttest 2 by using the play experience model	15.10	3.98	14.72	3.08	13.28	2.90	43.10	5.22
	Posttest 2 by using the general experience	13.64	Sig .000**	13.56	Sig .003**	12.16	Sig .005**	39.36	Sig .000**
The fourth session	Two weeks after posttest 2 by using the play experience model	14.90	7.84	14.83	7.29	13.34	3.27	43.07	9.25
	Two weeks after posttest 2 by using the general experience	11.84	Sig .000**	12.16	Sig .000**	12.04	Sig .002**	36.04	Sig .000**

were: the thinking ability and problem solving appropriately with one' age (\bar{x} = 4.04, S.D. = 1.25) which was in "High" level. The second order was the good mental

health and happiness (\bar{x} =3.75,S.D. = 1.32) which was in "High" level. The third order was the living with others happily and good member of society (\bar{x} = 3.61, S.D.=

1.46) which was in "High" level. According to each aspect study, it is found that 3 aspects of early childhood's desirable qualification using in this study were: the thinking ability and problem solving appropriately with one's age, the good mental health and happiness, and the living with the others happily and good member of society. The problems were in "High" level which indicated that it was emergent for the early childhood educators to pay attention to the development of early childhood's desirable qualification so that the children in this age would be able to obtain self-development with full potentiality. It was supported by the Academic Department (2003) that in order to provide the students' knowledge and skill in problem solving or developing their daily life, the content material to be studied included the basic knowledge of occupational skill, problem solving and life development skill, and social skill for cooperation and living together peacefully. These skills were the third order was the living with the life skill that everyone had to learn as lifelong learning. According to the significance, the researcher had an approach to develop the early childhood's desirable qualification in 3 aspects with the above problems by using the appropriate model with the early childhood's age as the play activity management.

2. The findings of development of play experience model for enhancing the early childhood's desirable qualification, found that the play experience model for enhancing the early childhood's desirable qualification including 6 factors: 1) the basic of theoretical approach, 2) the objectives, 3) the steps of play experience model, 4) the social system, 5) the principle of response, and 6) the supportive system. The steps of play experience model consisted of 3 steps: 1) readiness included the sub-activities in motivation development and revision of prior experience, 2) action included the sub-activities as learning the new experience, developing desirable qualification, and processing desirable qualification, 3) the conclusion and evaluation included the sub-activities as the concluding and evaluating desirable qualification, and enhancing desirable qualification. The efficiency of experience management plan based on the play experience model for enhancing the early childhood's desirable qualification (E_1 / E_2) was = 81.07/80.87. The effectiveness index was = 0.6229 indicating that after the experience management based on the play experience model developed by the researcher, the students had increased desirable qualification of early childhood of 62.29% from pretest. The play experience model for enhancing the early childhood's desirable qualification, had both efficiency and effectiveness as specified criterion. It might be because:

The play experience model for enhancing the early childhood's desirable qualification was developed by studying the Early Childhood Program (2003), the Joyce et al.'s approach, the document relating to the early childhood's desirable qualification, and the theoretical

approach of play theory including the activity management based on Waldorf's approach, the experience management based on Montessori and constructivist theory. Then, the play experience model was developed through the investigation of its content validity by experts. It was tried out with the Kindergarten as non-samples in order to search for the concurrent validity. So, it could be believed that the developed play experience model for enhancing the early childhood's desirable qualification had quality.

Each experience management plan based on the play experience model was developed from the basic theoretical approach until 3 steps were obtained: 1) readiness included the sub-activities in motivation development and revision of prior experience, 2) action included the sub-activities as learning the new experience, developing desirable qualification, and processing desirable qualification, 3) the conclusion and evaluation included the sub-activities as the concluding and evaluating desirable qualification, and enhancing desirable qualification, which were investigated and recommended by experts, and tried out and improved until it was complete by studying the documents relating to Early Childhood Program to be congruent with learning objectives, measurement and evaluation, considering the psychological theory of early childhood. Consequently, the experience management plan based on play experience model had quality including various approaches of play experience model for enhancing the early childhood's desirable qualification. This study was supported by Bridget York's (2007) approach that the experience management was a model for children to work in group, be leader, and obtain thinking skill and problem solving. When the early childhood was provided with the experience management based on play experience model, they would develop 3 aspects of desirable qualifications including: 1) the thinking ability and problem solving appropriately with one's age, 2) the good mental health and happiness, and 3) living with others happily and good member of society.

The study of effect in using the play experience model for enhancing the early childhood's desirable qualification found that:

The comparative findings of desirable qualification of the early childhood obtained play experience model, found that the posttest 1, was higher than the pretest at .01 significant level. Furthermore, the posttest 2, was higher than the posttest 1 at .01 significant level. Besides, the evaluative findings found that, there were no significant differences between two weeks after the posttest 2, and the posttest 2, both of overall and each aspect. It was supported by Rudolph's approach (1984) that the children's play was the developmental process in all of 4 aspects: physical, emotional, social, and intelligence. The children's play consisted of 3 components: the children's play could lead to the discovery of logic and thought, it was the connection, and it could lead to one's

emotional state.

The evaluative findings of the early childhood's desirable qualification which the learning experience was performed by using the play experience model, and the general experience management, found that there were no significant differences in both of overall and each aspect. The evaluative findings of posttest 1, posttest 2, and two weeks after the posttest 2 between the experience management by using the play experience model, and the general experience management, there were significant differences at .01 level in both of overall and each aspect. The comparative findings early childhood between the experience management by play experience model, and the general experience management, found that the evaluative findings of early childhood's desirable qualification by using the play experience model, was higher than the general experience management at .01 significant level. It might be due to the play experience model developed by the researcher, provided the activities reinforcing the children, and appropriate environment, and the activities were appropriate with children's development so that they would obtain the desirable qualification. It was supported by approach of Froebel, father of Kindergarten study, suggested that children's play was a part of educational system which was pure activity affecting human's mind most (Dechakoop, 1999). Children would learn from playing, and playing was the children's major activity of children age. Playing activity could affect the children's development since it would help them to develop various concepts as well as things, social skill, physical skill, life situation control, language process practice, literacy skill development, self-esteem development, and preparation for adult's role and life, for instance, learning to have freedom to think and make decision, cooperation in working with the others. (Morrison. 1995) This study was supported by Mabry's (2009) research study in early childhood's play in the United States of America. The children learned by playing which could enhance the children's development since they would learn by themselves. It was important to provide the environmental management for learning through children's playing. It was also supported by Matlew's (2011) study in active learning of Scotland. The school provided the learning environment through students' learning in classroom which was a teaching innovation for promoting the students' learning differently. Consequently, the students obtained development in various aspects.

The opinion of teachers using the play experience model for enhancing the early childhood's desirable qualification, overall, their agreement was in "the Highest" level. According to the experiment, it is found that the teachers agreed to provide children's playing experience for enhancing the early childhood's desirable qualification because it could develop the early childhood's desirable qualification. Moreover, the teachers observed the changes in children after the experiment. According to the findings, they were caused by the play experience

model could be able to promote 3 aspects of early childhood's desirable qualification including: the thinking ability and problem solving appropriately with children's age, the good mental health and happiness, and the living with the others happily and good member of society truly.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Full Length Research Paper

Investigation and procedure according to some variables and attitudes toward teaching

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The aim of this study is to reveal the attitudes of students to the teaching profession in terms of self-esteem, altruism, social comparison, life satisfaction, humor style, a five-factor personality types of the students of the Pedagogical Formation Education Certificate Program (PFCEP), and to determine the relationships if there is between them. According to the results obtained, we found that though there is no significant relationship between the attitudes of pre-service teachers toward teaching and aggressive and subversive humor, there is a negative relationship between and altruism, social comparison, life satisfaction, extraversion, docility, responsibility, positive emotions, affiliative humor, self progressive, openness to experience, while positive significant relations between the attitudes of pre-service teachers toward teaching and neuroticism, self-esteem. Life satisfaction, neuroticism, responsibility, positive emotions and affiliative humor was found to be significant predictors of attitudes toward teaching. The other variables were not found to be a meaningful predictor. The total prediction level was found to be .16.

Key words: Attitudes toward teaching, self-esteem, altruism, social comparison, life satisfaction, humor style, five factor personality types, pedagogical formation education certificate program

INTRODUCTION

Teachers are those expected to change positively the behaviours in life in the desirable direction and to be a model through their personalities and behaviours. Teacher training has been carried out in many different schools in Turkey since 1923, which has affected the expectations from the teachers. In particular, teacher training institutions were Educational Institutions before 1982, but they were transformed into educational faculties, and affiliated to the universities in 1982. (Ada and Baysal, 2009; Akyüz, 2012; YÖK, 2007). All this work is related to the teacher training system and continues today. Higher Education (HEC) allowed the Pedagogical Formation Education Certificate Program (PFCEP), which

enables the graduates from Educational Faculties as well as other faculties to be teacher. This situation can be regarded as the indicator that the problems of teacher training and the profession of teaching have been going on.

The teaching profession is a profession that requires a multifaceted development and structuring such as general knowledge and pedagogical knowledge and skills. Besides, the thought that the attitude developed towards the teaching profession is also important and whether this attitude is affected by certain variations, and if any, what extend it is affected is the subject matter of this study.

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Attitude can be thought as belief level as to whether the teacher has the capability to fulfill teaching functions.

The important attitudes that the teachers should have are psychological commitment to the school's objectives, knowing that the aims are valuable, doing his or her work for the sake of education itself (Küçükahmet, 2000: 4-13). The attitudes may be positive or negative, which will significantly affect the interaction between behaviours, and positive behaviours will make individuals act easily. If these individuals are pre-service teachers and trained to have positive attitudes, they perform their duties in pleasure and fulfill all the expectations (Can, 1991; Çeliköz and Cetin, 2004; Saracoglu et al., 2001; Recepoğlu, 2013).

People show positive or negative attitudes against both themselves and others in the world. Human beings show attitudes towards their own self, which is called self-esteem. Self-esteem is defined as evaluation of self in positive or negative. Self-esteem is not a static but a dynamic structure. (Rosenberg, 1965: 305-307; Baldwin and Hoffmann, 2002).

Self-esteem, influenced by several psychological formation, affects a large number of psychological formation. Self-esteem enables the person to be happier, (Deiner, 1999; 2000; indefatigable and Eryilmaz, 2006), to have control perceived in high level, experience less depression, build up positive social relationships, to be academically more successful. (Varlı, 1999; Tarhan, 1995)

Altruism that is another dimension of the research, can be defined as unselfish interest for the benefit of others (Bernstein et al., 1991). According to Eisenberg (1992: 3-4), prosocial behavior is deliberate and voluntary act for someone else's benefit. Altruism includes many positive social behavior such as helping, taking responsibility, making a donation. However, not every positive social behavior is altruistic behaviour. Help in exchange for its provisions, the cooperation for benefit are social behaviour, however they are not altruistic behavior (Akbaba, 1994).

The term of Social Comparison is the perception of how a person feels himself or herself in various dimensions when compared to others. On this subject, Festinger developed Social Comparison Theory. This theory has become explanatory over the formation of success, its growth, our environment, individuals in our environment, growth stages of social comparison, its effects and the causes of attitudes and judgements developed in this course of period (Buunk and Mussweiler, 2001).

Life satisfaction, Diener and Lucas (1999), based on their current life satisfaction, the desire to change his life, past and satisfaction, the satisfaction of the people and their relatives include his views on the future of that person's life.

Beattie, (1978) humor cognitively incompatible or non-overlapping two or more conditions of the merger in a more complex ground or exceed defined as the reciprocal

relationship (Martin, 1998: 15-16). Accordingly, while the Humor Styles, expresses the sense of humor and behavior patterns based on individual differences in experience (Ruch, 1998: 5-6).

Last variable is the five-factor model of personality; attitudes, habits, and covering the five-factor model of a person's self-concept, emotional instability / neurites I, extraversion, openness to experience, is a hierarchical model of personality traits consisting of docility and responsibilities size. Personality traits thought, is defined as the constant size of the consistent patterns and individual differences in emotion and action (McCrae and Costa, 1991; Roberts et al., 2006, McCrae and Löckenhoff, 2010).

LITERATURE REVIEW

When examining the literature concerned with attitudes towards the teaching profession; Başbay et al. (2009)'s longitudinal study shows a significant change in the attitudes of students towards the teaching profession through the secondary master's program. On the other hand, students' attitude towards the teaching profession was determined to be high. Students' gender, according to the areas and periods in which they read it was established that changes in attitudes towards the teaching profession.

Ozkan (2012) teacher training programs in teacher candidates by examining their attitudes towards teaching profession of teacher candidates in the research of interest to the teaching profession, of this profession they love and attitude scores with professional liability has been found to be positive. Interest in the teaching profession, when you look at the profession of love and professional dedication, attitudes based on age and employment status has changed, and it was determined that differentiation. Education levels, according to the business sector that their field and working graduation is a significant difference can not be found research, work attitudes in terms of prestige and professional responsibility of the teaching profession has been found to vary significantly according to the type of business.

Aslan and Yalcin (2013) in another study (sample as 359 pedagogy students) emotional instability / neuroticism, while the docility and responsibilities personality dimensions of that predictive power of attitude started teaching extroverted and experience aperture size have found that the predictors.

Parker (2014) pedagogical training certificate program, students do not like the teaching profession continues to pursue the causes of the teaching profession, the profession was determined to be comfortable working conditions and obligations.

This research examined the attitudes toward the teaching profession has been shown to be influenced by different factors. In this study, the pedagogical training

certificate programs ongoing students' attitudes toward teaching, self-esteem, altruism, social comparison, life satisfaction, humor, and those associated with looking at a five-factor personality types of the relationships in terms of the variables will be analyzed to what extent predicted.

METHOD

The population of this study consists of 1050 teacher candidates who study in pedagogical programs in the 2013-2014 and 2014-2015 academic years during the fall and spring semesters. There was no sampling procedure for this study as all the population can be reachable. The students who were volunteers participated in this study and the study group consists of 410 students. 257 students were females (62.7%) and 153, men (37.3%).

Instrument

Attitudes toward Teaching Scale (ATS): Developed by Erkuş et al. (2000) the scale consists of 22 items to assess attitudes towards the teaching profession. Scale items (5) "entirely appropriate" and (1) "not appropriate" in the score. Some items in the scale is scored as reverse. The Cronbach's alpha internal consistency of the scale was found to be .99. The scale was reported to be valid instrument as it could distinguish teachers from non teachers. Cronbach alpha reliability coefficient calculated on the data collected from the research was found to be .94.

Self-esteem scale: Developed in 1963 by Morris Rosenberg scale consists of 63 items and 12 subscales. The first 10-item measure of the level of self-esteem is very true, true, false, answered very wrong 4-point Likert-type format is a grading scale (Rosenberg, 1965). Obtained from Scale total score can range from 10 to 40. 40 is the highest score that can be points, indicating a high level of self-esteem. 10-20 points lower levels of self-esteem, and self-esteem levels of 20-30 and 30-40 as moderate score indicates a high level of self-esteem (Garske and Thomas, 1990; Rosenberg, 1965; Schlanser, 1984). The scale has high reliability. The test re-test and correlation coefficient of .82 and .88 obtained in various research Cronbach's alpha coefficient is .88 to .77 range. In addition, the scale has high reliability meaning .92 Guttman scale factor. 'Self-Esteem Inventory' was adapted into Turkish by Çuhadaroğlu (1986)

Altruism Scale: it was developed by London and Bower in 1968 to determine altruism, one of the social attitudes of individuals, has been the level of altruism. The Turkish version of the scale was adapted by Akbaba in 1994. Adapted to Turkish, the scale has 20 items, as in the original. Altruism scale is composed of four sub-categories. These are "family", "sociability", "charity" and "responsibility" categories. In Five-point Likert-type scale, one represents the least and 5 the most. Marked degrees make up total score. A person gets maximum 100 points and minimum 20 points. The height of the points suggests the high levels of altruism, Process in this study was conducted on the total scores obtained from the scale. Reliability on the Turkish sample of altruism scale; Cronbach's alpha for the total score as a result of transactions, it was determined 0.85 for internal consistency coefficient, 0.90 for two-part test reliability coefficient and 0.92 for test-retest reliability coefficient. In the validity study of Altruism, three methods were used as internal validity, content validity, and similar validity. Results obtained using these methods have been accepted as evidence that the scale is valid. (Akbaba, 2001).

Social Comparison Scale (TAS): It is a self measurement scale that measures how person perceive himself in various dimensions

compared with others, and has 1-6 scored Likert-style, can be applied to individuals or groups and consists of 18 items. Scale is no time limit to be answered. The scale ranges are between 18-108 points and the highest suggests positive self perception and the lowest negative self-perception. Validity and reliability was done by Şahin and Şahin (1992). The Cronbach alpha reliability coefficient was found as $\alpha.79$. The internal consistency coefficient was found to be $\alpha.95$.

Life Satisfaction Scale: Life Satisfaction Scale was developed by Diener et al. (1985), and adapted into Turkish version by Köker (1991). The scale consists of five items related to life satisfaction. Each item is rated as 7 and answered as (1: never appropriate - 7: Very appropriate). Aimed at measuring the overall life satisfaction scale, the scale is applied to all age groups. The translation of the scale into Turkish and validity studies were done through "superficial validity" technique by Aslan (1991). As a result of item analysis, correlation between total scores and the scores obtained from each item of the scale was found sufficient. The reliability coefficient of the test-retest was found to be .85.

Humor Styles Questionnaire: (HSQ; Martin et al. 2003) is a 32-item self-report measure assessing four dimensions related to individual differences in uses of humor in everyday life.

Respondents rate each item using a 7-point Likert-type scale ranging from 1 (totally disagree) to 7 (totally agree). The HSQ contains 8-item subscales measuring each of the four dimensions of humor (affiliative, self-enhancing, self-defeating, and aggressive).

The four humor styles, along with sample items are affiliative: (e.g., 'I laugh and joke a lot with my close friends'); self-enhancing (e.g., 'Even when I'm by myself, I am often amused by the absurdities of life'); aggressive (e.g., 'If someone makes a mistake, I will often tease them about it'); and self-defeating (e.g., 'I will often get carried away in putting myself down if it makes my family or friends laugh'). Martin et al. (2003) reported internal consistencies (the Cronbach's alpha) of .80 for affiliative, .81 for self-enhancing, .77 for aggressive, and .80 for self-defeating humor. In the adaptation of HSQ to Turkish (Yerlikaya, 2003), it was found that the Cronbach's alpha coefficient scores of HSQ were .74 for affiliative humor, .78 for self-enhancing humor, .69 for aggressive humor and .67 for self-defeating humor. The test-retest correlation coefficients of HSQ scale applied in two week intervals were .88 for affiliative humor, .82 for self enhancing humor, .85 for aggressive humor, and .85 for self defeating humor.

Personality-Based Relative Test (SDKT): Bacanlı et al. (2009) by Based on Personality Test developed adjective (SDKT) 40 adjectives are Likert-type scale consisting of a pair scored between 1-7. SDKT extraversion, docility, responsibility, emotional instability / neuroticism and openness to experience is composed of five dimensions. Five dimensions, which explain 52.63% of the variance sdt'n started. It is seen that the five dimensions of the factor loadings ranged from .367-.793. For the test-retest reliability coefficient of .85 Test extraversion, agreeableness to .86, to .71 Responsibility was found to be .85 and .68 for Openness to Experience Emotional Imbalance. The Cronbach's alpha coefficient of .89 for Extraversion, .87 for docility, for Responsibility .88 was found to be .73 and .80 for Openness to Experience Emotional Imbalance. Each sub-dimensions are taken separately, the total score.

Data analysis

This work is primarily to analyze the data obtained were analyzed according to whether the multiple regression analysis of the data. In this context, "the lack of multiple connections, the problem between the predictor variables" were examined VIF and tolerance values for

the condition. In addition, multiple analyzes of the data normality and linearity in terms of the condition mode, median and mean values and scattering by graph the results obtained were examined whether multiple connectedness problem of data sets provided by the multi-normality and linearity conditions (VIF <10 for that (VIF value 1.17 by 3:14 range)), (tolerance values are also greater than .10 (.89 range with tolerance values .32)) (Mertler and Vannatta, 2005) determined is: judged to be suitable for multiple regression analysis of the data is given. Significance level of R data in the research $p < .05$ was considered.

FINDINGS

Findings in this study, the variables in the study are discussed in the context of regression analysis with each other.

Model 1 in the formation of students is located regression analysis results for the prediction of attitude towards teaching. Formation of students' life satisfaction in terms of contribution for the prediction of attitude towards teaching, neuroticism, responsibility, that positive emotions and humor meaningful predictors participants; it appears that meaningful predictor of other variables.

Non-standardized slope coefficient for life satisfaction (b_1) = -.36, non-standardized slope coefficient for neuroticism (b_2) = .24, non-standardized slope coefficient for liability (b_3) = -.31, not standardized for positive emotions slope coefficient (b_4) = -.19 and non-standardized slope coefficient for participants humor (b_5) = -.19 is equal to 19 values. These values are scores after controlling for other variables, neuroticism, positive emotions, participants humor, responsibility and life satisfaction scores of attitude towards teaching a unit increase in points, respectively, .24 unit increase; .19 Units per .19 shows a tendency to decrease .31 and .36 per unit. The regression equation is as follows:

$Y = 59.51 + .24$ (neuroticism) $- .19$ (Positive Emotions) $- .19$ (Affiliative humor) $- .31$ (Responsibility) $- .36$ (Life Satisfaction) regression equation of $[F_{(15, 394)} = 4.49, p < .01]$ seems to be meaningful and R^2 is .15. In other words, training students neuroticism, positive emotions, participants humor, responsibility and life satisfaction scores are explained by nearly 16% of the variance in attitudes towards teaching points together.

When examining the standardized slope coefficients ($\beta_{\text{Responsibility}}$) = -.31 is equal to 19 values. This value after controlling for other independent variables, attitude scores for teacher training students to score one standard deviation increase in the standard deviation of .19 indicates that responsibility tends to decrease.

Similarly, ($\beta_{\text{neuroticism}}$) = .14, ($\beta_{\text{life satisfaction}}$) = -.12, ($\beta_{\text{affiliative humor}}$) = -.12, ($\beta_{\text{positive emotions}}$) = -.13 value. Once these values are under control other variables, variables related to the formation of one standard deviation increase in teacher attitudes towards students' scores respectively .14 standard deviation increase; .12 And .12 shows a

tendency to reduce the standard deviation.

CONCLUSION AND IMPLICATIONS

In this research, firstly the relationship levels of pre-service service teachers' attitudes towards teaching profession with self-respect, altruism, social comparison, life satisfaction and five-factor personality types were analyzed, and then to what extent attitudes towards teaching profession could be predicted by the variables was investigated. In discussion section of the research, the findings related to the relationships between the variables, and then whether these variables will have predictive features or not will be discussed.

When Table 2 was discussed, although there was no significant relationship between attitudes of teachers towards teaching profession and offensive and destructive humor; there was a negative significant relationship at the level of $p < .01$ between altruism variable (.187) and social comparison variable (.164), life satisfaction variable (.210) and extroversion variable (.171), tender-mindedness variable (.118) and responsibility dimension, and (.208), positive feeling variable and (.272) participative humor variable (.175); and it was also found a negative significant relationship at the level of $p < .05$ between self-improving variable (.110) and openness to experience (.110). As a result of evaluations, a positive significant relationship was found with neuroticism (.185) at the level of $p < .01$, and a positive significant relationship with self-respect (.100) at the level of $p < .05$ (Table 1).

The positive relationship between attitudes of pre-service pedagogical formation teachers towards teaching profession and altruism, life satisfaction, extroversion, tender-mindedness, responsibility, positive feeling and participative humor, self-improving humor, openness to experience and the positive relationship with neuroticism revealed the necessity of focusing upon the research results. Finding self-respect as positive also considered as important in this sense. This result caused the expectation towards being a predictive of the attitude towards teaching profession; however, regression analysis result did not support this expectation.

When the literature was reviewed, the relationship (.15) between tender-mindedness variable and attitude towards teaching profession was supported at the level of $p < .01$ in the research carried out by Aslan and Yalçın (2013) upon students studying at pedagogical formation program. In the same research, it was found that there was a relationship (-.50) between neuroticism and attitude towards teaching profession at the level of $p < .01$; however, the relationship was mentioned to be positive. Moreover, in the same research, a positive relationship (.59) at the level of $p < .01$ was found between extroversion and attitude towards teaching profession. In this study, it was determined that the relationship was at

Table 1. Descriptive statistics used in research on the predictor variables and the predictor (n = 410).

Statistical values		
	Mean	Standard deviation
Attitudes to Teaching	38,8171	12,77789
Self-Esteem	23,4561	1,97893
Altruism	71,1317	10,46345
Social Comparison	85,2854	13,49795
Life Satisfaction	14,9341	4,37687
Emotional Imbalance / Neuroticism	24,8610	7,45108
Extraversion	45,8293	9,44033
Openness to Experience	36,2512	7,45141
Docility	44,9000	8,16590
Responsibility	37,6976	7,85761
Positive Emotion	49,6610	8,35137
Negative Affect	34,2439	7,65158
Affiliative humor	39,3854	8,19194
Self-enhancing humor	33,5756	7,83637
Aggressive humor	20,7146	7,18250
Subversive humor	25,5220	8,31388

the level of $p < .01$, but it was negative. In the literature, no another research was found analyzing the relationship between personality traits of pedagogical formation students and their attitudes towards teaching profession.

Similarly, no researches were also found related to altruism, self-respect, social comparison, life satisfaction, positive-negative feeling, and humor styles of students studying at pedagogical formation program. Despite this, attitude towards teaching profession in terms of teachers and pre-service teachers has become the subject of several studies, and Eren et al. (2014) wrote an article on this through meta-assessment method.

When Table 3 is analyzed, it is found that as a result of the regression analysis that predictors of attitude towards teaching profession were significant as life satisfaction, neuroticism, responsibility, positive feeling and participative humor, respectively, in terms of their contributions. And other variables were determined not to be significant. Level of total prediction was found as .16.

When the results were analyzed, a negative predictiveness was revealed as positive with neuroticism, and negative with life satisfaction, responsibility, positive feeling and participative humor. In the research carried out by Sevda and Aslan (2013), although it was found that responsibility and neuroticism variables were the predictors of attitude towards teaching profession, the variable of responsibility was determined to be positive and neuroticism was found as negative. The fact that extroversion and openness to experience dimensions were not predictive was associated with the result of this research.

When research results were discussed in general, finding life satisfaction, responsibility, positive feeling and participative humor variables determined to be significant predictors as negative was noticed to be caused by pedagogical formation students' worries about not finding a job after graduation and their considering pedagogical formation programs as a form of finding a job. This result could affect obtaining neuroticism dimension as negatively significant. Similarly, because communitarian features of Turkish culture is more specific, especially responsibility dimension was a negative predictor in attitude towards teaching profession according to the research results.

Kabasakal (2013) determined average life satisfaction scores of pre-service teachers studying at educational faculties as 22.44. In this research, this value was found as 14.93. In the study of Receptoğlu (2013), a positive significant relationship was found between attitudes of educational faculty students towards teaching profession and life satisfaction. In the same research, as well, it was concluded that it predicted attitude towards teaching profession by 23%. In their research, Şahin et al. (2009) proved that pre-service teachers generally had positive attitude towards teaching profession, and life satisfaction was at a high level. Moreover, as the level of life satisfaction increased, attitude towards teaching profession was observed to be increased.

In his study, Can (2010) revealed that general attitudes of non-thesis master degree students had fairly high general attitude towards teaching profession. Şeker et al. (2005) concluded that non-thesis master degree pre-service teachers considered themselves as adequate for

Table 2. Relationships between variables with Attitude Scale Regarding the Teaching Profession used in the study (n = 410).

Size	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Attitudes to Teaching	1															
2. Self-Esteem	.100*	1														
3. Altruism	-.187**	-.108*	1													
4. Social Comparison	-.164**	-.175**	.289**	1												
5. Life Satisfaction	-.210**	-.089*	.266**	.220**	1											
6. Emotional Imbalance / Neuroticism	.185**	-.059	-.156**	-.237**	-.159**	1										
7. Extraversion	-.171**	-.178**	.359**	.456**	.294**	-.010	1									
8. Openness to Experience	-.110*	-.102*	.296**	.314**	.184**	.058	.729**	1								
9. Docility	-.118**	-.049	.249**	.260**	.188**	-.018	.607**	.682**	1							
10. Responsibility	-.208**	-.182**	.264**	.287**	.187**	.062	.589**	.519**	.689**	1						
11. Positive Emotion	-.272**	-.063	.345**	.462**	.243**	-.293**	.420**	.322**	.168**	.300**	1					
12. Negative Affect	.063	.077	-.120**	-.298**	-.133**	.332**	-.234**	-.164**	-.160**	-.072	-.129**	1				
13. Affiliative humor	-.175**	-.143**	.117**	.263**	.112*	-.118**	.384**	.328**	.120**	.092*	.367**	-.181**	1			
14. Self-enhancing humor	-.110*	.014	.119**	.267**	.090*	-.225**	.314**	.257**	.131**	.118**	.357**	-.231**	.402**	1		
15. Aggressive humor	.067	.110*	-.069	-.160**	-.091*	.150**	-.166**	-.130**	-.259**	-.277**	-.114*	.133**	-.134**	-.170**	1	
16. Subversive humor	.063	.088*	-.019	-.052	-.005	-.002	-.030	.031	.014	-.108*	-.008	.079	.068	.245**	.346**	1

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

their competences in teaching profession. Şimşek (2005) stated that there was no significant difference in attitudes of educational faculty students and arts-science faculty graduates towards teaching profession.

Traş et al. (2011) analyzed humor styles, problem solving, and self-respect in pre-service teachers studying at educational faculties, and found positive relationship between self-respect and participative and self-improving humor, and negative relationship between offensive humor and destructive humor. In the research, self-respect score average of students was obtained as 33, 33.

When research results were analyzed, a negative significant relationship was found

between self-respect and participative humor, and a positive significant relationship between offensive humor and destructive humor. This result was opposite to the expectation related to the fact that as the individuals considered themselves as positive, their use of participative humor increased, as well.

When research results in which attitude towards teaching profession was found as negative at the end of the research were analyzed, cases which can explain the result of the research can be revealed. Osunde and Izevbogie (2006) carried out a study with 400 secondary school teachers in Nigeria, and they determined that irregular salary payments, low salary, weak physical surrounding, and having no promotional hope affected

attitude towards teaching profession negatively. Yapıcı and Yapıcı (2013) concluded in their metaphor research that negative important metaphors were listed as obligation, wasted time, torture, missing, inadequacy, effort and money; positive important metaphors were listed as preparation, hope, economic freedom, and motherhood; and neutral metaphors were listed as pre-condition, psychology, and first step. When explanations of pre-service teachers related to preparation metaphor were analyzed, the reasons were noticed to be preparation to be teacher; acquired knowledge's not being adequate to be real life, beginning to a new job, and preparation to Public Personnel Selection Exam. In this sense, it can be suggested that pedagogical formation

Table 3. Regression analysis results.

	B	SH	β
Model 1			
Fixed	59.51	11.71	
Self-esteem	.33	.32	.52
Altruism	-.08	.06	-.06
Social Comparison	.01	.05	.02
Life Satisfaction	-.36	.15	-.12*
Emotional Imbalance / Neuroticism	.24	.10	.14*
Extraversion	.07	.11	.05
Openness to Experience	.09	.13	.05
Docility	.00	.13	.00
Responsibility	-.31	.12	-.19*
Positive Emotions	-.19	.09	-.13*
Negative Emotions	-.06	.09	-.04
Affiliative humor	-.19	.09	-.12*
Self-enhancing humor	-.03	.09	-.02
Aggressive humor	-.11	.10	-.06
Subversive humor	.11	.08	-.07

Note: For Model 1 [$F_{(15, 394)}=4.49$, $p < .01$] $R^2 = .15$ ($p < 0.01$). * $p < .01$.

training could be suggested to be considered beneficial by the pre-service teachers. Hope metaphor was noticed to be developed as the problem of unemployment could be overcome. Economic freedom metaphor was understood to be developed under the pressure of escaping from the negations caused by spending parents' pocket money. One of the expressions upon this was as that: "I am ashamed of asking money from my father; I hope, I can become a teacher by the help of this certificate, and I will no more be dependent."

This has been provided to be become more remarkable through reasons such as teaching profession's regular income, its having the chance appointment, its having a state-supported retirement and health system; it was also revealed that it could increase the possibility for teachers' being attitude changer, positive attitude creator, knowledge and skill acquirer, and positive social supporter; and for these reasons it revealed the necessity of emphasizing teacher selection and training and quality of teacher training model. In case pedagogical formation has been maintained, Counselling and Research Centers of Universities and Career Centers can organize group guidance programs, and provide support to pre-service teachers upon improving their self-respect, and increasing their life satisfaction. These research results can be provided to have a more general conclusion subjecting to the students having pedagogical formation certificate program in different universities.

Conflict of Interests

The author has not declared any conflict of interests.

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Full Length Research Paper

The “Contextual Contact” in grammar microteachings in teaching English as a foreign language: A teacher training perspective

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The grammar microteachings carried out by trainees in teacher education is a critical issue due to the fact that the teaching of grammar has always been a controversial issue throughout the foreign language teaching (FLT) acculturation. There is always some negative reaction to isolated teaching of grammar in communicative language teaching fashion. Traditional and mechanical ways of teaching grammar are always popular in all geographies. On the contrary, there are teachers who stay away from deliberate teaching of grammar. Such conflicts cause difficulties in the perception of the methodology of grammar teaching. The reflections of problems of this sort must be argued in English language teaching (ELT) methodology courses conducted in teacher training colleges. Facilitating the learners contact with the context which contains the new grammar input in a premeditated fashion may become a challenging task in the microteachings carried out in pre-service teacher education. The trainees who are doing practicum may observe grammar based teaching and this causes confusion from the standpoint of communicative language teaching. This study attempts to discuss the dynamics, construction and implementation of grammar teaching from the perspective of ELT teacher trainees. The strengths and weaknesses affecting the accomplishment of microteaching tasks are analyzed from methodological perspective and suggestions that may assist the trainees in order to activate their energy competently in the application stage are provided. The components of a grammar microteaching argued in the sections below symbolize the main parts that universally exist in the idiosyncratic order of lesson planning argued by communicative language teaching trend.

Key words: Grammar teaching, microteaching, English language teaching, teacher training, grammar in context.

INTRODUCTION

The microteaching application which is not a regular experience in the methodology courses of all English language teacher training practice in the world is also an

extremely rare topic in the applied linguistics literature. Specifically, the anatomy of the grammar microteaching and its ideal design from skills-based FLT perspective

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which is the main theme of this argument has not yet become a point of discussion and critical analysis. The procedural disorder in its construction arises from the problems in the theoretical domain and the chaos that exist in grammar teaching in general. These chronic issues are briefly argued in the parts below in order to better illustrate and reinforce the argued grammar microteaching process based on “contextual contact.” It is assumed here that grammar microteachings are important teacher training experiences and they have to be conducted in a certain order. This order should be based on cognition not on mechanical drilling. In this way, prospective teachers can avoid the grammar teaching chaos in their future instruction.

The ever existing instructional crisis due to the phenomenal existence of grammar teaching in foreign language instruction and the methodological mismatch that exists between the procedures promoted in teacher training and actual grammar based teaching practice in many settings should have been resolved long before. Moreover, based on this very common habit there is a wide belief that contextual grammar teaching within the communicative teaching fashion still cannot replace mechanical grammar teaching in many TEFL classrooms. Teaching English as lingua franca reaches millions in all geographies. People learn English for their academic, professional, and social needs. The problematic teaching of grammar in isolation may still be affecting foreign language learning experiences of many learners negatively. Most of them are coming to classes to speak the target language; instead they practice only its grammar. As discussed elsewhere in this article and in the literature available the problem seems to be originating from the grammar teaching practices which do not focus on the contextual mediation of grammar.

The dilemma in handling the grammar aspect has roots in methodological development of FLT. Grammar teaching has always been a controversial issue during the heyday of “the mid 20th century modern foreign language teaching (FLT) methods” and in “post methods era.” In methods era, there were attempts to organize grammar teaching from various perspectives under the influence of modernism which supported typically linear and clearly definable train of taught. The eclectic understanding of the post-modern era allows mixed and learner friendly construction of the collection of the techniques to be used for teaching English as a foreign language (TEFL). From methodological perspective, the instructional digression inspired by the post-modernist trend in instruction has been perceived as post methods era in foreign language teaching.

This discussion, in the first place, attempts to display the chronic controversy in the perception of teaching grammar which affects teacher training applications that employ grammar micro teachings. Without displaying this discrepancy there in forced train of taught and chain of actions presented in this study may not be analyze danalogously. Consequently, the main aim of this debate

is to reinforce and dissect a microteaching design which gives priority to the presentation of the grammatical input in a rich context and its elicitation before all other activities. In a teaching design of this sort the learner is expected to seize the input using contextual clues and discover it through the elicitation.

Grammar Teaching Controversy

Teaching grammar is always in a chaotic state due to the heritage of structural FLT. Kumaravadivelu (2012) discusses that there is a close connection between teacher behaviour and teaching beliefs of English instructors and this affects the classroom procedures they promote. As Freeman (2009) puts it, probably no word in the discipline of language teaching is as ambiguous as “grammar.” Freeman (2003) thinks that grammar instruction is a complex procedure that cannot be implemented by employing the same routine while expecting the same outcome. Richards (1985) states that grammar conventionally has played a central part in language teaching, and despite the influence of communicative approaches, most of the foreign and second language learners in the world learn from materials which contain grammatically based contents. Purpura (2004) argues that defining grammar for communicative purposes is a challenging task because the descriptions of grammar and grammatical knowledge have altered over time and across context and this revision will continue in the future. Ur (1996) states that grammar teaching in FLT is a controversial issue and introducing and describing a grammar pattern is surprisingly difficult in a class. Ur discusses that the trainee should imagine first what “knowing a structure” is and “what” is likely to cause problems to the foreign language students. Even if some suggestions can be elicited from the students, it is the instructor’s responsibility to know how to present the form and meaning of the new input. Widdowson (1990) reports that school teachers and others who deal with language teaching revolved the place of grammar in FLT and some concluded that the learners can do without it. Others maintained the idea that language learning is learning its grammar. Stewick (1986) says that the emphasis on cognition, comprehension, and communication led many teachers to think that drilling has little value or no value in modern FLT. This was because of the overemphasis on drilling in some methods. He thinks that perhaps they were right in thinking so. As Stewick indicates, the excessive use has caused the disappearance of mechanical activities in some teaching settings. Such an overdose and misuse in drilling may always lead to a central shift from language use to rule learning in foreign language instruction. The appropriate amount of drilling is possible after the contextualization, elicitation, grammar presentation, and concept checking stages. In other words, drills may work well after the discovery stages.

The drills are normal parts of teaching if they appear in the correct order.

Richards (1985) argues that a theory of grammar or grammatical development cannot initiate a proficiency based language teaching program. In such a program grammatical skills can be viewed as components of specific kinds of proficiency. In this vein, Lock (1996) reminds that a number of “brands” of functional grammar have emerged in the last decades and thinks that a grammatical description of a language should do more than merely disclosing the forms and structures in order to assist students and teachers. It has to show how they are used as well as what they are. The main goal of grammatical study is to understand how the grammar of a language functions as a resource to create and exchange meaning. Odlin (1994) thinks that intuition plays a key part in grammar instruction. Instructors use their intuitions about the new language in order to provide objectives for learners and evaluate their performance. Nunan (1994) argues that foremost difficulties everyone who are involved in teaching comes across are the selecting and ordering of grammatical content, the integration of such material with semantic and pragmatic elements, and the selection of a suitable pedagogy for curriculum implementation. Borg (2005) argues that most interesting researches have concentrated on the outcomes of grammar teaching and the learners. There was little attention on what teachers do and why. Due to the contemporary constructivist understanding in teacher education, there was a gap on this important domain of language teaching. According to Borg Understanding of grammar teaching procedures have recently attracted attention of researchers. Hedge (2000) raises the questions “if it is believed that grammar is the central part of instruction, how can it be integrated into a communicative methodology which concentrates on all aspects of communicative competence, and what exact form should language instruction take?” Ellis (1994b, 1995, 1997a, 1998), Long (1996, 2000), Spada (1997), Doughty and Williams (1998a), Long and Robinson (1998), Norris and Ortega (2000), Nassaji and Fotos (2004), (cited in Elder et al., 2007: 225) state that studies on form-focused instruction propose a role for grammar teaching within a communicative approach. Tomlison (2007) looks into using form-focused discovery approaches, and in the conclusion section reminds that the discovery lessons must include experiential phases as well as analytical ones. Lightbown and Spada (1999) argue that restriction of language materials to those which contain no new input may have negative effects. Materials that are not challenging cause loss of motivation. The new input can be offered in a meaningful context where other things seem easy. It must be remembered that learners who successfully acquire English outside the school definitely are exposed to language forms and structures they have not learned and produced.

Grammar teaching in isolation

It is difficult to call early modern English language teaching efforts as “attempts which sought communicative performance” due to the fact that they were mostly trends to teach foreign grammar “in isolation” sometimes in “near-isolation” or with insufficient context. Teaching of this sort introduces grammar in the beginning of a unit followed by weak or no contextual activities. Now, such drills are believed to appeal to the rote memory only. The employment of merely structural drills in grammar teaching today is using wrong techniques in the correct time. Now is the correct time because the criticism about blind adherence to implementation of mechanical drills only is widely available in ELT literature today. De Keyser (2003, cited in Oxford 2011;257) describes explicit-inductive learning as rule discovery learning which employs figuring out rules based on examples and it requires using resources such as a grammar notebook and reasoning. Utilizing the senses to recognize and keep in mind is important. Richards and Rodgers (2014) state that one of the ways of conceptualization of language is the structural view. It sees language as a system of structurally combined elements for the coding of meaning and it is the one which has had a wide application in language instruction. Freeman and Anderson (2011) explain that teaching primarily grammar has been used by teachers for many years and it appeared under many names such as the Classical Method and the Grammar Translation Method. The common belief was the learners would never use the target language but the mental practice of learning would be helpful anyhow. Students would study the foreign language grammar and this awareness would help them speak and write their mother tongue better.

The popular approach to teaching grammar in isolation is understandable because offering analytic explanations about a grammar point is much easier than conducting contextual teaching which requires very long preparation, a context, a written and oral discourse, various teaching aids, a longer instructional procedure and a demanding professional organization and support. In other words, it is a difficult approach when compared to traditional grammar teaching and brings a heavy burden to the foreign language teacher. Nevertheless, the significance of this difference should be marked in methodology courses. The trainees must know the outcomes of the two dissimilar routes taken in foreign language classes. The first one is less demanding, easy to present, teacher centered, and grammar centered. The second one is demanding, very complicated, learner centered, and aims to teach the language in operation.

Teacher trainees' perspective

Trainees who attend English language teaching (ELT)

departments should discuss the discrepancy argued here as well as the philosophy of grammar teaching in context before getting ready to micro teach it. The difference between teaching in isolation and teaching in context must definitely be made explicit in methodology courses as discussed elsewhere. Teacher trainees who are presenting their grammar microteachings should absolutely create a context in the very beginning of the practice. It can be in various forms of discourse created within the limits of the class inter language. A short reading passage, a dialogue, a song, a demonstration, and accompanying audio visual aids can well create such a context which will draw attention of the class to the target grammar point. The existence of the context is vital to supply the contextual clues that will help learners see, think about, and start discovering the target grammar point.

Learners' perspective

A start with contextual contact avoids the substandard impact of an old-school introduction initiated through the traditional but still existing teaching of "cut-out" grammar presented in a mathematical manner using formulas or tables. Such a non-contextual and sharply analytic introduction to grammar teaching may make many learners inactive in the most energetic part of the lesson; the beginning. From this perspective, the problem does not lie in such a way of presentation. It lies in the timing or sequencing of the components of the microteaching or the lesson. The beginning of the lesson is not the correct place for the plain grammatical input. Grammatical input of this sort leaves the students static by preventing the mental visualization and conceptualization of the subject matter hidden in the efforts of discovery learning. In this vein, a learner should spend time and energy to perceive and retain the input in order to be able to convert it into intake. The learner needs some meaning to attach to the new grammar point. This stage is a prerequisite for the conception and manipulation of the new grammar point. The spoon-feeding of the target grammar point in the very beginning of the lesson should be avoided at all costs if the trainee wants the microteaching appeal to the cognitive domain instead of the rote learning memory.

THE METHOD FOR CONSTRUCTION AND PACING OF A GRAMMAR MICROTEACHING

Making the outline of the grammar microteaching may sometimes be confusing due to the methodological chaos partly discussed above. The pre-service practice of the trainee is an important factor. Specifically, the grammar teaching approach adopted in such courses plays an important part in the microteaching outlines devised by the trainee. Lack of teaching experience may also cause

confusion at this stage. After all, this is the first grammar teaching experience in the training and problems are considered as signs of the corrections to be made. This is learning by doing and discovering part of the teacher training for ELT.

A microteaching presentation may last twenty five minutes. Sometimes it may be shorter than this depending on the time limitations in the course. The microteaching can be divided into some major parts: warm-up, contextualization, elicitation, grammar explanations, concept checking, mechanical exercise, and communicative activity. Absolutely, the eclectic configuration and ordering of components has space for extra innovative drills. It is a demanding experience to narrow down the parts of microteaching into twenty five minutes. The next step after making the outline is to allocate time zones for each component. The warm-up section may take two minutes. The Contextualization activity may last six minutes. The elicitation task which can be combined with the contextualization can take four minutes, grammar explanation may take three minutes, and mechanical drills may need three minutes. The remaining time zone for communicative activity is four minutes. As the name implies, this is a limited teaching simulation so there is a micro-timing system at trainees' disposal. Naturally, the timing model suggested above is not the only plan to follow. The trainee should arrange the timing according to the variables such as the difficulty of the target grammar point, the inter language level of the learner group, materials to be used, and other factors. If a longer time period can be reserved for the implementation of the presentation in uncrowded methodology classes, the trainee will not hurry up and feel comfortable during the accomplishment of the tasks. The communicative activity which is a real-life simulation can be considered the end product of the microteaching attempt, and it may well require more than four minutes. The ELT trainee should attempt to compress all to be done in the given time period. Occasionally, the microteachings are carried out in only ten minutes in crowded teacher training classes. This is a skill to be developed for the affective implementation of all microteaching tasks at college. In their future careers, they will still need this skill at times. Due to some unexpected intervals in teaching programs or overloaded syllabi, teachers may need to teach faster. It must be remembered that timing is an important aspect in all teaching.

Rehearsals

The ELT microteachings are assignments which require repetitive rehearsals. This is the first teaching attempt in front of other trainees. Although they are peers, there may still be some anxiety. Furthermore, being inexperienced may worry the trainees. When they are

compared to long time teachers this is not groundless. Nevertheless, if they make two complete rehearsals and solve the problems that may emerge, they can easily accomplish the task as planned.

No surprise strategy

Teacher trainees should develop a “no surprise” plan to carry out problem-free microteachings. First step is to check the outline several times to see whether it has been devised according to the instructions and methodological procedures. Second one is developing the written account of the microteaching through drafting several times. The final manuscript is the written end product of the preparation effort and it guides the trainee throughout the whole process. The third step is to check the correctness of the grammatical patterns the microteaching contains. The fourth step is to check the pronunciation of the problematic words. The fifth one is to be sure that all visual aids support the teaching of the target grammar. The last step is to be sure that all electrical audio visual devices will function properly during the presentation.

Factors affecting the implementation of the microteaching

Implementation of the microteaching, after rehearsals, is the realization of the task in front of the peer group with fewer problems. The trainees should carefully prepare all the teaching materials to be used in different stages of the task. They should watch the time carefully because a single activity which lasts longer than the planned time leaves less time to the other parts. All the grammar microteaching parts listed above are vital components that cannot be omitted for any reason. In case of insufficient time due to unexpected excessive time consumption at some point, the last resort may be combining some parts in order to save time for the remaining exercises. The responsive behavior of the peer group is another important consideration in teacher training colleges. They have to act as if they are learners at the predetermined inter language level. Naturally this is a difficult task to assume as mentioned elsewhere. The language level of the peers may easily go out of control unintentionally. The trainee group should make a strong commitment to maintain the target language level. Otherwise, the microteaching may turn into an advanced level lesson where very simple grammar forms are practiced and taught.

Devising Contextual Exposure in Grammar Microteachings: A hierarchical order

The “applied” teaching of grammar items is a complicated

and demanding task as discussed above. Grammar is the backbone of a language, for this reason it cannot be introduced and taught in isolation for communicative purposes. The production of the components of the grammar microteaching starts with the construction of the warm-up section. This section signals the coming theme which includes the target grammatical form. It may include a few questions, remarks, and pictures or other teaching aids that introduce and narrow down the topic.

The next part is the contextualization which deliberately contains the target grammar point in a discourse such as a reading passage, dialogue, short film, or demonstration which includes contextual clues. The clues should include explanatory sentences, illustrative examples, and grammatical aids and other clarifying linguistic items to be chosen by the trainee. Examples of the target grammar form that will appear in the text must be given in bold to stand out during the recognition process. Contextualization is the core of the whole task and the instructional view discussed here. Cognitive code of the item should be analyzed and decoded by the learner initially in this section. This is the part where “the contextual contact with the grammar input” occurs.

In some teacher training settings where English is a foreign language, the preparation of contextualization process may be a critical problem. Some teacher trainers do not encourage the use of trainee prepared discourse in this section assuming that they may not be very authentic and their linguistic construction may not be native-like. According to this belief, the trainees should not use self prepared materials to avoid such problems. Alternatively, the other trainers presuppose that the trainees who learned English as a foreign language can construct very effective texts supported by various teaching aids like pictures and realia. According to this belief, such a responsibility and effort will develop the trainees’ creative powers and the ability of taking the initiative of their teaching. A trainee can easily prepare a reading passage, a dialogue, or a song that contain the target grammar. The second group of trainers presumes that a grammar microteaching is not a compilation of materials. It is a brief lesson produced by the trainee. Accomplishment of such a self-prepared lesson will enable them taste success.

Elicitation of the grammar point is the next step. Elicitation organizes the second stage of input awareness and perception after the first one in contextual contact. The trainee here facilitates the understanding of the input by asking questions, showing pictures, demonstrating, or employing other creative and discovery based means of elicitation. The trainees should check the effects of these vital techniques on learners during their implementation. The analytic grammar explanations are not on the scene yet. If they appear directly in the beginning of the microteaching, the “teaching grammar in context” approach fails due to the spoon-feeding type of presentation employed.

Table 1. The whole microteaching process in a zipped way.

Stage	Technique type	Function
Preparation	Making an outline	Launching the whole task
	Preparing the written account and teaching aids	Detailing every step and action
	Checking the correctness of the grammar to be taught	Technical double-checking
	Checking all the audio visual aids	Non-linguistic preparation
	Time planning	Using time efficiently
Application	Warm-up	Setting up the scene and narrowing down
	Contextualization	Mediating the grammar input, (The contextual contact)
	Elicitation	Learning through discovery
	Grammatical explanations	Illustration of the grammar input
	Concept checking	Double-checking the comprehension of the input
	Drilling	Linguistic consolidation
	Communicative activity	Putting the input into operation within the inter-language

The grammatical explanations through tables and other rather mechanical means are possible after the contextual contact and elicitation stages. The learners have a self achieved idea now about the target grammar point. It has been acquired upon a cognitive struggle by extracting the sense of the new grammar from the context presented. Grammar explanations at this stage can be better conceptualized by the learners who already have a background inference. All the parts discussed above are designed to enable learners to comprehend the input. A concept checking activity can be implemented at this point to double-check whether the input has been conceptualized by learners. The trainee may test comprehension by asking some questions or through other means. This activity closes the first part of the microteaching which is rather informative. The following microteaching components are employed for putting the presented grammar point into practice.

The Applied Part of the Grammar Microteaching

The second half of the microteaching is the applied part of the teaching process. After the grammar explanation and concept checking parts, the mechanical drills component of the microteaching gives the learners the chance of exercising the target structure mostly in pen and paper style. If it is done this way, it can be considered as the settling activity where the students are silent and study individually. The teacher trainee can also have time to settle and think about the course of action. The last part in the microteaching should be the communicative activity. The trainee, at this point, organizes a social event where there is a topic used for assigning roles for the learners. Naturally, pair-work and group-work tasks would be suitable for this purpose. In this vein, the theme proposed for this activity should suggest the way of producing the class action and using

the target grammar point intensively. The trainee must make a good choice when constructing the contents of the communicative activity, otherwise a good response cannot be obtained. This speaking section where learners practice the target grammar pattern freely is the ultimate goal of the twenty-five minute microteaching. The course of action can be completed with no surprise if the outline is well prepared and the rehearsals are made before the actual task. If the trainees look back at the end of the microteaching, the brain work that goes into this complex experimental teaching performance and its completion will give them the first feelings of professional accomplishment. Table 1 shows the whole microteaching process in a zipped way.

The plan summarized in Table 1 is a simplified outline showing the basics of the grammar microteaching design discussed above. There may be modifications depending on the teaching situation. For example, the concept checking stage can follow the drilling stage.

Foreseeing problems

Early encounters with real-like teaching necessitate the prediction of problems that may arise. Their anticipation in advance helps trainees make necessary corrections through repeated rehearsals. Methodological problems may arise during the planning stage such as faulty ordering of components. For example, starting with mechanical drills can easily convert the whole task into a structural activity. The contextualization section may not contain typical examples of the target grammar point. This can be avoided by developing the text by drafting many times till the perfect final manuscript becomes ready. Subsequent peer editing is also beneficial. The mechanical exercises may also contain similar problems. They should be tried by some peers to see how they work. There may be white space between the

components of the microteaching. That is, the activities may not be well connected. The unity and coherence, for this reason, must be double checked. As mentioned above, the English level in teacher-talk may unintentionally go out of control. The trainees must be ready for this major problem and always watch the level during presentation. Timing problems may arise and spontaneous time transfers between components of the microteaching may be made during the presentation. As a result, a grammar microteaching is a vital foreign language teacher education experience, and it aims to present a given target grammatical pattern in a limited time and receive feedback. It is natural to experience problems during the microteaching and not all them can be foreseen before the presentation stage. The trainee's task, after the presentation, is to valorize the feedback by making the required corrections and to try to avoid the same mistakes.

The contextual contact

The design and implementation of a microteaching is a demanding task due to the complexity of the synchronized operations that construct the whole process. During the implementation of all the exercises listed above, there is one thing that the trainees should always bear in mind; there must be "the contextual contact." That is, the first thing learners should be exposed to is the context which highlights the new grammar item elaborately. The first thing they are exposed to should not be the plain grammar explanations and mechanical drills as argued above.

Conclusion

The view discussed in this study under the term "contextual contact" and the supporting details presented above promote the utilization of the applied teaching of grammar against highly criticized but still extremely popular traditional and structural ways of grammar teaching. The contextual contact not only represents the grammar teaching philosophy employed by the applied linguistic trends which promote cognitive and constructivist approaches but also "what many teachers who teach a foreign language for communicative purposes have been trying to establish over half a century. The teaching of grammar in ELT microteachings should follow a constructivist lesson plan which attaches significance to a "first deduce the input then practice it" formula. If foreign language learners merely memorize the given grammar pattern, they can easily forget; they have to discover it first and use it in real-like situations in order to maintain and retain.

Conflict of Interests

The author has not declared any conflict of interests.

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Full Length Research Paper

Problems of implementation of strategic plans for secondary schools' improvement in Anambra State

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This study investigated the extent of problems of strategic plans implementation for secondary schools' improvement in Anambra State, Nigeria for quality education provision. The study used a descriptive survey design paradigm. Respondents comprised 217 principals. There was no sampling. All the principals were used. Data were collected using 'Schools' Strategic Plan Implementation Problems Questionnaire' (SSPIPQ). Findings indicated that the mean responses on the problems associated with the implementation of strategic plan ranged from 3.39 to 4.65, showing respondents' agreement. The study showed that strategic plan implementation is still within average level in secondary schools. Principals and staff need further enlightenment on strategic planning.

Key words: Strategic, planning, implementation, secondary school, improvement.

INTRODUCTION

In many nations of the world Nigeria inclusive, there has been continuous effort for improved educational systems which resulted in some kind of shift in educational planning and specific efforts on the part of the governments to develop policies for transforming education. Over the past two to three decades, different Nigerian governments have shown interest in transforming education system and have come up with various educational policies and programmes to ensure that they achieve their goals. Such efforts generally led to the introduction of the universal Primary Education (UPE) in 1976 and 6-3-3-4 system in 1985 (Six years in primary school, three years in Junior, three years in senior secondary school respectively and four years in the university), yet the desired educational goals have not been met as many policies and programmes were poorly

implemented. The latest venture by the Federal Government of Nigeria is her emphasis on the need to promote the effective use of strategic planning among others to improve the quality of education provision and service delivery (FRN, 2013). Education is widely accepted by many nations to be one of the most important needs for the well-being of any society. It is seen as a powerful instrument of social progress without which neither an individual nor a nation can attain professional growth, hence the need for quality provision and service delivery. Following this view, Kansanen (2004) posits that there is need for good schools, good teachers and administrators. Given its importance the Federal Government of Nigeria (FRN, 2008) adopted education as an instrument par excellence for national development and therein places much emphasis on it, as

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a necessary condition for realizing the five national goals. It states:

Education shall continue to be highly rated in the national development plans because education is the most important instrument for change, any fundamental change in the intellectual and social outlook for society has to be preceded by an educational revolution (FRN, 2008:7).

The National Policy on Education objectives for secondary education sector is to prepare the people for useful living in the society as well as participate in higher education (FRN, 2008). From the stated objectives, secondary education should develop in each Nigerian child the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society towards nobler ends. Onwuka (1994) asserts that this type of education helps people to become good workers who effectively combine their hands, heads and hearts. The expectation is that these well articulated objectives of secondary education can only be achieved if all the issues involved in implementation of policies and programmes at secondary education level are addressed squarely. This means that providing resources, facilities and funds in right quantity and quality and the effective management of these resources are major determinants for the achievement of these broad goals. The school in collaboration with the government will ensure the existence of a germane environment that will help the achievement of these goals.

While these efforts in force achieved some of the desired goals there is still an accusation that Nigerian educational system which was known for very high standards over the years has deteriorated. There is a public outcry about the deterioration in quality of public education provided for Nigerian citizens. Scholars like Ajobiewe (2008), Iyamu (2005) and Titilayo (2002) also noted with gross dissatisfaction that the quality of education delivery and output in Nigerian education sector today cannot bring about any significant desirable transformation. These problems/challenges include dilapidated infrastructures, inadequate staffing, ill motivated teachers, poor funding, lack of essential facilities, poor quality assurance owing to various training limitations, poor quality entrants (higher level), too much emphasis on paper qualification, which led to a disparity between educational philosophy and objectives on the one hand, and the practice on the other; contextual problems of rapid transformation, improper mission interpretation, inappropriate curricula, students' unrest, paucity of academic staff as well as problem of staff retention, lack of quality assessment, and research, unsuitable policy environment and other organizational and management issues pertaining to school administration, among others (Babalola, 2009; Onwuliri, 2008).

Given these problems in the education sector, the Federal Government of Nigeria mandated the use of strategic planning in schools. School administrators are therefore increasingly being urged to utilize strategic

planning managerial tool and bring about transformation in their schools. The principal is looked upon as the chief executive officer expected to work hard to achieve stated goals using his knowledge and wisdom. He is essentially the organizer and implementer of plans, policies and programmes meant to achieve specific educational objectives. His administrative tasks include carrying along the staff both academic / non-academic and students in an environment conducive to the maximum development of the learners. The extent to which principals possess the ability to effectively transform their schools through the application of strategic planning is a matter of concern given that most secondary school principals struggle with enormous shortage of everything. It would seem also that the principals lack sufficient knowledge of how to effectively implement strategic planning. It is a general expectation that when schools are transformed, the learners, staff and community are positively affected to enhance national transformation. In other words, strategic planning is an indispensable tool for the success of any educational programme. Effective implementation of strategic plan that will cause a shift from quantity to quality and the achievement of system-wide transformation as desirable goals is the thrust. This will enhance the most promising strategy for sustained, substantive school improvement in building the capacity of school personnel to function as a professional learning community. The term strategic planning when mentioned according to Reeves (2007) immediately brings to mind a disciplined and thoughtful process that links the values, mission, and goals of a school system with a set of coherent strategies and tasks designed to achieve those goals. Its aim is to develop a better road map to guide the organization to a place through focusing on the institution's mission, objectives, strengths, weaknesses, opportunities and threats. Scholars such as Bryson (2011) states that strategic planning is a set of concepts, procedures and tools designed for managers' use; Goodstein et al. (2008) view it as a systematic process in which an organization envisions its future and assesses its basic reason for being; and for Yepwi (2007) is a comprehensive statement for an organization's mission objectives and strategies. Strategic planning as a reiterative process builds the strategic-management capacity of the organization.

LITERATURE REVIEW

The purpose of this section is to examine the research studies that investigated the problems of strategic plan implementation in various capacities elsewhere. Abdulkareem et al. (2011) examined the relationship between strategic plan implementation and internal efficiency in Nigerian universities and found that it was low. Messah and Mucai (2011) conducted a study in Meru Central District, Kenya which aimed at examining the influence of managerial behavior, institutional policies,

resources allocation. Weak influence of managerial behavior was as a result of strategic thinking of the rewards and incentives on the implementation of strategic management plans. The study concludes that the management and the influence of rewards and incentives were found to be weak as it was the intrinsic motivation of the teacher's professional ethics than extrinsic motivation by management through tangible reward by Management that made the lecturers co-operate in the implementation of strategic plans. Institutional policies were revealed to be weak in influencing strategy implementation because of low awareness and the infrequent use of the service charter which is a critical 'barometer' of strategy implementation effectiveness and efficiency. The study by Jackson (2011) conducted in Namibia was aimed at exploring the impact of communication during strategy formulation and implementation, and investigating effective ways of communicating the formulation and implementation of strategic plans in the Public Service of Namibia. It was found out that, effective communication did not take place during strategic planning process; hence majority of the employees who participated in this study felt excluded in the whole process and contributed less toward the implementation of the plan.

Proper implementation of strategic plans ensures the institutions, stakeholders and managers with a clearer future of how a rapidly changing environment can help to shape the critical decisions that their institutions face and how it is conditioning the resources that the institution is likely to have to carry out its decisions. Strategic planning is a very important tool for school improvement and keeps the organization focused. It is pertinent therefore that if improved and qualitative education is desired by any government for its citizens, adequate attention should be given to strategic planning in the education system by ensuring that adequate resources (human and material), equipment, facilities and funds are provided to enable the principals strategically implement plans.

Strategic planning is principally an effective strategy to improve students' learning when the strategic plans of the institutions are properly implemented. As Hopkins (1995) posits, school improvement is an ongoing process, cyclical by nature and are embedded in a wider process of overall school development. Schools with favourable culture of improvement will continue improvement efforts to better the school environment. Improving the quality of teaching and learning in education both at the state and national levels has always been the major goal of most developing countries in the world, including Nigeria. Improvement efforts ideally focus on clear set goals that can be achieved in a certain period of time. The goals of effective school improvement should therefore be stated in terms of students' outcomes or in terms of school/teacher factors that are key influence on student outcomes. Schools with strategic planning have taken a direction of making decisions, on allocating its resources to pursue this goal of improving their environment. To determine this, it is necessary that the institution

understands its current position and the possible avenues through which it can pursue a particular course of action.

Statement of the problem

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society (FRN, 2008). The Nigerian education system is faced with many challenges. There have been repeated complaints that the education sector in Nigeria has been poorly funded resulting in poor quality performance of our educational products. Schools grapple with large class size, inadequate number of qualified teachers. The state of many secondary schools in Anambra State is a matter of concern, as made manifest by dilapidated buildings, insufficient classroom accommodation, lack of essential teaching materials, inadequate staff welfare, shortage of school furniture for students and teachers, lack of other essential facilities such as water, light, toilet facilities and low levels of teacher productivity. Many secondary schools in Anambra State have very little or no internally generated revenue to offset their financial problems, non-existent of computer for ICT for students' practice, poor decision making, examination malpractice, improper planning, poor implementation, rising cases of students' indiscipline and poor academic performance. In the face of these problems, secondary school principals are being encouraged to transform their schools through proper implementation of their developed strategic plans. The current education system of our nation with particular reference to Anambra State needs an urgent successful and sustainable transformation and improvement. It needs leaders (principals) who know how to plan and implement change. A significant challenge for principals today is the ability to effectively apply strategic plan best practices to the school situation for overall education provision and service delivery. Therefore the problem of this study is the problems schools encounter in the implementation of their school strategic plans.

Purpose of the study

The purpose of the study is to find out the problems principals in Anambra State encounter in implementing their schools' strategic plans. Specifically, the study seeks to identify the problems schools encounter in the implementation of their schools' strategic plans.

Research question

What problems do schools encounter in implementing their schools' strategic plans?

Table 1. Principals' mean responses on the problems schools encountered in the implementation of their strategic plans

Implementation	N	Mean	Std. Deviation
Constraint of financial practices	217	4.65	.58
Constraint of personnel	217	4.01	.89
Inability to establish school implementation team	217	3.39	1.12
Difficulty with assigning responsibility and accountability for the plans and goals	217	3.40	1.17
Disinterestedness of stakeholders to implement plans	217	3.72	1.02
Lack of adequate knowledge and skills to implement plans	217	3.61	1.10
Ineffective communication.	217	4.05	.93
Risk avoidance behaviour of organizational leader	217	3.73	1.04
Valid N (list wise)	217		

Hypothesis

Urban and rural schools will not differ significantly in Terms of the problems they encounter in the implementation strategic plan.

METHOD

The survey research design was adopted for the study. This design is used in this study to collect data from secondary school principals in order to determine the extent of the problems public secondary schools in Anambra state encountered during the implementation of their schools' strategic plans. The target population comprised 217 principals of Anambra State public secondary schools. There was no sampling technique as all the schools from the six educational zones in Anambra State of the 21 Local Government Areas formed the population of the study. The instrument for data collection was questionnaire. The questionnaire called 'Schools' Strategic Plan Implementation Problem Questionnaire' (SSPIPQ) is an 8-item questionnaire eliciting information on the extent of the problems schools encountered in the implementation of their school strategic plans.

RESULTS

Research Question 1

What problems do schools encounter in implementing their strategic plans?

As indicated by the mean responses in Table 1, all the eight listed problems that could constraint the development of strategic plans were endorsed by the principals as the problems they experienced in the development of their schools strategic plans. The mean responses range between 3.52 and 4.50 and are above the acceptance value of 3.00. Financial constraints (Mean = 4.50), lack of experienced professionals in strategic planning (Mean = 4.07) and unwillingness of key organizational leaders to embrace strategic change (3.96) were the top three strategic plan development constraints faced by the schools.

Hypothesis

Urban and rural schools will not differ significantly in terms of the problems they encounter in the implementation strategic plan

Urban and rural secondary schools principals do not differ significantly in terms of their mean rating of the problems schools encounter in the implementation of their strategic plans as the z-values for the entire eight (8) problem areas were less than the table value of 1.96 (Table 2). Therefore the null hypothesis of no significant difference between urban and rural schools in terms of problems of implementation of strategic plan was not rejected. The researcher concludes that schools in urban and rural schools do not differ significantly in the problems they encounter in the implementation of their strategic plans.

Conclusion

This study indicated that the strategic plan implementation and quality education provision is still within average level in secondary schools. In addition it was discovered that principals have inadequate understanding of strategic planning process. The researcher therefore concludes that both the schools in urban and rural areas experience almost equal difficulty in the implementation of their strategic plans.

However principals as instructional leaders are expected to be more resourceful and pro-active in collaborating with the stakeholders in education sector to ensure effective resource inputs, skillfully coordinating and managing human and material resources in their strive to meet the competing demands of school administration and instructional supervision which are germane for continuous improvement and achievement of the set goals in secondary schools. Therefore in this light the principals need to create an enabling environment for proper implementation of strategic planning a

Table 2. Problems encountered in the implementation strategic plan by urban and rural schools.

Implementation	Location	N	Mean	SD	df	Z-cal	Z-crit	Decision
Constraint of financial practices.	Urban	112	4.66	.64	215	.410	1.96	Not Rejected
	Rural	105	4.63	.50				
Constraint of personnel.	Urban	112	3.95	.98	215	-1.07		Not Rejected
	Rural	105	4.08	.79				
Inability to establish school implementation team.	Urban	112	3.39	1.12	215	.016		Not Rejected
	Rural	105	3.39	1.12				
Difficulty with assigning responsibility and accountability for the plans and goals	Urban	112	3.36	1.19	215	-.566		Not Rejected
	Rural	105	3.45	1.16				
Disinterestedness of stakeholders to implement plans	Urban	112	3.69	1.09	215	-.466		Not Rejected
	Rural	105	3.75	.95				
Lack of adequate knowledge and skills to implement plans	Urban	112	3.58	1.12	215	-.384		Not Rejected
	Rural	105	3.64	1.09				
Ineffective communication.	Urban	112	4.04	.98	215	-.170		Not Rejected
	Rural	105	4.06	.88				
Risk avoidance behaviour of organizational leader	Urban	112	3.76	1.02	215	.451		Not Rejected
	Rural	105	3.70	1.06				

veritable tool managers employ for successful administration in order to profitably achieve the desired goals.

RECOMMENDATION

Based on the findings of the study it is therefore recommended that the Planning, Research and Statistics Unit of the Post Primary School Service Commission should attempt organizing for educational managers (principals) and staff members, periodic capacity development workshops - regular short courses and seminars, on strategic planning to enable them grasp the fundamentals and have confidence in planning strategically.

School principals are encouraged to collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects, and improvisation of instructional materials to enhance teaching- learning process in secondary schools.

Conflict of Interests

The authors have not declared any conflict of interests.

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Full Length Research Paper

Is giving scholarship worth the effort? Loyalty among scholarship recipients

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To stay ahead of competition, a significant factor has now become of significance; student loyalty towards higher learning institutions. Hence, scholarship recipients have the expectation to demonstrate a certain degree of loyalty towards their education sponsor. In addition, they play an important role as opinion leaders and walking advertisement for these institutions. However, the challenge that is plaguing scholarship programmes is the probability of the recipients being loyal due to monetary incentives rather than the supremacy of the institution. In view of this, focus group interviews were conducted to explore respondents' perspectives of their inclination towards the institution. This paper seeks to analyze loyalty themes that might surface as relevant to the development of loyalty among scholarship recipients. It centres on pertinent factors that emerge as important drivers of loyalty which will be of value to institutions in comprehending their students' loyalty intensity.

Key words: Students' loyalty, scholarship recipients, higher learning institutions.

INTRODUCTION

Many higher education institutions are offering financial assistance such as scholarships to students who fulfil a certain set of requirements as part of their Corporate Social Responsibilities (CSR) agenda. However, is such investment pragmatic? The scholarship programmes appeared to have a retention effect, with majority of the students claiming their "loyalty" to the institution rather than opting to continue their education elsewhere. Being scholarship recipients, it is expected that the students should demonstrate a considerable degree of loyalty. However, it can be argued that the scholarship recipients may seem loyal to the institution but their intensity/level of loyalty may differ from a continuum of being questionably

loyal to being very committed (truly loyal) to the institution. For example, at high level of loyalty they may exhibit a strong commitment towards the institution despite external influences having the potential to cause switching behaviour. In favourable circumstance, they become advocates of the institution; disseminating positive information about the institution and promoting the institution to their friends. On the other hand, it is also possible that some of these students may continue to stay with the institution without feeling much inclination or commitment towards the institution. If this is the case, students choose to study in the institution because of the scholarship rather than a sense of belonging to the

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institution. This poses a problem as students are loyal to the scholarship programme rather than to the institution hence, indicating a low level of loyalty to the institution or maybe none at all.

This notion was demonstrated by Baloglu (2002) and Kumar and Shah (2004). It was mentioned that being loyal to the programme might only yield a weak connection/affiliation between customers and brand/institution. For that reason, it was suggested that loyalty among customers should involve both behavioural (e.g. repeat purchase) and attitudinal elements (e.g. commitment). Thus the imperative question – Is giving such scholarship worth the effort? This study attempts to examine the level of loyalty among scholarship recipients. It also seeks to investigate factors/themes that may emerge to the development and formation of loyalty to the institution rather than just the scholarship programmes among scholarship recipients in a private institution of higher learning in Malaysia.

Students' loyalty

Marketers have long acknowledged that the heart of marketing exchange is not a transaction but rather a relationship (Gummesson, 2008; Payne, 1995; Rowley 2003). Subsequently, it has been proven that building positive interactive relationships with customers is thought to increase customer loyalty (Berry and Parasuraman, 1991; Salanova et al., 2005). As such, topics on customer loyalty have continued to receive considerable attention in recent years (Salanova et al., 2005; Yim et al., 2010).

Increased global competition in the education sector means that student loyalty is becoming increasingly important for institutions of higher learning. As a matter of fact, it is as important as attracting and enrolling new students. Evidence from literature strongly indicates that acquiring new customers is more costly than retaining them (Peters, 1988; Reichheld, 1996). In effect, loyal students normally become walking advertisements for institutions whose service have appealed to the students. Researchers have conceptualised loyalty in a number of different ways and in general customer loyalty is a multi-dimensional concept which includes both behavioural and attitudinal dimensions (Table 1).

Based on these studies, students' loyalty can also be viewed as a composite of both behavioural and attitudinal components (Helgesen and Nettet, 2007; Navarro et al., 2005). Students' behavioural loyalty can be regarded as their active participation and dedicated behaviour (Rodie and Kleine, 2000). Such behavior might also include active participation in various institutional or extra-curricular activities. Furthermore, since student mobility [leave one institution and continue their studies at other institution] is possible, customer retention is also considered as behavioural loyalty (Johnson and Gustafsson, 2000). Attitudinal loyalty is explained as the positive feeling of affection or emotional attachment

formed towards the institution. It corresponds to a high-order; long term commitment of a customer towards the organization (Shanker et al., 2000). This includes students' sense of belonging, readiness to contribute to the institution and to become advocates of the institution.

However, with regard to scholarship programmes, there is a possibility that the students may end-up associating themselves with the programmes rather than the institution. The problem with programmes loyalty is that there is a tendency that the scholarship recipients might focus on the monetary incentives rather than the supremacy of the institution. Hence, a study on loyalty and intensity/level of loyalty among these scholarship recipients is required. This study looks at both behavioural and attitudinal dimensions in trying to understand the level of loyalty that students have towards the institution. Observing behavioural dimensions alone might not suffice as it might not capture the reasons behind such acts. This study also attempts to distinguish between truly loyal students and those students who appear to be loyal. As suggested by Baloglu (2002) and Dick and Basu (1994), true loyalty should be reflected not only in the behavioural dimensions but also on the attitudinal dimensions. Truly loyal customers can be explained as those who buy (behavioural dimension) almost exclusively from the company and feel (attitudinal dimension) so strongly in the company's ability in meeting their needs and competition is virtually excluded from their consideration set (Shoemaker and Lewis, 1999).

METHODOLOGY

The samples were scholarship recipients from the two top scholarship programmes being offered in the institution under study. The scholarship programmes are World Class Scholarship (WCS) and High School High Achievers (HSHA). Database provided by the institution was used to recruit students representing various schools/faculties. Students were randomly selected and calls were made to inform students and to request for volunteers to participate in the focus group interview. Finally, sixteen students (eight students from each scholarship programme) from five different schools were recruited from diverse levels of programmes from diploma up to degree level. Of the sixteen students interviewed, six students were from the business school, four students were enrolled in the school of hospitality, three of the scholars were architecture students, two students were studying mass communication and one student was from the school of bioscience. Two focus group interviews were conducted to explore interviewees' perspectives and thoughts on the situation being examined. The emphasis on the focus group interviews was to have the respondents describe and discuss their views on the scholarship awarded as well as their feelings toward the institution. Questions in these interviews were focused specifically on factors/elements leading to the respondents' level of loyalty either to the scholarship programme or the institution. With the consent of the respondents, the interviews were tape-recorded and transcribed accordingly.

RESULTS

Based on the responses, the scholarship recipients

Table 1. Customer loyalty concepts.

Conceptual Definitions	Authors
The degree to which a customer exhibits repeat purchasing behavior from a service provider, possesses a positive attitudinal disposition towards the provider, and considers using only this provider when a need for this service arises.	<i>Gremler and Brown (1996)</i>
It includes: <ul style="list-style-type: none"> • Saying positive things about the company • Recommending the company to someone else who seeks advice • Encouraging friends & relatives to do business with the company • Considering the company the first choice to buy services • Doing more business with the company in the next few years 	<i>Zeithmal, Berry and Parasuraman (1996)</i>
A deeply held commitment to re buy or repurchase a preferred product or service consistently in the future despite situational influences and marketing efforts having the potential to cause switching behaviour.	<i>Oliver (1997)</i>
A buyer's overall attachment or deep commitment to product, service brand or organisation.	<i>Lam, Shankar, Erramilli and Murthy (2004)</i>

seemed to have consistent views of their loyalty towards the scholarship programme and the institution. Major themes that emerged from the analysis were grouped into two different arrangements. Tables 2 and 3 present selected sampling of issues related to each theme that emerged from the interviewees. Table 2 captures the two dimensions of loyalty: behavioural and attitudinal. While, Table 3 lists the level of loyalty: loyalty to the programme only and true loyalty. Based on the focus group interviews, two themes of behavioural loyalty and one theme of attitudinal loyalty have emerged as relevant to the development of loyalty among the respondents. In addition, two themes each on program loyalty and true loyalty were suggested from the analysis.

Based on the themes that emerged from the interviews, results indicated that financial aids, image/reputation and personal achievement are three main drivers of student loyalty. Furthermore, findings also indicated that even though students perceive loyalty towards the scholarship programme and the institution are two distinct concepts they are somewhat interconnected.

In addition to the themes identified, when asked whether they would choose the institution if they were not given the scholarship, eight out of sixteen interviewees replied positively about choosing the institution. This is an indication of students being truly loyal to the institution. Another six students replied that financial constraint was the main reason for not choosing the institution. They however, spoke positively about the institution. The remaining two students strongly felt that they would prefer joining another institution, if not given the scholarship, as they felt that the other institution is better in terms of its quality and reputation.

Managerial implications

The results of this research provide important managerial implications regarding student loyalty and its drivers. Identification of the drivers of loyalty can assist marketers to identify different loyalty segments hence to customise loyalty-building strategies for each segment are possible. Based on their opinions, the students believed that the scholarship programme is their pathway to future success. But at the same time, they mentioned that their preference on the choice of scholarship programme is based on the reputation of the institution. However, in an education service, the association between reputation and loyalty is difficult to pin-point because of its intangibility nature. Therefore, it can be concluded that to attain true loyal institutions of higher learning should focus on strategies on building and sustaining both behavioural and attitudinal loyalty. Marketers and administrators should focus on efforts of building its reputation hence scholarship programme is a very important strategic tool that an institution can use. Being the preferred scholarship programme among top students by itself reflects the institution's reputation.

Results also strongly indicate that students' loyalty is extrinsically driven rather than intrinsic. Students are loyal because of financial aids or reputation of the institution. There is a lack in the students' sense of commitment or inclination towards the institution. Based on these, it can be suggested that to further ensure student loyalty, strategies for relationship building among the scholarship recipients are much needed. This notion was suggested by Yorke (1997). It was indicated that among others, lack of commitment and motivation are factors influencing

Table 2. Samples of captions of respondent comments: behavioural and attitudinal loyalty.

Themes	Illustrative students' comments
Behavioural Loyalty	- No other better alternative as I was not offered elsewhere. – WCS, hospitality degree, 1 June 2011. - If fee is not a problem, then I would go to (name of another institution) – HSHA, foundation in architecture, 30 May 2011.
Convenience seeker <i>Loyal to the programme only (Rowley 2003), risk avoidance and switching cost may be economically higher (Henry 2000).</i>	- I did a lot of research on all universities. I chose (name of institution) because...discount in fees and is definitely worth it – HSHA, diploma in quantity survey, 30 May 2011. - My main factor was financial.... My parents have a tight budget and my brother is one year apart and it will be his turn next year...and (name of institution) offered the best option – WCS, foundation in science, 1 June 2011.
Intentional behaviour <i>Defined as goal directed behaviour where the actions serve as means to an end (Piaget 1952 and 1954).</i>	- I didn't apply any other colleges; I applied straight to this college – WCS, hospitality degree, 1 June 2011. - I was previously being offered another scholarship program however, I chose this institution. My mind was set – HSHA, mass communication degree, 30 May 2011. - I chose (name of institution) because my siblings/ friends studied here (mentioned by seven students)
Attitudinal Loyalty	- My parents influence me to choose this institution...it's better than the others and highly recognized – HSHA, diploma in quantity survey, 30 May 2011. - I think what they (other colleges) offered was about very much the same as (name of institution). I choose (name of institution) because of its branding – HSHA, international business & marketing degree, 30 May 2011.
Corporate image and reputation <i>Described as the overall impression or perception made on the minds of the various stakeholders about an organization (Abbasi, Akhter, Ali and Hasan 2011).</i>	- I choose (name of institution) because it is a well-known and established higher learning institution...and it provides a comprehensive education – WCS, international business degree, 1 June 2011. - My friend recommended this college...better choice...prestigious – HSHA, commerce degree, 30 May 2011. - IT has a proven track record of producing students with quality academic achievements – WCS, hospitality degree, 1 June 2011.

students to withdraw from certain institution. Therefore, the scholarship programme should be effective in generating a feeling of obligatory response among the recipients in order to ensure that the recipients are also loyal towards the institution. Hence, programmes on relationship building can create opportunities for value creation, building trust and ensuring commitment among students. These will result in students recognising and appreciating the values and

expectations of higher education and scholarship aids. The institution can assist by making it easier for the students to build this relationship by being clear in communicating the values and expectations. This class of students might not only continue to stay but also play an important role as advocates, encouraging others to stay or choose the institution. For example, having a strong alumni programme might provide a platform for institutions to be associated with students'

willingness to continue their relationship with the institution after graduation. Hence, students leave with good memories so that parting will be on terms that allow students to recalibrate the relationship with the institution. Once students have completed their education, they can still continue to maintain their relationship with the institution. They can be participating in the industry advisory panel or guest speakers or even by acting as the institution's advocates for future

Table 3. Samples of captions of respondents' comments: programme loyal and true loyal.

Themes	Illustrative students' comments
<p><u>Programme loyal - Loyal to the scholarship programme</u> Financial constraint</p> <p>Personal achievement</p>	<ul style="list-style-type: none"> - (refer to behavioural loyalty – convenience seeker) - I will continue my study here as the scholarship is the opportunity that I have been waiting for me to realise my dreams and I really look forward to be a recipient in order to achieve my ambition – WCS, accounting & finance degree, 1 June 2011. - My success is my choice. That is why I have chosen the scholarship – WCS, management degree, 1 June 2011. - No doubt getting this scholarship and doing well are the steps I've taken in order to achieve my career aspiration– WCS, mass communication degree, 1 June 2011. - To make sure I achieve my dream of owning my own successful ad agency will materialise and not only remain a dream – WCS, communication & media degree, 1 June 2011.
<p><u>True loyal</u> Think highly of the institution</p>	<ul style="list-style-type: none"> - This institution has become part of my heart through the priceless experience I gained, which is beneficial to my future – WCS, international business degree, 1 June 2011.. - I recommended my institution to my friends/ others. (mentioned by six students) - I seek this scholarship for financial aid. However, this college gave me a chance to prove myself to excel as well as to contribute back and influence positively to the community – HSHA, accounting degree, 30 May 2011. - I have done my research on which university I should go to obtain the best quality education. I found (name of institution). A degree from (name of institution) would be a great achievement already – WCS, mass communication degree, 1 June 2011.
<p>Commitment <i>A stable preference that was bound by an attitude of resistance to change (Iwasaki and Havitz 2004; Kiesler and Sakumura 1966).</i></p>	<ul style="list-style-type: none"> - I would still go to (name of institution) because I am from (name of high school) which is under the same group of company – WCS, hospitality degree, 1 June 2011. - Financial is important. Although other colleges provide scholarship schemes, I didn't apply. I wanted to come to (name of institution) badly because I think (name of institution) is the best – WCS, hospitality degree, 1 June 2011.

generations of students.

Limitations and future research

The outcome was a result of in-depth interviews on selected groups of participants. One of the limitations of this method of collecting data is that it only represents the views of a rather small number of people. Hence, it might not be a good representation of the population of scholarship recipients.

Though it did not emerge as a theme in this

study, evidences from previous studies (Helgesen and Nettet, 2007) identified satisfaction as one of the factors of loyalty relationship. However, there is also considerable debate about this relationship as it was indicated that increasing satisfaction does not necessary produce an increase in loyalty. There is also a possibility that satisfied customers still switch (Rowley 2003). Therefore, it would be reasonable to investigate this relationship further. Additionally, in this study, the interviewers did not manage to tab the emotional attachment (sense of belonging) that students might have towards the institution. Future study

on student loyalty focusing on drivers of emotional attachment would be much needed.

Conclusion

In short, broadly speaking, the analysis shows a certain level of loyalty among the respondents. Findings strongly suggest that the scholarship recipients' loyalty is a combination of both behavioural and attitudinal components. Even though a few of the students mentioned that financial issue was their reason for being loyal to

the institution (convenience seekers) however, results also reveal that few others purposely (intentionally) opt for the institution as their preferred choice despite being offered other alternatives. In addition, findings strongly suggest that friends and siblings play an important role in their choice.

Another important revelation of this study is that findings also support the idea that attitudinal loyalty among the scholarship recipients seems to centre on the feeling of credulous towards the status of the institution. Hence, it can be implied that the reason for attitudinal loyalty is extrinsic rather than intrinsic in nature. Their feeling of attachment to the institution is due to its reputation rather than the students' own emotional attachment (sense of belonging). Students seem to be proud that they have been chosen by an institution of good reputation. This is acceptable as evidence from the analysis which indicated that students think highly of the institution hence; the propensity of true loyalty among these students is higher. They can be advocates of the institutions and through word-of-mouth which will influence others. Since they are scholarship recipients, they play an important role as opinion leaders among their friends. This scenario is reflected in this paper in which six students mentioned that they recommended the institution to friends/others.

With respect to how far is the level of loyalty, a few students expressed their loyalty towards the scholarship program due to personal achievements. They are loyal because they believe that the scholarship programme is the pathway to future success.

Conflict of Interests

The author has not declared any conflict of interests.

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Full Length Research Paper

Comparing levels of professional satisfaction in preschool teachers whose classes include or do not include a special-needs student

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The purpose of this study is to compare the professional satisfaction of the preschool teachers in whose class there is a student with special needs to the preschool teachers in whose class there are not any students with special needs. The research study group was composed of 185 pre-school teachers who work in the city and county center in Isparta. Research data were collected by the researchers by having the participants fill out a personal information form, along with the Minnesota Satisfaction with Profession Questionnaire, to determine whether there are any students with special needs in the teachers' classes. The data were analysed with t-test by registering in SPSS 15. It has been determined as a result of the research that the preschool teachers' levels of satisfaction with their professions have not formed a statistically meaningful difference according to whether there are any students with special needs in their classes or not.

Key words: Satisfaction with profession, inclusive, preschool teacher.

INTRODUCTION

Preschool education, which includes from birth until the beginning of primary school, is an important education period in terms of providing children with a fertile, stimulating environment. It facilitates child development cognitively, emotionally and socially (MEB, 1993).

The preschool period is one in which the child starts to observe and recognize his/her environment, communicating with it and gaining the behaviours and habits that are suitable for the ethos he/she lives in. In this period in which the crucial foundations of personality are formed, the child needs conscious guidance at home, school and in his/her social life (Şahin, 2005). Besides the family, preschool teachers are the ones that can

provide this guidance. Preschool teachers are primarily responsible for performing the education process successfully and applying activities appropriately and on time. It is thought that the level of preschool teachers' satisfaction with their professions has an important effect on their ability to fulfil their tasks effectively and efficiently. (writer's interpretation.)

There are some theories to explain satisfaction with one's profession. It is possible to place these theories into two categories: "content theories" and "process theories". Content Theories are Maslow's Hierarchy of Needs Theory, Herzberg's Two Factor Motivation Theory and the Motive of Success Theories. These theories state

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that satisfaction with life is affected by different factors. While Maslow's Hierarchy of Needs Theory states that satisfaction with life is affected by psychical or basic needs, need of security, social needs and need of self-actualization (Öztürk, 2002), Herzberg's Two Factor Motivation Theory says that it is affected by two factors: incentive factors (Success, Being Popular, The Qualities of The Profession, Responsibility, Opportunity for Promotion, Opportunity for Progress) and protection factors (Company Policy and Management, Supervisors, Working Conditions, Pay, Stature, Relationships with colleagues) (Ağan, 2002) and the Motive of Success Theory which states that it is affected by three factors: success, faithfulness and needing to be strong (Eren, 1993; Balcı, 2004).

Process Theories are Vroom's Expectations Theory, Motivation with Multiple Variables Theory, Aiming Inconsequence Theory and Parity Theory. Process Theories handle the importance of personal differences in motivation by explaining the variables in the activities that are noted from the appearance of the behaviour until its letup. According to these, although different people have different idea and value judgements, the motivation process that stimulates the behaviour is the same for all of them (Teltik, 2009). Satisfaction with profession is as important a concept for teachers as for any other profession. Different definitions about satisfaction with profession are met in the literature (Blum and Naylor, 1968; Locke, 1976; Eren, 2000). Satisfaction with profession for the teachers can be defined as "teacher's attitude towards his/her students and school" or "pleasure or displeasure that teachers experience with their profession" (Vural, 2004).

Preschool teachers' high satisfaction with their professions contributes to being creative, happy and successful in their job. Providing productive education activities has a close relationship with a positive attitude that preschool teachers develop about their profession. In a converse situation, dissatisfaction with profession is present. The individuals that cannot get satisfaction from their profession develop some reactions to being able to put up with the time at work. Irregular attendance at work, taking long breaks, working more slowly, using working time for personal activities, appearing busy without working, talking to colleagues about subjects that are not relevant to work, coming out against authority by breaking the rules, aggressive behaviours towards their colleagues and immediate managers, revenge and retaliation can be considered as contributing to these reactions (Sun, 2002).

There are various factors that affect satisfaction with profession. Sorting these factors is a relatively long and complicated process. The main reason for this is the differing approaches to measuring satisfaction with profession. When the commonly stressed factors are examined, it is seen that the sources of satisfaction with profession for the teachers consist of elements such as

relationship with students, relationship with the students' parents, relationship with the immediate managers, holidays, economical confidence, the quality of the profession, promotion opportunity, chance of utilizing his/her own ideas, payments, working conditions and hours, fulfilling personal interests, control, organization and management, occupational safety, personality, being praised and employment security (Vural, 2004).

One of the teacher's most important sources of satisfaction with profession is his/her relationship with the students. Students' individual differences and the effects of these differences on the teacher may affect satisfaction with profession. When the students' developments are normal, it does not generally create a problem, but the students whose developments present differences meaningfully from the other students may affect the teachers' satisfaction with profession. These students that are meaningfully different from the students that present normal development are named as the students that need special education (Akçamete, 2010). When the educational approach is geared to the students that need special education, those students go from an experience of separation to one inclusion.

Besides the fact that there are different definitions for inclusion in the literature, in the Ministry of Education's Inclusive Services Regulation (2006) inclusion is defined as "the individuals with special needs carrying on their education at public and private, pre, primary, secondary education and mass education schools with their coequals that do not have any insufficiency by being provided with supportive education services". The purpose of inclusive education is not to make the student with special needs normalized but to make him/her integrated with society educationally and socially. The concept is that the students with special needs improve their ability to make friends, and enrich their educational environments. Studying with students that present normal development inspires the desire and courage for greater success for the special-needs students, and helps them learn acceptable social behavior by observing children that present normal development and using them as a model (Şahbaz, 1997; 2004).

According to the 7th item that is in the section regarding preschool education of the 573 numbered executive order about special education that was published in the official journal numbered 23011 and dated 06/06/1997, children needing special education started to educate inclusive education at preschools by taking the special-needs children's development and individual characteristics into consideration after the obligation of their receiving education at special education schools and the other preschools.

The preschool teachers' tasks and responsibilities (for example; preparing individualized education plans, developing appropriate materials for the special education students, etc.) have increased after inclusion of children with special needs became obligatory, and this situation

created new factors that affect the teachers' levels of satisfaction with profession.

When research that has been conducted about teachers' satisfaction with profession in Turkey and abroad are examined, it is seen that the preschool teachers' levels of satisfaction with profession were researched in some of the studies (Abu taleb, 2013; Cheng and Chen, 2011; Ngovi, 2011; Tezcan, 2011; Şahin and Dursun, 2009; Altınkılıç, 2008). Preschool teachers' satisfaction with profession was compared to attitude (Tekerci, 2008), their occupational efficiency concepts (Teltik, 2009), colleague relationships and school management support (Eser, 2010), the managers' cultural leadership behaviours (Çek, 2011); in some of them, preschool teachers' satisfaction with profession was compared to their burnout levels (Öztürk, 2006; Tsigilis, Zachopoulou and Grammatikopoulos, 2006; Akkurt, 2008; Gürbüz, 2008). It has been found that preschool teachers' levels of satisfaction with profession are high in some of the studies (Şahin, Dursun, 2009; Teltik, 2009; Gürbüz, 2008), they are moderate in some of them (Abu Taleb, 2013; Tezcan, 2011; Eser, 2010; Akkurt, 2008; Öztürk, 2006; Tsigilis, Zachopoulou and Grammatikopoulos, 2006) and they are low in some of them (Cheng and Chen, 2011; Altınkılıç, 2008). However any research about whether the presence of students with special needs has an effect on the preschool teacher's levels of satisfaction with profession has not been found, indicating that there is a need for this research.

Purpose

The purpose of this study is to compare the professional satisfaction of the preschool teachers in whose class there is a student with special needs to the preschool teachers in whose class there is not any student with special needs. The author will attempt to address the following questions.

Sub-purposes

1. Do preschool teachers' internal satisfaction levels differ according to whether there is a student with special needs in their classes?
2. Do preschool teachers' external satisfaction levels differ according to whether there is a student with special needs in their classes?
3. Do preschool teachers' general satisfaction levels differ according to whether there is a student with special needs in their classes?

RESEARCH MODEL

Relational scanning model toward general scanning models, looking for the presence of a correlation, and/or the degree of difference between two or more variables, was used to compare the

Table 1. The table showing the qualities of the study group.

	<i>N</i>
Gender	
Female	181
Male	4
Type of School	
Preschool	85
Preschool class	100
Place of work	
City Center	120
Country Center	65

satisfaction with profession levels for preschool teachers in whose classes there is a student with special needs to those in whose classes there are not any students with special needs (Karasar, 2012).

Population-sample

The study group was comprised of 185 preschool teachers that worked at the preschool and pre-classes in the city and country centers in Isparta in the 2011-2012 educational year. The characteristics of the research study group have been presented in Table 1. According to this, it is apparent that 181 of 185 preschool teachers are female and 4 of them are male; 85 preschool teachers work at independent preschools, 100 preschool teachers work at preschool classes that are held at a primary school, 120 preschool teachers work in the city center and 65 preschool teachers work in the country centers.

Data collection tool and data analysis

Research data were collected from preschool teachers who work at independent preschools and preschool classes at primary schools of the Ministry of Education in the city and country centers of Isparta, using a personal data form developed by the researchers, and the Minnesota Satisfaction with Profession questionnaire developed by Weiss et al. (1967).

The personal data form consists of two parts. There are personal data about the preschool teachers (gender, age, length of service, educational background) in the first part, and questions about the students' with special needs characteristics and inclusive applications in the second part.

As a second means of collecting data, the short form of the Minnesota Satisfaction with Profession Questionnaire was used, in which Alpha co-efficients are .86 for internal satisfaction, .85 for external satisfaction and .91 for general satisfaction. This questionnaire, developed by Weiss et al. (1967) and adopted into Turkish by Baycan (1985) was used to determine the individuals' levels of satisfaction with profession (Gündüz et al., 2013).

The Minnesota Satisfaction with Profession Questionnaire is a fivefold Likert type grading system that consists of 20 items classified from the most negative one to the most positive one as "I am not pleased at all" (1), "I am not pleased" (2), "I am neutral" (3), "I am pleased" (4), "I am very pleased" (5). There are two sub-dimensions of the Minnesota Satisfaction with Profession questionnaire consisting of internal satisfaction and external satisfaction.

Table 2. t-test results comparing the internal satisfaction levels of the preschool teachers in whose classes there is a student with special needs, versus that of teachers whose classes do not contain any students with special needs.

Student with special needs	N	\bar{X}	SD	df	t	p
Yes	53	49,79	5,89	183	,451	,65
No	132	49,36	5,83			
Total	185					

Internal satisfaction includes the 1st, 2nd, 3rd, 4th, 7th, 8th, 9th, 10th, 11th, 15th, 16th and 20th items and the external satisfaction includes the 5th, 6th, 12th, 13th, 14th, 17th, 18th and 19th items. Internal satisfaction covers factors such as the individual's appropriateness for his/her interest, skill and capacity. The contribution of the profession towards the person's creativeness and external satisfaction covers factors such as work environment, pay, relationship with colleagues, and school management. The scores in the Minnesota Satisfaction with Profession Questionnaire are calculated by adding the values between 1-5. The highest score that one can get from the questionnaire is 100 and the lowest score is 20. The high scores mean high satisfaction with profession and low scores mean low satisfaction with profession.

Evaluation of scores for the Minnesota Satisfaction with Profession Questionnaire are evaluated in the following manner: scores under 25 and below are interpreted as low satisfaction with profession, scores between 26-74 are interpreted as medium satisfaction with profession and scores of 75 and above are interpreted as high satisfaction with profession. The highest score that can be gained from the internal satisfaction with profession sub-dimension of the questionnaire is 60 and the lowest one is 12. The highest score that can be obtained from the external satisfaction with profession sub-dimension of the questionnaire is 40 and the lowest one is 8. High scores of internal and external satisfaction with profession show high internal/external satisfaction with profession and low ones show low internal/external satisfaction with profession.

The data gained from the research were recorded on computer via SPSS 15.0 (Statistical Packages for The Social Sciences).

The skew co-efficient was watched to determine whether the data obtained from the research was distributed normally or not. If the skew co-efficient is within ± 1 in the analysis, the score is represent normal distribution. The skewness score was watched to measure the skew co-efficient to analyse whether the total scores of preschool teachers' satisfaction with profession represent a normal distribution or not. Skew co-efficient of preschool teachers' total satisfaction with profession scores was found as $-.784$ as a result of the analysis. As this result is within ± 1 , it has been determined that the scores represent a normal distribution. The data were analysed to compare the satisfaction with profession levels of the preschool teachers in whose classes there is a student with special needs to the satisfaction with profession levels of the teachers in whose classes don't include any students with special needs by using t test to test whether the difference between related two sample averages is meaningfully different from zero (from each other) (Büyükoztürk, 2012).

FINDINGS

When Table 2, showing the internal satisfaction levels of the preschool teachers whose classes include at least one student with special needs compared to those whose

classes do not include any students with special needs, is analysed, it is observed that 185 preschool teachers participated in the research, 53 of these had at least one student with special needs in their classes and 132 of them did not have any students with special needs in their classes. The internal satisfaction level score averages of the preschool teachers that had at least one student with special needs in their classes is $\bar{X} = 49,79$ and the internal satisfaction level score averages of the preschool teachers who did not have any students with special needs in their classes is $\bar{X} = 49,36$.

The highest score that can be obtained from the internal satisfaction sub-dimension of the Minnesota Satisfaction with Profession questionnaire is 60. The high scores obtained from the questionnaire mean high satisfaction with profession, and low scores mean low satisfaction with profession. As the internal satisfaction level score averages of the preschool teachers who have at least one student with special needs and those of teachers who do not have any students with special needs are near to the highest score that can be obtained from the internal satisfaction sub-dimension of the questionnaire, it is observed that the teachers' internal satisfaction levels are high, there is a noticeable, yet slight, difference between the averages, but this difference between the averages is not statistically meaningful ($t_{(183)} = .451, p > 0.05$).

The findings showing the external satisfaction levels of the preschool teachers in whose classes there is a student with special needs, and those in whose classes there are not any students with special needs are represented on Table 3. When these findings are examined, it is observed that 53 teachers from the 185 pre-school teachers that participated in the research had a student with special needs in their classes, 132 did not have any students with special needs in their classes. External satisfaction level score averages of the preschool teachers that had a student with special needs in their classes are $\bar{X} = 30,67$, and external satisfaction level score averages of the pre-school teachers that did not have any students with special needs in their classes are $\bar{X} = 29,38$.

The highest score that can be obtained from the external satisfaction sub-dimension of The Minnesota Satisfaction with Profession questionnaire is 40. High

Table 3. t test results regarding the external satisfaction levels of the preschool teachers in whose classes there is a student with special needs, and those in whose classes there are not any students with special needs.

Student with special need	N	\bar{X}	SD	df	t	p
Yes	53	30,67	4,94	183	1,56	,120
No	132	29,38	5,14			

Table 4. t test results about the general satisfaction levels of the preschool teachers in whose classes there is a student with special needs, and the general satisfaction levels of those teachers in whose classes there are not any students with special needs.

Student with special needs	N	\bar{X}	SD	df	t	p
Yes	53	80,47	10,10	183	1,60	,29
No	132	9,94	78,75			

scores gained from the questionnaire mean high satisfaction with profession and low scores mean low satisfaction with profession. As the external satisfaction level score averages of the preschool teachers in whose classes there is a student with special needs, and the averages of those teachers where there are not any students with special needs are near to the highest score that can be gained from the external satisfaction sub-dimension of the questionnaire, it is observed that the teachers' external satisfaction levels are high, there is a slight meaningful difference between the averages in spite of its slightness, but this difference between the averages is not statistically significant ($t_{(183)}=1,56$, $p >0.05$).

When Table 4 showing t test results about the general satisfaction levels of the preschool teachers in whose classes there is a student with special needs, and the general satisfaction levels for those teachers in whose classes there are not any students with special needs is examined, it is observed that 53 teachers from the 185 pre-school teachers that participated in the research had special education student in their classes, 132 did not have any students with special needs in their classes. The general satisfaction level score averages of the preschool teachers who had a student with special needs in their classes are $\bar{X} = 80,47$ and the general satisfaction level score averages of the preschool teachers who did not have any students with special needs in their classes are $\bar{X} = 78,75$. When the data from the questionnaire are watched and when it is considered that 75 and the scores above 75 mean high satisfaction with profession, it is observed that the general satisfaction levels of the the preschool teachers that had a student with special needs in their classes and that of those did not have any student with special needs in their classes are high, there is a slight but meaningful difference between the averages, but this difference

between the averages is not statistically significant ($t_{(183)}=1,60$, $p >0.05$).

CONCLUSION AND IMPLICATIONS

The purpose of this research is to compare the satisfaction with profession levels of the preschool teachers in whose classes there is a student with special needs with the satisfaction with profession levels for those in whose classes there are not any students with special needs.

The first sub-problem of the research was comparing the internal satisfaction levels of the preschool teachers who had a student with special needs in their classes with the internal satisfaction levels of those who did not have any students with special needs in their classes. It has been found as a result of the research that there is not a statistically meaningful difference between the internal satisfaction levels of the preschool teachers who had a student with special needs in their classes and those that did not have any student with special needs in their classes, and internal satisfaction levels for both groups of teachers are high. This finding obtained from the research represents parallelism with the research finding that was held by Göktaş (2007), Zöğ (2007), Şahin and Dursun (2009), Teltik (2009), Karataş and Güleş (2010) and Kağan (2010) in which the internal satisfaction levels of the teachers are high.

The second sub-problem of the research was comparing the external satisfaction levels of the preschool teachers who had a student with special needs in their classes with those who did not have any students with special needs in their classes. It has been found as a result of the research that there is not a statistically meaningful difference between the external satisfaction levels of the preschool teachers who had a student with

special needs in their classes and those who did not have any students with special needs in their classes, and that external satisfaction levels of the both groups of teachers are high. This finding obtained from the research represents parallelism with the research finding that was held by Gökteş (2007), Şahin and Dursun (2009), Teltik (2009), Karataş and Güleş (2010), Adıgüzel et al. (2012) and in which the external satisfaction levels of the teachers are high, it represents difference from the research findings that were held by Zöğ (2007) and Kağan (2010).

The third sub-problem of the research was comparing the general satisfaction levels of the preschool teachers who had a student with special needs in their classes with those who did not have any students with special needs in their classes. It has been found as a result of the research that there is not a statistically meaningful difference between the general satisfaction levels of the preschool teachers who had a student with special needs in their classes and those that did not have any students with special needs in their classes, and that general satisfaction levels of the both groups of teachers are high. While this finding obtained from the research represents parallelism with the research finding that was held by Teltik (2009), Gürbüz (2008), Şahin and Dursun (2009) and in which the satisfaction with profession levels of the preschool teachers are high, it represents a difference from the research findings that were held by Abu Taleb (2013), Cheng and Chen (2011), Tezcan (2011), Eser (2010), Akkurt (2008), Altıncılıç (2008), Öztürk (2006), Tsigilis et al. (2006).

As a consequence of the research, it has been found that there is not a statistically meaningful difference between the internal satisfaction, external satisfaction and general satisfaction with profession levels of the preschool teachers that have a student with special needs in their classes and those who do not have any students with special needs in their classes, and that satisfaction with profession levels of the both groups of teachers are high. According to the findings obtained from the research, it has been found that special education students do not make the satisfaction with profession levels of the preschool teachers decrease as it is supposed. In fact, when the findings are compared relatively, that situation makes them increase slightly. It is thought that preschool teachers being able to determine common aims in development fields such as self-care skills, cognitive development, language development, psycho-motor development, social-emotional development for both the students representing normal development and the ones needing special education results from the fact that the special education student does not create an extra working load for the teacher. This situation results from the fact that this does not affect the teachers' satisfaction with profession negatively. Furthermore the special-needs students come to preschools with lower readiness levels than their coequals representing normal

development, and they have more to learn than the others. On the other hand the special-needs students cannot learn many of the things that the students representing normal development learn naturally without the help of the teacher, and they need more one-on-one help from the teacher.. Consequently, when the teachers working with the special-needs students see the development of these students as remuneration of their efforts, they experience the feelings of "I can teach" and "I can teach more". This situation is thought to increase their satisfaction with their professions slightly by affecting them in a positive way.

Following suggestions are presented based on the result of the research and intended for further studies.

Suggestions for further studies:

1. The relationship between the teachers' satisfaction with profession and the student with special needs can be investigated.
2. Studies can be done regarding the different factors affecting the preschool teachers' satisfaction with profession (age, gender, length of service, the university that was graduated from, etc.) in different cities.
3. The effect on the preschool teacher's satisfaction with profession according to the disability type and level of the special-needs student can be researched.

Conflict of Interests

The authors have not declared any conflict of interests.

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Full Length Research Paper

Pre-service teachers' motivations toward teaching profession and their opinions about the pedagogic formation program

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The present study aimed to investigate pre-service teachers' motivations toward teaching profession and their opinions about pedagogical formation program. In this study descriptive and correlational research methods were used. It was carried out with (a) graduate students doing a master's program without thesis, (b) undergraduate students participating in the pedagogic formation program. The total number of participants was 301. The data were collected using an evaluation scale for pre-service teachers doing a post-graduate certificate program in Education (PGCE). The participants of the present study seemed to be interested in the teaching profession chiefly due to intrinsic and altruistic orientations. One of the basic sources of motivation for pre-service teachers coming from sources other than education faculties can be the love for their subject area and opportunities to be found to conduct applications related to their disciplines when they become teachers. The positive teaching experiences of the pre-service teacher and their enthusiasm for teaching the subjects in their fields are important sources of motivation for the profession of teaching.

Key words: Motivation towards teaching profession, pre-service teachers, teacher education, teacher training program.

INTRODUCTION

Motivation itself is "internal drive, driving force, feeling and desire directing a person to perform a specific activity" (Brown, 2001). The sources leading to the initiation of an action can be grouped as internal and external.

Intrinsic motivation can be defined as a process that is initiated by wonders, a desire to know, a competitive soul, and a want to advance (Reeve, 1997: 105). More specifically, intrinsic motivation can be viewed from three perspectives. Noels et al. (2003: 38) explain it as (a)

knowledge that is being activated by the pleasure and satisfaction of learning something, solving and understanding a problem; (b) achievement or being activated with the possible satisfaction derived from achieving or producing something; and (c) arousal, being activated as a result of feeling positive emotions such as excitement, happiness. Intrinsically motivated teachers become activated by the pleasure of learning and teaching new things, the satisfaction of achieving and producing something, and the gratification of seeing the

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positive outcomes of their activities. However, people do not become activated only by internal factors. Externally motivated people want to achieve their objective by putting in the least possible effort. Furthermore, it has been shown that the individual school experiences of pre-service teachers have a great influence on their decisions to select the teaching profession (Rones and Smith, 2009). No matter what the sources of motivation are for pre-service teachers and to what extent they are influenced by them, it is commonly agreed that the value of motivation is undeniable.

Since there are some connections between motivation for entrance to the profession and remaining in the profession, leaving the profession, and participating in activities related to the profession, the research in this field becomes more important. Though the motivation for entrance to the profession is important, it is seen that the research mostly focuses on the sources of motivation (Bruinsma and Jansen, 2010; Watt and Richardson, 2007). Motivation sources for teaching are related to the teachers' changing their jobs and/or quit the job (Manuel and Huges; Bruinsma and Jansen, 2010; Ronnes and Smith, 2010).

The sources of motivation for selecting teaching as a profession are divided into three categories-altruistic, intrinsic, and extrinsic. Altruistic motives are generally related with the desire to contribute to individual and social development. Factors such as working with children and doing work related to one's area of specialty represent intrinsic motives. The external factors related to salary, job status, working conditions, and holiday opportunities constitute extrinsic motives (Andrews and Hatch, 2010).

The sources of motivation may vary from person to person and from society to society. Since there may be some similarities in reasons to become a teacher among teachers from different countries and subject areas, there may also be some differences. For instance, Andrews and Hatch (2010) carried out a study in England and found that mathematics teachers' motivations to enter the teaching profession were affected by their experiences as students, eagerness to work with people, a sense of inevitability, and desire. In another study carried out in England and Norway (Kyriacou et al., 1999), it was found that in both countries, a strong factor motivating pre-service teachers was a fondness for teaching their subject area. Moreover, this study showed that the great amount of social leisure time and summer holidays enjoyed by professional teachers were important motivators. Among a selection of Chinese pre-service teachers, teaching as a profession, job security, and stability emerged as important external factors (Gao and Trent, 2009).

A study was carried out to determine the motivation sources of pre-service teachers in Taiwan. It was found that the pre-service teachers' earlier teaching experiences (private tutoring at home, working with children in study

centers, etc.) constituted 66-80% of their motivation source to enter into professional teaching. Another important source of motivation for these pre-service teachers was their positive experiences in their two-year teacher-training program (Wang, 2004).

In Turkey, it was found that the motivation for entrance to the profession mostly stems from internal reasons and external reasons have the weakest influence on this motivation (Yenilmez and Acat, 2003; Üstüner et al., 2009; Çermik et al., 2010).

The support given by the mentors to the future teachers can play a vital role in their choosing their professions, in the study where it is emphasized that the experiences and practices in the program are very important (Rots et al., 2013). Early positive experiences in teaching education are strong sources of motivation (Edwing and Manuel, 2005, cited in Manuel and Huges, 2006). Teaching experiences are regarded as quite important for motivations in beginning the profession (Manuel and Huges, 2006). Furthermore, having positive and strong motivations toward the teaching profession is directly associated with possessing the aptitude for teaching. This factor combined with the caliber of educated teachers can affect the quality of education they provide once they have started teaching. In addition, pre-service teachers' perceptions of the teaching profession can correlate with differing educational backgrounds. In Turkey, students graduating from a faculty of Science and Letters-whose primary purpose is not teacher training can be appointed as teachers after undergoing some procedures:

As for teacher selection and appointment in Turkey, there are two institutions training teachers. One of them is teachers' college. The students having a diploma from a teachers' college can work as a teacher in any part of the country if they pass the general teacher appointment exam. Each year the Turkish Ministry of National Education (MONE) appoints certain numbers of teachers from different branches. In addition, graduates of the faculties of science and letters can be appointed as teachers if they complete an initial teacher-training program. These programs are known as non-thesis master's degree programs. This teacher formation education is given through courses organized by teachers' colleges to a certain number of faculties of science and letters.

Undergraduate students who generally graduate from faculties of science and letters could be candidates for teachers after they complete the non-thesis master's degree programs consisting of theoretical and practical knowledge about teaching education in order to educate teachers for secondary education. Turkish Higher Education Council (THEC) stopped accepting students for the non-thesis master's degree programs educating teachers for secondary education, starting from the academic year 2012-2013. These programs were transformed into pedagogical formation programs.

In the present study, we had the opportunity to compare the motivation of pre-service teachers in Turkey coming from two different educational backgrounds (graduate and undergraduate) and three different teacher formation programs (a master's program without thesis, a program designed for graduate students, and a program designed for undergraduate students). Their motivations toward the teaching profession and their opinions about their formation programs were assessed.

The presents study investigates the motivation of pre-service teachers coming from different teacher education programs (master program without thesis, graduate students of faculties of science and letters, and undergraduate students of education faculties) for entrance to the profession and their opinions about the pedagogic teacher formation certificate program. Practices of the teaching profession may affect the professional motivation of pre-service teachers and their decision-making process for entrance to the profession. Correct determination of the motivation for entrance to the teaching profession may contribute to the development of teacher education programs and the making of some predictions for the future.

The purpose of the study

The purpose of the study is to determine the factors motivating pre-service teachers' motivations toward teaching profession and their opinions about pedagogic formation program. The answers to the following questions are searched in this research:

1. What motivated the students to choose teaching as a career?
2. What are the views of the pre-service teacher candidates about the Pedagogic Formation Program?

METHODOLOGY

Study group

The study group consisted of 200 graduate students attending a master's program without thesis and 101 students attending a pedagogic formation program in the Faculty of Science and Letters. The total number of participants was 301. Both groups have different teacher training programme.

The Pedagogic Formation Program consists of 32-credit h of theoretical courses and 26-credit h of practice courses given within two or three terms to the graduates of faculties of Science and Letters who are selected through exams by an Education faculty (YÖK, 2007).

The Pedagogic Formation Program is open to students attending or graduating from faculties of Science and Letters. Those students having a 2.5 out of 4 grade-point average or higher or having a 65 out of 100 can apply for this program. This program covers two terms and a total of 10 courses. This formation program is still in progress. However, the master's program without thesis was terminated in the 2010-2011 academic year. As of the 2011-2012 academic term, only graduate students meeting the requirements of

the faculties of Science and Letters will be able to attend teacher formation programs. Students having enrolled before that date are still considered eligible and are continuing.

In the study group, there were 211 female (70%) students and 89 male (30%) students. The participants self-reported that they were at low socioeconomic levels (13.2%), medium socioeconomic levels (84.2%), and high socioeconomic levels (2.6%). In the sampling, 40% (n122) stated that they had had some previous teaching experience such as giving short-term courses or private tutoring-especially among those attending the master's program without thesis.

All participants gave their fully informed consent. The following steps were undertaken to ensure due consideration of the ethical process: All institutional information was de-identified; all student-teacher responses were anonymous; and departments and student teachers were given the choice to respond to the survey questionnaire, and their submission of the questionnaire was taken as indication of their informed consent to participate in the research.

Data collection tool

Data were collected through a questionnaire developed by Roness and Smith (2009) for pre-service teachers attending post-graduate certificate programs in education (PGCE). Along with the questionnaire, open-ended questions about the pre-service teachers' opinions about their formation programs and the researchers administered their motivations toward the teaching profession. The question about the sixteen motives for becoming teachers in the assessment and evaluation instrument developed by Roness and Smith (2009) was applied to the pre-service teacher candidates in the study group. In this application, the motivation sources for choosing the profession of teaching were tried to be determined. Arrangements were made in some questions, although the original assessment and evaluation instrument was abided. For example, the 16th question in the assessment and evaluation instrument "I wish to work with my subject matter" was arranged as "I want to work in my subject area" and the 27th question of the original assessment and evaluation instrument "Teachers have better arrangements for vacations than most other professions" was arranged as "Teachers have better holiday opportunities when compared to the other professionals." The questionnaire developed by Roness and Smith consists of 16 items intended to elicit the sources of motivation towards the teacher-training program intending to elicit the reasons for choosing teaching as a profession. For example:

Reasons to want to be a teacher

Strongly Disagree, Undecided, Agree, Strongly Agree

'I want to work in my own field (subject area)'

4 items aiming to elicit their opinions about the formation program (Table 1). Reasons for participating,

'I want to be a teacher'

And 5 items on the opinions about the teacher formation program in general (Table 5).

The opinions about the teacher formation program,

'Attending the program is exciting'

Before administration of the questionnaire, experts produced several translations of the questionnaire. Then, the inter-related consistency among the translations was tested, and it was found to be 92%. Through piloting, clarity of the questionnaire items was

Table 1. The pre-service teachers' reasons for participating in certificate program

Reasons for participating	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I want to be a teacher	f 14 4.7%	6 2.0	22 7.3	75 24.9	184 61.1
I am here by sheer coincidence	f 139 46.2%	101 33.6	20 6.6	26 8.6	12 4.0
I am here because I want to have a permanent job	f 4 11.3%	49 16.3	38 12.6	97 32.2	81 26.9
I attend this program to have more professional alternatives to the business world.	f 45 15.0%	64 21.3	50 16.6	82 27.2	56 18.6

tested. For items aiming at eliciting motivation toward teaching, the Cronbach alpha value was found to be .53 and for items aiming at eliciting opinions about the program, it was found to be .78. Moreover, correlation values between the related items were calculated.

The items in the questionnaire were based on the pre-service teachers' motivations toward the teaching profession and their expectations from the formation process. The questionnaire was administered at the end of the program, and it was administered both to the 2009-2010 graduates of the master's program without thesis and the students still attending formation programs in the 2010-2011 academic year.

Data analysis

The pre-service teachers' responses to the questionnaire items were analyzed through frequencies, percentages, and chi-square test. In addition, the responses to the open-ended questions were analyzed through data analysis, and similar opinions were grouped. Frequencies and percentages of the opinions were also calculated.

FINDINGS

Motivation toward the teaching profession

The findings with regard to the pre-service teachers' reasons for participating in their teacher certification program (master's program without thesis or teacher formation program) are presented in Table 1.

Both the pre-service teachers from the master's program without thesis and those from the teacher formation program reported that they participated in these programs largely due to their desire to become teachers (86%). Another important motivating factor was to find a permanent job (59%). The possibility of having more professional alternatives to the business world was the third highest response motivating the pre-service teachers (46%). The percentage of pre-service teachers who found themselves incidentally involved in the teaching profession was approximately 12%. Through these findings, it can be interpreted that the pre-service

teachers from the Faculty of Science and Letters-either those participating in the master's program as graduate students or those participating in the teacher formation program as graduate and undergraduate students-do so to become teachers, to have permanent jobs, or to have more professional alternatives to the business world.

According to the OECD data (OECD, 2013), when compared to the OECD countries, it is seen that the participation of the young population in Turkey (population aged 15-25) in employment and education is quite low. While the percentage of young population not involved in labor force and education is 35%, it is 16 % on average for OECD countries. In Turkey, 252,741 pre-service teachers took the exam of educational science in 2013. And in the same year, the number of teachers to be appointed by the Ministry of National Education was announced to be 40,000. This means that only 15.8% of the pre-service teachers could find a teaching position in state schools (this ratio may change from one teaching branch to another). In Turkey, the newly appointed teachers do not have the freedom of changing the school they wish to work at. Teachers are appointed to vacant posts (Şeker and Maehara, 2014). Though there have been some improvements in the economic conditions of teachers in Turkey in recent years, the average wage of elementary school teachers is quite lower than the OECD average (OECD, 2013). It is seen that external factors are not largely effective in the reasons for the pre-service teachers to attend teaching formation programs, in our sample. This finding is analyzed in the conclusion parts of the article.

The reasons that the pre-service teachers want to become teachers are presented in Table 2.

The results presented in Table 2 show that almost all of the pre-service teachers wanted to be teachers, as they wanted to work in their own subject areas (95%). Pre-service teachers (28%) of the pre-service teachers stated that teaching was the only job they could do with their subject combination. Nearly 18% of the pre-service teachers disagreed with the idea that teaching is a

Table 2. The reasons for wanting to be a teacher.

Reasons for wanting to be a teacher	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I want to work in my own field (subject area)	f 6 2.0%	3 1.0	7 2.3	74 24.6	211 70.1
I want other people to be interested in my field (subject area)	f 12 4.0%	10 3.3	18 6.0	110 36.5	150 49.8
I enjoy teaching	f 2 0.7%	- -	14 4.7	82 27.2	203 67.4
I want to work with young people	f 3 1.0%	1 0.3	23 7.6	113 37.5	159 52.8
I can use my creativity as a teacher	f 4 1.3%	2 0.7	29 9.6	127 42.2	135 44.9
I regard teaching as a profession	f 196.3%	37 12.3	25 8.3	101 33.6	116 38.5
I want to help children and young people to improve and become better people	f 5 1.7%	11 3.7	6 2.0	78 25.9	197 65.4
Teaching is the only job I can do with my subject combination	f 67 22.4%	99 33.11	50 16.7	51 17.1	32 10.7
I think I have an aptitude to teach	f 2 0.7%	3 1.0	25 8.3	145 48.2	125 41.5
Teaching seems to be an exciting profession	f 9 3.0%	11 3.7	36 12	132 43.9	11 36.9
I can make contributions to the improvement of future generations as a teacher	f 3 1.0%	2 0.7	26 8.6	125 41.5	141 46.8
Teachers have better holiday opportunities compared to other professionals	f 12 4.0%	23 7.6	33 11.0	105 34.9	124 41.2
I have an opportunity to find a job in every part of the country	f 44 14.6%	72 23.9	60 19.9	78 25.9	44 14.6
School is a secure place of work	f 11 3.7%	11 3.7	39 13.0	147 48.8	91 30.2
It is meaningful to work with children and youth	f 7 2.3%	17 5.6	16 5.3	116 38.5	144 47.8
There is much freedom in the profession of teaching	f 4 14.6%	99 32.9	58 19.3	35 11.6	35 11.6

P<0.05 significance level.

profession. Overall, 87% of the participants stated that they wanted other people to be interested in their field (subject area). In general, these findings indicate that the pre-service teachers had positive opinions about their own fields (subject areas). Their stated reasons for wanting to become teachers are paraphrased as follows:

I like teaching (95%). I think I have an aptitude to be a teacher (90%). I want to work with young people (90%). It is meaningful to work with children and young people (86%). I can make a contribution to the improvement of future generations as a teacher (88%). I can use my creativity as a teacher (87%). Teaching seems to be an

Table 3. Cross tab results concerning the differentiations among opinions about the statement “Teaching seems to be an exciting profession”

Teaching seems to be an exciting profession	Program			Total
	Master's program without thesis	Graduate	Undergraduate in the faculty of science and letters	
Disagree	N	15	4	20
	%	7,5%	8,5%	6,7%
Undecided	N	31	5	36
	%	15,6%	10,6%	12,0%
Agree	N	153	38	243
	%	76,9%	80,9%	81,3%
Total	N	199	47	299
	%	100 %	100 %	100 %

Table 4. Cross tab results concerning the differentiations among opinions about the statement “There is much freedom in the profession of teaching”.

There is much freedom in the profession of teaching	Program			Total
	Master's program without thesis	Graduate	Undergraduate in the faculty of science and letters	
Disagree	N	120	13	143
	%	64,5%	32,5%	52,8%
Undecided	N	40	8	58
	%	21,5%	20,0%	21,4%
Agree	N	26	19	70
	%	14,0%	47,5%	25,8%
Total	N	186	40	271
	%	100 %	100 %	100 %

exciting profession (80%). Teachers have better holiday opportunities compared to other professionals (76%). I have an opportunity to find a job in every part of the country (40%). There is much freedom in the profession of teaching (23%).

These findings show that the most important reasons for wanting to become teachers were an affinity for the profession, working with children and young people, and using their creativity. When the findings in Table 2 are closely observed, opinions regarding the items “Teaching seems to be an exciting profession” and “There is much freedom in the profession of teaching” appear to differ based on an academic level.

The pre-service teachers' opinions and chi-square results for these opinions are presented in Tables 3 and 4.

As evident in Table 3, the undergraduate students viewed teaching as a more exciting profession as compared with their graduate-level counterparts. Teaching experiences of the teacher candidates studying for a non-thesis master's degree program and graduated from undergraduate programs can cause them to make more

realistic evaluations about the profession of teaching. If the teacher candidates have intrinsic and altruistic motivation when they start the profession of teaching, they are disillusioned during their teaching education or it can cause them to quit their job during the first five years of the profession. The teaching education process has an important role in making the teacher candidates have a realistic point of view (Rønnes and Smith, 2010).

As Table 4 demonstrates, undergraduate students were of the opinion that the teaching profession has more freedom when compared with the other pre-service teachers. The other pre-service teachers participating in the master's program without thesis and the teacher formation program agreed less with this statement. The opinions about the teacher formation program and the master's program without thesis are presented in Table 5.

As can be seen in Table 5, the pre-service teachers were of the general opinion that participating in the program was exciting, that they needed this program to improve their professional self-confidence, and that they were willing to complete the program to be better at the art of teaching. The motivations for the education process in the teaching programs effect the teaching commitment

Table 5. The opinions about the teacher formation program and master's program without thesis.

Opinions about the program	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Attending the program is exciting	f 53 % 17.6	52 17.4	57 19.1	113 37.8	24 8.0
For self-confidence in the profession, I need this program	f 28 % 9.3	34 11.3	30 10.0	111 36.9	98 32.6
I am looking forward to participating in the courses in the program	f 42 % 14.0	63 20.9	65 21.6	99 32.9	31 10.3
I am looking forward to teaching and learning in the program	f 20 % 6.6	27 9.0	58 19.3	130 43.2	66 21.9
I am excited and motivated about participating in and maintaining the program	f 22 %7.3	26 8.6	51 16.9	126 41.9	76 25.2

P<0.05 significance level.

and the intent to start the profession of teaching (Rots et al., 2010). Teaching experiences are among the very important motivations to start the profession (Manuel and Huges, 2006). Motives are related to the perceptions of the quality of the teacher-training program and the quality of the teachers' early classroom teaching experiences (Bruinsma and Jansen, 2010). Prior teaching and learning experiences are highly rated motivation factors (Öztürk, 2010). It shows that the teachers starting the profession quit in the first year significantly (attrition rate) (Rennes and Smith, 2010). Positive experiences, especially the experiences in the first years of the profession are important for the future careers of the teachers.

However, there are some differences of opinion observed between the participating groups:

1. The undergraduate students found the program more exciting when compared with the other participating groups. In other words, excitement is gradually decreasing.
2. The students attending the Faculty of Science and Letters had a greater need for the program to improve their self-confidence in the profession.
3. The graduate students and students attending the master's program were looking forward to courses with less excitement.
4. The undergraduate students appeared to be more willing to learn and teach.

The participants in the study were asked open-ended questions regarding the most impressive and challenging aspects of the master's program without the thesis and formation program. Selected excerpts from the responses to the "most impressive aspect" question are as follows:

Student X. "...having my first professional experience during my participation in the master's program without thesis is quite impressive..."

Student Y. "...I attach great importance to this program to be a good educator..."

Student Z. "...It is enjoyable to know that I will be a teacher and this is a program where I can gain some experience in being a teacher..."

Student G. "...I think that acquiring professional knowledge and experience is the most impressive side of the program..."

The overall responses of the participants to the open-ended question "What is the most impressive aspect of the master's program without thesis or formation program?" are summarized next.

Master's Program without Thesis

For 37 students (37%) from the master's program without thesis, the most impressive side of the program was its contribution to professional development through the knowledge and experiences provided in the program. Another important aspect of the program for 12 students (12%) was gaining teaching skills and knowledge about teaching methods. Regarding the applied methods, 10 of them (10%) found the opportunity to participate in teaching practice as the most impressive side of the program.

Graduate Students

The graduate students in the program reported their

opinions to the same questions about their formation program, and these opinions were evaluated. Of these students, 16 gave responses to the question "What is the most impressive aspect of the program?" When the responses of the students were analyzed, it was found that six (38%) of the pre-service teachers thought that teaching practice applications were the most impressive, and three pre-service teachers (19%) felt that its being the first step in their teaching career was the most impressive side of the program.

Undergraduate Students

The undergraduate students participating in the formation program reported a total of 20 impressive sides of the program. Five of them (25%) stated that its being the first step in their teaching career was the most impressive. In addition, four students (20%) reported that teaching practice applications were the most impressive side of the program and three (15%) reported that their being enjoyable was the most impressive.

As can be seen from these findings, the pre-service teachers continued to give varied responses based on academic level. According to the pre-service teachers attending the master's program without thesis, the most impressive side of the program was the professional development and experiences. According to the graduate students attending the teacher formation program, the teaching practice applications were the most impressive. According to the undergraduate students attending the teacher formation program, the most impressive side of the program was their becoming more familiar with the profession of teaching. Thus, the pre-service teachers attending the master's program without thesis attached greater importance to professional experience and development than the other pre-service teachers.

The pre-service teachers also gave responses to the open-ended question "What is the most challenging aspect of the program you are attending?" Overall, 102 students attending the master's program without thesis stated their opinions, and some excerpts from their responses are as follows:

Student A. "... Learning how to deal with students and methods to be used in teaching is good but it is a bit time-consuming and I think it is a highly intensive program..."

Student B. "... after completing undergraduate education, it is difficult to go on studying for a year, I think it is a waste of time. This program puts off commencing my professional career..."

Student D. "...some of the courses could have been given to us during our undergraduate education. Almost all of the students are coming from other cities; hence, attending the program is quite expensive for some of us..."

Student F. "... It is necessary to complete the master's

program without thesis but I think the timing is problematic. It is time for us to take up a career, but we are still students."

Out of the students attending the master's program without thesis, 22 students (24%) thought that the number of the course hours and inappropriate timing were important problems. Other challenges were continued study for one additional year and it being a difficult process (n = 18, 18%), being unfamiliar with the courses (n = 11, 11%) and the difficulty in studying due to financial problems (n = 7, 7%).

Nineteen of the graduate students attending the formation program gave negative responses. The most important challenges reported by the students were the high number of the course hours (n = 5, 26%), economic difficulties (n = 5, 26%), and difficulty of the courses (n = 3, 16%).

Among the undergraduate students, 20 students attending the formation program reported opinions about the difficulty of continuing in the program. Out of these students, nine (45%) thought that the high number of courses was the most difficult side of the program. Economic difficulties were considered the most difficult problem by four students (20%).

In short, to the question "What is the most difficult side of the program?" the response of the students from the master's program without thesis was the heavy course load and the long time period it required. The response of the students from the formation program was that they had to study for one more year. The graduate students attending the formation program also viewed the heavy course load and economic problems as the most challenging sides of the formation program. In general, the long time period required of the programs and individual economic problems seemed to be the common obstacles encountered by the students. Moreover, the graduate and undergraduate students found the methods and techniques used in the formation programs to be different from the ones used in their academic courses in the Faculty of Science and Letters-which led to adaptation problems on the part of the students.

DISCUSSION

The motivation sources of pre-service teachers may vary from country to country and from subject area to subject area. The participants of the present study seemed to be interested in the teaching profession chiefly due to intrinsic and altruistic orientations. The sources of motivation in deciding to become a teacher are summarized in the studies mentioned next.

Roness and Smith (2009) while carrying out a study with samplings from Norway found that the most important sources of motivation in the profession of teaching were a desire to make contributions to the

development of society, to have a job, to work with young people, and wanting to work in one's subject area. Sinclair (2008) conducted a study in Australia and found that student teachers are statistically significantly more motivated to be teachers by intrinsic motivations than extrinsic motivations. The motivations with the highest mean scores at both times were working with children, intellectual stimulation, and self-evaluation (all intrinsic motivations). In German-speaking countries (Austria, Germany, and Switzerland), teachers' motivation studies consistently show that generally, intrinsic motivations dominate (Johannes and Rothland, 2012). In America, it is seen that though the wage and status of the profession is low, pre-service teachers feel motivated to enter the profession mostly due to altruistic reasons (Lin et al., 2012). The extrinsic motivations with the highest mean scores at both times were the nature of the teaching profession, perceived working conditions and perceived life-fit. Papanastasio and Papanastasio (1997) conducted a study in Cyprus and found that the most important factors leading people to the teaching profession were external factors such as having a stable and permanent job. In another study, Holm (1977, 1989) (samples from Scandinavia and Sweden) reported that internal factors were more influential than external factors (cited in Ronnes and Smith, 2009). Kyriocou et al. (1999) conducted a study with samplings from England and Norway, and they reported that the outstanding sources of motivation were liking the subject area to be taught and working with children. In an English sampling, however, the desire to be extremely successful was found to be a more effective motivator than working with children. In a Norwegian sampling, long holidays and a great amount of social time were found to be more effective motivators than the subject area and working with children. In their study with Australian participants, Williams and Forgasz (2009) reported that important sources of motivation were making contributions as a good teacher, satisfaction derived from the profession of teaching, the desire to work with children and to help society improve, and belief in the capacity of being a good role model. In the study looking at the reasons for making changes in the advanced stages of a teaching career, it was found that intrinsic and altruistic motivation were more influential than external rewards (Williams and Forgasz, 2009). Highly intrinsically motivated pre-service teachers may use opportunities to learn during teacher education more intensively, spend more time on learning objects related to the teaching profession, and, thus, show higher learning and achievement motivation, positively affecting teacher education outcomes (Johannes and Rothland, 2012). Pre-service teachers with intrinsic adaptive motives were more positive about the quality of the teacher training program and about their experiences in the program (Sinclair et al., 2006, 1138). Intrinsic motivation of pre-service teachers makes a stronger contribution to meaningful learning and

academic achievement (Doménech-Betoret and Gómez-Artiga, 2013).

Teachers who have internal motivation for the profession of teaching are satisfied with their profession more than the ones without it. Internal motivations like the desire to become a teacher are important for the positive relations in the teaching career (Liu and Onwegbuzie, 2014, 88). There are relationships between the internal motivations, which are the important sources of motivation and the perception of a talent for teaching, and learning experiences (Watt et al., 2012). From this point of view, internal motivations are as valuable as the real form of the motivations (noble form). Someone who has internal motivations has a better process of learning (smoother) when compared to someone who has external motivations (Devi, 1995, cited in Ronnes and Smith, 2010, 170).

The difficulty of the teaching profession and the attrition caused by the profession can cause the teachers to quit when these factors come together with low motivation. Motivations and the intent to stay in the profession are inclined to decrease with the negative experiences of the teacher (Ronne and Smith, 2010). Experiences in the teaching education program have an important source of motivation in choosing and sustaining the profession of teaching. Rots et al. (2010) indicate that the teaching education process in the teachers' education programs influenced teaching commitment and this situation has an important effect in the intent of starting the teaching job, in their studies. Moreover, there are meaningful relationships between the internal motivation for teaching and preparation for teaching education, loyalty to the profession of teaching and the support of the faculty and mentors. Intrinsic adaptive motives are positively related to the quality of the teacher training program and the classroom teaching experiences. There are relationships also between the positive perception for the teaching education program and the teaching experiences and this situation is effective in the decision for staying at the profession (Bruinsma and Jansen, 2010).

When compared with teachers in other OECD countries, teachers seem to be highly disadvantaged in terms of their wages, and the teaching profession takes the eighth place out of thirteen professions (UBS, 2003; OECD, 2003). However, among the sources of motivation toward the profession of teaching, internal and altruistic sources of motivation were found to be more widely reported in the Turkish sampling than external sources of motivation.

Teachers in Turkey where the altruistic-type social utility values are the most influential are the subjects of our study. Highest rated motivations for teaching in the Turkish sample were Social utility values followed by the desire for a secure job. Intrinsic values and perceived teaching abilities come next (Kılınç et al., 2012). In another study done in Turkey, results showed that the social and personal utility values were the highly rated

motivation factors. In addition to the perceptions and status of teaching profession in the Turkish society, findings also revealed the strong influence of social and cultural contexts on how participants developed their motivation in choosing teaching where individuals are encouraged toward conformity by their parents, family and larger social groups (Öztürk, 2012). The findings of the study reveal that male and female student teachers have similar motives in choosing teaching as a profession in Malaysia. Generally, both groups emphasize altruistic and extrinsic factors (Azman, 2013). The existence of the internal motivation for the teachers to choose the profession of teaching in spite of some negative experiences in terms of economics can be explained with the internal and social motives for choosing the profession.

Though their numbers were very small, some pre-service teachers in the present study stated that they became involved in the profession of teaching incidentally. This finding correlates with that of Roness and Smith (2009). In the present study, 19-25% of the participants were found to be undecided about being in the profession of teaching. The effects of teacher training programs on this uncertainty may be worth studying. Roness and Smith (2009) revealed that 50% of the pre-service teachers attending a PGCE course in Norway attend this course to be able to enter another profession besides teaching. The main source of motivation for the participants was found to be the desire to teach academic issues to their children.

Some studies mentioned next show that positive experiences and perceptions with regard to one's subject area and the teaching of it can be important sources of motivation in deciding to engage in the profession. Andrews and Hatch (2010) carried out a study with pre-service math teachers and found that as a learner, the experiences lived in math study and the desire to work with other people can be important sources of motivation to become a math teacher. In the study, 37% of the participants stated that they decided to engage in the field of math, as they liked math activities when they were students. The basic factor researched here was "I like my subject area and I want to share my knowledge about it with others." Enjoyment in the subject - (69%) and the desire for working with young people (65%) are regarded as important factors for choosing teaching education courses (Manuel and Huges, 2006). In their study, Andrews and Hatch (2010) reported that nice experiences in the subject area were more influential in deciding to join the profession than the other factors. Caires and Almeida (2005) found that the efficacy of coping with teaching practices resulted in high levels of self-confidence and job satisfaction. Teaching experiences are considered an important factor affecting the decision to enter the profession of teaching (Sinclair, 2008). Attending the course with experienced teachers and pre-service teachers who have positive experiences will be

important. Moreover, motivations will be important in the design of the course. Orhan (2008) reported that the application of self-regulatory strategies within Teaching Practice course instruction helps students improve their motivational perception. Studies on the relationship between specific aspects of teaching practices and student motivation have been scarce. Results of the multi-level analyses show that connection to the students' world and co-operative learning methods had a positive effect on students' motivation (Erik et al., 2011).

In the present study, the students emphasized the importance of teaching practices. Particularly, undergraduate students from the Faculty of Science and Letters attached greater importance to these practices.

Therefore, the quality of teaching practice applications carried out in education faculties may help pre-service teachers gain a clear professional identity. In Turkey, the source of the teacher education is a hotly debated issue. For example, who should educate teachers, Education Faculties? or some other sources? There is some evidence showing that the teachers coming from sources other than education faculties see the profession of teaching just as an alternative; hence, they may want to enter the profession. On the other hand, one of the basic sources of motivation for pre-service teachers coming from sources other than education faculties can be the love for their subject area and opportunities to be found to conduct applications related to their disciplines when they become teachers. Another study reported that love for mathematics and geometry takes the first place among the reasons that pre-service teachers select the mathematics teaching department (Tataroğlu et al., 2011). Boz and Boz (2008) found that love for teachers and the teaching profession is one of the most important factors leading pre-service teachers to the profession. Love for the disciplines of chemistry and mathematics is among the important reasons for selecting the teaching profession. Karamustafaoğlu and Özmen (2004) found that the quality of the courses given to the students attending "the without thesis master program" at an education faculty for a one and a half year period resulted in changes in the opinions and attitudes of pre-service teachers. Motivating attitudes of the faculty members toward the profession, the use of discussions rather than lecturing in the courses, more emphasis placed on practice rather than theory, and tasting the pleasure of teaching at schools in Teaching Practice courses are viewed the most important causes of these changes. In this regard, the effectiveness of teacher training programs can significantly affect the motivation of pre-service teachers. Therefore, incorporating activities that enhance motivation for entrance to the teaching profession into teacher education programs may have some contributions to the improvement of profession-related motivation of pre-service teachers.

The sources of motivation for pre-service teachers studying at Education faculties are not in the scope of the

present study. Based on the results of this study, among pre-service teachers from the faculties of Science and Letters in Turkey, subject area knowledge and the desire to teach this knowledge seem to be important sources of motivation for becoming professional teachers. Both their subjects of study and their teaching experiences motivate the teacher candidates in our study sample. Teachers being interested in their subjects of study and the internal motives for the profession are important sources of motivation (Roness, 2011). The positive experiences of the teacher candidates during the time they teach their subjects and working with students can be important reasons for them to enjoy teaching and this situation can be an important reason for them to choose the profession of teaching. Moreover, the teacher candidates can feel confident about themselves at the end of the course in the teaching education (Ronnese and Smith, 2010). In this study, the positive teaching experiences of the graduates from the faculties of science and letters and their enthusiasm for teaching the subjects in their fields are important sources of motivation for the profession of teaching. This may suggest that although the source faculty for teacher training is important, the quality of instruction is more important than the source.

Conflict of Interests

The author has not declared any conflict of interests.

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Full Length Research Paper

An examination on the quality of contents of the cartoons that children aged 3-6 years preferred to watch: 'The cartoon I like most'

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In this study it was aimed to examine the content quality of cartoons preferred to watch by 3-6 years children. The content quality of the cartoons in current study was investigated under two titles: 'themes and futures of characters'. Themes of the cartoons were analyzed under three subtitles: reality status, contents and types of messages. Features of the characters in the cartoons were analyzed under four subtitles: gender, type, number and character-preference reasons. The sample of the study was composed of a total 312 children. The data of the study were obtained from face to face interviews with cartoons-images. The data were analyzed using percentages (%) and frequency (f) whereas differences related age and gender were analyzed with chi-square test. In the pictures drawn by the children; it was seen that they drew 29 different cartoons. The cartoon preferences of the children may differ according to the content quality of the cartoons. Theme and character features of the cartoons preferred by the children may differ according to their ages and genders.

Key words: Cartoon contents, characters, children, themes.

INTRODUCTION

Cartoons are the most favorite programs watched by 6-18 years children (The Supreme Board of Radio and Television-SBRT, 2013). Cartoons draw attention of the children thanks to their characters, contents, sound effects, unexpected and surprising visuals (Güler, 2013; Peri, 1997; Çelen, 1995).

Features of visualization and contents play key role in determining the quality of the cartoons. Images in the cartoons are expressive means for transferring the content of cartoons to children (Kagan, 1982). Futures of cartoons such as color, light, draw make formative future

of cartoons. On the other hand theme and character features make content features of the cartoons (Güler, 2013). Each cartoon sends a message. It is visualized with a figurative narration (Güler, 1989). Figurative narration is affected by the formative and content features (Cesur and Paker, 2007).

Themes of the cartoons are fictionalized in two ways: "real" and "unreal" events (Güler, 1989). Real events are based on true stories or quasi-real stories which include real-life characters, stories and social contexts (İnce, 1991). Unreal events are fictionalized, animated and the

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targeted stories which include imaginative elements and even the most improbable events are displayed as if they were real (Altaç, 1994).

Theme presentation way in cartoons determines of the content of cartoons. For example; "science fiction" cartoons enable the children to consume technology as fast and aim to strength the importance, power and charming effect of technology on children. "Emotional" cartoons deal with such basic emotions as happiness, love, sadness. The cartoons that address such universal values as sharing, cooperation and solidarity are the "ones that prepare the children for life." "Educational" cartoons simply aim at teaching/learning (Rigel, 1993). Theme in a cartoon is based either on the transfer of reality into imagination or concrete presentation of imagination (Kracauer, 1971). In this case; themes of the cartoons gain "concrete", "abstract" or "absurd" visualization. If the themes are perceivable with real life situations they are accepted as "concrete" cartoons; if the themes become real with reasoning or inferences, they are accepted as "abstract" cartoons but, if they break logical rules they are accepted as "absurd" cartoons (Işık, 2008).

What makes cartoons attractive is their characters. The characters in a cartoon are "animals", "humans" and "imaginative" characters. Human and animal characters are examples from the daily life whereas imaginative characters provide narration richness (Pembecioğlu, 2006). Success of the characters in cartoons is associated with their ability to demonstrate human qualities, to provide identification and to share the same emotions (Buckingham, 1996; Gregory, 2013; Güler, 2013). In this sense; gender features of the characters become important. The characters in a cartoon are displayed in two ways according to their genders. For example; if genders are clearly distinguished in cartoons, they are called gender specific characters. If gender of character is vague and is used for both genders, it is called unisex character (Ketenci, 2013). Besides, the number of the characters during the narration of the event is important. Events may be featured around "one character" as well as around "more than one character" and "put emphasis on team work, solidarity and sharing". All of these are the reasons why the cartoons are popular.

Well-designed cartoons make noteworthy contributions to the behaviors and cognitive growth of the children (Yağlı, 2013; Bulut-Pedük, 2012; Akpınar, 2004; Öztürk, 2000; Güngör and Ersoy, 1997; Can, 1995; Çelen, 1995; Pearl et al., 1982). Colorful, exaggerated and enjoyable world created by the cartoons both amuse and affect the children very much (Peri, 1997). Children may internalize the events and characters as they watch the cartoons (Oruç et al., 2011). Particularly, characters are important identification models for children (Yavuzer, 2013; Yorulmaz, 2013; Postman, 1994). Thus; the children may get the opportunity to observe different worlds (Rigel, 1993). When children reached three years old, they gain television viewing habits and they spend 1-2 hours by

watching TV (Hollenbeck and Slaby, 1979). Because of the fact that they spend much time in front of the screens, today's media compete with socialization tools such as family, neighborhood, social environment. Television is an effective social learning resources for children (Aşar, 2014). In this context, cartoons undertake the role of a teacher for children with messages transferred deliberately and consciously. However, just as in all mass media, the cartoons have commercial purposes and have strong ties with the industry. İşler (2014) noted that cartoons are direct lines to the consumption of children. Today it is undeniable that as well as entertaining and educational purposes, cartoons contribute to impulsive purchasing behavior. Therefore, there is a need to know the characteristics of the cartoons watched by the children. When the literature was searched, no study that investigated the correlation between specific properties of cartoons and age and gender of children aged 3 years who gained television viewing habits were identified.

As a part of the study aims; themes and features of the characters in the cartoons the children liked watching were investigated. Therefore; it was analyzed whether or not themes and features of the cartoons differed in terms of ages and genders of the children.

METHOD

Research design, instrumentations and procedures

The data of the study were obtained from face to face interviews with the children. First; 20-25 minute interviews were made with each child individually. During the interviews; the children were asked to answer these questions: "Which cartoon do you watch the most on TV?", "Which cartoon characters do you like watching?", "Why do you like these cartoons and cartoon characters the most?" Later; the children were asked to draw a picture about the topic "The cartoon I like the most" and to talk about the picture they drew. Second; the cartoons drawn by the children were watched on the Internet. Third; themes and features of the characters of these cartoons were determined. (I) Themes of the cartoons were analyzed under three titles: First; reality status of cartoons which was examined in two topics (real and unreal), the second; contents of cartoons in four topics (preparatory to life, educative, science fiction and emotional) and the third; types of messages of cartoons which were examined under three topics (concrete, abstract and absurd). (II) Features of the characters of the cartoons were analyzed under four topics. gender (gender-associated and unisex character), character types (human, animal and imaginary), the number of characters (one character and more than one character) and reasons for liking characters (personality characteristics of the character, physical features of the character, having the same object as the character, the way the character spoke and the frequently repeated voices, words or sentences, behaviors of the characters, songs of the character and soundtracks of the cartoon and skills of the character). Finally; the information obtained from the face to face interviews were conducted with the children and their ages, genders and features of the advertisements were recorded.

Research sample

It was stated that children about 6 months begin to show interest in

television (Hollenbeck and Slaby, 1979) and they have 1-2 hours daily television viewing habits after the age of 3. At this age, children usually can't understand fully the issues and dialogues between characters. They show interest colors, music and the movements of cartoons (Potter, 2001, p. 21). Elaboration of the content of cartoons watched by the children starts after the age of 4. Therefore the sample of the study was randomly recruited from the children aged 3-6 years who attended to pre-school education institutions. The sample included a total of 312 children; 148 (47.7%) of them were girls and 164 (52.6%) were boys. 73 children (23.4%) belonged to 3-year age group, 77 children (24.7%) belonged to 4-year age group, 85 children (24.2%) belonged to 5-year age group and 77 children (24.7%) belonged to 6-year age group.

Data analysis

The descriptive data were analyzed using percentages (%) and frequency (f). Whether or not themes and features of the characters of the cartoons differed in terms of age and gender related differences was analyzed through chi-square test.

RESULTS

When the pictures drawn about "The cartoon I like the most." were assessed; it was noted that there were 29 different cartoons. When these cartoons were examined in terms of themes and features of the characters; the following descriptive information were obtained:

1. 51.9% of the cartons included themes of "real" events whereas 48.1% of them included themes of "unreal" events.
2. 38.8% of the cartoons included contents that "preparatory for life", 31.7% included "educative" contents (i.e. learning shape of objects), 15.7% included "science fiction" contents and 13.8% included "emotional" contents (i.e. basic emotions such as happiness, love, sadness).
3. 33.3% of the cartoons had "concrete" messages, which were perceivable with real life situations (i.e. hot things burn), 33.0% had "abstract" messages which had the themes become real with reasoning or inferences (i.e. bravery is stronger than power) and 33.7% had "absurd" messages which were apart from logical rules (i.e. the universe would turn out to be doughnut shaped).
4. 51.6% of the cartoons used "humans", 12.5% used "animals" and 35.9% used "imaginative characters".
5. 58.3% included "gender-associated" characters while 41.7% included "unisex" characters.
6. 56.4% of the cartoons were featured around "one character" while 43.6% were featured around "more than one character" that put emphasis on solidarity, team work and sharing.
7. When character-preference reasons were examined it was seen that "personal features of the character" were in 21.2%, "physical features of the character" were 20.8%, "to have the same objects as the character" were 22.1%, "the way the character spoke and the frequently repeated voices, words or sentences" were 9.3%,

"behaviors of the character" were 9.3%, "songs of the character and soundtracks of the cartoon" were 8.7% and "skills of the character" were 8.7% of the cartoons.

When the findings in Table 1 were analyzed; it was found that girls preferred watching the cartoons with real events (31.4%) and concrete messages (20.2%). Among the most favorite cartoons educative cartoons were (18.3%), cartoons including preparatory for life were (15.1%) and emotional ones were (10.3%). Science fictional cartoons were preferred by the girls the least (3.8%). Boys preferred watching the cartoons in which unreal events (32.1%), abstract themes (19.9%) and absurd messages (19.6%) the most. Among these cartoons liked the most by boys, including preparatory for life contents were (23.7%), educative contents were (13.5%) and science fictional ones were (11.9%). Emotional cartoons were preferred by the boys the least (3.8%). In light of the results of the chi-square analyses; it was determined that there were significant differences between the gender of the children, and reality status of the cartoons they liked (*Pearson Chi-Square*=23.04, $p=0.00$), types of the contents (*Pearson Chi-Square*=30.57, $p=0.00$) and types of messages (*Pearson Chi-Square*=10.90, $p=0.00$) at p value=.01.

When the findings in Table 2 were analyzed; it was seen that girls preferred the cartoons in which human characters existed (27.9%). These human characters in the cartoons generally had the same gender as the children did (32.7%) and the cartoons in which human characters existed were featured with only one character (27.6%). The reasons why cartoons were liked the most were having the same object as the characters (10.6%), personality characteristics of the characters (9.3%) and physical features of the characters (9.0%); respectively. The reasons why cartoons were liked the least were the way the character spoke and the frequently repeated voices, words or sentences (5.1%), behaviors of the characters (4.8%), skills of the characters (4.5%) and songs the characters sang and soundtracks of the cartoon (4.2%); respectively. As for the boys; it was noted that they preferred the cartoons in which human characters (23.7%) and (20.5%) imaginative characters existed. These characters were generally unisex (26.9%) and the cartoon was featured with only one character (28.8%). The reasons why cartoons were liked the most were personality characteristics of the characters (11.9%), physical features of the characters (11.9%) and having the same object as the characters (11.5%); respectively. The reasons why cartoons were liked the least were behaviors of the characters (4.5%) and songs of the characters and soundtracks of the cartoon (4.5%), the way the character spoke and the frequently repeated voices, words or sentences (4.2%) and skills of the characters (4.5%). According to the chi-square test results; there were significant differences between the gender of the children and the character types of the cartoons they liked (*Pearson Chi-Square*=6.87, $p=0.03$). However; there were no significant differences between

Table 1. The themes of the cartoons according to genders of the children.

Characteristics of the Issues	Gender				X^2	df	p
	Girl		Boy				
	N	%	N	%			
Reality Situation							
Real	98	31.4	64	20.5	23.04	1	.00
Unreal	50	16.0	100	32.1			
Content Types							
Preparatory to life	47	15.1	74	23.7	30.57	3	.00
Educative	57	18.3	42	13.5			
Science fiction	12	3.8	37	11.9			
Emotional	32	10.3	11	3.5			
Message Types							
Concrete	63	20.2	41	13.1	10.90	2	.00
Abstract	41	13.1	62	19.9			
Absurd	44	14.1	61	19.6			
N = 312							

Table 2. The features of the characters in the cartoons according to genders of the children.

Properties of characters	Gender				X^2	df	p
	Girl		Boy				
	N	%	N	%			
Characters Types							
Human	87	27.9	74	23.7	6.87	2	.03
Animal	13	4.2	26	8.3			
Imaginary	48	15.4	64	20.5			
Gender of Character							
Gender-associated	102	32.7	80	25.6	12.98	1	.00
Unisex character	46	14.7	84	26.9			
Number of Characters							
One character	86	27.6	90	28.8	0.33	1	.57
More than one character	62	19.9	74	23.7			
Reasons for Liking Characters							
Personality characteristics of the character	29	9.3	37	11.9	1.95	6	.92
Physical features of the character	28	9.0	37	11.9			
Having the same object as the character	33	10.6	36	11.5			
the way the character spoke and the frequently repeated voices, words or sentences	16	5.1	13	4.2			
Behaviors of the characters	15	4.8	14	4.5			
Songs of the character and soundtracks of the cartoon	13	4.2	14	4.5			
Skills of the character	14	4.5	13	4.2			
N = 312							

the gender of the children and the number of the characters of the cartoons they liked (*Pearson Chi-Square*=0.33, $p=0.57$) and the reasons why they liked the

characters of the cartoons (*Pearson Chi-Square*=1.95, $p=0.92$).

When the findings in Table 3 were investigated; it was

Table 3. The features of the themes of the cartoons according to ages of the children.

Characteristics of the Issues	Age								X^2	df	p
	3		4		5		6				
	N	%	N	%	N	%	N	%			
Reality Situation											
Real	53	17.0	50	16.0	43	13.8	16	5.1	47.71	3	.00
Unreal	20	6.4	27	8.7	42	13.5	61	19.6			
Message Types											
Preparatory to life	40	12.8	39	12.5	33	10.6	9	2.9	146.85	9	.00
Educative	31	9.9	35	11.2	27	8.7	6	1.9			
Science fiction	1	0.3	1	0.3	15	4.8	32	10.3			
Emotional	1	0.3	2	0.6	10	3.2	30	9.6			
Type of Character											
Concrete	49	15.7	28	9.0	14	4.5	13	4.2	59.33	6	.00
Abstract	11	3.5	24	7.7	33	10.6	35	11.2			
Absurd	13	4.2	25	8.0	38	12.2	29	9.3			
N = 312											

found out that children aged 3 years (17.0%), 4 (16.0%) and 5 years (13.8%) preferred themes with real events but the children aged 6 years (19.6%) liked the cartoons in which themes with unreal events were involved. The cartoons that included themes that were preparatory for life and educational were mostly preferred by the children aged 3 years (12.8%, 9.9%), 4 years (12.5%, 11.2%) and 5 years (10.6%, 8.7%). On the other hand, the cartoons that included science fictional (10.3%) and emotional (9.6%) themes were mostly preferred by the children aged 6 years. The cartoons with concrete messages were watched by the children aged 3 years (15.7%) and 4 years (9.0%). But the cartoons with absurd messages were mainly watched by the children aged 5 years (12.2%) whereas those with abstract messages were mostly chosen by the children aged 6 years. According to the chi-square test results; it was determined that there were significant differences between the ages of the children and the reality status of the cartoons they liked (*Pearson Chi-Square*=47.71, $p=0.00$), types of contents (*Pearson Chi-Square*=146.85, $p=0.00$), and types of messages (*Pearson Chi-Square*=59.33, $p=0.00$) at p value=.01.

When the findings in Table 4 were studied; it was explored that the cartoons in which human characters existed were liked by all age-groups (10.6%, 13.5%, 13.5%, and 14.1%). Unisex characters were mostly liked by the children aged 3 years (12.5%). The children aged 4 years (13.5%), 5 years (13.8%) and 6 years (20.2%) mainly liked gender-associated characters. 6 year-old children enjoyed watching the cartoons in which multiple characters put emphasis on solidarity, team work and sharing (13.8%). 3 years children (16.7%), 4 years

children (14.4%) and 5 years children (14.4%) chiefly watched the cartoons featured with one character. It was understood that the reason why the children aged 3 years (5.1%) and 4 years (6.1%) liked the characters was their physical features. Children aged 5 years (6.1%) liked the characters thanks to their personality characteristics whereas children 6 years (6.4%) loved the characters thanks to having the same object as the characters in the cartoons. According to the chi-square test results; no significant differences were found between the ages of the children and the characters of the cartoons they liked (*Pearson Chi-Square*=8.04, $p=0.23$), and the reasons why they liked the characters (*Pearson Chi-Square*=3.50, $p=0.57$). However; it was discovered that significant differences were found between the ages of the children and the gender of the characters (*Pearson Chi-Square*=24.18, $p=0.00$), and the number of the characters in the cartoons (*Pearson Chi-Square*=11.77, $p=0.01$).

DISCUSSION

"Reality" is defined as everything that exists (TDK, 1998). Each cartoon exists by building up its own reality and world of images and thus attempts to create its own reality (Ketenci, 2013). According to the findings of the study; children 3-5 years loved the cartoons with "real" themes whereas children 6 years liked the cartoons with "unreal" themes (Table 3). Again; girls preferred the cartoons with "real" themes whereas boys enjoyed the cartoons with "unreal" themes (Table 1). While the cartoons producing their own realities, they are lived in the children's world through identification. Thus, they

Table 4. The features of the characters in the cartoons according to ages of the children.

Properties of characters	Age								χ^2	df	p
	3		4		5		6				
	N	%	N	%	N	%	N	%			
Characters Types											
Human	33	10.6	42	13.5	42	13.5	44	14.1			
Animal	15	4.8	10	3.2	8	2.6	6	1.9	8.04	6	.23
Imaginary	25	8.0	25	8.0	35	11.2	27	8.7			
Gender of Character											
Gender-associated	34	10.9	42	13.5	43	13.8	63	20.2	24.18	3	.00
Unisex character	39	12.5	35	11.2	42	13.5	14	4.5			
Number of Characters											
One character	52	16.7	45	14.4	45	14.4	34	10.9	11.77	3	.01
More than one character	21	6.7	32	10.3	40	12.8	43	13.8			
Reasons for Liking Characters											
Personality characteristics of the character	15	4.8	17	5.4	19	6.1	15	4.8	3.50	18	.57
Physical features of the character	16	5.1	19	6.1	18	5.8	12	3.8			
Having the same object as the character	15	4.8	17	5.4	17	5.4	20	6.4			
the way the character spoke and the frequently repeated voices, words or sentences	7	2.2	6	1.9	8	2.6	8	2.6			
Behaviors of the characters	7	2.2	6	1.9	8	2.6	8	2.6			
Songs of the character and soundtracks of the cartoon	7	2.2	6	1.9	7	2.2	7	2.2			
Skills of the character	6	1.9	6	1.9	8	2.6	7	2.2			
N = 312											

convey the children the message that “you can identify yourself with the character you admire” (Ketenci, 2013). The findings of the current study pointed out that that the message of “you can identify yourself with the character you admire.” was differently perceived by the children depending on their ages and genders. Bukatko (2007) emphasized that children were freed from their self-centered personalities as they grew and became more successful in perceiving objects, situations or reality status of the events. In Lemish’s (2013) “reality” principle; it was seen that the children perceived the realities of the cartoons better as their ages advanced. Another finding of the current study was that girls concentrated on the themes consisted of life-related and probable events in the cartoons more whereas boys concentrated on the imaginative themes more. As stated by Kağıtçıbaşı (2004); that children have different preferences according to their genders may be associated with their social role expectations. In our society; particularly girls are more occupied with the activities that are preparatory for life (playing house, helping mothers with housework).

When the correlation between ages and genders of the participant children, and “types of the contents” of the cartoons that they loved was examined; it was noted that both girls and boys preferred cartoons that including

educative and preparatory for life more (Table 1). Cartoons with emotional themes were liked by girls more while cartoons with science fictional themes were loved by boys themes (Table 1). Besides, children aged 3-5 years preferred cartoons with themes that were educative and preparatory for life while children aged 6 years enjoyed the cartoons which contained science fictional themes and emotional themes (Table 3). Although all these findings made us think that the children watched the cartoons that they needed, were interested in and liked; there may be changes in their preferences according to the age and gender of the children (Anderson et al., 2001; Rigel, 1993).

The theme in cartoon is embodied through either on the transfer of reality into imagination or concrete presentation of imagination (Kracauer, 1971). In this case; whether or not a theme in a cartoon is understood depends on the children’s understanding these imaginative and concrete messages (Loizou, 2005). So, children become able to understand unreasonable, irrational or inconsistent and incoherent things changes depending on their cognitive thinking capacities. For example; children aged 3-5 years old just laugh at the exaggerated situations, objects and humans while children aged 6 ≥ years find inconsistent or impossible words rather funny (McGhee, 1971). According

to the study findings; it was found out that the children 3-4 years liked the cartoons with concrete messages, the children 5 years old loved the cartoons with absurd messages and the children 6 years old preferred the cartoons with abstract messages (Table 3). Girls preferred the cartoons with concrete messages while boys preferred the cartoons with abstract and absurd messages (Table 1). All of these findings indicated that types of the messages in the cartoons watched by children might change in line with their cognitive growth and ages. Meanwhile; that girls preferred the concrete cartoons while boys preferred the abstract and absurd cartoons supported our study findings of reality status because the cartoons with real themes comprise concrete messages; which was an important finding that there might be gender differences.

When "the character types" of the cartoons the participant children liked were examined in terms of age and gender; it was noted that both girls and boys chiefly loved the cartoons with human characters. The cartoons with imaginative characters were in the second place and the cartoons with animal characters were in the third place (Table 2). Besides; the children of all age groups preferred the cartoons with human characters (Table 4). According to the Kohlberg; children 3-6 years old are in a period when they begin to understand gender-continuity (Trautner et al., 2003). The reason why the children of this period particularly prefer human characters reflects the characteristic features of the period (age of 3-6 years) (Troseth, 2003); and physical images extensively affect the judgments of the children therefore it is usual that the children prefer the cartoons with human characters with whom they can identify themselves and share their emotions. The reason why imaginative and animal characters were loved less than human characters may be that gender differences among these characters are not evident and thus the children cannot identify themselves with these characters.

The gender effect upon the attempts made by the children to identify themselves with the characters in cartoons is very enormous (Ketenci, 2013). Therefore; it is an expected outcome that girls identify themselves with feminine characters while boys identify themselves with masculine characters. According to our study-findings; girls preferred gender-related characters while boys liked unisex characters in the cartoons (Table 2). Also, it was seen that 3-years old children liked the cartoons where unisex characters existed whereas 4-6 year old children loved the cartoons with gender-related characters; which was quite correlated with the study-results above mentioned because the children younger than 3 cannot understand gender-continuity and gender-constancy yet; it is a growth-related outcome that they prefer the cartoons with unisex characters (Table 4). On the other hand; the children older than 3 gradually understand gender-continuity and gender-constancy and as a result, it was an expected outcome that they liked the gender-

dominant cartoons in which their gender differences were obvious. No matter what their genders are, the children learn their gender roles since early ages (Kılıcı, 2009).

Many characters in cartoons serve as examples and teach the children various roles associated with social values. Besides; these characters are supernatural heroes for children causing them to identify themselves with these heroes (Elkin 1995). According to the social learning theory; humans need to see how a behavior is performed so that they can learn the same behaviors (Bandura, 1977). During this process; the similarities (age, gender, etc.) between the model-receiver and the observer increase the rate of the behavior to be imitated (Erdal, 2012). Thus; during the process in which the children perceive and evaluate the real world, they identify themselves with the fictional characters offered and are affected by the behaviors demonstrated by these fictional characters (Öktem et al., 2006). In the cartoons; events may be featured around one character as well as around multiple characters that put emphasis on team work, solidarity and sharing. In the current study; it was noted that both girls and boys liked the cartoons in which events were featured around one character (Table 2). Also; it was seen that the children aged 3-5 years old chose the cartoons in which events were featured around one character whereas the children aged 6 years preferred the cartoons in which events were featured around multiple characters that emphasized on team work, solidarity and sharing (Table 4). All of these findings made us conclude that the number of the characters in the cartoons they like may change in relation with their increasing ages, social developments and changing needs and interests. Thus; the children obtain the opportunity to learn role models important for social life (Erdoğan, 2010).

Image is something designed in mind and desired to happen (Turkish Language Association, 1998). These moving images exist with the characters in cartoons (Ketenci, 2013). The degree children can identify themselves with these characters determines the degree they love the characters in the cartoons (Çelen, 1995; Moscovici, 1988; Reeves and Garramore, 1982). In the current study; it was explored that the first three reasons why the characters in the cartoons were loved by both girls and boys were having the same object as the characters in the cartoons, personality characteristics of the characters and physical features of the characters (Table 2). Main character-preference reason by the children aged 3 and 4 was physical features of the characters, main character-preference reason by the children 5 years old was personality characteristics of the characters and main character-preference reason by the children aged 6 was having the same object as the characters (Table 4). All of these findings emphasized that the children first identified themselves with physical and personality characteristics of the characters in the cartoons at first but later, having the same object as the

characters became more important. The children learn complex and generalized behavior scenarios and behavior patterns through repetitive observations from their parents, family members, teachers, peers, other members in the society and the characters popularized by the mass media (Guerra et al., 2003; Huesmann and Guerra, 1997).

Thus; the children build up their social-cognitive schemes (Yetim and Yetim, 2008). Therefore; it is normal that the children initially establish their preference/liking reasons regarding the characters thanks to their physical and personality features. Nevertheless; today cartoons have turned out to be an object of consumption apart from entertainment and educational objectives and have produced meta-ideal characters in order to stimulate the watchers to consume more. The main objective is to make the children who are the target-group to identify themselves with these characters and hence big efforts are made to make the children to purchase accessories (costumes, toys, tools, etc.) popularized by the characters.

Having the same object as the characters, children identify themselves more with those characters (Ketenci, 2013). It was concluded that in line with the increasing age of the children; character-preference reasons by the children were replaced by having the same object as the characters; which was –in our opinion- due to the fact that cartoons/characters have become objects of consumption.

In light of all these findings; it might be argued that themes and character features in the cartoons that the children 3-6 years old liked may change depending on their ages and genders. Considering the fact that cartoons play a significant role in today's learning experiences and consumption sector; we suggested that these findings would draw the attention of parents and educators as well as cartoon producers, toys industry and customers.

In this context, it can be mentioned about negative effects of the cartoons. Cartoons "useful" and "harmful" for children can be arguable. However, if media literacy can be introduced to children from an early age, they can benefit from cartoons positively. The study can be designed with different sample groups (for example; rural-urban populations) by studying the effects of the different variables (for example; socio-economical level) of the children and the families. Also; changes that cartoons loved by the children undergo in time and the effects of these changes upon the children's TV watching preferences in the future –if any- may be investigated, too.

Conflict of Interests

The author has not declared any conflict of interests.

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Full Length Research Paper

Opinions of instructors about reading skills of Syrian students learning Turkish

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The outbreak of domestic turmoil in Syria in 2011 forced Syrian people to seek refuge in the neighbouring countries, one of which was Turkey. This situation brought many problems, the primary of which was language. In this sense, teaching Turkish to Syrian students became a necessity. Therefore, conducting research on language skills was seriously important. This paper focused on educating Syrian students on Turkish reading skill. The work-group included 11 instructors working on Turkish teaching centres in Çukurova University and Adana Science and Technology University. Interview forms were used to get data prepared with the help of experts' opinions. Content analysis method was used in evaluating data. Data obtained from the interview forms were categorized and the codes were identified. The codes were interpreted and classified in accordance with their meaning. The same patterns of metaphors were grouped under the same title, then the frequency rates of the codes were identified. In order to explain the meanings of the codes, the instructors' opinions were quoted. According to the study data, the reasons for the difficulties in reading skill of the students are: being prejudiced to Turkish, feeling under pressure while reading Turkish texts, difficulty in explaining the meaning of any reading text, and alphabetical difference. It could be suggested that more sufficient texts should be used in classes and that instructors should be qualified enough to improve the students' reading skills.

Key words: Syrian students, reading skill, instructor, opinion.

INTRODUCTION

Language is the basic element which brings people together, makes them social, makes them found huge organizations, carries culture and leads people to today's civilization standard. According to Ungan (2013: 15), language is that mechanism which enables one to produce sentences in limitless number and sounds in limited numbers. Korkmaz (2007: 67) defined language

as a sophisticated and developed system used as a communication tool between people, and it enables one to transfer feelings, thoughts, desires to others via common rules formed in terms of sound, figure and meaning according to each community's own values. In other words, language is, in its general meaning, a combination of codes which affect person's life in all

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aspects. It is a known fact that the term literacy evokes various things. About this term, some alternative concepts are derived such as *Information Fluency*, *Global Informatics*, *Information Competence*, *Information Discovery*, *Information Empowerment*, *Information Mapping* and *Information Sophistication* (Snively and Cooper, 1997: 11). In this sense, it could be said that there is a mutual and positive relation between literacy and language skills. As the level of literacy of a person increases, his language skills improve. Therefore, activities on the effect of literacy skills should be practised in teaching Turkish as a foreign language so that language skills of those learning Turkish could be improved.

Thousands of Syrians have taken refuge in Turkey due to domestic turmoil since 2011 and in parallel with this, the number of Syrian students who want to learn Turkish has increased. This situation has made the issue of teaching Turkish much more valuable. Those Syrian refugees who speak in Arabic encounter a new language in Turkey and this may cause communicative problems due to language differences. Syrian refugees should learn Turkish and transfer it to their educational life in order to be successful in their adaptation process in Turkey. To fulfil this need, Turkish education is given to Syrian refugees in MEB schools and Turkish teaching centres and in the camps in which some of Syrian refugees live. The education given in these centres is shaped as four basic language skills. Acquiring and developing four basic language skills in a desired level are of primary aims in the process of Turkish education (Mert, 2013: 358).

Therefore, the problem of the study involves reading education in Turkish of Syrian students who immigrate from Syria to Turkey and it also contains the problems they encountered during the process. The students' improvement on reading skills will also contribute to improve other language skills such as listening, speaking and writing. Thus, it could be suggested that determining and analyzing the problems of the study is crucial in terms of the adaptation of Syrian immigrants and their acquisition of Turkish language skills.

Reading skill among the four basic language skills has a special importance, because it facilitates person's learning, powers of analysis and synthesis, abilities of interpretation and making new judgement. (Özbay, 2011: 2). Reading is a process in which signs and symbols perceived by vocal organs and eyes are evaluated and interpreted by the brain.

(MEB, 2006: 6). Reading skill obviously has an effect not only on Turkish teaching but also on the whole education process. Our current education system is based on mostly reading, so reading has a deep impact on reaching aims of our education system. It is obvious that any student whose reading skill is not developed will not succeed, as all lessons require reading (Özbay, 2011: 3).

Reading in a foreign language is different from the process of reading in the first language. One who learns Turkish as a foreign language has a different linguistic ability, experiences and world-view from those who learn Turkish as the first language.

Since Turkish language has its own rules and an exclusive logic, students who have faced Turkish for the first time could have difficulties in comprehending these rules and logic (Yıldız and Tunçel, 2014: 192). When people want to learn a new language (a foreign language) or a second foreign language after their mother tongue, they inevitably make positive or negative transfers from structures or features of their first language (Ömür, 2009: 1664). Although the similarities of Arabic with Turkish in word exchanges enable Syrian students to make positive transfers, derivational, structural, articulation and alphabetical differences between two languages lead them to make negative transfers. Considering the benefits of reading such as teaching grammar and vocabulary through texts in Turkish language, the importance and improvement of reading skill is obviously understood.

When the literature is searched, it is clearly seen there are many studies about teaching Turkish to Arabians and its place in history (Akkuş, 1999; Baskın, 2012) and when Turkish language was taught to Arabians, There are many studies such as course books used (Şeref and Yılmaz, 2013), Turkish writing skill (Bölükbaş, 2011; Subaşı, 2010), Perception of Turkish language (Akkaya, 2013) and educational problems of Syrian refugees (Seydi, 2013; Seydi, 2014). However, it is noticed that there is no study directly related with the opinions of instructors about reading skills of Syrian students learning Turkish.

In the study, opinions of the instructors working in Turkish teaching centres in Çukurova University and Adana Science and Technology University are evaluated about the education of reading skill of Syrian students.

Aim of study

The aim of the study is to examine the education of Syrian students' reading Turkish and the problems they face in the process in accordance with the opinions of instructors in Turkish teaching centres. With this purpose, the opinions of the instructors working in Turkish teaching centres about reading skill and education have been concentrated on.

METHODOLOGY

Opinions of instructors giving Turkish education to foreigners in Turkish teaching centres about Syrian students' reading skill were evaluated in the study which was designed as qualitative.

Qualitative research is a study in which qualitative data gathering tools such as observation, interview, and document analysis are

Table 1. Results related to the opinions of participant instructors about students' reading In Turkish.

Category	f	Sample sentences
Being willing and interested in learning Turkish	5	<i>Our students generally are eager to learn Turkish and to read Turkish texts. (K-3)</i>
Enjoying reading Turkish	2	<i>Reading is a lessons- on which students like and enjoy.(K-11)</i>
Thinking that Turkish is difficult and being prejudiced towards Turkish	1	<i>They have prejudice because they think Turkish as a difficult language.(K-1)</i>
Reading is an easily improved skill.	1	<i>Reading is the skill which can be improved easily. (K-11)</i>
Having difficulty in making sense the text read.	1	<i>They don't have any problem in reading except understanding.(K-9)</i>
Feeling under pressure while reading Turkish	1	<i>They are more relaxed while speaking, but they feel under pressure while reading. (K-4)</i>
Having no problem in reading texts suitably prepared regarding their levels	1	<i>They don't have any problem in reading and understanding the texts appropriate to their levels. (K-7)</i>
Attractive texts appropriate for the cultural transfer affect reading positively.	1	<i>The positive shift on the student's approach toward reading happened in the classes because of the attractive texts which has also cultural transfer function. (K-2)</i>

used and a qualitative process is followed to present perceptions and events in natural environment in a realistic and holistic way (Yıldırım and Şimşek, 2008: 39). The interview form method was used as data gathering tool in the study. The analysis of data gathered was evaluated by content analysis in the study.

Study group

The study group included 11 instructors in Turkish teaching centres connected to Çukurova University and Adana Science and Technology University.

Data gathering tools

Data were collected via interview forms prepared by the researchers in the paper. The forms were evaluated in accordance with the opinions of the experts. To provide the validity of the forms, the interview was given to two experts who give education in the field of Turkish teaching and participate in scientific works in universities.

Data gathering and analysis

In the study, specific times, when the instructors were available were chosen to collect data. In the interviews voice recorder was used and each interview lasted for 45 min.

To provide the reliability of the interview form, a pilot interview was made with an expert in the field of teaching Turkish to Foreigners. To obtain the reliability measurement reliability formula was used suggested by Miles and Huberman (1994). Consequently, the reliability of the study was 100% and the mean was 88%. When the reliability rate is over 70%, the study is regarded as reliable (Miles and Huberman, 1994). The result was a favourable one, so data gathering process was started.

The instructors were asked to answer 8 half-configured questions. Codes and themes were identified by examining the data collected. Direct quotes from the opinions of the instructors were taken in the reporting phase. Each of the instructors was called as "K" and they were ordered as "K1, K2, K3 ..."

RESULTS

The answers of instructors gave to question of "What do

your students think about reading in Turkish? Please explain." are shown in Table 1, with the quotes, categories and frequencies According to Table 1, the instructors generally think that Syrian students are eager to learn Turkish and read Turkish texts. For instructors' opinion, the fact that reading skill is improved easily and that Syrian students like reading Turkish enables them to have no or less problem in reading the texts appropriately prepared for their level. Among other opinions, attractive texts furnished with the elements of cultural transfer affect the students' attitude to reading positively. However, it was stated that some students are prejudiced to Turkish due to the idea that Turkish is difficult, so they sometimes feel under pressure while reading and they think it is difficult to read the text. In the light of this information, Syrian students' attitude to learn Turkish is partly positive. The answers of the instructors gave to question of "Do you have any difficulties while improving Turkish reading skill? Why?" are shown in Table 2, with the quotes, categories and frequencies. According to Table 2, the instructors generally have difficulty in improving reading skill. It is stated that the reasons of this difficulty are caused by plenty of mispronunciation while reading, alphabetical differences, students' worry about reading, underdeveloped vocabulary and the effects of cognitive problems resulting from the students themselves. Besides, the instructors who said that they did not have any difficulty while improving reading skill stated that they avoided the problems thanks to the activities performed. From this view, it can be pointed that the instructors generally have difficulty while improving their reading skill. The reason of this could be that Syrian students speak Arabic language which has different linguistic structure.

The answers of instructors gave to question of "What are the miscues your students do while reading Turkish? Please explain." are shown in Table 3, with the quotes, categories and frequencies

According to Table 3, the instructors face mostly

Table 2. Results related to the difficulties the instructors encountered while improving reading skill.

Category	f	Reason	f	Sample sentences
The issues experienced difficulties		Problems due to pronunciation	5	They might have pronunciation difficulties or troubles in meaning error while reading. It could be difficult to correct pronunciation one by one and to give the meanings of words. (K-1)
		Problems due to alphabetical differences.	1	It was not difficult because Latin alphabet is the one the students are familiar. At the beginning, a few weeks were difficult for the ones who write and read in only Arabic alphabet. (K-4)
		Students are worried to read	1	It was observed that some students are worried due to the points such as articulation correctly, reading the appendixes, or adjusting tone of voice.(K-2)
		Student having perception difficulties	1	Students having perception difficulties have problem in the points of comprehending the topic of text. (K-2)
	7	Students having problems in paying attention	1	Some students had paying attention problems. (K-2)
Issues which had no problem		Students having underdeveloped vocabulary	1	It is natural to have problems if the student's vocabulary is not developed.(K-11)
	3	Overcoming the problems with homework and exercises	1	I don't have many problems with the students who do homework given and repeat the necessary exercises.(K-6)

articulation mistakes while improving reading skill. This information shows that Syrian students make mostly articulation problems in the education of reading skill.

The answers of instructors gave to question of *"What kind of studies do you do to overcome the mistakes your students make while reading Turkish? Please explain."* are shown in Table 4 with the quotes, categories and frequencies.

According to Table 4, it is seen that the instructors do exercises such as general reading, articulation, reading aloud, dictation, reading stories and repetition to overcome the problems they faced while making reading. Teacher's reading the text first, correcting the mistakes simultaneously and benefiting from other basic skills in education of reading skill were among the opinions that were thought as beneficial. Besides, there were some instructors who stated they solved the problem by taking attention exercises. According to the data, the instructors used different exercises to overcome Syrian students' reading mistakes and there was not a common approach for solution of problems.

The answers of instructors gave to question of *"What are the methods and techniques you used to improve your students' Turkish reading skill and the problems you faced while using these methods and techniques? Please explain"* are shown in Table 5, with the quotes, categories and frequencies.

According to Table 5, the techniques the instructors

used to improve Syrian students' reading skill were sorted in terms of priority queue as thus: "techniques of oral reading, silent reading, interactive reading, question and answer, listening again after recording the text being read, summarizing the text and using literary works in the class". It was also stated that materials apart from course books were used in order to make students' reading skill better and an attempt was made to increase their readiness by informing them about the reading activity. These data show that the instructors did not use common methods to improve reading skill, instead they preferred different methods in their classes.

With the quotes, categories and frequencies the answers of instructors gave to question of *"How do you evaluate reading activities you prefer in your classes in the frame of principle of cultural transfer? Please explain"* are given in Table 6.

According to Table 6, the instructors think that reading activities they preferred were generally applied in accordance with cultural transfer. It was stated that cultural transfer was made over reading texts and reading materials were selected to enable cultural transfer better and also the texts including cultural transfer contributed to the improvement of reading skill positively. Besides, according to the opinions given, cultural transfer in the texts was partly or no studied at all. From this data, it was understood that cultural transfer was given importance and the reading texts used in the activities served to

Table 3. The results about the miscues the instructors encountered mostly while students are reading.

Category	f	Sample sentences
Making articulation mistakes	9	<i>They pronounce "ö", "ü", "ı" letters mostly as "o", "u", "i" (or vice versa). One of the biggest problems of Arabian students in reading is that they cannot pronounce last letter (the vowel) of words finishing with a vowel. (K-10)</i>
Some letters in Arabic alphabet do not exist in Latin alphabet	1	<i>They confuse the letters of "k", "h", "g" in the Arabic alphabet with what stands for in Turkish (K-10)</i>
Difficulty in pronunciation of some sounds.	1	<i>They have difficulty in reading the sounds of ı-i, u-ü, o-ö, ç-ş, s-z, c-j. (K-5)</i>

Table 4. The results about the studies the instructors did to overcome the problems they faced while making reading.

The Studies Done To Overcome the Mistakes the students did		
Categories	f	Sample study
Doing reading exercises	3	<i>We benefit from listening skill to overcome pronunciation mistakes and do reading exercises on problematic words frequently. (K-11)</i>
Taking attention exercises	1	<i>The main problem was distractibility. We tried to make focusing. (K-2)</i>
Removing the problem in time	1	<i>They cannot read last syllable. They confuse "ı" letter with "i" letter. Generally, the problem disappears in time. (K-4)</i>
Making them read story books	1	<i>We make them read story books and ask questions about whether they understand or not. (K-3)</i>
Articulation exercises	1	<i>They make mistake while articulating vowels. I do articulation exercises. (K-6)</i>
Teacher's reading the text first	1	<i>Mispronunciation the words, being not careful to stress and intonation. I myself read the text first to overcome these problems. (K-7)</i>
Correcting the reading mistakes simultaneously	1	<i>I correct their mistakes simultaneously. (K-7)</i>
Making repetition	1	<i>Pronunciation: I make read the word again and again. (K-9)</i>
Oral reading exercises	1	<i>I make them read aloud. (K-9)</i>
Dictation exercises	1	<i>We do dictation exercises often. (K-10)</i>
Benefiting from other skills of language.	1	<i>Pronunciation mistakes: We benefit from listening skill and often do reading exercises on troubled words to overcome pronunciation mistakes. (K-11)</i>

teach cultural transfer generally, although there were reading texts samples not including any elements of cultural transfer.

The answers of the instructors gave to the question of "What are the evaluation and measurement studies you use to identify your students' level of acquisition and improvement of reading skill?" are shown in Table 7, with the quotes, categories and frequencies

According to Table 7, the studies the instructors prefer in evaluation of reading skill consist of the exams including different kinds of questions, true-false questions, multiple choice questions, filling the blanks questions, matching questions, on-off questions and open ended questions. Also, there is an instructor saying that he doesn't use any kind of measurement and

evaluation study. Under the light of this data, it is understood that there is not a systematic measurement and evaluation study which all instructors could carry out and that instructors use different practices in the measurement and evaluation of reading skill.

The answers of instructors gave to question of "Do you find educators giving Turkish education to foreigners sufficient in terms of improving basic language skills? How do you evaluate yourself in this respect?" are shown in Table 8, with the quotes categories and frequencies

According to Table 8, it is emphasized on the view that instructors should improve themselves to be successful. Instructors giving Turkish education as a foreign language were evaluated and they were regarded as sufficient by 3 instructors, insufficient by 2 instructors and partly

Table 5. The methods the instructors used to improve their students' reading skill and the results related to the problems they faced while using these methods.

Category	f	Sample sentences
Using Oral reading method	3	<i>I encourage them to read aloud by giving reading materials which are appropriate for their level. Those who read larynx based cannot articulate correctly in these readings. (K-4)</i>
Using silent reading method	2	<i>We observed that it is fairly important for the students to read the text both themselves (silently) and listen from other people in our classes. He understands the topic of the text while following with his eyes. (K-2)</i>
Using interactive reading methods	2	<i>I use interactive reading techniques. Unknown words are still problems in terms of ensuring clarity. (K-11)</i>
Using question and answer method	2	<i>We use question and answer method about reading texts. (K-3)</i>
Using materials apart from the course book	2	<i>I give reading texts apart from the course book.(K-8)</i>
Using technological materials	2	<i>Besides, we use the activities such as reading a written text, then listening the audio of the text, and following that, re-reading the text by correcting. One of the biggest problems of Arabian students is that they cannot pronounce last letter (vowel) of word finishing with a vowel. (K-10)</i>
Getting the student ready via informing about text	1	<i>I tell them what to do before, while and after reading in order them to understand the text according to type of it. (K-7)</i>
Benefiting from literal works	1	<i>We frequently use different reading texts and stories beside the course book being used. (K-10)</i>
Summarizing the text	1	<i>I want them to summarize the text with their own sentences after reading .(K-3)</i>

Table 6. The result related to evaluation of the instructors about cultural transfer in reading education of syrian students.

Category	F	Sample sentences
Paying attention to culture transfer in reading activities	8	<i>Culture transfer is encountered in reading activities frequently. Students are informed about many elements of Turkish culture (customs, music, art, etc.) (K-5)</i>
Cultural transfer is being practised over reading text	4	<i>Culture transfer is made over mostly reading texts in language sets. (K-1)</i>
Preferring reading materials apart from course book to enable cultural transfer.	3	<i>Especially, I pay attention to the materials I chose. They may help to transfer the language in the frame of culture. (K-6)</i>
Contributing to improve reading skill of the texts including cultural transfer	3	<i>We think that an attractive text introducing the country improves student's reading skill. (K-2)</i>
Paying attention partly to cultural transfer in reading texts	2	<i>Some texts are convenient for culture transfer while some are not. As an instructor, I make them read suitable texts. (K-7)</i>
Not paying attention to cultural transfer in reading texts	1	<i>There are lots of aspects I find insufficient and wrong. (K-4)</i>

sufficient by 2 instructors. Also, the number of instructors who find themselves sufficient in the field of Turkish education as a foreign language is more than the number

of those who find insufficient. From this data, the instructors teaching Turkish as a foreign language should be provided opportunities such as attending scientific

Table 7. The results about formal measurement and evaluation studies the instructors used to identify the students' level of acquisition and improvement of reading skill.

Category	f	Sample Sentences
Practising exams including different kinds of questions	4	<i>I give practise tests to them. I give questions including different kinds of questions and measuring whether they understood what they read. I grade checking the answers. (K-6)</i>
Using true-false questions	4	<i>We prefer filling the blanks, true-false and multiple choice exams apart from the classical exam type. (K-2)</i>
Using filling the blanks questions	3	<i>We give reading texts according to their levels and evaluate them by using different measurement such as matching, true-false, filling the blanks. (K-3)</i>
Using multiple choice questions	3	<i>They are supposed to choose the correct and suitable one from the multiple choice questions convenient to text given. (K-10)</i>
Using matching questions	2	<i>I try different alternatives like matching or filling the blanks. (K-8)</i>
Using on-off questions	2	<i>After I give reading and comprehension strategies in the level of sentence, paragraph and text to the students, I evaluate them with true-false, on-off, open-ended and multiple choices tests during measurement and evaluation. (K-7)</i>
Using open-ended questions	2	<i>After I give reading and comprehension strategies in the level of sentence, paragraph and text to the students, I evaluate them with true-false, on-off, open-ended and multiple choices tests during measurement and evaluation. (K-7)</i>
Using homework studies	1	<i>I give homework for the weekends.(K-6)</i>
Using summarizing studies	1	<i>I cover the reading text and want them to write an explanation as a summary. (K-8)</i>
Using dictation studies	1	<i>Apart from that, mispronunciations are fixed with dictation studies. (K-10)</i>
Recording the sound and making them listen	1	<i>Exams, in-class activities, recordings. (K-9)</i>
Not making measurement and evaluation studies	1	<i>I don't make any measurement and evaluation studies. (K-5)</i>

meetings as conference and symposium and keeping up with the latest scientific writings and articles related to this field, which will improve them. By enriching the classes with materials, they could make teaching Turkish as a foreign language in a better situation.

DISCUSSION, CONCLUSION AND SUGGESTION

The study was shaped according to the opinions of the instructors in teaching Turkish centres about Syrian students' reading skill; it focused on students' attitude to reading Turkish, the instructors' having difficulty while improving this skill, students' miscues while reading and the solutions of these miscues, the methods, techniques and studies of measurement and evaluation the instructors carried out, intercultural level of the texts used and the proficiency of instructors giving education of Turkish as a foreign language. Data gathered in the

result of the study can be ordered as thus:

According to the instructors, Syrian students are willing to learn and read in Turkish, but they could have difficulty in this process. The reasons are they are prejudiced to Turkish, they feel under pressure while reading in Turkish and they found it difficult to make the text reading perceivable. Alphabetical differences lie under the factors that Syrian students, the native speakers of Arabic, experience difficulty while learning Turkish. Turkish language has an alphabet being rich of vowels and this leads to have many difficulties for foreigners whose language has more consonants than vowels (Şengül, 2014: 338). Most of the instructors stated that they had difficulty while improving reading skill. Articulation mistakes Syrian students made are among the basic reasons why the instructors have difficulty in improving reading skill. One of the instructors said he did not have difficulty in improving reading skill and he overcame the difficulties with exercises he did. The Instructors

Table 8. The results related to the assessment of the instructors giving Turkish education to foreigners about their colleagues and themselves on the improvement of the students' reading skill.

Category	f	Sample Sentences
The thought that instructors should do studies and improve themselves to be successful	6	<i>We observe that educators who do literature review more frequently and attend scientific meetings as symposium and conferences for his own career development are more successful. For that reason, the attendance to such activities which raise self-sufficiency and academic information level is fairly important. Also, we observe that it should be accumulated observations and experiences in the classes with the ways as tagging and recording.(K-2)</i>
The view that I find myself sufficient	4	<i>I think I am sufficient in reading skill. (K-5)</i>
The view that I find instructors sufficient	3	<i>Yes, I find sufficient. However, development must go on with more materials and richer content.(K-10)</i>
The view that I find instructors insufficient	3	<i>We are not much sufficient because there is limited education in this field and, especially, teachers attend higher education programs in different fields. (K-6)</i>
The view that I find instructors partly sufficient	2	<i>Partly yes. I think that they are sufficient because educators are selected accordingly certain criteria and being on the centre floor and they should be open to develop and learn day by day, since there are lots of things to learn and to do in this field. (K-3)</i>
The view that I find myself insufficient	2	<i>I don't find myself sufficient in this respect, but thinking I am improving myself on being a field expert. (K-7)</i>

encountered mostly articulation problems while improving reading skill. The students have just started to know Turkish language which has different linguistic structures and alphabet from the language they speak. This leads them to make mistakes in articulation of some sounds. The instructors try to fix the articulation mistakes with exercises of reading, articulation, dictation, oral reading, repetition; and they make the students read story books. Subsequently, they read the text first and correct the students' mistakes spontaneously to overcome the articulation problems. The instructors prefer different methods and techniques to improve reading skill. It is not seen an agreement on methods and techniques which are regarded beneficial to improve reading skill. The techniques they generally prefer are oral reading, silent reading, interactional reading and question-answer. None of the methods, approaches and techniques is sufficient alone. What the teacher should do is to use most efficient one in the process of instruction-learning (Köksal and Varışoğlu, 2014: 109). Although cultural transfers are included in most of the reading materials, it is not mentioned in some of them at all or partly included. The instructors think that cultural transfer is made through reading texts and the texts including cultural transfer improve reading skill. Since cultural transfer is an important element of language teaching, the instructors prefer materials including cultural transfer as well as the course books. It should be paid attention to prefer materials which carry cultural elements in teaching

Turkish as a foreign language.

Also, while studying texts which is one of the important elements of cultural transfer in Turkish lessons as a foreign language, some activities should be practised which enable students to face with new ways of thinking and life-styles through texts, and which provide them to learn the attitudes to Turkish culture with tolerance by comparing their own culture and Turkish culture (Bölükbaş and Keskin, 2010: 234). Including cultural elements in foreign language teaching and transferring the basic cultural features besides grammar rules of language will not only make the language learned meaningful for students but also will facilitate the learning. In that way, learning a foreign language will be a thing that will be more enjoyable rather than being difficult and boring, so it could be learned in a short time. Also, students will have a chance to know other cultures and be aware of other people in various life-styles in the world (especially in the teaching language to young learners). This will increase their learning motivation and help them to develop empathy for people having different cultures and to develop a positive attitude to learn a foreign language (Er, 2006: 11).

There are differences on measurement and evaluation studies the instructors enforced to identify students' reading level. In identifying reading skill, different techniques such as true false questions, filling the blank questions, multiple choices, matching questions, on-off questions and open-ended questions are used. Besides,

the exams including multiple kinds of questions and thought to give more favourable results are prepared and carried out by instructors. In this way, it is possible to combine different techniques and create more valid and reliable exams. (Razı and Razı, 2014: 387). The process of measurement and evaluation is made by grading the questions by the instructors. The expression "*I don't use any measurement and evaluation study.*" is among the remarkable opinions in terms of the importance of measurement and evaluation in the education of reading skill. Preparing studies of measurement and evaluation according to students is of great importance in teaching a foreign language. As a result of inadequacy of measurement and evaluation tools or using irrelevant or incorrect ones, the students in different levels are graded in the same education atmosphere, so it doesn't give the desired results due to hampering educational process both for teacher and student (Yıldız and Tunçel, 2014: 200). Also, knowing the features of measurement tools, identifying relevant measurement tools, making the measurement properly, and recognizing the measures in the evaluation will affect the qualification of language teaching directly (Derman, 2013: 538). Some instructors regard the educators giving Turkish education as sufficient and some of them insufficient. The most dominated view is that instructors giving Turkish education as a foreign language should develop themselves. In the education of Turkish as a foreign language, it is thought that when instructors make studies, participate in researches and attend scientific meetings, these will support their development on this issue. Consequently, according to the instructors, reading is a skill in which students are interested and willing to learn. The students, who speak Arabic language, having a different linguistic structure, make articulation mistakes in reading Turkish and this causes the instructors to have difficulty. In measurement and evaluation studies, the instructors use different methods and techniques to improve reading skill. It is noticed that instructors giving Turkish education to foreigners hasn't got adequate professional qualification and should be open to development.

RECOMMENDATIONS

These suggestions are made as a result of data collected from the interview forms with instructors in Turkish teaching centres:

1. It should be paid attention on whether the texts chosen in teaching Turkish as a foreign language are appropriate to cultural transfer.
2. Difference methods and techniques used among instructors should be decreased and methods and techniques in teaching reading skill should be increased.
3. Difference between instructors in the process of measurement and evaluation of reading skill should be decreased and measurement and evaluation methods in

reading skill should be increased.

4. Technology-based materials should be used to improve reading skill.

5. Technology-based measurement and evaluation studies should be increased.

In the selection of the instructors to give education of Turkish as a foreign language, it is necessary to be more tedious. It should be taken into consideration whether the instructors to be chosen have sufficient knowledge of field and qualification.

6. Theoretical and practical in-service training courses should be given to instructors about the improvement of reading skill of Syrian students learning Turkish.

7. Experimental studies should be done about the improvement of reading skill of Syrian students.

Conflict of Interests

The author has not declared any conflict of interests.

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Full Length Research Paper

Study on the validity and reliability of Melbourne Decision Making Scale in Turkey

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This study is to analyze the validity and reliability of Melbourne Decision Making Questionnaire (MDMQ). The sample consisted of 650 university students. The structural validity of the MDMQ, as well as correlations among its sub-scales, measure-bound validity, internal consistency, item total correlations and test-retest reliability coefficients were determined. A confirmatory factor analysis found that the measure was compatible with the five sub-dimensions as depicted in the original scale and all items were well-placed in related sub-scales. Additionally, Cronbach's alpha coefficient was found for the sub-scales such as self-esteem, vigilance, buck-passing, procrastination and hypervigilance .80, .82, .77, .75 and .79 respectively. In the same vein, test-retest consistency was rated as .82, .75, .83, .71 and .72. In the light of this statistical analysis, MDMQ has proven to be a valid and reliable measuring scale for determining levels of self-esteem and decision-making styles of university students.

Key words: Decision making, decision making style, decision making questionnaire.

INTRODUCTION

An individual typically faces problematic situations which constantly require decision-making and these decisions shape our lives. Whether decisions are made consciously or without awareness, or whether they bear good results or not, our decisions represent our essential purposes to face with the opportunities, challenges and uncertainties of life. For instance, such questions as "Which district of the city should I live?", "Should I go on with my education?", "Which profession should I choose?" show

progresses we make in our carriers and lives. How we answer these questions substantially determines our position both in the society and in the world (Hammond et al., 1999). In a decision-making process, individual differences and abundance of options influence decision-making process. The existence of multiple options can make decision making even more difficult, thereby, causing distress in individuals and negatively influencing the decision-making process (Shiloh et al., 2001).

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In addition to individual differences in decision making, cultural differences in value judgment, social attributes and attitudes, instincts, dependency, family, peer pressure, memory, prejudices, coding of information, emotions, motivation, stress, psychoactive substances and problem-solving skills are also effective on the decision-making process (Byrnes, 1998; Klaczynski et al., 2001; Radford et al., 1986; Sinangil, 1993; Singh and Chaudhary, 2015; Yi and Park, 2003). Thus, many theories have been developed in order to explain this process (Baron and Brown, 1991).

Janis and Mann's (1977) conflict theory set the ground work to assess the systematic approaches to decision making. Conflict theory describes five types of decision-making styles and their relation with stress. A stressful event can potentially be any change occurring in the environment. If the change is sufficiently extreme, it may cause negative emotions (such as anxiety, feeling of guilt or shame) and negatively affect the individual information processing. If the psychological stress is at medium level in all stages of the decision-making process, the individual makes the best decision for himself. According to the conflict theory, five basic coping styles are used if a decision-making process is required in a stressful condition. These are: *Unconflicted adherence*; the decision-maker does not care about the signs related with the possible negative outcomes while making decision and decides to keep doing what he is doing. In this case, the individual may not experience stress or may experience it at a low level. *Unconflicted chance*; if there is a risk in not-changing the current situation but not any risk in changing the situation, the decision-maker selects the most appealing or the most advised decision without considering all alternatives. In this case, similar to the case of unconflicted adherence, the individual may not experience stress or may experience it at a low level. *Defensive avoidance*; the decision-maker avoids conflict by not making the decision or passing the decision on to another individual. In this case, the individual experiences a high level of stress and has to decide under the pressure of time. *Hypervigilance*; the decision-maker wants to make the decision as quickly as possible to resolve the situation. Since he makes his decision quickly, he may not consider all the consequences of his choices. In this case, individuals either experience high levels of stress or have to decide under the pressure of time. *Vigilance*; defines a decision-making process in which the individual makes his decision only after careful assessment of all possible alternatives including both positive and negative aspects. In this case, the level of stress is moderate and the individual does not feel the pressure of time (Friedman and Mann, 1993; Janis and Mann, 1977; Mann et al., 1997; Mann et al., 1998).

Individuals use different types of decision-making styles while making decisions (Janis and Mann, 1977; Kuzgun,

1995; Scott and Bruce, 1995). These styles are generally classified into two groups: positive and negative coping methods. In case of a decision-making process, a positive coping style is used when the decision is made by a careful search and assessment of options. The negative coping style is used when the decision is made without dwelling on options as in a limited time period or by buck passing.

According to Janis and Mann (1977) individuals using positive coping styles take some steps in decision-making process. These steps are: 1. Analyzing the alternative aspects of the goals, 2. Calculating all possibilities of the desired goals and defining the results of the choices, 3. Collecting information about not only the positive results of all options but also the risks, pros and cons of the negative results, 4. Carrying out an elaborative investigation to collect proper new information for better assessment of options, 5. Truly internalizing and considering each new information and expert view even if the new information or expert judgments do not support the direction of the first decision, 6. Before making the final decision, including the options which were not accepted at the beginning, reviewing all possible positive and negative results, 7. Make all necessary plans carefully and get ready to apply the chosen action, if expected various risks occur.

Mann *et al.* (1997) developed the Melbourne Decision Making Questionnaire (MDMQ) to define which coping manners are used by individuals in case of decision-making and determine the level of self-esteem. The MDMQ was adapted from the Flinders Decision Making Questionnaire (1982). The questionnaire was based on Janis and Mann's Conflict Theory. MDMQ is composed of two parts. The first part determines the level of self-esteem in decision-making process. Self-esteem in decision-making process provides the individual with the confidence and to feel sure about decisions. The second part pertains to decision-making styles. There are four types of decision-making styles in MDMQ. These are: 1. *Vigilance*: defines the decision-making only after carefully investigating a range of alternatives and evaluating their positive and negative aspects, 2. *Buckpassing*: is a version of defensive avoidance. This style defines the situation when the individual avoids decision-making and passes the buck. 3. *Procrastination*: is another form of defensive avoidance. It emphasizes the situation when the individual continuously postpones decision making by engaging with other things and does not want to come up with a decision. 4. *Hypervigilance*: this defines the instant decisions by the individual to avoid stress and conflict in case of limited time. In the questionnaire, vigilance is evaluated as a positive coping manner while buck-passing, procrastination and hypervigilance are evaluated as negative ones (Friedman and Mann, 1993; Janis and Mann, 1977; Mann et al., 1997).

Purpose of this study

Research on validity and reliability of the MDMQ were conducted in United States, Australia, New Zealand, Japan, Hong Kong, Taiwan, China and Turkey (Mann *et al.*, 1997). The scale is widely used in determining the decision-making styles of university students in the worldwide literature. In Turkey, three scale instruments were developed and adapted in order to determine decision-making strategies and styles of the university students. These scales are: 1. *Decision Strategies Scale*: It was developed by Kuzgun (1993). It measures the decision-making strategies of the high-school and university students. 2. *Decision Making Styles Scale*: It was developed by Scott and Bruce (1995). The scale was adapted to Turkish by Taşdelen-Karçkay (2004). The scale measures the individual differences in the decision-making styles used by the university students while approaching to the problems in the decision making process. 3. *Melbourne Decision Making Questionnaire*: It was developed by Mann *et al.* (1997) and adapted by Deniz (2004). MDMQ was used in many studies both in Turkey and abroad (Avşaroğlu and Üre, 2007; Deniz, 2006, 2011; Mann *et al.*, 1997; Mann *et al.*, 1998; Sarı, 2010). Validity and reliability tests of the MDMQ were last carried out in 2004. Hambleton and Patsula (1999) stated that the validity and reliability analysis of the adapted scales should be replicated at certain intervals. In this regard, the aim of the present study is to replicate the validity and reliability of the Melbourne Decision Making Questionnaire, which was developed by Mann *et al.* (1997) and adapted to Turkish by Deniz (2004), for the university students.

METHODOLOGY

Participants

This study was conducted at Faculties of Education, Science and Literature, and Economics and Administrative Sciences of Mustafa Kemal University in the academic year of 2012-2013. The study group consisted of 650 volunteer students studying at these faculties. 338 of the students (52%) were female and 312 (48%) were male; the mean age was 21.2. In order to analyze the concurrent validity and reliability of MDMQ, 144 students studying at the Faculties of Education, Science and Literature, and Economics and Administrative Sciences of Mustafa Kemal University were included as the sample group and they completed the questionnaire on a voluntary basis. 79 of those students (54.9%) were female and 65 (45.1%) were male; the mean age was 20.8.

Data collection tools

Melbourne decision making questionnaire (MDMQ), Decision making styles scale (DMSS) and Problem solving inventory (PSI) were used as data collection tools in the study.

Melbourne decision making questionnaire. Melbourne decision making questionnaire (MDMQ) I-II was prepared by Mann *et al.* (1997) based upon Flinders decision making questionnaire I-II. The first part of the questionnaire (MDMQ I) aims to identify self-esteem in the decision making process. It consists of six items. These items are answered by marking one of the three following categories: 2 (True for me), 1 (Sometimes true), and 0 (Not true for me). The maximum score that one can obtain from the questionnaire is 12 and the minimum is 0. While higher scores indicate a higher self-esteem in decision making, lower scores show that the individual has a lower self-esteem in decision making. The answers given to the items 2, 4, and 6 are scored reversely. Cronbach's alpha value of the scale was found to be .74 (Mann *et al.*, 1997).

The second part of the questionnaire comprises vigilance, buck passing, procrastination, and hyper-vigilance subscales. The subscales vigilance and buck-passing have six and the procrastination and hyper-vigilance have five items. These items are answered in the same way as in self-esteem subscale. The maximum score that one can obtain from the vigilance and buck-passing subscales is 12 and the minimum is 0. The maximum score that one can obtain from the procrastination and hyper-vigilance subscales is 10 and the minimum is 0. In all subscales, higher scores indicate the use of the related decision style. For the sample chosen from six countries, Cronbach's alpha coefficients were found to be .80, .87, .81 and .74 for the vigilance, buck-passing, procrastination, and hyper-vigilance, respectively (Mann *et al.*, 1997).

The adaptation study of the Melbourne Decision Making Questionnaire was conducted by Deniz (2004). In the results of the analyses, total item correlations of 26 items out of a total 28 items in the scales were found to be over .33 and the total item correlation of the remaining 2 items were 26 and 27. It was understood that the item loads were statistically sufficient. Internal consistency coefficients of the MDMQ were found to be .72, .80, .78, .65 and .71 for the self-esteem, vigilance, buck-passing, procrastination, and hyper-vigilance subscales respectively and the test-retest consistency was .85, .83, .87, .68 and .84 in the same order. It was also found that the MDMQ showed significant relations with compatible scales, Problem Solving Inventory (Heppner and Petersen 1982) and Decision Strategies Scale (Kuzgun, 1992), at around .01 and .05. These results clearly show that the MDMQ I-II is highly valid (Deniz, 2004).

Decision making styles scale. Decision Making Styles Scale (DMSS) was developed by Scott and Bruce (1995) in order to identify the decision making styles of individuals while approaching various problems in the decision making process. The scale consists of 25 items and 5 subscales. The subscales of the scale are the rational, intuitive, dependent, avoidance, and spontaneous decision making styles. The items are answered by marking one of the following five categories: 1 (strongly disagree), 2 (disagree), 3 (uncertain), 4 (agree) and 5 (strongly agree). The maximum score that one can obtain from each subscale is 25 and the minimum is 5. In all subscales, the sum of scores indicate the use of the related decision style.

Adaptation, reliability and validity studies of the scale was conducted by Taşdelen-Karçkay (2004). A five-factor construct was found in the explanatory factor analysis that was performed through Varimax rotation method. Cronbach's alpha internal consistency coefficient was found to be .76 for the rational subscale of DMSS, .78 for the intuitive, .76 for the dependent, .79 for the avoidance and .74 for the spontaneous subscales. All of those observations related to the scale provided sufficient data on the validity and reliability.

Problem solving inventory. Problem Solving Inventory (PSI) was developed by Heppner and Petersen (1982) in order to identify the self-perception of the individuals regarding the problem solving skills. The inventory is a 6 point likert scale consisting of 35 items. The items are answered by marking one of the following six categories: 1 (always behave like this), 2 (mostly behave like this), 3 (often behave like this), 4 (sometimes behave like this), 5 (rarely behave like this) and 6 (never behave like this). The answers are scored from 1 to 6. The minimum score that one can obtain from the inventory is .32 and the maximum is 192. Higher total score obtained from the inventory indicates lower problem solving skills; by the same token lower total score implies higher problem solving skills. As a result of the conducted studies, Cronbach's alpha coefficient of internal consistency was found to be .90 for the entire scale. The range of the item-total score correlations of the scale changed between .25 and .71 while the test-retest reliability varied between .83 and .89.

Problem Solving Inventory was adapted by Taylan (1990) and Şahin et al. (1993). In the study by Taylan (1990), the correlation coefficient obtained from the translation reliability was found to be high and test-retest reliability coefficient was .66. In their study on a total of 244 university students, Şahin et al. (1993) found the Cronbach's alpha reliability coefficient of the scale as .88. In the study on criterion related validity, on the other hand, the correlation coefficient with the Beck Depression Inventory was .33. Following the factor analysis, a total of 6 factors were derived in the scale as impulsive/careless style, careful style, avoidant style, evaluative style, self-confident style, and planned style. All of the observations conducted for the scale provided enough evidence on the validity and reliability.

Procedures

Before collecting the data, all of the required permissions were taken and information about the purpose and voluntarism was explained to the participants. The questionnaires took 10 minutes to complete and were completed in classes under the teacher's supervision. Moreover, for the criterion related validity and reliability studies of the MDMQ, one week later from the application of MDMQ and PSI, DMSQ were applied. Both applications were completed in 15 to 20 min. A group of students that participated in the study ($n=144$) were retested after four weeks for the test-retest reliability of the scale.

Data analysis

Within the scope of construct validity of the MDMQ, Confirmatory Factor Analysis (CFA) was conducted in order to confirm the original factors. Due to the categorical scoring of the data (2-1-0), CFA was performed by using the correlation matrix and asymptotic covariance matrix. Diagonally Weighted Least Squares (DWLS) was chosen as the method of estimation. Finney and Distefano (2013) reported that when the DWLS estimation method is preferred, TLI, CFI and RMSEA fit indexes could be used for the fit evaluation of the model. In this regard, these fit indexes were utilized in the goodness of fit assessment. This analysis was performed by using LISREL 8.70 software.

For the criterion related validity and test-retest reliability of the study, Pearson correlation analysis was utilized; and Cronbach's alpha coefficient and total item correlations were used for the reliability analysis. These analyses were conducted by using the SPSS 17 software.

RESULTS

The results regarding the construct validity, inter-correlations of the sub-scales with each other, concurrent validity, Cronbach's alpha internal consistency, item-total score correlation and test-retest reliability are presented.

Construct validity

The construct validity of the MDMQ was examined through the statistical technique of Confirmatory Factor Analysis (CFA). CFA was performed via the correlation matrix and asymptotic covariance matrix. DWLS was used as a method of estimation. Finney and Distefano (2013) reported that when the DWLS estimation method is preferred, TLI, CFI and RMSEA fit indexes could be used for the fit evaluation of the model. In this regard, these fit indexes were taken into consideration in the assessment of goodness of fit. CFA results indicate a good fit of the model (TLI= 0.94, CFI= 0.95, RMSEA= 0.08). In the light of these values, it was determined that five-component model of the Melbourne Decision Making Questionnaire showed a high goodness of fit for the university sample and the factor construct of the Turkish form was consistent with the factor construct of the original form.

Furthermore, the path diagram of the model obtained via CFA is shown in Figure 1.

As seen in Figure 1, in the first part of the scale, self-esteem (Factor 1) obtained with CFA is related to determining the self-esteem level in decision making. The factor loads of the items belonging to this six-item subscale vary between .63 and .87.

The vigilance (Factor 2) that is included in the second part of scale, involves a careful investigation for a number of alternatives and the evaluation of the positive and negative sides of these alternatives in the decision making situations of an individual. Similarly, the factor loadings of the items belonging to this six-item subscale vary between .50 and .92. Buckpassing (Factor 3) involves avoiding decision making and leaving the responsibility to others.

The factor loadings of the items belonging to this five-item subscale vary between .73 and .86. Procrastination (Factor 4) involves a continuous delay, postponement, ignorance of decision making by an individual. Similarly, the factor loadings of the items belonging to this five-item subscale vary between .74 and .84. Finally, hypervigilance (Factor 5) involves a hurried, impulsive approach to a decision making as the individual feels the pressure of time to find a solution. This subscale is also made up of six items and the factor loadings of the items change between .74 and .83.

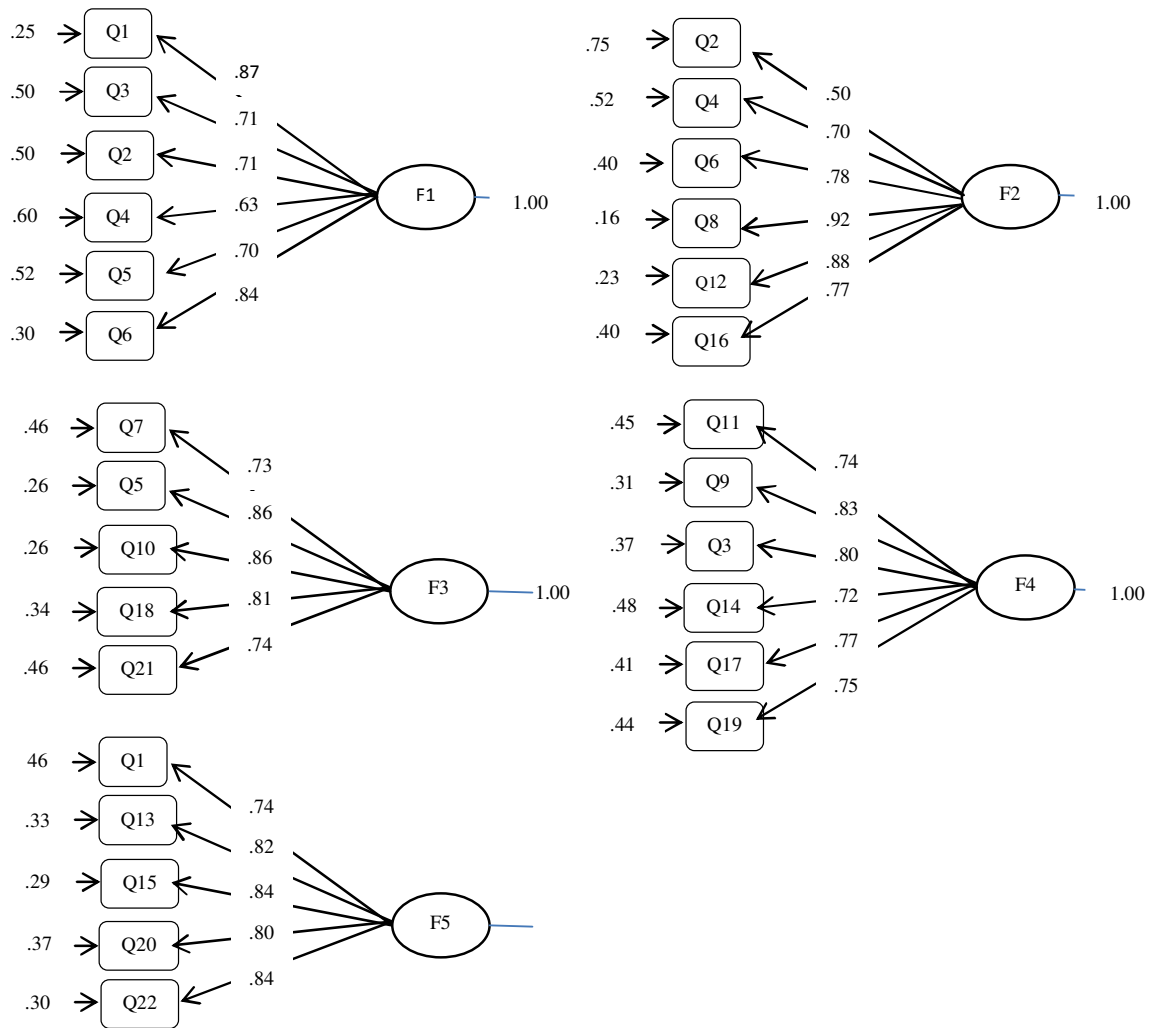


Figure 1. CFA results related to the forms. (Note: Q (Question), F (Factor)).

Criterion related

In order to evaluate the criterion related validity of the MDMQ, Problem Solving Inventory (PSI) and Decision Making Styles Scale were used. The correlation coefficients between the scores obtained from the self-esteem, vigilance, buck-passing, procrastination and hypervigilance subscales of the MDMQ and the scores obtained from the rational, avoidant, dependent, intuitive and spontaneous subscales of the PSI and DMSS are given in Table 1.

As seen in Table 1, while there are positive significant relations between the scores obtained from the self-esteem and vigilance subscales of the MDMQ and the rational subscale scores of the DMSS, there are negative significant relations between the PSI scores and the other

subscale scores of the DMSS. On the other hand, while there are negative significant relations between the scores obtained from the buck-passing, procrastination and hypervigilance subscales of the MDMQ and the rational subscale scores of the DMSS, there are positive significant relations between the PSI scores and the other subscale scores of the DMSS.

Reliability

The reliability of the MDMQ was examined with the methods of Cronbach's alpha internal consistency coefficient and total item correlations. Cronbach's alpha internal consistency of the MDMQ is respectively .80 for the Self-Esteem subscale, .82 for the Vigilance subscale,

Table 1. Correlations between the MDMQ and PSI-DMSS subscales.

MDMQ Alt Ölçekleri	PSI	DMSS Rational	DMSS Avoidant	DMSS Dependent	DMSS Intuitive	DMSS Spontaneous
Self-esteem	-.60**	.23**	-.34**	-.33**	-.38**	-.30**
Vigilance	-.40**	.31**	-.40**	-.38**	-.44**	-.37**
Buck-passing	.38**	-.20*	.23**	.21**	.28**	.25**
Procrastination	.25**	-.24**	.39**	.30**	.26**	.25**
Hyper-vigilance	.27**	-.38**	.33**	.36**	.39**	.36**

Note: ** $p < .01$, * $p < .05$.

.77 for the Buck-Passing subscale, .75 for the Procrastination subscale, and .79 for the Hypervigilance subscale. Furthermore, item-total score correlations ranged between .60 and .77 for the Self-Esteem subscale, .62 and .70 for the Vigilance subscale, .42 and .61 for the Buck-Passing subscale, .50 and .65 for the Procrastination subscale and finally .57 and .68 for the Hypervigilance subscale.

Test-retest reliability

When the MDMQ was re-administered to the same group after four weeks, the correlation between two applications was found to be $r = .82$ ($n = 144$, $p < .01$) for the Self-Esteem subscale, $r = .75$ ($n = 144$, $p < .01$) for the Vigilance subscale, $r = .83$ ($n = 144$, $p < .01$) for the Buck-Passing subscale, $r = .71$ ($n = 144$, $p < .01$) for the Procrastination subscale and $r = .72$ ($n = 144$, $p < .01$) for the Hyper-vigilance subscale.

DISCUSSION

The present study examined the validity and reliability of the Melbourne Decision Making Questionnaire, which was developed by Mann et al. (1997) in order to identify the self-esteem level and coping styles of individuals during the decision making process and adapted to Turkish by Deniz (2004), on a different sample group. In this regard, first of all, Confirmatory Factor Analysis (CFA) was applied in order to verify the factor construct of the scale. The main reason for using CFA was to determine whether the factor construct of the form was verified with the present study that was conducted on university students. The CFA indicated that the MDMQ was fit in five subscales as it is in the original scale and all items were placed in the related subscale. These subscales are Self-Esteem, Vigilance, Buck-Passing, Procrastination and Hyper-vigilance. In the light of CFA, it was determined that five-component model of the

Melbourne Decision Making Questionnaire showed a high goodness of fit for the university sample and the factor construct of the Turkish form was consistent with the factor construct of the original form. These findings show similarity with the results of the study conducted by Mann et al. (1997). These results show that the scale is applicable as in the original form.

As for the correlations between the subscales of the MDMQ, it was determined that the self-esteem subscale has a positive relation with the vigilance subscale while it has negative relations with the negative coping styles (buck-passing, procrastination, hyper-vigilance). Moreover, the negative coping styles were also found to show positive relations with each other. This finding could be interpreted as the individuals with a higher self-esteem use the careful decision making style and not the negative coping styles. These results are consistent with the findings of the studies conducted by Çolakkadioğlu, (2012), Çolakkadioğlu and Güçray (2007, 2012), Epstein and Meier (1989), Friedman and Mann (1993), Larrick, (1993), Mann et al. (1997), Philips et al. (1984) and Temel et al. (2015).

For the concurrent validity of the scale, the relations between the DMSS and PSI scores were examined. While there are positive significant relations between the scores obtained from the self-esteem and vigilance subscales of the MDMQ and the rational subscale scores of the DMSS, there are negative significant relations between the PSI scores and the scores of avoidant, dependent, intuitive and spontaneous subscales of the DMSS. This might indicate that the individuals with a higher self-esteem in decision making are self-confident, have higher problem solving skills, use a positive style in decision making, and do not prefer to use negative styles. Heppner and Anderson (1985) reported that individuals without a self-confident approach to problem solving cannot feel confident in decision making, either. In their study, they concluded that those who cannot solve their problems in an efficient way are too anxious, worried and insecure. Similarly, the individuals using a positive style in decision making have higher self-esteem and problem

solving skills and do not prefer to use negative styles in decision making. In their study, Phillips et al. (1984) identified positive relations between logical decision making and problem solving skills. The results obtained show consistency with the other studies in the literature (Cenkseven-Önder and Çolakkadioğlu, 2013; Çolakkadioğlu, 2012; Çolakkadioğlu and Güçray, 2007, 2012; Deniz, 2004; Friedman and Mann, 1993; Güçray, 2001; Mann et al., 1997; Mann et al., 1988; Radford, Mann, Ohta and Nekane, 1993).

While there are negative significant relations between the scores obtained from the buck-passing, procrastination and hyper-vigilance subscales of the MDMQ and the rational subscale scores of the DMSS, there are positive significant relations between the PSI scores and the scores of avoidant, dependent, intuitive and spontaneous subscales of the DMSS. This might indicate that individuals using negative styles in decision making have lower self-esteem and problem solving skills in decision making and do not prefer to use positive styles. The results are consistent with the other studies in the literature (Cenkseven-Önder and Çolakkadioğlu, 2013; Çolakkadioğlu, 2012; Çolakkadioğlu and Güçray, 2007-2012; Deniz, 2004; Friedman and Mann, 1993; Heppner and Anderson, 1985; Johnston and Driskell, 1997; Mann et al., 1989; Mann et al., 1997; Mann et al., 1988; Radford et al., 1993).

When the Cronbach's alpha internal consistency coefficients of the MDMQ subscales are examined, it can be inferred that the relation between the change in the answers given for each item and the variability in the total subscale score of that specific item is sufficiently high. These results show that the scale measured reliably the self-esteem and decision making styles of the university students in the decision making process. Mann et al. (1997, 1998) and Deniz (2004) also reported similar findings in their studies.

When the test-retest correlation coefficients are reviewed, it is seen that the subscales perform a consistent measurement. These results also show consistency with the findings of the studies that were conducted on a Turkish sample (Deniz, 2004). When the correlations of each item with the related subscale score were checked, the correlation values were found to be high. This indicates that the items fit into the appropriate factor and support the reliability of the scale.

In conclusion, the present study showed that the self-esteem and decision making styles have a common intercultural characteristic in decision making and the Melbourne Decision Making Questionnaire (I-II) is a valid and reliable tool that could be useful in the studies related to decision making in Turkey as well as in practical applications. In this regard, it is concluded that the scale could be helpful for the studies that will describe the relations between the decision making and various

factors such as, problem solving, level of stress, anger, self-esteem. Moreover, it is suggested that further studies should be conducted with different samples for the validity and reliability of the scale.

Conflict of Interests

The authors have not declared any conflict of interests.

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Full Length Research Paper

Self-compassion as a predictor of psychological entitlement in Turkish University Students

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The purpose of this study is to examine the predictive role of self-compassion on psychological entitlement. Participants were 331 university students (205 women, 126 men, M age= 20.5 years.). In this study, the Self-compassion Scale and the Psychological Entitlement Scale were used to assess self-compassion and psychological entitlement. The relationships between self-compassion and psychological entitlement were examined using correlation analysis and multiple regression analysis. Data were analyzed by SPSS 11.5. In Correlation analysis, mindfulness, common humanity, and self-kindness factors of self-compassion were found negatively and over-identification, isolation, and self-judgment factors of self-compassion were found positively related to psychological entitlement. According to regression results, psychological entitlement was predicted positively by over-identification, isolation, and self-judgment. Further mindfulness and self-kindness predicted psychological entitlement in a negative way. Self-compassion has explained 28% of the variance in psychological entitlement.

Key words: Self-compassion, psychological entitlement, multiple regression analysis.

INTRODUCTION

Self-compassion means being gentle towards oneself in the face of hardship or perceived insufficiency and involves accepting that mistakes, pain, and insufficiencies are part of being human (Neff, 2003b; Neff et al., 2007). It has been put forward firstly by Neff (2003a, b) as a three-dimensional construct: (a) Self-judgment vs. self-kindness, (b) Isolation vs. Awareness of common humanity, and (c) Over-identification vs. mindfulness (to be aware of hurtful experiences without over-identifying with them). The first dimension, self-kindness, requires being understanding toward oneself in difficult times. If individuals with self-kindness notice a negative feature

about themselves, they use soft and supportive emotional tone of language (Neff, 2009). The second dimension of self-compassion, awareness of common humanity, is perceiving one's both delighted and hurtful experiences as not personal, but as all people. This kind of awareness contains accepting that all human beings are imperfect and that they may make failures (Neff, 2009). Mindfulness, the last dimension of self-compassion, helps individual recognize their stressful and hurtful feelings without being taken with them (Gunaratana, 1993; Neff, 2003a; Nisker, 1998; Martin, 1997; Rosenberg, 1999). Despite the phenomenological level, these aspects of

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self-compassion are experienced differently, they interact so as to conjugately improve and constitute one another (Neff, 2003a). For example, when people accept and tolerate their negative and painful experiences and when they are gentle toward themselves, they may abstain from denying or repressing these experiences. Thus, when they are aware that these negative experiences are something that all human beings experience, they are not entrapped by over-identification (Neff et al., 2005).

Studies mostly revealed that self-compassion is a powerful predictor of psychological health in various aspects for instance cognitive templates, achievement, social connections, and affect. In these studies self-compassion was found linked positively to psychological well-being (Akin, 2008a), self-deception (Akin, 2011), social support (Akin et al., 2011), life satisfaction, social relatedness (Neff, 2003b), self-determination, emotional intelligence, social relationship (Neff, 2003a), affective and reflective wisdom, exploration and curiosity, personal initiative, positive affect, optimism, conscientiousness, agreeableness, extraversion (Baker and McNulty, 2011; Neff et al., 2007), relational-interdependent self construal (Akin and Eroglu, 2013), and learning-approach goals (Akin, 2008b). In contrast, in some other studies have revealed that self-compassion is negatively linked to loneliness (Akin, 2010b), submissive behavior (Akin, 2009), automatic thoughts (Akin, 2012), performance-approach/avoidance goals (Akin, 2008b), thought suppression, anxiety, depression, rumination, (Neff, 2003b), interpersonal cognitive distortions (Akin, 2010a), internet addiction (Iskender and Akin, 2011), neuroticism (Neff et al., 2007), fear of negative evaluation, and social anxiety, (Werner et al., 2012).

The concepts of entitlement and deservingness, as main similar concepts of beliefs about justice, were interchangeably used in social psychology literature (Feather, 1999). Hence, the term of psychological entitlement, differed from the old use of entitlement and as a stand-alone and relatively new construct, has taken an incremental amount of scientific attention in recent years. Psychological entitlement is a basic facet of narcissism, which includes feelings that the self deserves fine things, compliment, and social status, and beliefs about the self as highly superior, attractive, and intelligent (Campbell et al., 2006; Campbell et al., 2004; Emmons, 1987; Hammond et al., 2013; Miller and Campbell, 2010; Morf and Rhodewalt, 2001). Even though the term of entitlement as a personality dimension was used by Ruskin and Terry (1988), it was conceptualized as psychological entitlement by Campbell et al. (2004) as a unique individual difference variable with its own interpersonal consequences. They defined psychological entitlement briefly as the “pervasive sense that one deserves more and is entitled to more than others” (p. 31) and stated that psychological entitlement is steady in

time, and additionally is likely to be steady across situations.

Snow, Kern, & Curlette (2001) stated that psychological entitlement can be considered as a personality construct with a total influence on a person's behaviors and thoughts. Although Boyd and Helms (2005) suggested that almost every healthy individual have at least some level of psychological entitlement, the people with a higher psychological entitlement level (in other words, chronic entitled individuals) have beliefs that they should hold preferred treatment with few considerations of actual deservingness (Naumann et al., 2002; Snow et al., 2001). They behave in efforts to gain status, esteem, and resources (Campbell et al., 2006; Hammond et al., 2013; Morf and Rhodewalt, 2001) and have superficially confident, charming, and energetic approach to social interactions (Foster et al., 2006; Paulhus, 1998). These individuals are typically taking personal commitment for successes and ascribing failures to external basis (Chowning and Campbell, 2009; Rhodewalt and Morf, 1998), and acting egocentrically to assure material acquisitions even exploiting others (Bush, Brunell, & Shelton, 2005; Campbell et al., 2004; Campbell, Hammond et al., 2013; Morf and Rhodewalt, 2001).

Studies proved that psychological entitlement was positively related to a dismissive attachment style, self-centered behaviors, self-esteem, exhibitionism, sense of superiority, vanity, narcissism, authority (Campbell et al., 2004), autonomy, perfectionism, self-criticism (Rose and Anastasio, 2014), lack of self-control, need for power, aggression, observed hostility, and dominance (Raskin and Terry, 1988). Psychological entitlement is also positively associated with the likelihood of experiencing increased positive affect following downward social comparisons (Bogart, Benotsch, & Pavlovic, 2004), behaving aggressively in response to an insult (Campbell et al., 2004), and the expression of assaultiveness in a laboratory aggression task (Reidy et al., 2008). Psychological entitlement has demonstrated negative relations with forgiveness (Exline et al., 2004), diminished need for cognition (Harvey and Martinko, 2009), perspective taking, loyalty, empathy toward romantic partners (Campbell et al., 2004).

The present study

Despite an escalatory amount of research related to the self-compassion is promotive, no empirical study has investigated whether self-compassion predicts psychological entitlement. The aim of this research, therefore, was to examine the predictive role of the self-compassion on psychological entitlement. Mindfulness, common humanity, and self-kindness, a healthy dimension of self-compassion, require being aware of both positive and

negative emotions and feelings in a balanced way (Raes, 2010). On the other hand, people who have higher levels of psychological entitlement continuously think that they deserve everything (such as; fine things, compliment, and social status) and believe that they are highly superior, attractive, and more intelligent than others (Campbell et al., 2004). Lack of self-control and these characteristics cause that they do not approach to themselves in a balanced manner. Even though centrality of others is one privilege characteristics of these people, they also show a controversial emergence of depending on others with the demand for independence (Rose and Anastasio, 2014). Moreover, mindfulness, common humanity, and self-kindness are associated negatively and psychological entitlement is associated positively with self-criticism and narcissism. Depending upon the relationships of self-compassion and psychological entitlement stated above, it was hypothesized that mindfulness, common humanity, and self-kindness, adaptive dimensions of self-compassion, would be associated negatively with psychological entitlement. It was also hypothesized that over-identification, isolation, and self-judgment, maladaptive dimensions of self-compassion, would be related positively to psychological entitlement.

METHOD

Participants

Participants were 331 university students (205 women, 126 men) enrolled in various undergraduate programs at Sakarya University Faculty of Education, Turkey. These programs were computer and instructional technology education ($n=79$), science education ($n=85$), social science education ($n=63$), primary school education ($n=61$), and Turkish education ($n=43$). Eighty participants were freshmen, 91 were sophomore, 86 were junior, and 74 were senior students. Their ages ranged from 17 to 26 years old ($M = 20.5$, $SD = 1.57$) and GPA scores ranged from 1.78 to 3.84.

Instrumentation

Self-compassion scale: Self-compassion was measured by using Self-compassion scale (Neff, 2003b) after adaptation into Turkish by Akin et al. (2007). The scale has six sub-scales; self-judgment, self-kindness, isolation, common humanity, over-identification, and mindfulness with 26 self-report items. Items were rated on a 5-point Likert scale (1=*strongly disagree* to 5=*strongly agree*). Correlations between English and Turkish forms were .94, .94, .89, .87, .94, and .92 for six subscales, respectively. Results of confirmatory factor analysis proved that the model was well fit. The goodness of fit index values of the model were $\chi^2 = 779.01$, $SD = 264$, $P = 0.00$) $RMSEA = .056$, $NFI = .95$, $CFI = .97$, $IFI = .97$, $RFI = .94$, $GFI = .91$, and $SRMR = .059$. The internal consistency coefficients were .77, .72, .72, .80, .74, and .74 and the test-retest reliability coefficients were .59, .69, .60, .66, .56, and .69, for six subscales, respectively.

Psychological Entitlement Scale: Psychological entitlement was measured using the Turkish version of the psychological

entitlement scale (Campbell et al., 2004). Turkish adaptation of this scale was done by Kaya et al. (2011). The psychological entitlement scale is a 9-item self-report inventory. Each item was rated on a 5-point Likert scale (1=*Strongly agree* to 5= *Strongly disagree*). This scale is a summative scale that higher scores would indicate a greater incidence of psychological entitlement. Results of factor analysis indicated that the uni-dimensional psychological entitlement model was well fit to Turkish population ($\chi^2 = 40.55$, $DF = 24$, $P = 0.01863$, $RMSEA = .045$, $NFI = .98$, $CFI = .99$, $IFI = .99$, $RFI = .97$, $GFI = .97$, $AGFI = .95$, and $SRMR = .030$). Cronbach's Alpha internal consistency reliability coefficient of the scale was .88.

Data analysis

In this study, Pearson correlation coefficient and multiple linear regression analysis were used to examine the relationships between self-compassion and psychological entitlement. The variables which were included in multiple regression analysis were calculated by summing the items of each scale. These analyses were carried out via SPSS 11.5.

RESULTS

Descriptive data and inter-correlations

Table 1 shows the means, standard deviations, inter-correlations, and internal consistency coefficients of the variables used.

Table 1 shows that Self-kindness ($r = -.40$, $p < .01$), common humanity ($r = -.29$, $p < .01$), and mindfulness ($r = -.40$, $p < .01$) were found to be negatively correlated whereas self-judgment ($r = .18$, $p < .01$), isolation ($r = .39$, $p < .01$), and over-identification ($r = .36$, $p < .01$) were found to be positively correlated with psychological entitlement. There were also significant correlations between dimensions of self-compassion.

Multiple regression analysis

Multiple regression analysis was performed in which the dependent variable was psychological entitlement and the independent variables were dimensions of self-compassion (Table 2).

In the research the variables that predict psychological entitlement were tested within five models as seen in Table 2. In model one, common humanity predicted significantly and negatively psychological entitlement ($\beta = -.29$, $p < .01$), and in model two, mindfulness predicted negatively psychological entitlement ($\beta = -.37$, $p < .01$). When mindfulness entered to the model, the level of prediction of common humanity increased from $-.29$ to $-.05$.

In model three, in which isolation entered the equation, mindfulness significantly and negatively ($\beta = -.27$, $p < .01$), and isolation predicted positively psychological

Table 1. Descriptive statistics, alphas, and inter-correlations of the variables.

Variables	1	2	3	4	5	6	7
1. Self-kindness	–						
2. Self-judgment	-.34**	–					
3. Common humanity	.66**	-.18**	–				
4. Isolation	-.35**	.66**	-.24**	–			
5. Mindfulness	.69**	-.27**	.66**	-.36**	–		
6. Over-identification	-.39**	.72**	-.26**	.73**	-.38**	–	
7. Psychological entitlement	-.40**	.18**	-.29**	.39**	-.40**	.36**	–
Mean	14.76	13.16	12.02	10.98	12.84	11.26	36.76
Standard deviation	4.43	4.28	3.55	3.48	3.61	3.80	10.21
Alpha	.77	.89	.67	.70	.78	.82	.86

** $p < .01$

entitlement ($\beta = .28, p < .01$). However, common humanity did not predict psychological entitlement ($\beta = -.05, p < .01$). When isolation entered to the model, the level of prediction of mindfulness increased from $-.37$ to $-.27$ (Table 2).

In model four, in which self kindness entered the equation, mindfulness significantly and negatively ($\beta = -.18, p < .01$), isolation predicted positively psychological entitlement ($\beta = .26, p < .01$), and self kindness predicted negatively ($\beta = -.20, p < .01$), but common humanity did not predict psychological entitlement ($\beta = .03, p < .01$). When self kindness entered to the model, the level of prediction of mindfulness increased from $-.27$ to $-.18$, and the level of prediction of isolation decreased from $.28$ to $.26$ (Table 2).

In model five, in which self judgement entered the equation, mindfulness significantly and negatively ($\beta = -.17, p < .01$), isolation predicted positively psychological entitlement ($\beta = .37, p < .01$), self kindness predicted negatively ($\beta = -.24, p < .01$), and self judgement negatively predicted psychological entitlement ($\beta = -.18, p < .01$), but common humanity did not predict psychological entitlement ($\beta = .04, p < .01$). When self judgement entered to the model, the level of prediction of mindfulness did not change, the level of prediction of isolation increased from $.26$ to $.37$, and the level of prediction of self kindness decreased from $-.20$ to $-.24$ (Table 2).

In model six, in which over-identification entered the equation, mindfulness significantly and negatively ($\beta = -.16, p < .01$), isolation predicted positively psychological entitlement ($\beta = .30, p < .01$), self kindness predicted negatively ($\beta = -.23, p < .01$), self judgement negatively predicted psychological entitlement ($\beta = -.26, p < .01$), and over-identification predicted positively psychological entitlement ($\beta = .19, p < .01$). When over-identification entered to the model, the level of prediction of mindfulness increased from $-.18$ to $-.16$, the level of

prediction of isolation decreased from $.37$ to $.30$, the level of prediction of self kindness increased from $-.24$ to $-.23$, and the level of prediction of self judgement decreased from $-.18$ to $-.26$ (Table 2).

As seen in Table 2, despite the initial regression design included common humanity explained $.08$ of the total variance of psychological entitlement, the last model, including isolation, self-kindness, self judgement, and over-identification, explained $.27$ of total variance of psychological entitlement.

DISCUSSION

The purpose of the present study was to examine the predictive role of self-compassion on psychological entitlement and significant relationships were found. As anticipated, mindfulness and self-kindness, adaptive dimensions of self-compassion, predicted psychological entitlement negatively. However, common humanity did not emerge as a significant predictor in the regression model. Individuals with self-kindness and mindfulness can deal with challenging life experiences through treating themselves with care and kindness and not allowing themselves to be swept up by negative emotions (Neff, 2003a). Moreover, since these individuals approach themselves with warmth, kindness when they are suffering, they can experience less negative and more positive emotions, suggesting that self-compassion supplies the emotional safety required to see the self explicitly. In addition, self-kindness and mindfulness annihilate the need to count upon illusions or defensiveness and warrant a clear perception of one's characteristics, both good and bad. Thus, individuals who have higher levels of self-kindness and mindfulness accept rather than deny their shortcomings, while remaining gentle and understanding toward themselves.

Table 2. Summary of forward multiple regression analysis for variable predicting psychological entitlement.

Variables	B	Standard Error of B	β	t	Adjusted R²
Model 1					
Common Humanity	-.84	.15	-.29	-5.49*	.08
Model 2					
Common Humanity	-.13	.19	-.05	-.68	.16
Mindfulness	-1.14	.14	-.40	-7.97*	
Model 3					
Common Humanity	-.13	.19	-.05	-.71	.22
Mindfulness	-.85	.14	-.30	-5.79*	
Isolation	.82	.15	.28	5.39*	
Model 4					
Common Humanity	.08	.20	.03	.39	.24
Mindfulness	-.50	.19	-.18	-2.62*	
Isolation	.76	.15	.26	4.99*	
Self-kindness	-.44	.15	-.19	-2.82*	
Model 5					
Common Humanity	.11	.20	.04	.54	.26
Mindfulness	-.46	.19	-.16	-2.40*	
Isolation	1.10	.19	.37	5.74*	
Self-kindness	-.51	.16	-.22	-3.30*	
Self-judgment	-.44	.15	-.18	-2.86*	
Model 6					
Common Humanity	.10	.20	.03	.49	.27
Mindfulness	-.41	.19	-.14	-2.14*	
Isolation	.87	.21	.30	4.11*	
Self-kindness	-.49	.16	-.21	-3.17*	
Self-judgment	.62	.17	.26	3.66*	
Over-identification	.51	.21	.19	2.40*	

So they have more accurate self-perceptions (Leary et al., 2007) and establish more correct self-appraisals (that is, without self-enhancement or self-deprecation) than those lacking (Leary et al., 2007). Conversely, psychological entitlement perceptions are based on unstable appraisements of reciprocity (Naumann et al., 2002) and high levels of entitlement may lead deterioration and overly egocentric behavior, suggesting that people with psychological entitlement act in ways that do not express their true self as person' or 'the real me' (Harter et al., 1996). Therefore, they may be engaged in false self behaviors and aware little knowledge of their accurate self (Sippola et al., 2007). Thus, the opposite associations

between mindfulness, self-kindness, and psychological entitlement are not surprising.

As anticipated, in the current research, psychological entitlement could be predicted by over-identification, isolation, and self-judgment, maladaptive dimensions of self-compassion positively. Individuals who have higher level of over-identification, isolation, and self-judgment deny their own thoughts and emotions, ruminate on their defects (Barnard and Curry, 2011; Neff et al., 2007), feel embarrassed from their mistakes and failures (Neff, 2003a), become identified with and carried away by painful experiences (Neff and Vonk, 2009), and frequently fall into psychological disorders and problems (Nolen-

Hoeksema, 1991). Individuals with lower self-compassion scores cannot ameliorate their distressful feelings and vulnerable to more negative emotions such as hostility, distress, or irritability (Neff et al., 2007). More importantly, they do not tend to have resilient self-appraisals and do not rate their abilities more accurately (Barnard and Curry, 2011). Likewise, people with higher psychological entitlement expect that they should hold desirable treatment with little consideration of actual deservingness, have a coherently positive view of themselves and more self-serving attributions, and demand being treated as unique or special in social contexts (Naumann et al., 2002; Snow et al., 2001). To keep their positive self-images in the presence of contradictory evidence, people with psychological entitlement frequently deflect their perceptions of reality in such a way that a desired self-view can be sustained (Martinko and Gardner, 1987; Zuckerman, 1979). Ultimately, they will develop a perception of false self which is linked to alienation from any sense of a real or validated core self (Sippola et al., 2007). This may clarify the positive associations between psychological entitlement and self-judgment, isolation and over-identification.

There are several limitations of this study that should be taken into account when assessing the findings. First, the sample was consisted of university students and replication of this study for targeting other samples should be made in order to generate a more research-based relationship among the constructs examined in this research, because generalization of the results is somehow limited. However, no claims can be made about causality. And third, the data reported here for self-compassion and psychological entitlement is limited to self-reported data and did not include any observations of participants' behavior.

Nevertheless, the present study provides preliminary information about the predictors of psychological entitlement. An increment in over-identification, isolation, and self-judgment will increase psychological entitlement. Also encouraging the development of individuals' self-compassion is possible by assisting them to withstand ruinous self-critical inclinations and cope with their negative emotions with greater clarity and equanimity (Neff, 2003a). Clearly, however, more research is needed to understand how self-compassion is linked to functioning.

Conflict of Interests

The author has not declared any conflict of interests.

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Full Length Research Paper

Pre-service science teachers' reflective thinking skills toward problem solving

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The purpose of the present study is to investigate the pre-service science teachers' reflective thinking skills toward problem solving and the effects of gender, grade level, academic achievement, type of graduated high school and father and mother's education level on these skills. The study was conducted through the survey method with the participation of 126 pre-service teachers attending the department of Science Teacher Education of the Education Faculty at Mugla Sitki Kocman University in 2013-2014 academic year. Of the participants, 60 are first-year students and 66 are fourth-year students. In the study, as a data collection instrument, "Scale of Reflective Thinking Skills toward Problem Solving (SRTSPS)" developed by Kızılkaya and Askar was employed and the collected data were analyzed through SPSS 20.0 program package. In the analysis of the data, frequencies and percentages were calculated and t-test and one-way variance analysis (ANOVA) were used. At the end of the study, it was found that the pre-service teachers' reflective skills toward problem solving are low in general; they do not significantly vary depending on gender, grade level, academic achievement, type of graduated high school, mother's education level; however, significantly vary depending on father's education level.

Key words: Academic achievement, father's education level, gender, variance analysis. Desirable qualifications, early childhood, the play experience model.

INTRODUCTION

In today's rapidly developing global world, one of the main goals of education systems is to enhance reflective thinking. John Dewey stresses the importance of problem solving skill involved in modern educational approaches and for the development of problem solving skill, reflective thinking skills of individuals need to be developed. This can be done only with the reformation of already lived experiences and acquisition of new

experiences (Baş, 2013).

In order to understand reflective thinking, first the concept of reflection should be explained. Reflection involves the questioning or criticizing the existence or foundations of the problem during the presentation of the problem (Mezirow, 1991: 105). Critical thinking; on the other hand, according to Dewey (1933), is a recurring process in which information is effectively and

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consistently evaluated based on supportive foundations and assumptions. On the basis of this process lays the determination of the problem, evaluation of the ways of solution to the problem by establishing empathy and designing new solutions in a most effective manner (Basol and Gencel, 2013). According to Pollard (2002), reflective thinking is a state in which the teaching individual is open to development and willing to make evaluation.

Educational theoreticians emphasize the importance of fostering higher level skills such as reflective thinking besides many other skills for the development of problem solving skill (Kuhn, 1990; cited in Bas, 2013).

The basic stages of reflective thinking;

- (I) Determination of the problem
- (II) Reflecting the solution to the problem
- (III) Design of planning for problem solving process
- (IV) Implementation of the designed plan
- (V) Performing evaluation by using reflection
- (VI) And continuing by restarting the process (Basol and Gencel, 2013).

Dewey (1933) contends that the quality of education can only be improved by restructuring it through reflective thinking. The purpose of reflective thinking is to come up with a better solution to a problem encountered; thus, problem solving skill is one of the skills to be possessed by an individual. In this regard, reflective thinking can effectively be observed during problem solving process (Shermis, 1992). Reflective thinking is divided into two by Schön (1983) as reflection in-action and reflection on-action. He emphasized that in reflection in-action, both teachers and students need to conduct in-depth thinking during the process and in reflection on-action, they need to ponder about the planning and teaching of the lesson. While conducting educational and instructional activities, teachers must assume important roles in the use of reflective thinking. Teachers must be able to ask questions to encourage students to discuss different thinking styles (Mc Grath and Higgins, 2006). Teachers having reflective thinking skill can both make use of their students' capabilities and draw their attention to the discussion about different learning styles (Larrivee, 2000). Here, the reflective thinking skill of the teacher is of great importance. Both teachers and students themselves can ask and answer reflective thinking provoking questions such as "What happened?", "How did I feel?", "Why did I do so?", "What could I have done differently?" (Griffin, 2003). In an education system based on reflective thinking, students can set their learning goals and take the responsibility for their own learning. They can even recognize their own mistakes without needing any help, can correct these mistakes, motivate themselves and freely express their opinions about any given topic (Ünver 2003). In Turkey, since 2000, greater importance has been attached to inquiry-based science

teaching in line with the developments observed in teacher training programs in America and thus, teacher training programs aimed to educate teachers both questioning and encouraging their students to question (NRC, 2000). In a great amount of research, inquiry in science teaching is addressed as a process including the provision of opportunities for students to create questions that will lead them to information to be constructed, construction of the research process, reporting of the results and sharing of the collected information with others (Hsiao-Lin et al., 2005).

Reflective thinking, like problem solving skill, is one of the skills that can contribute to the development of thinking (Kızilkaya and Askar, 2009). As well as being a skill matching up with many higher thinking skills such as critical thinking and problem solving, reflective thinking can also motivate an individual to solve a problem by using different problem solving paths (Yorulmaz, 2006). In this regard, it is clear that problem solving skill and reflective thinking are closely associated with each other. Though there is a great deal of research conducted on reflective thinking skills, this research mostly focuses on the level of reflective thinking skills of participants, their effects on other skills and their relationship with some demographic features. Lie (2007) conducted a study with the participation of 391 students aged at 16-26 in Singapore to investigate the effect of problem-based learning on the students' reflective thinking levels (Kember et al., 2000). It was concluded that critical thinking skills and reflective thinking skills can be enhanced through reflective thinking instruction. In a study aiming to investigate the classroom teachers' reflective thinking tendencies throughout their science and technology teaching, Ocak et al., (2013) concluded that the teachers continuing their master's studies have higher levels of reflective thinking skills than those of the teachers not doing their master degree. Koksal and Demirel (2008) conducted a study on 12 pre-service classroom teachers to determine the effect of the pre-service teachers' reflective thinking tendencies on the stages of designing, implementation and evaluation of teaching process. They concluded that reflective thinking tendency makes positive contributions to these three stages of teaching process. Duban et al. (2010) conducted a study involving 315 pre-service teachers to determine the participants' reflective thinking tendencies and elicit the similarities between the characteristics of the teacher in their minds and those of the reflective teacher. It was concluded that the pre-service teachers' personal and professional characteristics and the teaching characteristics they want to possess show parallelism with the characteristics of the reflective teacher. Sahin (2011) investigated the reflective thinking tendencies of 102 first-year and fourth-year pre-service Turkish Language teachers and found that the fourth-year students have higher reflective thinking tendencies than the first-year students and gender does not have a

significant effect on reflective thinking tendencies. Durdukoca and Demir (2012) conducted a study on 256 elementary school teachers and reported that the teachers' reflective thinking levels are high and subject area, length of service in the profession and gender do not significantly affect their reflective thinking tendencies. Bakioglu and Dalgic (2013) aimed to determine the problems encountered by Turkish and Danish school directors in the utilization and implementation of reflective thinking.

The study was conducted on 24 secondary school directors from Istanbul and 13 secondary school directors from Copenhagen and detected some internal and external obstacles. Internal obstacles are not having a promotion, lack of foreign language competency, willingness to establish authority and problems encountered in class and external obstacles are communication culture, information concealing, lack of sharing, centralized management, continuous renewal of the system, excessive workload and indifference demonstrated by parents.

Reflective thinking level of pre-service teachers, development of reflective thinking and different dimensions of reflective thinking have become the important issues of research in recent years in Turkey. In teacher training programs, though theoretically one of the objectives is stated to be to educate teachers who can think reflectively, in practice, it has been overlooked to a great extent; thus, there is a great need for research on this issue.

Moreover, one of the important skills to be possessed by an individual is problem solving skill and reflective thinking can make some contribution to the development of problem solving skill (Shermis, 1992). Therefore, it is of great importance for pre-service teachers to believe in the importance of reflective thinking skills including asking questions and conducting inquiry (Desouza and Czerniak, 2003). Thus, teacher training institutions must impart skills of thinking reflectively and encouraging reflective thinking to pre-service teachers (Liou, 2001). In this regard, the current study was conducted to investigate reflective thinking skills oriented to problem solving. Thus, the purpose of this study was to determine the level of pre-service science teachers' reflective thinking skills toward problem solving and to investigate the effect of gender, grade level, academic achievement, type of graduated high school, mother and father's education level on their reflective thinking skills. For this purpose, answers to the following sub-questions were sought:

1. What is the level of the pre-service science teachers' reflective thinking skills toward problem solving?
2. Do the pre-service science teachers' reflective thinking skills vary significantly depending on;

a) Gender

- b) Grade level
- c) Academic achievement
- d) Type of graduated high school
- e) Mother's education level
- f) Father's education level?

METHODOLOGY

In the present study, employs the survey method. The purpose is to determine the pre-service science teachers' reflective thinking skills toward problem solving. As the survey method is usually employed to determine the attitudes, beliefs and opinions of a selected group in relation to a certain issue (McMillan and Schumacher, 2006: 25), it was determined to be the basic research design in the current study. In the collection of the data, "Scale of Reflective Thinking Skills toward Problem Solving" and an Information Form developed to elicit the demographic features of the participants were used. The study was conducted with the participation of 126 pre-service teachers attending the department of Science Teacher Education at the Education Faculty of Mugla Sitki Kocman University in 2013-2014 academic year. Of the participants, 60 are first-year students and 66 are fourth-year students.

Instruments

Scale of Reflective Thinking Skills toward Problem Solving (SRTSPS)

The scale developed by Kızılkaya and Askar (2009) comprised the sub-dimensions of questioning, causation and evaluation and 14 items designed in 5-point Likert type. The items belonging to the sub-dimensions are presented in Table 1. In the original scale, Cronbach alpha internal consistency coefficient was calculated to be 0.83.

Data analysis

All of the items in the Scale of Reflective Thinking Skills toward Problem Solving are positive and the answer alternatives to the items are "Always", "Often", "Sometimes", "Rarely", "Never". The scores assigned to the alternatives are; 5 points for "Always", 4 for "Often", 3 for "Sometimes", 2 for "Rarely" and 1 for "Never". The total score of the scale is the sum of the scores taken from 14 items. Higher score means higher level of reflective thinking skills toward problem solving. The lowest score to be taken from the scale is 1 and the highest possible score is 70. In this regard, when the score taken from the scale is between 14 and 32, it means the participant's level of reflective thinking skills toward problem solving is low; when it is between 33 and 51, it means the level is medium and when it is 52-70, it means the level is high. The data collected through the administration of SRTSPS were analyzed by using SPSS 20.0 program package. Whether the pre-service teachers' reflective thinking skills toward problem solving vary significantly depending on gender and grade level variables was tested with t-test and whether they vary significantly depending on academic achievement, type of graduated high school and mother and father's education level was tested with One Way Variance (One Way ANOVA) analysis.

RESULTS

In this section, the findings related to the sub-problems of

Table 1. Sub-dimensions and items of SRTSPS (Kızılkaya and Askar, 2009).

Sub-dimension	Item No	Items
Questioning	1	When I cannot solve a problem, I ask questions to myself to understand why I cannot solve it.
	3	I try to find a better way of solving by questioning the paths followed by my peers to solve the problem.
	7	While solving a problem, I ask questions to myself to find different ways of solving the problem.
	9	When I read a problem, I think about which information I need for solution.
	13	When I read a problem, I ask questions to myself to determine what is given and required.
Evaluation	2	After solving a problem, I think about a better solution.
	4	I evaluate the possible solutions one by one to find a better solution to the next problem.
	6	When I have solved a problem, I go over and evaluate the operations I have performed.
	10	After solving a problem and finding the result, I check the operations I have performed.
	14	After solving a problem, I compare my solution with the solutions of my peers and evaluate my solution.
Causation	5	While solving a problem, I carefully think about why I perform which operation.
	8	While solving a problem, I think about the reasons for the operations and try to establish a connection with the result I have found.
	11	When I read a problem, I think about the problem I have previously solved and create connections between them based on similarities and differences.
	12	While solving a problem, I perform each operation by thinking previous and next stages.

Table 2. Pre-service teachers' reflective thinking skills toward problem solving.

Reflective thinking skills toward problem solving					
Low		Medium		High	
N	%	N	%	N	%
73	57.9	52	41.3	1	.8

Table 3. T-test results of the pre-service teachers' SRTSPS total scores depending on gender variable.

Gender	N	\bar{X}	S	sd	t	p
Female	91	31.24	6.64	124	.152	.287
Male	35	31.03	8.08			

the study are presented in tables and interpreted.

Findings relating the first sub-problem

The findings related to the levels of the pre-service teachers' reflective thinking skills toward problem solving are presented in Table 2.

In Table 2, the distribution of the pre-service teachers based on their scores taken from SRTSPS is seen. When the total scores taken from the scale are evaluated, it is seen that 57.9% of the pre-service teachers possess "low" level of reflective thinking skills, 41.3% have "medium" level of reflective thinking skills and 8% have "high" level of reflective thinking skills. Thus, it can be argued that in general the pre-service teachers have low level of reflective thinking skills toward problem solving.

Findings relating the second sub-problem

In this section, whether the pre-service reflective thinking

skills toward problem solving vary significantly depending on gender, grade level, academic achievement, type of graduated high school and mother and father's education level was tested and findings are presented in tables.

Findings related to gender

Results of t-test conducted to analyze whether the pre-service teachers' scores taken from SRTSPS vary significantly depending on gender variable are presented in Table 3.

As can be seen in Table3, 19 of the participants are females and 35 are males. The pre-service teachers' reflective thinking skills toward problem solving do not vary significantly depending on gender [$t_{(124)} = .152, p > .05$]. Though there is no gender-based statistical difference, it can be argued that the female participants' reflective thinking skills toward problem solving ($\bar{X} = 31.24$) are a bit higher than those of the male participants ($\bar{X} = 31.03$).

Table 4. T-test results of the pre-service teachers' SRTSPS total scores depending on grade level variable.

Grade level	N	\bar{X}	S	sd	t	p
1 st year	60	31.75	6.82	124	.863	.390
4 th year	66	30.67	7.23			

Table 5. Arithmetic means and standard deviations of the pre-service teachers' SRTSPS total scores according to academic achievement

Academic achievement	N	\bar{X}	S
3.00 and higher	20	28.35	6.70
2.00-2.99	86	31.45	6.84
1.80-1.99	12	31.33	7.64
1.79 and lower	8	35.13	7.75

Findings related to grade level

Results of t-test conducted to analyze whether the pre-service teachers' scores taken from SRTSPS vary significantly depending on grade level variable are presented in Table 4.

As can be seen in Table4, 60 of the participants are first year students and 66 are fourth year students. The pre-service teachers' reflective thinking skills toward problem solving do not vary significantly depending on grade level variable [$t_{(124)} = .863$, $p > .05$]. Yet, in the table, it is seen that first year students' reflective thinking skills toward problem solving ($\bar{X} = 31.75$) are more positive than those of the fourth year students ($\bar{X} = 30.67$).

Findings related to academic achievement variable

Whether the pre-service teachers' reflective thinking skills toward problem solving vary significantly depending on academic achievement was tested with one way variance analysis and the findings are presented in Tables 5 and 6.

As can be seen in Table 5, 8 of the participants have a grade point average of 1.79 or lower, 12 have a grade point average ranging from 1.80 to 1.99 and 86 have a grade point average ranging from 2.00 to 2.99 and 20 have a grade point average of 3.00 or higher. Variance analysis was conducted to test whether the differences among the arithmetic means are statistically significant or not and the findings are presented in Table 5.

The analysis results presented in Table6 show that the pre-service teachers' reflective thinking skills toward problem solving do not significantly vary depending on academic achievement [$F_{(3-122)} = 2.01$, $p > .05$]. That is, academic achievement levels of the students do not

significantly affect their reflective thinking skills toward problem solving.

Findings related to type of graduated high school

Whether the pre-service teachers' reflective thinking skills toward problem solving vary significantly depending on type of high school graduated was tested with one way variance analysis and the findings are presented in Tables 6 and 7.

As can be seen in Table 7, 2 of the participants are Science High School graduates, 35 are Anatolian / Anatolian Teacher Education High School graduates, 80 are Normal High School graduates and 9 are the graduates of other high schools. Variance analysis was conducted to test whether the differences among the arithmetic means are statistically significant or not and the findings are presented in Table 8.

As can be seen in Table 8, the pre-service teachers' reflective thinking skills toward problem solving do not vary significantly depending on type of graduated high school [$F_{(3-122)} = .685$, $p > .05$]. Therefore, it can be argued that type of graduated high school does not have a significant effect on reflective thinking skills toward problem solving.

Findings related to mother's education level

Whether the pre-service teachers' reflective thinking skills toward problem solving vary significantly depending on mother's education level was tested with one way variance analysis and the findings are presented in Tables 9 and 10.

As can be seen in Table 9, 7 of the pre-service teachers have mothers who are graduates of university/post-graduate, 19 have high school graduate mothers, 18 have secondary school graduate mothers, 73 have elementary school graduate mothers and 9 have mothers who are graduates of others; that is, they are illiterate or not graduates of any formal education institutions. Variance analysis was conducted to test whether the differences among the arithmetic means are statistically significant or not and the findings are presented in Table 10.

As can be seen in Table10, the pre-service teachers' reflective thinking skills toward problem solving do not vary significantly depending on mother's education level [$F_{(4-121)} = .706$, $p > .05$]. Therefore, it can be argued that mother's education level does not have a significant effect on the pre-service teachers' reflective thinking skills toward problem solving.

Findings related to father's education level

Whether the pre-service teachers' reflective thinking skills toward problem solving vary significantly depending on

Table 6. ANOVA results of the pre-service teachers' SRTSPS scores according to academic achievement .

Source of variance	Sum of squares	sd	Mean of squares	F	p
Between-groups	291.396	3	97.13		
Within-groups	5891.406	122	48.29	2.01	.116
Total	6182.802	125			

Table 7. Arithmetic means and standard deviations of the pre-service teachers' SRTSPS total scores according to type of graduated high school

Type of high school	N	\bar{X}	S
Science High School	2	34.50	.70
Anatolian/ Anatolian Teacher Education High School	35	32.37	6.91
Normal High School	80	30.56	7.29
Others	9	31.33	5.63

Table 8. ANOVA results of the pre-service teachers' SRTSPS scores according to type of graduated high school

Source of variance	Sum of squares	sd	Mean of squares	F	p
Between-groups	102.443	3	34.148		
Within-groups	6080.359	122	49.839	.685	.563
Total	6182.802	125			

Table 9. Arithmetic means and standard deviations of the pre-service teachers' SRTSPS total scores according to mother's education level.

Mother's education level	N	\bar{X}	S
University/Post-graduate	7	28.86	7.38
High School	19	32.79	8.54
Secondary School	18	32.44	7.06
Elementary School	73	30.62	6.37
Others	9	31.67	8.97

father's education level was tested with one way variance analysis and the findings are presented in Tables 11 and 12. As can be seen in Table 11, 18 of the pre-service teachers have fathers who are graduates of university/post-graduate, 37 have high school graduate fathers, 24 have secondary school graduate fathers, 44 have elementary school graduate fathers and 3 have fathers who are graduates of others; that is, they are illiterate or not graduates of any formal education institutions. Variance analysis was conducted to test whether the differences among the arithmetic means are statistically significant or not and the findings are presented in Table 12.

As can be seen in Table 12, the pre-service teachers' reflective thinking skills toward problem solving vary significantly depending on father's education level [$F_{(4, 121)} = 2.498, p < .05$]. In order to determine from which group this difference stems, Scheffe test was conducted and it was found that the reflective thinking skills toward problem solving of the pre-service teachers whose fathers are high school graduates ($\bar{X} = 34.14$) are more positive than those of the pre-service teachers whose fathers are elementary school graduates ($\bar{X} = 29.66$). Thus, it can be claimed that father's education level has a significant influence on the pre-service teachers' reflective thinking skills toward problem solving.

DISCUSSION

The purpose of the present study is to investigate the pre-service science teachers' reflective thinking skills toward problem solving and the effects of gender, grade level, academic achievement, type of graduated high school and father and mother's education level on these skills. At end of the study, it was found that in general the pre-service teachers' reflective thinking skills toward problem solving are low. The pre-service teachers' low level of reflective thinking skills oriented to problem

Table 10. ANOVA results of the pre-service teachers' SRTSPS scores according to mother's education level.

Source of variance	Sum of squares	Sd	Mean of squares	F	p
Between-groups	141.082	4	35.270		
Within-groups	6041.72	121	49.932	.706	.589
Total	6182.802	125			

Table 11. Arithmetic means and standard deviations of the pre-service teachers' SRTSPS total scores according to father's education level.

Father's education level	N	\bar{X}	S
University/Post-graduate	18	30.06	7.35
High School	37	34.14	6.79
Secondary School	24	30.54	6.98
Elementary School	44	29.66	6.49
Others	3	29.00	10.00

Table 12. ANOVA results of the pre-service teachers' SRTSPS scores according to father's education level

Source of variance	Sum of squares	sd	Mean of squares	F	p	Significant difference
Between-groups	471.688	4	117.922			
Within-groups	5711.113	121	47.199	2.498	.046	High school-Elementary school
Total	6182.802	125				

solving may be associated with their shortcomings in their skills of questioning their goals, monitoring the results of their research, short-term and long-term thinking, considering external feedbacks together with their own observations, openness to criticisms and suggestions, following innovations and developing oneself and investing more time and effort on the problem and the solution to the problem (Norton, 1994). That is, during the undergraduate education, pre-service teachers should be encouraged to question their competency in the above mentioned skills. In addition to this, these skills can be imparted to teachers after they start to work as actual teachers through in-service training. This finding concurs with the findings of the study conducted by Baki et al. (2012) on pre-service elementary school mathematics teachers. However, there are some findings reported in literature not complying with this finding. In a study conducted by Aydın and Celik (2013) with the participation of pre-service social studies teachers and in a study carried out by Ergüven (2011) on teachers, it was found that the participants have high levels of reflective thinking skills. The present study revealed that gender is not an influential factor on the development of these skills. While Ergüven (2011) stated that gender does not significantly affect teachers' reflective thinking skills, Aydın and Celik (2013) stress that gender results in significant differences

in favor of female participants. Another finding of the current study is that grade level does not have significant influence on the pre-service reflective thinking skills toward problem solving. There are some studies supporting this finding in literature. Aydın and Celik (2013) conducted a study on the pre-service social studies teachers and concluded that grade level does not significantly affect the pre-service teachers' reflective thinking skills. Sahin (2011) investigated the pre-service Turkish Language teachers' reflective thinking tendencies and concluded that the reflective thinking tendencies of the fourth year students are higher than those of the first year students. This finding is different from the relevant finding of the present study. The present study also found that academic achievement does not have a significant effect on the pre-service teachers' reflective thinking skills toward problem solving. Ersozlu and Kuzu (2011) investigated the effect of the activities implemented within 5th grade social studies course to develop students' reflective thinking on students' academic achievement and concluded that these activities do not result in significant differences in the participants' information levels. This supports the finding of the current study. However, there are some studies reporting different findings in literature. Bas (2012) concluded that activities performed to enhance seventh graders' reflective thinking

skills in English course made positive contributions to students' academic achievement. Moreover, Bas (2013) investigated the correlation between the elementary school students' reflective thinking skills and their science and technology course achievement and reported a high correlation. It was found that type of graduated high school does not significantly affect the participants' reflective thinking skills. Dolapcioglu (2007) also found that there is no significant correlation between classroom teachers' reflective thinking levels and type of graduated high school.

This finding concurs with the present study. In the current study, it was found that the pre-service teachers' reflective thinking skills toward problem solving do not vary significantly depending on mother's education level but vary significantly depending on father's education level.

Thus, it can be argued that with increasing father's education level, reflective thinking skills develop. Aydın and Celik (2013) also found that mother's education level does not significantly affect the pre-service social studies teachers' reflective thinking skills and this finding concurs with the finding of the current study. Problem solving oriented reflective thinking skills of the pre-service teachers were found to be low in general and gender, grade level, academic achievement, type of the graduate high school and the mother's education level were found to be not leading to significant differences in these skills.

Conclusion

Both problem solving skills and reflective thinking skills are important for individuals to deal with problems they are confronted with. In this connection, the present study investigated the pre-service science teachers' reflective thinking skills toward problem solving and the effects of gender, grade level, academic achievement, type of graduated high school and mother and father's education level on these skills and following conclusions were reached.

1. The pre-service science teachers' reflective thinking skills toward problem solving were found to be low.
2. The pre-service teachers' reflective thinking skills toward problem solving do not significantly vary depending on gender, grade level, academic achievement, type of graduated high school and mother and father's education level.
3. Father's education level was found to be a factor significantly affecting the pre-service teachers' reflective thinking skills toward problem solving and the reflective thinking skills of the pre-service teachers whose fathers are high school graduates are more positive than those of the pre-service teachers whose fathers are elementary school graduates.

Limitations

The present study is limited to 1st and 4th year students from the Department of Science Teaching at the Education Faculty of Mugla Sitki Kocman University. The collected data of the study are limited to the administration of "The Scale of Reflective Thinking Skills toward Problem Solving" and "Demographic Features Form" developed by the researcher.

RECOMMENDATIONS

In this study, as the pre-service teachers' problem solving oriented reflective thinking skills were found to be low, it was thought that incorporation of the activities encouraging them to ponder about planning and teaching of a topic and to question the topic to be taught by asking questions such as ("What happened?", "Why did I do so/ was it done so?") into teacher training programs can contribute to the development of problem solving oriented reflective thinking and thus, they can better produce solutions to the problems they encounter. The pre-service teachers having high level of reflective thinking skills can set their own goals, take responsibility for their learning, motivate themselves and recognize and correct their mistakes. This will also enhance the quality of student-centered learning. For an in-depth analysis of the issue, future research may investigate which variables affect students' reflective thinking skills and how they affect by using different measurement instruments.

Conflict of Interests

The author has not declared any conflict of interests.

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Full Length Research Paper

Development of program for enhancing the ideal desirable characteristic of basic school administrators

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The objective of this research is to develop a program for enhancing ideal desirable characteristic of basic school administrators. An in-depth interview was done with experts. The opinions of school administrators, assistant school administrators, and teachers as the chiefs of academic work were found out. A total of 330 persons participated in this work. Questionnaire was used as instrument for collecting data from schools as well as Focus Group Discussion of the educational scholars. The experts were asked to evaluate the program. The program was tried out with the samples including 30 school administrators. The statistic used in this research included mean, standard deviation, Cronbach's Correlation Coefficient, Pearson Correlation Coefficient, the Priority Need Indicator (PNI Modified), and Independent t-test. The research implementation findings showed that the program for enhancing the ideal desirable characteristic of basic school administrators in Thailand consisted of 4 major factors: 1) Stewardship, 2) Empathy, 3) Building learning community, and 4) Foresight. In addition, the program used for enhancing the ideal desirable characteristic of basic school administrators showed that the participants had higher ideal desirable characteristic before development at .01 significant level. Moreover, they were able to organize their school management efficiently.

Key words: Desirable characteristic, ideal desirable characteristic, program, basic school administrators.

INTRODUCTION

School administrators play an important role in work management as well as enhancement of educational management for schools to be successful and to accomplish their goal effectively. To achieve goal, the administrators have to be competent in staff management, have good relationship with their colleagues, and build staffs' collaboration in work place.

There are research studies on administrators' desirable

characteristic, involving giving significance to organizational staffs which can be expressed in ethics and morality that are accepted by the organizational staffs (Greenleaf, 1970; Spears, 2005; Daft, 1999; Yulk, 2002; Laub, 2003; Dennis, 2004; Nwogu, 2004; Drury, 2004; Sipe and Frick, 2009). In addition, it is indicated that when organizational staffs are satisfied with administrators, it would cause them to be effective and

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Also develop (Irving, 2005; Ostrems, 2005; Krekeler, 2010; Hayden, 2011; Boyum, 2012). Furthermore, when administrators display desirable characteristic that is being recognized by school staffs, it would cause positive relationship in the school (Black, 2007; Babb, 2012)

According to the report of Educational Situation in Thailand (2007-2009), the administrators during the age of educational reform dedicated themselves to solve many important problems; for instance, the problem of inequality in education, quality development in educational management, development for teachers and educational staff. So, for the efficient educational management to be congruent with national economic, political, and social situation needs to provide development for teachers as well as educational staff truly (The Office of Educational Council, 2010). To use the technique that can lead to problem solving and accomplishment, the school administrators and professional leaders need to obtain knowledge, competency, ethics, morality, and good professional code of ethics in order to provide good, efficient, and effective school administration and management (Rooncharoen, 2007).

Considering the problem with basic school administrators, it is found that most school administrators still lack the characteristic of building good relationship with school staff. Most school administrators make decision and order the work practice by themselves. They give importance to school policy and set goal as the first priority. As a result, they neglect to care for their staff. They do not stimulate and encourage the staff in work practice (Office of Educational Council, 2010). Consequently, the school works for their responsibility and duty only. They do not dedicate, sacrifice, and interact with each other. So, their work performance is not effective or specified goals are not met.

Therefore, this study viewed the importance of basic school administrators' desirable characteristic caused by the need of teachers as well as educational staff in order to be guidelines for the basic school administrators to use in promoting the desirable characteristic for themselves, and for school management to be more efficient.

Leadership characteristic

There are various research studies on leaders' characteristic. Considering the leaders' characteristic stated at the beginning by Stogdill (1974), there are 163 studies on leaders' characteristic from 1948-1970. Six characteristics of good leaders could be specified as: 1) Physical Characteristics including the fit and firm physical health, 2) Social Background including the well- educated and social condition, 3) Intelligence including high intelligence, good decision making, and communication skill, 4) Personality including alertness and emotional control, creative thinking, ethics, morality, and self-confidence 5) Task related characteristics including one's

wish to try one's best, be responsible, be not discouraged in obstacle, and work oriented, and 6) Social characteristics including one's wish to cooperate with others, be honored and recognized by others, and be socialized and intelligent. James and Barry (1995) studied characteristic of leaders being recognized as the most important characteristics; the origin of trustworthiness includes: 1) being honest, the most important characteristic of leaders for being accepted by followers; leaders have to tell the truth, be ethical for others to rely on them, 2) being forward-looking, leaders have to be able to direct as well as be concerned with organizational future, 3) inspiring, leaders have to be energetic and powerful, have positive thinking for future, inspire others, be able to communicate their approach or vision to others, and encourage others to follow them. Leaders have to be confident in inspiring others unless they would fail. Leaders have to inspire their sub-ordinates to be self-confident in accomplishing the specified goal by expressing their enthusiasm, and 4) being competent, it is not necessary for them to be competent technologically, but they have to be competent based on their position as well as organizational condition. For instance, the executive leaders in organization would be expected to be competent in planning strategy as well as policy.

These leadership characteristics are important for creating the personality and attribute of leaders physically: good personality and appropriate dressing, good manner, good physical health, good human relation with others, good verbal expression. Mental characteristic consists of one's integrity, generosity, ethics and morality, responsibility, empathy, and persistence in developing others etc.

Ideal leaders' desirable characteristic

Ideal refers to imagined standard of virtue, beauty, and truth which human beings focus on as their life goal. It consists of principle as well as value which could play an important role in morality, because both principle and value emphasized by persons depend on the significance of each one. When leaders are ethical and moral, they would give priority to others through different processes or techniques caused by feeling or nature of one's mind truly. They would try to understand and approach others' feeling, care for them, and help them without anything in return. They would have good human relationship, listen to others, encourage them, and value others rather than themselves. Leaders not only provide service for others, but also have foresight and vision. They would help organizations and everyone equally. They would wish to support and develop others to have increased potentiality. They would use their competency in leading the followers and organization to accomplish their common goal (Greenleaf, 1970; Yulk, 2002; Spears, 2005).

Leaders with this desirable characteristic would be able to win their followers' mind truly. Their wish for helping others is more than the need for their position or power since they sacrifice themselves without hoping for anything in reciprocal. They focus on the issue concerning their followers, are concerned with the followers' life as well as livelihood since they are the important part in the production process of the organization. Moreover, leaders provide service without the feeling of getting something in return. In part, followers would obtain influence and motivation through the leaders' service (Patterson, 2003). Leaders use influence of giving or self-giving which is not the influence of honor or self-glory. These kinds of leaders would be dynamic who can practice efficiently among complex situation as well as rapid changes of present world. Leaders' good characteristic could make change by being the role model for others. These leaders would motivate their followers to act and imitate their characteristic. In addition, leaders' good characteristic would affect the decrease of followers' dissatisfaction, leading to profit as well as success in future (Stone et al., 2004).

During the age of changing leaders' management paradigm, leaders have to be able to adjust themselves with the changes as the professional ones do. Furthermore, they have to persist to provide benefit for the public. Many kinds of success occurring in organization depend on personal factor. If the leaders have appropriate characteristic, they would have opportunity to be more successful. The major factor for effective work management is the leaders' characteristic. It is obviously seen that effective work management depends on the leaders' competency. In the limitation of organization, a guideline to help leaders accomplish specified goal or objective is the leaders' characteristic in each organization.

Basic school administrators in Thailand

It is necessary for school administrators to play their role in educational administration and management, and has important characteristic in both profession and personal aspects for implementation in order to accomplish the educational goal and objective. In school administration during the regular changing period or globalization, it is necessary for public management to be based on professional leaders so that the organization would be well implemented and accomplish its specified goal. The economic and social changes as well as technology advancement rapidly occur without border, and affect the whole world. National Education Act 1999, and the Revised Issue (the 2nd Issue) 2002, Section 53, specified that the administrators in educational service area as well as school administrators have to be certified based on

principle and technique specified by the teaching profession organization, school administrators, and educational administrators. This is based on criterion and technique of higher profession organization, and professional administrators.

The current situation of school administrators in Thailand shows that most school administrators act as the only persons who make decision and command work practice in school. As a result, they do not care for staff. The interaction with staff is overlooked. There are no encouragement and enhancement in work practice for the staff (Office of Educational Council, 2010). These problems were accumulated for a long period of time in Educational Area of Thailand. Although the Ministry of Education tried to reform the whole system of structure, it was difficult to reform one's traditional thinking inherited from behavior.

RESEARCH METHODOLOGY

Six phases were determined in implementation. Phase 1: the document and related research literature were studied. Phase 2: the in-depth interview from the experts was performed by using the unstructured interview form. Data from the interview were arranged and organized. The content was grouped. Data were analyzed by concluding from content analysis in order to obtain framework of major characteristic and minor characteristic. Phase 3: the samples were surveyed for their opinion on desirable characteristic in the present study and in the ideal basic school administrators by using questionnaire as rating scale classified into 5 Likert's Level rating scale (Srisaad, 2010). Phase 4: the factors of ideal desirable characteristic were ascertained by focus group discussion of the educational experts. Phase 5: the construction and development of the program were evaluated by the experts. Phase 6: the program was administered to basic school administrators, in the primary school.

Delimitation of population, samples, and key informants

The experts in in-depth interview

The researcher administered purposive sampling in obtaining 9 experts by determining characteristic into 3 groups. Group 1: 3 Basic school administrators with doctoral degree in educational administration were included. Group 2: 2 Instructors in higher education institution included those with Doctoral Degree in Educational Administration, and those who wrote their textbook or conducted research in Educational Leadership. Group 3: 2 Directors of the Office of Educational Service Area, under jurisdiction of the Office of Basic Education Commission. Group 4: 2 administrators in policy level including those who practiced in policy level of the Office of Basic Education Commission or the Institute of Administrator Development of the Office of Basic Education Commission.

Population in data collection

The population of this study was 29,067 basic school

administrators, assistant basic school administrators, and teachers as the chiefs of academic work management practicing in primary schools, under jurisdiction of the Office of Basic Education Commission. The samples were 378 persons, selected by using multi-stage random sampling technique; the cluster random sampling was used for classifying into groups for 6 regions: 7 Provinces in the North region, 17 provinces in the North eastern region, 18 provinces in the central region, 6 provinces in the Eastern region, 4 provinces in the Western region, and 11 provinces in the Southern region. The sample size was determined by using Krejcie and Morgan's table. The Simple Random Sampling was administered. Sixty three provinces were obtained.

Using Simple Random Sampling, the Office of Primary Educational Service Area of each province was sampled. The population included 29,067 basic school administrators, assistant basic school administrators, and teachers as the chiefs of academic work. The sampling and sample size were determined by using Krejcie and Morgan's table. 378 samples were obtained. Simple Random Sampling was used by taking lots; they were 126 Basic School Administrators, 126 Assistant Basic School Administrators, and 126 Teachers as the Chiefs of Academic Work.

Experts in Focus Group Discussion

The participants in Focus Group were obtained by purposive sampling. The Focus Group participants were divided into 3 regions: the North Region, the Central Region, and the North Eastern Region including the Basic School Administrators, Instructors in Higher Education Institute or Academics, and the Chiefs of Academic Work (total of 18 persons). The determined characteristics were: Group 1, 6 Basic School Administrators with Doctoral Degree in Educational Administration; 2 administrators in each region were included. Group 2: 6 Instructors in Higher Education Institution included those with Doctoral Degree in Educational Administration, and who wrote their textbook or conducted research in Educational Leadership or Servant Leadership; 2 administrators in each region were included. Group 3: 6 teachers of academic work management practicing in basic school; 2 teachers from each region.

The experts who investigated the program

Nine experts that evaluated the propriety were classified into 3 groups: Group 1: 3 Basic School Administrators with Doctoral Degree in Educational Administration. Group 2: 2 Instructors in Higher Education Institution included those with Doctoral Degree in Curriculum and Instruction, with experience in teaching curriculum, wrote their textbook and conducted research on curriculum or program development. Group 3: 2 experts with experience in leadership including the persons with Doctoral Degree, wrote textbook or conducted research on leadership. Group 4: 2 experts in policy level of the Office of Basic Education Commission or the Institute of Administrator Development of the Office of Basic Education Commission.

The samples in the program

The samples who used the program included 30 basic school administrators, under jurisdiction of basic education commission. They were selected by purposive sampling from those who volunteered to participate in development.

The research instruments

The unstructured interview was done by interviewing the experts, and synthesizing with conclusions from principle, approach, theory, and related research literature in order to obtain the conceptual framework of major desirable characteristic, minor desirable characteristic, and indicator of basic school administrators. Non-directive and in-depth interviews were done. The researcher asked the experts to investigate the congruence between the question items of the interview, and research objective by using the IOC: Index of Item Objective Congruence. The values of IOC ranged between 0.80-1.00 in acceptable criterion.

There were 2 parts of the questionnaire: the checklist on the respondents' demographic data regarding gender, age, educational Level, working experience, as Force choice, and questionnaire rating scale on ones' desirable characteristic of Basic School Administrators in the present and Ideal. It was classified as 5 Likert's level rating scale. The content validity of tentative questionnaire constructed by the researcher was investigated by experts to give their opinion on the congruence of question items by using the IOC (Index of Item-Objective Congruence) technique. The IOC of every item was = 1.00. The item discrimination was investigated by trying out the validity of the tentative questionnaire by the experts. This was done with the basic school administrators, assistant basic school administrators, and teachers who were not the samples. Pearson's Correlation Coefficient was used to consider the relationship between each item and total score or item total correlation. The item discrimination of items ranged between 0.31–0.62. Moreover, the researcher searched for the total issue Reliability from the question items with item discrimination as criterion based on Cronbach' s Alpha Coefficient. The reliability of total issue was 0.83, which was in the acceptable criterion.

The evaluation form of the level in servant leadership of basic school administrators is classified into 2 issues: self-evaluation, and the other issue including: the assistant director, and teachers as the chiefs of academic management work, 30 items in each issue. The experts were asked their opinion on the congruence of items by using the IOC (Index of Item-Objective Congruence). The IOC of every item was 1.00. The tentative issue being validated was tried out with 30 basic school administrators using Pearson's Correlation Coefficient by considering the correlation of score from each item, and total score. The item discrimination ranged between 0.30–0.79. To search for reliability of total issue, Cronbach' Alpha Coefficient technique was used. The reliability of total issue is 0.92.

RESEARCH FINDINGS

The research findings from phases 1-4 included documentary study, in-depth interview of the experts, the samples' opinion survey, and the experts' focus group discussion for ascertaining the factor. The major factors and minor factors of desirable characteristic of basic school administrators are shown in Table 1.

The experts expressed their congruent opinion about factors of desirable characteristic of Basic School Administrators as follows: 1) Empathy consists of 4 minor factors: being interested in listening to others attentively, understanding and approaching others' feeling, respecting individual differences, and being concerned about others, 2) Foresight consists of 4 minor factors: analyzing the

Table 1. Major and minor factors of basic school administrators’ desirable characteristics.

Major factors	Minor factors
Empathy	1. Being interested in listening to others. 2. Understanding and approaching others’ feeling. 3. Paying respect for individual differences. 4. Being concerned and helpful to others.
Foresight	1. Analyzing organizational condition. 2. Anticipation of future trend. 3. Building and communicating the appropriate vision. 4. Planning and providing the practice guidelines for staffs.
Stewardship	1. Being aware of caring and being responsible for others. 2. Positive Thinking 3. Dependable 4. Facilitating and allocating the resource.
Building learning community	1. Learning how to coach. 2. Providing staff development 3. Building team work and collaboration with others. 4. Conflict Management creatively.

Table 2. Levels of basic school administrators’ desirable characteristic in the present, and desirable characteristic in the ideal as classified by major factors based on the samples’ opinion.

Major factors of desirable characteristic	Desirable characteristic in the present			Ideal desirable characteristic			PNI Modified	Level of need
	\bar{X}	S.D.	Level of characteristic	\bar{X}	S.D.	Level of characteristic		
Empathy	3.43	0.43	Moderate	4.68	0.41	Highest	0.36	2
Foresight	3.55	0.41	High	4.61	0.44	Highest	0.30	4
Stewardship	3.27	0.38	Moderate	4.56	0.36	Highest	0.40	1
Building Learning Community	3.52	0.38	High	4.64	0.43	Highest	0.32	3
Total	3.44	0.36	Moderate	4.62	0.34	Highest		

organizational condition, anticipating the future trend, building and communicating the appropriate vision, and planning as well as providing the guidelines of practice for staffs, 3) Stewardship consists of 4 minor factors: being caring and responsible for others, positive thinking, dependable, and facilitating as well as allocating resource, 4) Building the learning community consists of 4 minor factors: learning how to be a coach, providing staff development, building team work and collaboration with others, and providing conflict management creatively.

The samples’ opinion on basic school administrators’ desirable characteristic in the present and the desirable characteristic in the ideal was surveyed by using by the questionnaire as rating scale based on 4 aspects of major factors as shown in Table 2.

It is found that the basic school administrators’ desirable characteristic in the present is in “Moderate” level, overall.

The mean values were ranked in order from high to low as follows: Foresight, Building the Learning Community, Empathy, and Stewardship. The level of desirable characteristic in Ideal is in “The Highest” level. The mean values were ranked in order from high to low as follows: Empathy, Building the Learning Community, Foresight, and Stewardship. The mean values of needs were ranked in order from high to low as follows: Stewardship, Empathy, Building the Learning Community, and Foresight.

The levels of desirable characteristic in the present and desirable characteristic in the ideal as classified by minor factors based on the samples’ opinion are shown in Table 3.

Desirable characteristic in the present study was in the highest level in: ‘the administrators were interested in listening to others attentively’. The level of desirable characteristic in the ideal was in the highest level in: ‘the

Table 3. Levels of basic school administrators' desirable characteristic in the present, and ideal desirable characteristic as classified by minor factors based on the samples' opinion.

Minor factors of desirable characteristic	Desirable characteristic in the present			Ideal desirable characteristic		
	\bar{X}	S.D.	Level of characteristic	\bar{X}	S.D.	Level of characteristic
Empathy						
Administrators listen to the others	4.52	0.51	Highest	4.68	0.38	Highest
Understanding and approaching feeling	2.33	0.34	Moderate	4.69	0.39	Highest
Respect for Individual Difference	3.43	0.37	Moderate	4.67	0.45	Highest
Be Concerned and helpful.	3.45	0.48	Moderate	4.66	0.42	Highest
Foresight						
Analyzing organizational condition	3.60	0.39	High	4.53	0.39	Highest
Being able to Anticipate the future trend.	3.52	0.44	High	4.57	0.45	Highest
Being able to build and communicate appropriate vision.	3.50	0.45	Moderate	4.70	0.44	Highest
Being able to plan and provide the guidelines for staffs.	3.56	0.37	High	4.64	0.46	Highest
Stewardship						
Being aware of caring and being responsible for the others.	3.34	0.36	Moderate	4.59	0.32	Highest
Positive thinking (Viewing the situations in good aspects)	3.15	0.43	Moderate	4.62	0.42	Highest
Behaving as one can be relied on.	3.34	0.37	Moderate	4.57	0.30	Highest
Facilitating and allocating the resources.	3.26	0.34	Moderate	4.48	0.41	High
Building the Learning Community						
Know- how and being the Coach	3.61	0.37	High	4.71	0.48	Highest
Providing staff development to be successful in profession.	3.45	0.43	Moderate	4.61	0.45	Highest
Being able to build team work and collaboration with the others.	3.43	0.41	Moderate	4.61	0.38	Highest
Being able to provide conflict management creatively.	3.60	0.42	Moderate	4.63	0.39	Highest

administrators were able to learn technique as well as being responsible coach'.

Considering the overall, the basic school administrators' desirable characteristic in the ideal of Thailand consisted of 4 major factors: stewardship, empathy, building learning community, and foresight. The viewpoint of school administrators, assistant school administrators, and teachers as the chiefs of academic work management, were that the level of desirable characteristic in the present study was "moderate". The mean values were ranked in order from high to low as follows: Foresight, Building the Learning Community, Empathy, and Stewardship. Moreover, the level of desirable characteristic in the present was in "the highest" level. The mean values were ranked in order from high to low as follows: Empathy, Building the Learning Community, Foresight, and Stewardship.

Construction and development of program

The components of the program were: 1) Introduction including the related theoretical approach, definition, and

significance of desirable characteristic in ideal, 2) the objective including the goal needed to accomplish the program used, 3) the material content, 4) the activity including the implementation of development for enhancing the Basic School Administrators' Servant Leadership occurring in each module, 5) the learning media/source including the document, equipment, and learning source occurring in each module, and 6) the measurement and evaluation including the investigation process of findings in enhancing the basic school administrators' desirable characteristic. The total duration of development included 73 h, 4 modules as follows:

Module 1: Empathy, 18 h

It aims to make the school administrators interested in listening to others as well as understanding and approaching others' feeling; respecting individual differences, being concerned about. The following details are given:

- a) Material and content, include the definition, significance, principle, guideline for practicing listening, understanding, and approaching others' feeling
- b) Activity includes the documentary study, video tape study, individual experience sharing, game playing, Dharma listening, role playing, responding to the worksheet individually and in group, scholars, conclusions and discussion, and final test.
- c) Learning media/source include the video tape, CD, worksheet, scholars, game playing instrument, and test.
- d) Measurement and evaluation include the observation during discussion, evaluation of performance from worksheet activity, and the comprehension test.

Module 2: Foresight, 14 h

It involves the school administrators being able to analyze the organizational situation, anticipate the future trend, building and communicating the appropriate vision, and be able to plan and provide guidelines for staff. They are detailed as follows:

- a) Material and content include the definition, significance, principle, practice guidelines for analyzing the organization situation, anticipation of future trend, building and communicating appropriate vision, and planning and providing the practice guidelines for staff.
- b) Activity includes the revision of prior experience, real practice, attendance in lecturing by educational experts, video tape study, case study, field trip study, responding to the worksheet individually and in group, discussion and conclusions, and the final test.
- c) Learning media/source include video tape, CD, scholars, worksheet, knowledge sheet, and best practice test.
- d) Measurement and evaluation include observation during discussion, evaluation of performance from worksheet individually and in group, and the comprehension test.

Module 3: Stewardship, 20 h

It involves the school administrators being caring and responsible for others, have positive thinking, be dependable, and facilitate and allocate the resource in school:

- a) Material and content include the definition, significance, principle, practice guidelines for caring and being responsible to others, positive thinking, being dependable, and facilitating and allocating resourced.
- b) Activity includes video tape study, listening to the

interview of the teachers and educational staff, brainstorming by mind mapping, studying from worksheet, individual activity sheet and group sheet, conclusions and discussion.

- c) Learning media/source include: video tape, CD, worksheet, knowledge sheet, and the test.
- e) Measurement and evaluation included the Observation during discussion, evaluation of performance from Worksheet individually and in group, and the Comprehension Test.

Module 4: building the learning community, 18 h

It involves the school administrators being able to act as coaches, be persistent in providing staff development, team building and communicating with others, and be able to provide conflict management creatively. The details are as follows:

- a) Material and content include the definition, significance, principle, method, and technique of practice for being coach, persistent in developing the staff to be successful in their profession, building team work and cooperating with others, and being able to provide creative conflict management creatively.
- b) Activity includes studying from worksheet, video tape, listening to the scholars' lecture, role playing, responding to the activity sheet for individual and group, case study, field trip study, conclusions and discussions, and the final test.
- c) Learning Media/Source include the video tape, CD, scholars, best practice school, worksheet, knowledge sheet, and test.
- d) Measurement and evaluation include observation from discussion, evaluation of performance from worksheet in individual and group, and comprehension test.

The findings from the program used

The researcher administered the program to 30 basic school administrators, under the jurisdiction of the Office of Primary Educational Service Area. The researcher evaluated and compared the participants' desirable characteristic in ideal by using the evaluation form. The participants evaluated themselves, and were evaluated by others including the assistant school directors, and teachers as the chiefs of academic management work. The findings are shown in Tables 4-5.

The table showed that the desirable characteristic of basic school administrators before development (total of 16 Factors) was in "Moderate" level. The mean values were ranked in order from high to low as follows: the analysis of organizational condition, building and

Table 4. The findings of evaluation in desirable characteristic in ideal, before and after the development.

Major factor and minor factor	Before development			After development		
	\bar{X}	S.D.	Level of service leadership	\bar{X}	S.D.	Level of service leadership
Empathy						
Listening attentively	3.38	0.35	Moderate	4.34	0.40	High
Understanding others	3.50	0.58	Moderate	4.19	0.34	High
Respecting Individual Differences	3.46	0.53	Moderate	4.22	0.38	High
Being concerned and helping the others.	3.28	0.53	Moderate	4.30	0.33	High
Foresight						
Analyzing organization condition	3.60	0.40	High	4.44	0.38	High
Anticipating future trend	3.56	0.50	High	4.38	0.33	High
Building and communicating appropriate vision	3.57	0.55	High	4.41	0.32	High
Planning and providing the Practice guidelines for staffs	3.52	0.53	High	4.40	0.38	High
Stewardship						
Being aware and responsible for the others	3.30	0.43	Moderate	4.31	0.40	High
Positive Thinking	3.38	0.55	Moderate	4.34	0.34	High
Being trustworthy	3.40	0.46	Moderate	4.33	0.35	High
Facilitating and allocating resource	3.32	0.48	Moderate	4.32	0.38	High
Building Learning Community 8						
Learning to be a coach	3.42	0.54	Moderate	4.45	0.38	High
Staff development to be successful in profession	3.46	0.46	Moderate	4.43	0.40	High
Team work and cooperation	3.48	0.45	Moderate	4.44	0.35	High
Creative conflict management	3.45	0.50	Moderate	4.41	0.34	High
Total	3.44	3.48	Moderate	4.36	0.35	High

Table 5. The comparative findings of mean value from ideal desirable characteristic of basic school administrators before and after development.

Factor	Before development		After development		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
Empathy	3.40	0.50	4.26	0.36	20.53**	.00
Foresight	3.56	0.50	4.41	0.35	25.01**	.00
Stewardship	3.35	0.48	4.33	0.37	34.16**	.00
Building learning community	3.45	0.49	4.43	0.37	24.29**	.00
Total	3.44	3.48	4.36	0.35	35.37**	.00

** Significant at .01 level.

constructing the appropriate vision, and the anticipation for future trend. For the service leadership after development was in “High” level. The mean values were ranked in order from high to low as follows: learning how to be a coach, team building and cooperating with others, and the analysis of organizational condition.

According to Table 5, the level in every factor of ideal characteristic of basic school administrators after

development was significantly higher than before development at .01 level.

Evaluation from real practice

After the participants in development went back to work in their own schools for approximately 3 months, the

researcher did the follow up and evaluation by observing and interviewing the school directors and the school staffs including the assistant school directors, teachers, and educational staffs. He used the observation and the unstructured interview forms. It was found out that the school administrators who had experience in development program for enhancing the ideal desirable characteristic obtained knowledge in self-development as well as work development until there were obvious changes. There was a network for educational cooperation network with community as well as other organizations related to educational quality development. It was constructed for administrators to be caring, empathic to others, being aware of individual differences, adjusting oneself to different situation appropriately, being able to advise and help the staffs in work, promoting team work to decrease conflict among staffs, providing morale for staffs sincerely without pretending, being able to lead the school staffs in strategic planning, determining the vision, mission, and goal of success in Educational Development collaboratively, developing confidence and faith in school staffs as well as community leading to changes in school and collecting educational resource for school development. The teachers co-operated in doing their duty, and dedicated themselves in instructional management. As a result, the students' learning achievement was increased as specified goal.

DISCUSSION

The basic component of study being used for program development included the study of basic school administrators' ideal desirable characteristic, and the study of basic school administrators' current desirable characteristic. 4 modules of program for promoting the school administrators' desirable characteristic were obtained: Model 1: Empathy, Model 2: Foresight, Module 3: Stewardship, and Module 4: Building the learning community. Each module consisted of sub-components as the objective of development, content material, activity for development in learning media/source, and measurement and evaluation. The program used for developing the basic school administrators' ideal desirable characteristic showed that the posttest desirable characteristic was significantly higher than the pretest at .01 level. The developed program was tested and investigated by the experts. It included suitable steps as well as activities in development emphasizing the participants to learn from their real experience. It is supported by Liana's (2004) research that development program focusing on direct experience could cause changes. When it was evaluated by other persons (the assistant school directors and teachers), the posttest of servant leadership was significantly higher than the

pretest at .01 level. Besides, the participants were able to apply their obtained knowledge in school administration and management efficiently, cause confidence in school staffs and community, and many changes in school and students. Every teacher collaborated in work practice, were dedicated to their work, and provided instructional development. As a result, the students' learning achievement increased as specified goal of school. They took care of other persons as the first priority until they were trusted by school staffs and community. It is congruent with Greenleaf's (2002) approach, which states that when leaders give importance to others first, people would trust them. Consequently, the followers would be willing to follow their order. Therefore, when the program for promoting the desirable characteristic is applied and developed for expansion in the administrators of other organizations, positive changes might occur in both the organization and organizational staffs.

Conclusion

The study found that the basic school administrators' ideal desirable characteristic consisted of 4 aspects of major component: Stewardship, Empathy, Building learning community, and Foresight. All were used as basic components of the program. In addition, each component was given importance with reference from research findings in the significance and need for promoting the basic school administrators' ideal desirable characteristic. It was weighted in development ranking order from high to low as follows: Stewardship, Empathy, Building learning community, and Foresight. Furthermore, according the use of developed program for promoting the basic school administrators' ideal desirable characteristic, the school administrators have significantly higher ideal desirable characteristic in posttest than pretest. Moreover, the school administrators were able to develop trust, confidence, and faith in school staffs and community. As a result, the school was supported by community more. In addition, the students' learning achievement was increased as specified goal of school.

Conflict of Interests

The authors have not declared any conflict of interests.

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Full Length Research Paper

The development of web-based collaborative training model for enhancing human performances on ICT for students in Banditpattanasilpa Institute

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This research aimed to develop the model of Web-based Collaborative (WBC) Training model for enhancing human performances on ICT for students in Banditpattanasilpa Institute. The research is divided into three phases: 1) investigating students and teachers' training needs on ICT web-based contents and performance, 2) developing a web-based collaborative training model, 3) assessing the model effectiveness from implementation. The results revealed students and teachers' needs were at high levels for using the ICT, and students' performance of ICT levels were fair for supporting students'. In terms of input components, the model composed of six training factors for the system: need analysis, purpose specification, training curriculum, technique design selected, training process, and assessment. In terms of web-based training, there are three factors: multimedia presentation, interaction, and learning instrument. There are five factors in collaborative learning: positive interdependence, interaction, individual accountability, interpersonal skills, and group process. Three sequential stages of collaborative training started from: training arrangement, training procedure, and evaluation. Training procedures include five activities of collaborative learning: training preparation, training, collaborative training, checking outcome, and conclusion. The results of Model Implementation Efficiency (MIE index) of WBC training model were at 81.86/80.83; the Effectiveness Index (E.I.) was at 0.5582. There was a statistically differentiated significance between pre-test and post-test on the WBC training model of their usage effectiveness by the model in promoting ICT performance at level .05. The students' responses regarding the ICT practical skills were high; also abilities on collaborative learning group processes, individual accountability and positive interdependence were significantly high. Satisfaction from the WBC training model was high.

Key words: e-training, collaborative learning, human performances on ICT, Web-based training.

INTRODUCTION

Presently, according to development of technology, training models and training method have been changed.

Various types of high technologies and communications have been used in training processes, such as digital

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media formats, computers, multimedia and computer networks and those are now used in people daily lives especially in the education sector and training. This can be simplified and facilitated by learners. It is formed as WBT that helps improve learning efficiency that provides student-centered environment.

Training is an important process that helps with human development. It helps enhance people efficiency on working in a particular sector (Dessler. 1999). It also helps improve their learning process and experiences, values, attitude and working skills. Training is the method that helps enhance capability of people in their working areas. Due to limitations of their working knowledge and skills, people need to develop their skills by being provided with training of skills they lack. Training that is designed to improve performance is a strategic human resource practice that can benefit individuals, organizations and society (Aguinis and Kraiger, 2009).

Banditpattanasilpa Institute has engaged to enhance information and communication technology for the use of teachers and students. This is specific to the strategy development of Banditpattanasilpa plan in 2010-2013. This strategy is going to develop English language and to be able to use the information and communication technology within 4 years on the management and administration for developing organization for social needs and responsibility. Focusing on students who are going to complete their study and enter their career, they ought to have knowledge and ability to complete others tasks and can be applied on information and communication technology of their practicing career (Banditpattanasilpa, 2010). However, the office of the education council has followed and assessed the results of using the National Education Act of B.E. 2542 (1999) at Banditpattanasilpa Institute. It is found that the personnel organization ought to be developed and improved. There are many problems such as; the information and communication of this curriculum has not been improved for long time. The quality of using the innovation media for teachers and students cannot be supported by their ability, to least of self-study with computer' use. And also, students had ICT skills to create and present their activities at a moderate level. It is indicated that it is an important problem for teachers and students who ought to use the information and communication technology to manage their teaching to enhance their students' connecting system of their learning.

Web-based training (WBT)

For learning promotion, WBT uses the internet as the training tools while other media do not. The issues can be consulted with specialists through the network and collaborative learning atmosphere and environments can

be created during this training. Thus, WBT helps reduce the training cost on venues, time and other training expenditures. WBT also promotes communication in society, collaborative learning between learners and trainers. Moreover, users can communicate and exchange ideas more personally and freely (Khan. 1997; Horton, 2000).

WBT is an innovative approach to distance learning in which computer-based training (CBT) is transformed by the technologies and methodologies of the World Wide Web, the Internet, and intranets. WBT presents live content, as fresh as the moment and modifies at will, in a structure allowing self-directed, self-paced instruction in any topic. WBT is media-rich training fully capable of evaluation, adaptation, and remediation, all independent of computer platform. WBT is an ideal vehicle for delivering training to individuals anywhere in the world at any time. Advances in computer network technology and improvements in bandwidth will usher in capabilities for unlimited multimedia access.

It is the training in the form of hypermedia using characteristics and resources on the Web to manage usefully on environment also promoting the learning process. WBT is one model of the internet or intranet study that implemented through various types of teaching processes; computer based training, network training, virtual classroom and digital collaboration (Ghasem et al., 2010). It also includes designed and systematic media training which is used in doing the presentation, investigation and discussion. Participants are linked to teachers via an internet system. Monitoring the planning process and evaluation of the participant are also needed (Hoksuwan, 2009; Na Songkhlar, 2004). WBT conducted via the internet network is transferred to participants, using hypermedia as a tool to manage the training environment and relationships. With those factors, participants can gain more knowledge and learn happily from the class and they can apply those to their working life after the training. Besides, participants can control and manage their self- directed plan and learning at any time and places. Training content and curriculum can at any time be available to be updated.

WBT has more benefits over other form of instruction. Liu et al. (2007) found that web-based training (WBT) yielded more success than the traditional classroom-based training (TCT) by considering students' satisfaction level. The students had more extensive experience on WBT. Moreover, on information management, the WBT session allowed teachers to integrate wider ranges of information sources. Adaptability of WBT session is more flexible to changing content over the Internet. Many organizations adopt using WBT for their human resources development because it is responding to personal and group needs as well as interface modification with ease and speed (Driscoll, 1997; Horton, 2000; Witthayaudom, 2007).

Collaborative learning

Collaborative learning is a situation in which two or more people learn or attempt to learn something together, such as positive interdependence, interaction, individual accountability, interpersonal and small group skills, group process (Barkley et al., 2005). Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.) (Dillenbourg, 1999). More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles (Chiu, 2000). It is the learning method that is suitable and generally used in all fields of study, especially with human development work. This method promotes the linkage of members in groups with their different knowledge and experiences, also provides them opportunity to work closely together for success.

Each group member has to learn; they cannot succeed as an individual; the group has to succeed together as a team (Reungsuwan, 2011). They are fairly assigned duties and responsibilities and they must be responsible for themselves and other group members. The members help and support each other for the achievement of the goal (Senge, 1994). Personal responsibility, effective communication, interpersonal and small group skills are important key to the success and strength of the whole team. The learners have to willingly work together without any bias to achieve the goal. Lesson reflection, discussion, idea sharing, monitoring and evaluation must be continuously performed for problem solving and work skill improvement. Work environments and climates need to be set up for the learners or team members to provide them opportunity to learn happily and more enthusiastically to reach the goal (Kidrakarn, 2005; Khaemmanee, 2010).

As mentioned above, web-based training and collaborative learning are two main areas that support the rationale of this study. Banditpattanasilpa Institute emphasizes its policy according to Thai government's National Education Act of B.E. 2542 (1999) plan that it has planned to enhance information and communication technology for students.

This study is aimed to develop model of the Web-based Collaborative training (WBC) for innovative approach of distance learning. WBC can be used to improve personal development, activities, and collaborative learning method.

Research aims

1. To study the students and teachers' training needs including students' ICT performance.

2. To develop WBC training model for enhancing human performance on the ICT.

3. To evaluate the effectiveness of WBC training model after the implementation.

METHODOLOGY

This study was divided 3 phases of the research and development method which aimed to formulate a WBC training model for enhancing human performances on ICT as follows:

The 1st Phase: To study students and teachers' needs of their training in ICT and to investigate students' ICT performance. This phase was selected on 2 steps:

Step I: To search and analyze the principle, theory, and previous researches in order to synthesize the training model. The initial phase involves six areas of scholarly literatures: Thai qualification framework for higher education, training, web based training, collaborative learning, ICT literacy, human performance technology. The research brought the literatures reviews for synthesis and analysis to define the research framework and other necessary components.

Step II: To study students and teachers' training needs. These areas of questions covered: the activities on web, purpose formulation, content design, training resource, and training strategy. The possible research questions were administered on two sample groups: teachers (n=34) and students (n=375). The population of the teachers was selected by using Stratified Purposive Sampling method in 17 Banditpattanasila institutes of the academic year 2012; the population of the students was selected by using Cluter Random method from total population of 1,986 who are studying in Banditpattanasila institutes, for the academic year 2012. The sampling of 375 students was based on the proportional allocation method. The questionnaire was based on areas indicated by research questions and administered separately between each group. Content Validity was found through three educational experts, internal consistency of the questionnaire was found through an item-total correlation coefficient (IOC) analysis and reliability of the tools was found through Cronbach's Alpha Coefficient. The reliability of the tools were 0.67-1.00, 0.25-0.77 and 0.95 respectively.

Second part covered study on the students' performance of the ICT. The areas of questions covered: knowledge, skills, and attitudes. The possible research questions were administered on students (n=375). The population of the students was selected by the same criteria from total population of 1,986 who are studying in Banditpattanasila institutes of the academic year 2012. The sampling of 375 students was based on the proportional allocation method. Content Validity was found through educational experts, internal consistency of the questionnaire was found through an item-total correlation coefficient (IOC) analysis and reliability of the tools was found through Cronbach's Alpha Coefficient. The reliability of the tools was 0.67-1.00, 0.39-0.79 and 0.96 respectively.

The 2nd Phase: To development the WBC training model for enhancing human performances on ICT. This is composed of 6 steps:

Step I: Analysis stage: This step was to search for related document, research, and website. The relating information was then separated by content and categorized by type.

Step II: Synthesis stage: This step was to compile the factors and relationships between collaborative learning and Web-based training. It was conducted research and development method on the conceptual framework of systematic development approach (Bertalanffy, 1968) based on input, process, output, and feedback. These four elements are factors relating to the management of the model.

Step III: Invention stage: Taking analysis and synthesis data to invent WBC training model for supporting performance of information and communications technology. The elements from systematic approach were positioned in the structural model.

Step IV: Assessment stage: To assess the suitability of this model for supporting performance of ICT, the structural model was assessed by the nine educational experts in training design, information and communication technology, technology in education. They were asked to comment and to provide suggestion for improvement this model. The experts suggested that motivation could encourage human performance on ICT and evaluation should apply by using variety of instruments.

Step V: Confirmation stage: Researcher adapted the model according to suggestion provided. Then model was resent for confirmation by the same educational experts after revision.

Step VI: Experimental stage: WBC training model for enhancing human performances on ICT was administered to the participants. This step was about the implementation of WBC model in two sections as follows:

Creating and evaluation questions form of human performances of ICT. Areas of performance evaluation are covered: knowledge, skills, attitudes, collaborative learning, and satisfaction. The instruments used to assess five areas are: sixty items of 4-multiple-choice test (knowledge assessment), twenty-five items of four-level of operation (skills assessment), thirty items of 5-point Likert scale; from 1-Strongly disagree to 5-Strongly agree (attitude assessment), ten items of check list and semantic differential scale (collaborative learning assessment), and twenty-four items of 5-point Likert scale; from 1-Strongly disagree to 5-Strongly agree (satisfaction assessment). All of them were approved by three educational experts to check the content validation and to approve the quality of assessments prior to test for internal consistency and reliability. The following values are: (1) For Knowledge, difficulty Index between 0.20-0.80, Discrimination Index between 0.20-0.80, and Reliability Index is 0.96 (2) For skills, items-total correlation coefficient analysis to test internal consistency of the instrument is 0.67-1.00 (3) For attitudes, internal consistency of the questionnaire was found through an item-total correlation coefficient (IOC) analysis and reliability of the tools was found through Cronbach's Alpha Coefficient. The reliability of the tools were 0.67-1.00, 0.25-0.70 and 0.95 respectively. (4) For collaborative learning, internal consistency of the questionnaire was found through an item-total correlation coefficient (IOC) analysis is 0.67-1.00 (5). For satisfaction, internal consistency of the questionnaire was found through an item-total correlation coefficient (IOC) analysis is 0.67-1.00

Designing and development of the WBC program for enhancing human performances on ICT. The WBC uses the Internet as the main training medium. WBC program had 6 units (Basic knowledge of ICT, ICT for Communication, Information Literacy, Document Management, Electronic Presentation, and Data & Information Management). Training period lasted for two months. All of the units offered online. Using a Learning Management System (LMS), a typical online course provides different electronic resources which were: video on demand lectures, PowerPoint presentation, YouTube videos, learning materials as MS word or .pdf files, and using of online discussion board, Facebook, and emails as

communication tools. The online course was constructed on the Moodle LMS platform. Once the WBC was developed, educational technology experts evaluated the appropriateness of WBC program at a high level. They suggested that the quality of the Web page should be enhanced. And then, the WBC program was tried out twice by means of individual try-out and small group try-out. This was done in order to find the weak points for revision.

The 3rd Phase: To study the result on using WBC training model. This aimed to find the effectiveness and efficiency of the WBC training model. In order to enhance the performance of ICT, researchers administered the model on the sample size of 32 students by employing the research design called "one group pre test-post test". Data was analyzed by the mean scores of students' perceptions between pre-test and post-test. The instruments were as follows: 1) WBC training model based on collaborative training 2) ICT testing form which is covered knowledge on: basic knowledge of ICT, ICT for communication, information literacy, document management, electronic presentation, and data and information. 3) practice and skills testing form which is covered on: computer use, personal network use, information search, Microsoft office, and online network. 4) attitude questionnaire on ICT which covered on: accountability on ICT, cognition on ICT, appreciation on ICT, utilization on ICT 5) questionnaire on collaborative learning property which reflects on group activities 6) questionnaire of the model user which indicates satisfaction from using WBC training model.

RESULTS

The characteristics of the developed model focused on students' performance and their expectation of ICT could gain from their potentialities to proficiencies. The educational experts assessed this model for enhancing human performances on ICT at highest level for the suitability. The model is used for training and practicing students. This model was completed with training system factors as follow,

1. There are three components in the model: (1) training system; need analysis, purpose specification, training curriculum, technique design selected, training process, and assessment. (2) training factors on the web; multimedia presentation, interaction, and learning instrument. (3) collaborative learning factors; positive interdependence, interaction, individual accountability, interpersonal skills, and group process.
2. The three step procedure of collaborative learning; training arrangement, training procedure, and evaluation.
3. The activities of collaborative learning factors; preparation training, training, collaborative training, group activity, checking outcome, and conclusion.
4. Students response of the web-based collaborative training model to enhance human performances as follow: The results of Model Implementation Efficiency (MIE index) of WBC were at 81.86/80.83; the Effectiveness Index (E.I.) was at 0.5582 (Figure 1).

The finding of the development WBC training model can be concluded as follows: to assess the web-based

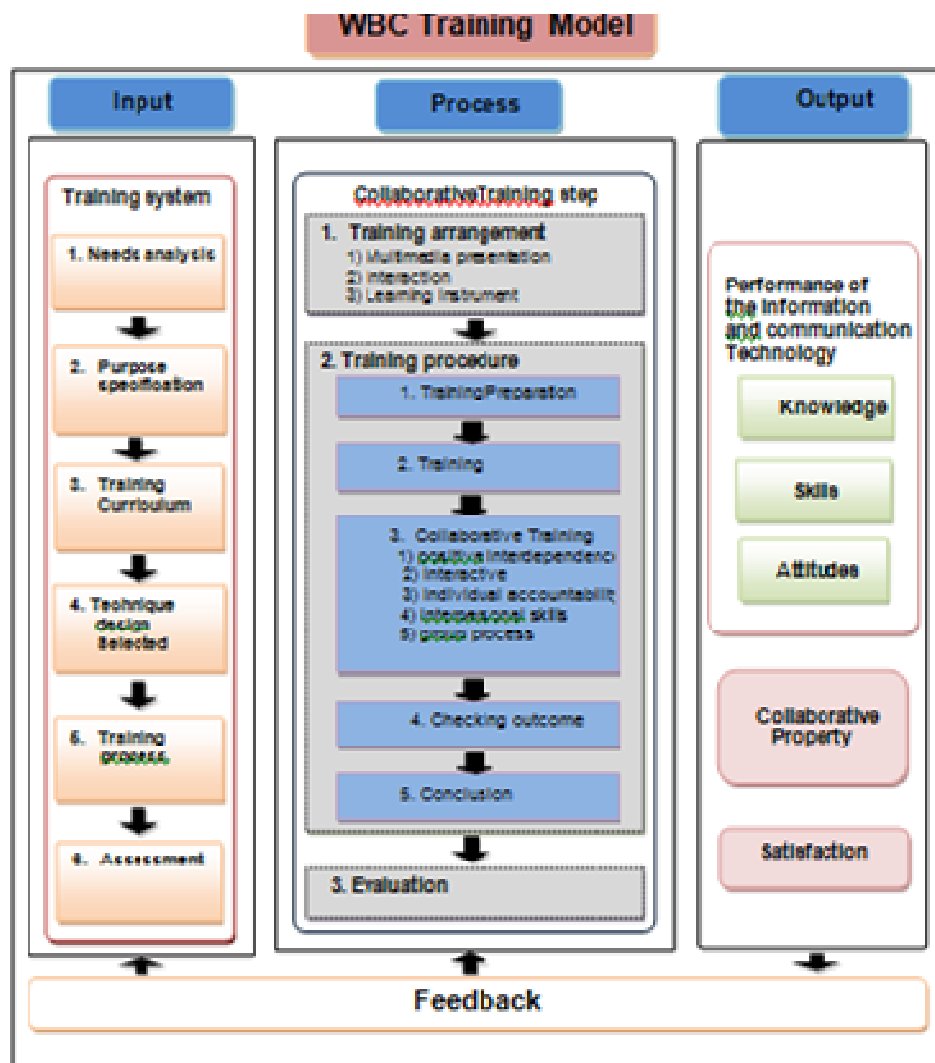


Figure 1. A model of WBC training for Enhancing Human Performances on ICT.

collaborative training model to enhance human performances on ICT. Data reported description of quantitative data by analyzing responses from the student's assessment scores. The class means represent knowledge of the students who were trained with this model. Table 1 indicates the standard deviations, comparisons between pre-test and post-test from training model, and t-test for statistical significance. The means and the standard deviations used in this study were determined by indicating assessment for the scales of the pre- and post- test. Table 1 reveals the results that differences between the pre-test and post-test were statistically significant at the 0.05 level.

In this study, it was also considered important to investigate associations between the students' attitude of their collaborative web-based training environments in

human performances on ICT. This suggests that the scale is reliable for measuring students' attitudes. Table 2 indicates means difference, standard deviations, comparisons between pre-test and post-test training models, and t-test for statistical significance.

Similarly, student's attitudes to use WBC training model in this study were determined by attitude mean score, standard deviation, and differentiated of attitudes between two assessments the mean scores ranged 3.42 for the pre-test and 4.05 for the post-test respectively. Students demonstrated statistically significant differences at level 0.05.

Finally, results from evaluation of collaborative learning properties on WBC training model, the highest property were ranged from: the group dynamic, the individual responsibility, and the collaborative supports, respectively.

Table 1. Mean scores, standard deviation to differences between pre- and post- test the web-based collaborative training model for pair sample with t-test.

Knowledge assessing scale	N	Assessing means scores with standard deviations		t	P
		\bar{X}	S.D.		
Pre-test	32	25.16	6.34	19.57	0.00*
Post-test	32	45.06	3.95		

*Correlation is significant at the 0.05 level (2-tailed).

Table 2. Mean scores, standard deviation of differences between pre-test and post-test training the web-based collaborative training model for pair sample of student' attitudes with t-test.

Attitude scale	Assessing	N	Attitude mean score		t	P
			\bar{X}	S.D.		
Pre-training		32	3.42	0.92	10.741	0.00*
Post-training		32	4.05	0.96		

* Correlation is significant at the 0.05 level (2-tailed).

These three properties were sorted by percentage. In addition, evaluation on interpersonal skill, the highest range was consultation within the group. It was analyzed by mean.

DISCUSSION

The finding of this study can be discussed in several aspects: students' knowledge gains and performance development, skills areas on WBC used variously, and collaboration property conveys socialization impacts enhanced by media.

Knowledge, skills, and performance development

The reasons of development WBC training model for enhancing human performances on the ICT were evaluated with regards to the students' outcomes on application of the WBC training model for enhancement of their activities. This obviously reflected the demand in ICT training required by institution where learning performance can be developed by using WBC. Student's outcomes were highest for their needs and satisfaction with the performance of the WBC training model. The quality evaluation of the Model Implementation Efficiency (MIE index) yielded higher than the expected level at 81.86/80.83. Students' effectiveness index increased 55.82 % after using this model. This result indicates that the process of making this model has confirmed that the

theory of the group of ideas meant for participating the memberships. It is the training in the form of hypermedia using characteristics and resources on the Web to manage usefully on environment also promoting the learning process. WBC is one model of the internet study that implemented through various types of training processes; computer based training, network training, virtual classroom and digital collaboration (Ghasem et al., 2010). Various types of high technologies and communications have been used in training processes, such as digital media formats, computers, multimedia and computer networks and those are now used in people's daily lives especially in the education sector and training. This can be simplified and facilitated by learners. In accordance Liu et al. (2007) found that web-based training (WBT) yielded more success than the traditional classroom-based training (TCT) by considering students' satisfaction level. The students had more extensive experience on WBT. Moreover, on information management, the WBT session allowed teachers to integrate wider ranges of information sources. Adaptability of WBT session is more flexible to changing content over the Internet (Driscoll, 1997; Horton, 2000; Witthayaudom, 2007).

Skills areas on WBC training model

The results revealed skill areas that were effectively developed after using the model. The increments of skills evaluation confirmed that WBC training model enhance

the following skills: computer and IT equipment operation, the Internet functionality and literacy, and ability in web design and maintenance. However, online environment needs special attention by program instructors to enhance practicality and learning. It is suggested that we need sufficient multimedia resources for students to be able to learn independently. This study was designed for students use multimedia in presentation as well as for teachers to evaluate students' outcome in the online environment.

Model for enhancing students skills should be based on these suggested approaches: the web-based training on demand approach by Chiu (2000, 2005) the collaborative learning cognitive and computational approach by Dillenbourg (1999). These approaches aim to help students to learn concepts for organization and to help them become more effective at learning concepts. It includes an efficient method for presenting organized information from a wide range of areas of study.

Collaborative property on WBC training model

Collaborative learning property had shown how group of students learned on this innovative platform differed from traditional instruction. The most observable aspects were ranged from group process, personal responsibility, and helping collaboration. These properties benefited from the networked platform by solving problem of space. This meant that distance and time differences were not obstruction in communication. The barriers of distance and time nevertheless interrupted learning outcomes. However, techniques to help learning on the web with effectiveness are included: motivational enhancement, Learning society establishment, collaborative learning, group dynamics, and interactivity support. When students learn on WBC model, they tend to transfer personal mastery in learning toward group learning. This is strongly encouraged to adopt for innovative learning approach. It is confirm that Computer-supported collaborative learning (CSCL) uses instructional methods designed to encourage or require students to work together on learning tasks. CSCL is similar in concept to the terminology, "networked collaborative learning" (NCL) (Sendall et al., 2008). Collaborative learning is distinguishable from the traditional approach to instruction in which the instructor is the principal source of knowledge and skills (Trentin, 2010). They are fairly assigned duties and responsibilities and they must be responsible for themselves and other group members. The members help and support each other for the achievement of the goal (Senge, 1994). For example, the neologism "the web-based collaborative training model or WBC training model for enhancing human performances on the information and communications technology" refers to the direct transfer method in computer-based learning and training

systems (CBL). In contrast to the linear delivery of content, often directly from the teacher's material, CSCL uses blogs, wikis, and cloud-based document portals. With technological WBC advances, sharing information between multiple people in a network has become much easier and use has increased (Crane, 2009).

This research indicates that to enhance students for improving their learning with the WBC training model to enhance collaborative learning.

Banditpattanasilpa Institute in Thailand had made efforts of instruction toward collaboration learning on the web as technology has advanced. The model employs the idea of collaborative learning. Obviously, this WBC model implies environmental simulation for supporting students' needs and satisfactions. As we mentioned above, by learning via web-based environment, teachers or students do not have to attend the physical classroom to learn but they still achieve learning impact similar to traditional face-to-face instruction. Similarly, Relan and Gillain (1997) who found that learning environment consisting of teamwork would improve systematic knowledge acquisition.

The findings revealed that the majority of the students were satisfied with their learning experience and achieved comparable learning outcomes to students in the face-to-face version of the WBC training model. Students satisfied the flexibility of asynchronous learning. The majority of them were motivated to learn because they received adequate technical support to complete their training by using steps in WBC. It also found improvement in computer skills and learning outcome from participating in such training model.

Conclusion

Using the web-based collaborative training model for improving performance of human performances by application of ICT, Thai students Banditpattanasilpa Institute could efficiently develop their performance. Learning on WBC environment has brought various online resources to enhance their areas of skills for the expected result with effectiveness and efficiency. Web-based environment highly yields collaboration influential underlying the success of educational results. Ideally, this WBC training model should be supported for implementation in various educational institutes in the future.

SUGGESTIONS

The findings suggest that the tasks should be improved as follow. Firstly, teachers and students need to understand the process of collaborative training on web. They need definite instruction to be able to follow independently without teachers' instruction. Since

collaborative learning process is conducted via group dynamic of information exchange over online platform, teachers should keep monitoring and evaluation the ICT competence enhancement. They should provide the activities that motivate the students to be more aware, sharing and responsible for collaborative training. Secondly, the institutes should conduct a research to seek an approach to improve the competencies on each dimension of the students who have been previously trained, in order to ensure the retention and sustainability of knowledge, skills and attitudes. Thirdly, further experiments on using WBC model should investigate the different performance between experimental web-based instruction and controlling lecture-based groups.

Conflict of Interests

The authors have not declared any conflict of interests.

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Full Length Research Paper

A digital storytelling study project on mathematics course with preschool pre-service teachers

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Digital storytelling technique is based on a presentation of course content in a story form using multimedia tools. In this study, digital stories were designed for mathematics instruction with preschool pre-service teachers. At the end of the six-week study, preschool students viewed the digital stories created. The study aimed to determine the effects of digital storytelling technique on the views of preschool pre-service teachers on the course of mathematics and the reactions of preschool students, who viewed the digital stories to the mathematics course. It was observed that pre-service teachers and preschool students considered the above-mentioned technique as interesting, funny but time-consuming.

Key words: Digital storytelling technique, mathematics course, preschool students.

INTRODUCTION

The use of storytelling approach in instructional applications dates back to earlier times. Stories have been tools preferred by teachers for they make difficult and abstract subjects to be understood. However today, in parallel to the development of technological communication tools, traditional literacy was replaced by digital literacy and traditional storytelling was replaced by digital stories (Condy et al., 2012).

Digital literacy necessitates the specialties of researching, surfing the Internet, commenting on and evaluating the content. According to Bawden (2001), digital literacy includes the efficiencies in research of information using a critical view, being aware of the significance of social media and collecting information from several sources.

Teachers utilize digital literacy to help students to read

fluently, to create multimedia texts and digital stories (Gormley and McDermott, 2013).

As the use of technology becomes increasingly significant in efficient instruction approaches, the use of techniques based on technology that enables active participation of students is becoming popular in Turkey. One of these techniques, namely the digital storytelling technique, is more popular in the western culture (Tunç and Karadağ, 2013).

Digital storytelling is the presentation of a storytelling in a specific subject using electronic media. It is telling a story about an event in computer environment using multimedia elements (audio, video, pictures, text, etc.) (Kobayashi, 2012). Digital storytelling studies make it possible to connect interdisciplinary studies such as writing, reading, drama and technology, in the category of

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project-based education (Castaneda, 2013; LaFrance and Blizzard, 2013).

Today, students could transform digital stories they record using cellular phones or cameras into videos, CDs and Poser Point presentations and share them on the Internet and express themselves (Wavro, 2012; Sawyer and Willis, 2011). Digital storytelling technique supports the development of individuals' creative, active learning, visual reading, listening, storytelling, and communications skills in the interdisciplinary context (Botturi, Bramani and Corbino, 2012; Kearney, 2011). This application also improves high level thinking paths such as reflective thinking, analytical thinking, critical and creative thinking and supports digital literacy (Nixon, 2009).

A teacher, when instructing a subject to students, should have a positive attitude towards this subject and the course being instructed. This is true for the course of mathematics as well. Teachers reflect their own experiences in mathematics and mathematical attitudes and beliefs in the mathematical strategies they would use in the future (Bailey, 2014).

One of the studies that could be performed to make students love the course of mathematics is to determine the views of pre-service teachers that would provide education on that course. It would be beneficial to prepare mathematics course materials together with pre-service teachers and evaluate pre-application results for these.

For this purpose, a project of designing digital stories that lasted for six weeks with pre-service teachers participating in this study was conducted. Digital stories designed were played for preschool students to watch. At the end of the project, the following questions were attempted to be answered:

1. What were the thoughts of pre-service teachers participated in the study on the course of mathematics at the end of the digital storytelling project?
2. What were the thoughts of preschool students that watched the digital stories designed for the course of mathematics?

METHODOLOGY

Research model

The study was created and conducted in qualitative design. In qualitative studies, qualitative data collection methods such as observation, interview and analysis of documents are used and perceptions and events are attempted to be displayed in their natural environment, and in a realist and holistic manner (Yıldırım and Şimşek, 2005).

Study group

This study was conducted in the spring semester of 2013-2014 academic year in Dicle University as a six-week long project. 25 pre-service teachers attending the junior class in the Department of

Preschool teaching participated in the study.

Development of the data collection tool

Interview forms, reports of pre-service teachers on the digital story presentations to preschool students and application videos were used as data collection tools. Interviews were conducted with pre-service teachers, who participated in the study, at Dicle University, Faculty of Education Mathematics Laboratory.

Data analysis

Initially, data provided by the researchers were transformed into written form in computer environment and then analyzed using content analysis, one of the qualitative research techniques. The answers given by pre-service teachers to each question were grouped and interpreted based on their similarities, and several responses to each questions were presented as they were.

Stages of the study

During the study, the course set by Barret (2009) and mentioned below was observed.

Barret (2009) ordered the stages of digital storytelling study as follows:

1. Writing the script of the story: The content of the subject matter is prepared.
2. Voice recording and editing: Story is verbally read and recorded.
3. Collection of the visuals: Visuals related to the story such as videos, pictures and animations are found and utilized.
4. Editing the story: Background sound, picture effects were added to the story voiceover.
5. Publishing: The completed story is published on the Internet if needed.

1st Stage: Digital storytelling technique and its production were explained to the participants.

2nd Stage: 25 pre-service teachers were divided in groups based on their preferences.

3rd Stage: Each group selected a subject matter from the preschool mathematics syllabus and created a story related to this subject matter.

4th Stage: The story was recorded by reading out loud. Its suitability for the content was inquired by the group members by listening to it several times.

5th Stage: Visuals to picture the story were prepared.

6th Stage: Story pictures, animations and sound were converted to video format.

7th Stage: Each group presented the digital story they created to the preschool students and reported and video recorded their reactions.

Analysis of the study

When the answers given by the pre-service teachers to the question; "What are your thoughts on the course of mathematics at the end of digital storytelling preparation project?" are scrutinized, the following framework could be depicted for the mathematics course instructed using digital storytelling technique:

It is a technique that improved my interest in the mathematics course but it takes a lot of time to prepare. Pre-service teachers agreed that it was effective in rebutting the bias that mathematics is

difficult to learn but it was not economical in terms of time required. The views of the junior student PT-1 in classroom teaching program were as follows:

No one can deny the importance of digital storytelling for its ability to teach the desired concept. It attracts more attention than classical instruction. Especially when young teachers and children of today pay so much attention to visual quality and technology... I cannot say it was easy for us to prepare, but I can surely say it was fun.

This technique makes it easier to relate my mathematics knowledge with the daily life. Turning any content in mathematics course into a story makes it possible to see the place of mathematics in daily life.

The views of the junior student PT-2 in classroom teaching program were as follows:

When I consider the subject in mathematics that I prepared the digital story for, my awareness on the real correlativity of mathematics course with daily life has increased.

This technique is a technique that could be fun even for a teacher who does not enjoy mathematics course. Classroom teachers are teachers who have to instruct mathematics to the students even though their field of study is not mathematics. In this field of study, it is known that certain teachers have a negative attitude for the mathematics course.

The views of the junior student PT-3 in classroom teaching program were as follows:

I never liked mathematics course, I think I will teach it with more pleasure now.

The answers by pre-service teachers to the question "What were the thoughts of preschool students that watched digital stories prepared for the mathematics course?" were as follows:

It provided a fun instruction that attracted the attention of students.

The views of the junior student PT-4 in classroom teaching program were as follows:

We have conducted the interview with the children by voice recording since we could not shoot video after the presentation. None of the children disliked storytelling. The parts they liked in the storytelling were alike. The children who said they liked math, liked the friendship of 0 and 1 the most. The children who said they did not like math liked the situation in the beginning, when 1 said he did not like 0 the most. We asked the children to count from 1 to 9. There were children who counted until 25, and there were children who did not want to count at all. However, they were overall successful. Their willingness for the interview showed that they liked digital storytelling instruction of mathematics. We liked their interest as well.

The views of the junior student PT-5 in classroom teaching program were as follows:

It was understood that instruction of mathematics in storytelling format supported by visual-technological elements made students learn the lesson better. The most important factor here was the children were not bored while learning. The concept of figures told in the digital story was formed in children aged 4-5.

The views of the junior student PT-6 in classroom teaching program were as follows:

There are individual differences between the preschool children as there are individual differences everywhere. In parallel, while the

digital storytelling example presented in the class created a positive effect on certain children, it did not succeed in certain others.

The views of the junior student PT-7 in classroom teaching program were as follows:

Within the framework of digital storytelling homework, the story named "CUTE KIKI" telling about geometric figures was designed. The main topic of the story was generosity and in parallel geometric figures and their characteristics were instructed. It was observed that children learned the geometrical concepts using digital storytelling activity with pleasure.

The views of the junior student PT-8 in classroom teaching program were as follows:

They have found the animation I designed from the beginning to the end, including all stages very impressive and they were able to focus their attention. They have listened to the story I narrated myself in the animated video ravishingly.

RESULT

The views of pre-service preschool teachers, who have prepared digital stories for mathematics instruction and presented them to preschool students, on the project were as follows:

1. Pre-service teachers stated that they found this method interesting and preschool students found it entertaining and attractive.
2. Most of the pre-service teachers stated that they liked this method, while some complained that they had difficulties. It was observed that certain pre-service teachers needed help, especially in stages that required digital literacy skills such as creating videos in digital media.
3. Most of the pre-service teachers had positive emotions when they were asked what they felt about mathematics course while they were preparing mathematics presentation in storytelling activities.
4. When the pre-service teachers were asked during their internship to compare mathematics course where digital storytelling technique is utilized with mathematics course where it is not used, they stated that they preferred instruction with digital storytelling in mathematics classes.
5. When pre-service teachers were asked if they preferred to continue to instruct mathematics classes using digital storytelling technique, most of the participants stated that they preferred to continue to instruct mathematics classes using digital storytelling technique, while a few preferred to use the technique occasionally.

SUGGESTIONS

Suggestions on the practice

- 1- Within the process, it was observed that pre-service

teachers had trouble and felt anxiety during the first weeks of the digital story design. Thus, instructional stage on digital storytelling technique could be extended.

2- During the implementation stage, pre-service teachers were allowed to form study groups as they preferred. However, within the process it was observed that some groups were homogenous and did not contain individuals with different skills necessary for different stages of the process and the groups often requested advice for that reason. Thus, it is necessary to form heterogeneous study groups.

Suggestions for further studies

1- This study was limited to pre-service teachers and preschool students. Related technique could be applied to pre-service teachers in different fields of study and students in different grades.

2- In the study, the views of pre-service teachers were obtained using a qualitative method. In similar studies, the effects of digital storytelling technique on the attitudes on mathematics course could be investigated.

3- In the study data were collected using interviews, examination of reports and video recordings. Similar studies could utilize different tools of evaluation.

Conflict of Interests

The author has not declared any conflict of interests.

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