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Full Length Research Paper

Trends in higher education under neoliberalism: Between traditional education and the culture of globalization

Younis Abu Al-Haija and Hatim Mahamid*

Department of Education, Faculty of Management and Organization of Education Systems, The Open University and Sakhnin College, Israel.

This article aims to investigate the impact of neoliberalism on the trends of higher education, and on the changes in the approach of universities and colleges between traditional education and education in the service of globalization and neoliberalism. The research method was theoretical and qualitative that demonstrates the progressive impact of modern enlightenment ideas in higher education institutions and their spread in many countries in order to serve the interests of economic and technological competition, and control over the market's capabilities and requirements. Despite the increase in higher education institutions and the emergence of private colleges in different countries, which attract increasing numbers of students, there are several negative aspects in the approach of higher education, including changes in the structure of the academic institution and its scientific, cultural and administrative orientations. This liberal trend also directly affects the quality of education, in addition to the commodification of education. Moreover, contributions of the private sector have increased with the aim of providing a workforce that is professionally trained and capable of managing business, trade and the market, at the expense of the humanities, social sciences, arts and critical thinking. More importantly, the decline in the quality of education and its educational outcomes, in terms of academic efficiency and scientific research in the service of human and societal matters is evident. The goal of education has become centered on graduating generations that are not scientifically or intellectually qualified, far from their social concerns and democratic intellectual liberation.

Key words: Neoliberalism, higher education, private institutions, traditional sciences, economics and globalization, education quality, brain drain.

INTRODUCTION

The role of higher education institutions is evident in consolidating the values of society, spreading knowledge and its gains, and activating community participation. Higher education constitutes a pillar of development, not only in the economic and social fields, but also by preserving and strengthening the basic structures of democracy and justice through the capabilities of its graduates in the field of community participation, by influencing the quality and pattern of life in its comprehensive sense, as well as directing the cultural behavior of individuals and society (Giroux, 2010: 234). With the emergence of neoliberalism, concepts began to change in the direction of depleting human values, diminishing human feelings in human affairs and squandering their space, and preventing their rise to intellectual liberation (Giroux, 2014; Raaper and Olssen, 2016: 152-153; Abu 'Awwad, 2014: 90). Neoliberalism has adopted an educational system that is limited to

providing technical expertise devoid of the human dimensions of social and philosophical thinking, criticism, creativity, solidarity, and social solidarity (Maisuria and Cole, 2017: 605).

The enlightenment movement in the seventeenth and eighteenth centuries, and scholars such as Kant, Rousseau, Descartes, Hegel and others called for the crystallization of a set of liberal values that led to a state of implanting belief in the value of learning and the comprehensive role of education in society. Thus, contemporary liberal education contributed to the spread of many enlightening ideas, which gradually left their impact on modern higher education institutions that began to spread in many countries of the world, most likely with the support and influence of colonialism and its ideas to serve its economic interests and competition ('Abd al-Wahid, 2020). In accordance with this thought, the modern research university was designed on the basis of developing rational and critical thought through education, enlightening the larger societal audience, and teaching students to see their lives in it in a specific way, as individuals in a national society and culture (Giroux, 2010: 235).

Some researchers believe that the idea of establishing the university is one of the finest and most humane ideas of humanity. It is considered the noblest purpose, as it is the place of human communication and interaction in its finest form and its highest goals, and it is the place of mental interactions with knowledge, perception and scientific research, and where ideas are supposed to be expressed. Opinions and the free search for truth are expected to bring about change in an ever-evolving and innovative society (Boulton and Lucas, 2008: 3). In this context, the American thinker Henry Giroux claims that the university, by its very nature, should be the place where students learn democracy and develop a deep sense of social justice, acquire skills, and emotional and moral development in order to respect the rights of others. By acquiring these values, students learn how to participate actively in shaping their society on the basis of freedom and democracy (Giroux, 2014).

This study aims to clarify and identify gaps in the literature to underline the contribution to knowledge and significance of the study on the changes that have occurred in the process of higher education and its objectives in light of neoliberalism, its interactions and effect on higher education nowadays. From here, several questions arise that can be posed for research: What are the obstacles and challenges that stand in the way of the universities' orientations and the goals for which they were established? To what extent has neoliberalism influenced universities and higher education institutions? Did it achieve its goals? How can the perceptions that

higher education institutions have reached under the influence of accelerating events in the modern era? Is it possible to imagine the future of higher education in light of neoliberalism or unexpected developments?

THE EMERGENCE OF NEOLIBERALISM AND ITS IMPACT ON THE MODERN UNIVERSITY

Political theories and social values inherited from the nineteenth century that emerged during the Enlightenment period did not prepare modern states and various societies to face the modern phenomena of rapid change and innovation such as globalization and the market economy. In this context, Henry Giroux and Suzanne Giroux pointed out that these values have become endangered in recent years, as a result of the accelerating trend of neoliberalism towards commercializing university education (Giroux and Giroux, 2012: 26). This has left its impact on the tyranny of material values over academic values, which would affect the freedom and independence of the university, undermine its reputation and position, and reduce confidence in its outputs, consequently weakening the university as a center of criticism and a vital source of civic and democratic education. Therefore, universities have become almost impotent, silent about teaching students how to think for themselves about democratic matters, how to think critically in order to maintain a society dominated by principles of values, freedom and democracy, and to deal with others with equality and parity, on a basis of mutual respect and free and honorable competition.

With the introduction of the global capitalist system and its economic crises during the seventies and eighties of the twentieth century, during the reigns of British Prime Minister, Margaret Thatcher (1979 to 1990) and US President Ronald Reagan (1981 to 1989), the system tended to adopt new liberal policies. These included reducing state intervention in the economy, privatizing the public sector, and launching a free market (Hill, 2010). The free market theory adopted by the neoconservatives did not stop at the borders of the economy, but rather left its impact on many policies, including education, as one of the most important components of the services sector. The state abandoned its responsibilities towards developing and supporting it, under the pretext of the inability to bear the expenses and burdens of the increasing demand for educational services.

As for higher education and universities, this has been reflected in the form of changes in the organizational structure from a vertical hierarchical structure to a horizontal one. Changes in the economic structure

*Corresponding author. E-mail: hatim_mahamid@hotmail.com.

also took place through a decline in government spending on higher education institutions, an increase in the number of students, and changes in organizational boundaries, as universities began to form partnerships with the private sector and civil society (Mustafa, 2014a: 16). The private sector has been given a greater role in the education sector, especially university education, under the pretext of reducing its cost to the state budget, and increasing its effectiveness and efficiency (Sivalingam, 2007).

NEOLIBERALISM AND ITS APPROACH

The term neoliberalism symbolizes absolute capitalist policies that call for allowing market freedom to the maximum extent possible, and for reducing the public sector to a minimum. Cohen (2007) believes that neoliberalism is an ideological idea based on economic freedom, represented by fully supporting capitalism while limiting state interference with it on the one hand, and working to increase the role of the private sector in economic activities as much as possible, on the other hand.

In the second half of the twentieth century, a new trend appeared in America under the title of neoliberalism, as a result of the reform measures taken by US President Reagan, which led to radical changes in the political, social and economic life of America. 'Abd al-Wahid (2020) claims that a new socio-economic philosophy was established, which fully adopted the values and beliefs of the "market" in terms of reducing government subsidies, privatizing services, reducing public expenditures controlled by the government, and so on. As a result of this policy, Taylor believes that the American government led by Reagan and the British government led by Thatcher began to implement these policies on the public sector, especially education and health care, which transformed these areas into the private sector. Universities became as if they were their own separate system (Taylor, 2017: 112). Thus, since the late seventies, and with the onset of globalization shifts, changes began to appear in the economic structure and trends, and a decline began in the allocation of government expenditures to institutions of higher education. With the increase of the number of students and the organizational changes, universities began developing partnerships with the private sector and civil society, so that they could keep pace with these developments (Ferlie et al., 2008).

In this context, Olssen and Peters' study indicates the fundamental transformations in higher education systems after the rise of neoliberalism. These transformations, carried out by universities and higher education institutions, were necessary to justify their institutional presence. The study also confirmed the structural relationship between globalization, neoliberalism, and capitalist education, and how these factors contributed to encouraging higher education institutions to move from the traditional approach, reshape academic culture, and transform it from focusing on the intellectual and philosophical aspect to issues of strategic planning, performance indicators, and quality assurance measures (Olssen and Peters, 2005).

With the end of the twentieth century and the beginning of the twenty-first, maximization of interest in human capital, the role of knowledge as a basic means of progress and economic prosperity seemed to increase, in addition to the increasing trend towards privatization of education, and the application of market culture and the commercial outlook of university education. As a result, universities began to spread more quickly and in different and varied forms; basically, private universities and colleges, which are often no more than investment projects aimed at profit and prioritizing profit (Daily History, 2018; World Bank Report, 2003: 23-24). Holm-Nielsen expressed this phenomenon in a short but profound phrase, which is that universities are on their way to being closer to the World Trade Organization than to the United Nations Educational, Scientific and Cultural Organization (Holm-Nielsen, 2018: 126).

Neoliberalism has begun to have an impact on educational institutions in general and on higher education in particular, as if its knowledge projects aim to re-shape society to become an economic entity that serves economic institutions and companies, and to qualify individuals for service and work as businessmen and advisors to work in them. Thus, the impact of this approach on higher education is to create a new generation of different social strata to take over the tasks as marketers and entrepreneurs in the economic fields. This change in the university's function and intellectual mission, to freely spread and consolidate science, has made universities lose their natural path and has distanced them from their original goals, namely to serve their students and members so that they are citizens of a country and have freedom of opinion and work. Thus, these institutions have become sites of attraction for students, encouraging them on paths that qualify them to be merely workers and agents in the service of companies and economic associations, whose sole goal is material profit and expansion rather than the values, science and ethics on which ideal societies are built (Raaper and Olssen, 2016: 149).

By examining the impact of neoliberalism on Arab and Islamic countries, researchers unanimously agree that its impact was severe and negative for several main factors, including the absence of democracy, the lack of freedom of free work, and material support to keep pace with modernity and liberalism in light of conservative societies. For example, Samir Shalaldeh studied neoliberalism in the Arab world, its origins, characteristics, and crisis factors as a result of its impact on Arab countries (Shalaldeh, 2008: 32-64). It was noticed that in Arab and

Islamic countries, which fell under Western influence and colonialism since the nineteenth century, the signs of neoliberalism began to enter them in the manner of Western and secular intellectual influence, as well as religious renewal led by prominent scholars ('ulama) such as Sheikh Jamal al-Din al-Afghani and his student Sheikh Muhammad Abdo. In Egypt and in other regions of the Middle East, new ideas emerged through intellectuals and poets such as Al-Tahtawi, Ahmad Amin, Qasim Amin, Taha Husein, and many others in the region. So, signs of calling for a transition to liberal acts and thoughts began with the establishment of modern universities in the late era of the Ottoman Empire, such as in Istanbul, Beirut, Cairo and others.

The researchers Gershoni and Jankowski highlighted the intellectual debate that arose in Egypt during the late Ottoman Empire, where three intellectual currents emerged: Islamism, Egyptian patriotism and Arab nationalism that competed for the new Egyptian identity at this stage of liberation (Gershoni and Jankowski, 1986). In this context, the researcher Wahid 'Abd al-Hamid elaborated on liberalism in Egypt, its inception, transformations, crisis and its negative effects on Egyptian society and universities ('Abd al-Hamid, 2014). It is not surprising to see some writers and poets in Egypt expressing their fear of the effects of this modernity and neoliberalism on morals, social and religious values. The poet Ahmad Shawqi, known by his title "Prince of Poets" (amir al-shu'ara'), who lived through this stage of renewal from the beginning of the intellectual renaissance and its impact in Egypt, said: "*If people are injured in their morals, then leave them dead and wailing*", and "*Nations exist as long as their morals exist, but, if their morals are gone they are gone too*".

It is evident from the above that neoliberalism has become one of the important factors in changes and modernity at the beginning of the twenty-first century, as the world is experiencing, to a large extent, aspects of competition, and the increasing tendency to higher education for requirements of the knowledge economy. It has been noted that universities have moved to the phenomenon of wide mass absorption to cover the urgent needs and requirements of the globalization era and technological knowledge, without taking into account the main objectives of education for science, morals and values. From this standpoint, the researchers Haytham al-Tukhi and Nasreen Abd al-Ghani review the university's role in imparting sciences and knowledge, in addition to establishing the highest values and principles that preserve society's culture, values and its progress and prosperity. On the other hand, the researchers fear that, since the beginning of the twenty-first century, the university institution has begun to face a fierce onslaught of neoliberalism and its hegemony by favoring the commercial and profitable character over the cultural and educational one. Therefore, the university is facing challenges that affect its values and its role in conveying

the message for which it was established. It is feared that universities would turn into profit and investment institutions that are concerned with economic gains instead of focusing on the acquisition of scientific, academic values and their quality (al-Tukhi and Abd al-Ghani, 2019).

NEOLIBERAL TRENDS AND THEIR IMPACT ON HIGHER EDUCATION

Neoliberalism calls for the removal of state and society authority from educational institutions, as a matter of democratization of education and individual freedom. On the surface, this principle may seem a noble moral principle, but when reviewing the aspects of the neoliberal education crisis, it has pushed educational institutions to fight a fierce competitive market battle, far from social and cultural support and guidance. This was done without taking into account or serving the needs and necessary interests of local communities, but rather accelerated competition to keep pace with the needs of the labor market and its desires for material profits. It can be said that capitalism has employed the principle of independence and privatization as a moral cover for the phenomenon of "commodification" of educational institutions and values. Through this principle, the neoliberal policy succeeded in legitimizing the practices of subordinating educational institutions to the laws of supply and demand in the market, and thus issues of developing social awareness and social justice are no longer the same priority for decision-makers in educational policies.

Many thinkers point to the educational institution's retreat from its social role, limiting its contribution to the development of awareness in general, thus transforming it from a public institution to a private and specific one to increase the wealth of certain and limited individuals. Henry Giroux emphasized the contradiction between the goal of the university in the ideal model as a place for thought, research studies and democratic dialogue, and between the view of liberal thought that the university is merely an institution to achieve profits and qualify the workforce to obey what the market system requires. In other words, neoliberalism wants to employ education to serve capital through vocational training of university students, away from gaining culture, issues of justice and democracy, and human and social relations. Consequently, the neoliberal endeavors aim to liquidate public education and to empty university education of sciences and humanities, especially sciences of philosophy (Giroux, 2014). Thus, capitalist ideology was able to justify what is known as the privatization of the educational institution instead of generalizing it. In other words, the capitalist ideology imposed itself on educational institutions by moving towards serving the global labor market. Consequently, the aims of education

and culture have been restricted to their goals and pretexts, directed at forming human resources capable of working, producing and meeting the needs of the labor market and the technological innovations required by it.

Neoliberalism has directly contributed to the acceptance of capitalist ideology by educational systems, even in countries outside the scope of their originators, and has even given it the moral cover that makes it both an individual and a social demand. The report of the World Intellectual Property Organization (WIPO) concluded that there has been great importance of universities and public research organizations in the past few years in situations related to political efforts. It aims to develop, improve and employ the results of scientific research in universities in commercial development to serve the labor market, because of its awareness of the effective role of politics in influencing theoretical scientific research in technological development. This WIPO report integrates several graphs showing and comparing developments and changes in technological advances in several countries, with resources devoted to research and innovation. Thus, governments and the state's public policy sometimes encourage the establishment of scientific institutions and laboratories and give them the financial cover and grants for innovation and scientific research to serve the production of many industrial and technological products (WIPO, 2015: 14, 134).

To confirm these trends, studies and reports of international organizations and companies indicate their findings in higher educational institutions. In June 2020, QS (Quacquarelli Symonds) published its report ranking the world's top educational institutions in terms of research quality, education and reputation of the academic institution. The report confirms the goals of neoliberalism and its policy in America and Britain in employing and privatizing universities to serve economic competition and technological developments. Ben Sauter, the research director, says that recently, other universities in the world have begun to show signs of changes in the direction of this approach, such as countries in Asia, for example (QS, 2020).

On the domestic level in Israel, for example, Ben Sauter adds that with regard to Israeli universities, they are distinguished by more knowledge production, and in order to improve their position among international universities, they must increase the capacity of education and its integration with industry in order to improve employers' recognition (QS, 2020). When examining the conditions of universities and higher institutions in Israel, it is possible to notice that the results of these global reports are consistent with the local research results and clarify many of the phenomena of neoliberalism and its impact in this field. According to the report of the Shoresh Institute (Ben David, 2019), many of those educated in Israel emigrate abroad to work in universities and higher education institutions there, in order to suit their specialization subjects, in addition to better wages. Dan

Ben David comments on this phenomenon, saying: "It is regrettable that the industry in Israel and the government that supports it did not understand that the development of opportunities was more realistic for people in these fields". In the United States, for example, academics from Israel top the list of foreign teaching staff among other foreign lecturers in American universities (Ben, 2019; Mustafa, 2014 a: 157-176).

As the website of the Israeli Foreign Ministry shows, higher education in Israel plays an important role in the economic and social development of the state. Thus, the Technion Institute for Applied Engineering (established in Haifa in 1924, that is, before the establishment of the State of Israel) equips architects and engineers in several fields. Higher education institutions in Israel operate under the supervision of the Council of Higher Education (CHE), headed by the Minister of Education, to find solutions in matters of higher education, grant permits to educational institutions, approve academic degrees, and advise the government on developing and financing higher education and scientific research. This council includes in its membership two persons from the business and industry sectors, in addition to four senior academics in various fields. Higher education institutions are financed by public funds (70%), tuition fees (20%), and the rest (10%) by private sources (Israeli Ministry of Foreign Affairs website, 12/30/2010).

Despite these mixed reports, the exodus of educated people and minds from Israel to Western countries is increasing. To counter the phenomenon of brain drain and departing intellectuals, the CHE in Israel searched for causes and solutions to these troubling developments. The CHE has noted that during the last few years there has been a decrease of between 20 and 25% in the number of students studying in the fields of human sciences in Israeli universities, despite the general increase in the number of students in higher education. The CHE also believes that, in light of technological changes, educational institutions in Israel must make the required compromises and adapt to new developments and changing conditions in order to adjust to the labor market (Volansky, 2012: 21-30). Therefore, the CHE proposes to break down barriers and make changes in the traditional divisions of education departments in universities; namely, to dismantle departments and create multidisciplinary study paths that would provide its graduates with various tools. For example, the council suggested that students in the fields of high technology, exact sciences, economics and business administration be able to combine philosophy, literature, art, history, cultural studies and more in their undergraduate studies (Ben David, 2019). Through the lens of these recommendations, the establishment of the "Interdisciplinary Center Herzliya" (IDC) as a higher education institution in Israel could be meeting these requirements and orientations. This center was established in 1994 as a private institution, as a non-profit

organization, with the aim of working to change the academic agenda in Israel, to include among its specializations multiple topics, such as law, organizational behavior and development, trade and business administration, governance and politics, strategic sciences, computing sciences and communications, economics and financial economics, psychology and other research centers (Wikipedia, The Free Encyclopedia, Oct. 2020; Zerachovitz, 21 Mar. 2018).

The World Bank Report (2003: 23-24) indicated the growth of the private education sector, and the remarkable increase that occurred in the number of students who enrolled in higher education, in relation to the establishment of many private colleges and universities in many countries such as China, Brazil, Poland, Israel and others. This left an impact on the trends of higher education and the great competition between these growing colleges and universities over the requirements and policies of neoliberalism. Volansky and other researchers highlighted the negative impact left by the branches of foreign universities in Israel (numbered six until the 1990s), which sparked a campaign of demands and work to set limits, controls and licensing of these institutions and their work methods by the CHE in 1998 (Volansky, 2005: 186-223; Buzaglo, 2007: 7). The research clearly shows, with the inclusion of data, numbers and graphs in its review, the increase in the number of academic colleges in Israel and their major role in higher education, which left its impact on the decline of the dominance of universities in the field of higher education. This development in colleges, including private colleges, in terms of numbers and of their academic, professional and educational goals, has increased the number of students at the expense of the quality of higher education in universities, which has resulted in a sharp conflict between colleges and universities in Israel in recent years (Mustafa, 2014a: 171-173; Mustafa, 2014b: Volansky, 2005: 20-31).

Thus, many countries generally began to strengthen technical education and vocational education by increasing the number of institutes and colleges that specialize in these fields and doubling the number of their students, whereas universities are required to adapt their educational system and shift from focusing on higher academic education to basic and vocational education to produce and qualify inexpensive labor force with low and medium qualifications to meet the needs of economic activities. This comes at the expense of developing social and human sciences and specializations that deal with the issues and concerns of society. This is what Mustafa asserts in his research on the Israeli academic institutions: "Universities have begun to understand that the economic and social context in Israel has changed, and that it is in light of the new transformations in the neoliberal economic and academic policies" (Mustafa, 2014b: 25-30). He believes that there has been a convergence of market laws with a decline in government spending on academic institutions, in addition to the decline of human sciences in Israeli universities, as mentioned previously, between market laws and local national need (Mustafa, 2014a: 91-149).

As for the situation in the Arab countries and others of the third world, it appears more difficult, in terms of working conditions in these countries, as well as in terms of the lack of specializations available to university graduates. In an interview with Dr. Abd al-Salam Noir (Noir, 2009), he enumerates many reasons that drive Arab minds and university graduates to emigrate, including the lack of suitable specializations for those graduates. In addition, the neglect of the state and its institutions by not providing centers equipped for scientific research to help them in scientific and technological activity is another factor for migration, and more importantly, the neglect of the private sector of these graduates and their specializations. Therefore, these reasons invite young professionals to search for a place to work and to absorb them in their fields of specialization in Western countries.

Noir summarizes by making proposals to solve the problem of emigration of educated Arab youths abroad and to urge them to stay in their countries to work on developing and benefiting their societies and countries. Among these proposals are activating the participation of the private sector in financing scientific activities and designing strategies for developing scientific research institutions, encouraging them to serve society in all its sectors while supporting them financially and providing necessary and supportive grants, and most importantly, improving communication between the scientific research sector and industrial establishments. The basic proposals adopted by Dr. Noir are similar and compatible with the Western policies that it first followed in this field, such as activating the relationship between universities and research centers and the private sector, in order to solve the technological issues that suit these graduates, while facilitating communication between them and the industrial facilities to benefit from their work and programs. Noir also sees the importance of the independence of universities and research institutions in Arab countries and their exclusion from government influence, while giving them the freedom to formulate their policies and programs away from political interference and tensions (Noir, 2009).

The same applies to Palestinian society in the areas of the Palestinian Authority in the West Bank and Gaza Strip, where the Palestinians were able and succeeded in establishing institutions of higher education despite being under the influence of the Israeli occupation for decades. The researcher Ibrahim Abu Lughod of Palestinian origin and American diaspora and academic upbringing, who has settled since 1992 at Birzeit University and worked there, indicates that Palestinian higher education institutions were established in the West Bank and the

Gaza Strip at the beginning of the seventies through mass groups and organizations that arose under the exceptional circumstances of the Israeli occupation. Abu Lughod points out that the aim of establishing these institutions was to develop and support the progress of Palestinian society, refine the society's national identity, and perhaps work to unify its various groups. In addition, Abu Lughod believes that Palestinian institutions of higher education were viewed and accepted as a means of progress and social mobility in Palestinian society (Abu-Lughod, 2000). Moreover, the researcher Taraki says that some of the students of these institutions were able to reach leadership positions in Palestinian society and political organizations. Accordingly, these institutions were a fertile ground for the formation, crystallization and development of national movements in Palestinian society (Taraki, 1999).

However, later on, Palestinian universities and institutions of higher education adopted different approaches from those mentioned above. Consequently, Nidaa' Abu 'Awwad believes that neoliberal policies have extended their influence to many Palestinian institutions of higher education as a result of Western influence and occupation. Therefore, Palestinian higher education institutions have adopted policies that contribute to increasing income on the one hand, and reducing expenditures on the other, and this is what could lead to the transformation of educational services in universities and turn them into commercial goods that lose their academic, cultural and intellectual goals (Abu 'Awwad, 2014: 90).

Giroux believes that the adoption of neoliberalism in education has had a negative impact on universities and their values in general. The concepts of neoliberalism have affected the emergence of a new model of administrative staff at the universities, which adopted a style of corporate management, its structure, values and its approach in terms of the concept of the university as a profitable institution that controls the management of financial issues and other academic policies, Thus, the university appears to be a profit-making organization that expresses the values of neoliberalism (Giroux, 2014). Therefore, according to Rapper and Olssen's conclusions, this has resulted in higher education being subject to market standards in terms of evaluations and teaching staff accountability in light of these standards (Raaper and Olssen, 2016: 150-151).

As the researchers in this field point out, it turns out that following a period in which universities enjoyed their independence and protected the principles of democracy and values, they were required to give up this independence under neoliberalism, which led to the weakening of the authority of semi-independent universities in the face of the requirements of capitalist forces. That is, the academic institution has become required to abandon its academic and societal role in the interest of the market and its values in terms of profit and financial gains, and not to serve the scientific and cultural values and their gains (Giroux, 2007; Giroux, 2015a: 188-189; Vicars, 2019: 84; Raaper and Olssen, 2016: 152-153).

Nidaa' Abu 'Awwad concludes that neoliberal policies have led to profound negative effects in the education process, as they emptied higher education of its developmental content and its creative and critical cognitive content. The education system and curriculum became saturated with neoliberal ideas that are based on the value of profit, and the values of selfishness, competition and individualism (Abu 'Awwad, 2014: 90). At the same time, universities began to make serious changes in the nature and quality of educational courses, and have abandoned those that offered students a wider opportunity to deepen their human and intellectual knowledge, and to develop their critical capacity for theories and global intellectual trends.

On the topic of higher education in many countries of the world, studies have dealt with indicating that universities were undergoing restructuring and building (McLendon, 2003; Torres and Schugurensky, 2002). These profound changes are not limited only to the methods of managing the funding of universities, but also affect the ruling approach to academic and non-academic activities in them. The reason for that is the global context and the unified discourse of knowledge promoted at the global level. Torres and Schugurensky add that the changes that universities are going through are largely due to a conscious effort by specific interest groups to align universities with global capitalism. For example, many countries have reduced government support for higher education, which pushed universities to increase their dependence on private funding, and even to compete with each other for funding and attracting students to them (Torres and Schugurensky, 2002: 445-447).

On the other hand, al-Tukhi and 'Abd al-Ghani (2019), based on Western research, assert that neoliberal policies are launching a focused campaign in the name of development against the principles of academic freedom, and are dismantling the university's ideals as a fortress of free and independent ideas. Neoliberalism works to reduce funding for universities and diminish their social role. It also works to employ scientific research for the purposes of material profit and not to enrich and impart knowledge or to serve humanity and its higher principles (Giroux, 2015 b; Raaper and Olssen, 2016; Ergül and Coşar, 2017). This has reduced academic freedom and has harmed the academic profession at the university and its endeavors in high scientific research for the sake of science and its goals, in return for conducting research supported and funded for purposes and policies designed for profits and market trade. As a result, many conflicts arose about the goals and objectives of academic work, which in turn harmed the educational atmosphere in institutions of higher education, which adopted the

character of self-employment and commercial companies to serve neoliberalism (Maisuria and Cole, 2017; Bottrell and Manathunga, 2019).

In their research on the future of higher education, Izak and others also point out that neoliberalism has reduced the important and fundamental university values of freedom, academic independence, and its social responsibilities, which led to a departure from the university standards and values for which it was established. The main consequence of this effect is the reduction of the university's social role, independence and academic freedom, with academic job insecurity (Izak et al., 2017). Giroux further describes the university's situation in these circumstances as if its curricula are similar to a fast-food menu, while reducing the value of the curricula that aim to instill and impart human values. Thus, it is possible to control the reduction of the number of faculty members according to the requirements of market conditions, which leads to their transformation into a workforce, while creating conditions for job security loss (Giroux, 2019, 2014).

THE IMPACT OF NEOLIBERALISM ON THE QUALITY OF HIGHER EDUCATION AND EFFICIENCY OF GRADUATES

Cheng believes that what distinguishes the professional competence of the academic staff is the quality in higher education, which indicates the extent of growth and development of motivation and excellence in education in professional ways (Cheng, 2017: 2). In other words, we can say that the quality of higher education is closely related to the professionalism and efficiency of the academic staff and its reflection on the academic level of graduates. Therefore, many institutions and organizations have devised criteria to measure the efficiency of universities and the quality of higher education in them, and to classify and rank them globally according to academic levels in the scientific or literary fields. Through these evaluations and ratings, higher institutions learn about their position and the quality of their performance, as well as deficiencies, and work to fix them for the better. In this context, an important question should be raised: Did the neoliberal policies towards higher education contribute to achieving a high degree of academic and professional quality and competence? Or, did neoliberalism lead to the erosion, loss, or dissolution of that quality?

Numerous researchers indicate that the university under the influence of neoliberalism views the term 'quality of higher education' as being related to the neoliberal ideology that sees higher education as contributing to the development of industrial societies and the development of their financial outputs, and that the existing relationship between the student and the academic institution has become defined by economic concepts (Saunders, 2010, 2011; Clayson and Haley,

2005; Titus, 2008; Sharrock, 2000; Lusk and Fearful, 2015; Giroux, 2005; Saunders and Ramirez, 2016). Therefore, it can be said that the term 'quality of higher education' from the perspective of the neoliberal approach is the provision and equipping of students with training and vocational skills that enable them to pursue a future career, and that would contribute to the development and strengthening of the state's financial resources. Consequently, academic and professional quality and competence from the neoliberal university perspective is represented in education that is limited to training in occupations that serve the capitalist approach. This is reflected in the quality of the material output, as well as the educational outcome, and indicates the close relationship between the quality of higher education from a neoliberal university perspective and the economic orientation of higher education institutions, which are viewed as a commodity according to the logic of the market, by transforming them into an economic institution (Cheng, 2017: 6).

In this context, Cheng asserts that this approach reflects a negative view of the concept of quality and ignores the reality and essence of university education as an individual activity, and that the student's commitment to education is no less important than the contribution of both the academic staff and the university (Cheng, 2017: 8). It should also be noted that the impact of the neoliberal trend on institutions of higher education has contributed to its privatization and commodification through the wide spread of universities and private colleges (Torres and Schugurensky, 2002: 445-447; Daily History, 2018). According to the findings of Al-Batmeh (2016), the commodification of education has led to a remarkable increase in the number of students who enrolled in higher education, but at the same time, the spread of universities and private colleges had a negative impact on the quality of education. Therefore, private universities and colleges have come to be seen as merely institutions for obtaining university qualifications that are bought and sold. It would seem that students with low academic levels (that is, weak achievements in pre-university degrees or in entrance and admission exams for higher education), who are not accepted by public universities, are enrolled in them. Rajab (2000) also confirmed that these students join private institutions of higher education, including universities or colleges, after paying the required fees, and not according to the admission requirements for scientific and academic standards, and this in turn affects the efficiency of these institutions' graduates.

Studies confirm that the proliferation of these private institutions of higher education has affected their weak academic levels, because they are too lenient in the process of accepting students for education, due to the absence of strict control over these institutions in terms of their commitment to the required academic standards (Sahab et al., 2015). Moreover, it has been indicated that

this type of profit-seeking universities is classified within "non-elite" universities, in which the terms of enrollment are easy, and the quality of education is low, as they seek to absorb large numbers of students for material income, more than their interest in working and adhering to academic standards (Zaytun, 2013). 'Abd al-Karim also emphasized that accommodating large numbers of students and increasing the overcrowding rate in these institutions affects the quality of education in them, which has a negative impact on education in general ('Abd al-Karim, 2013: 39).

Under neoliberalism, higher education came to be viewed and regulated primarily through an economic lens. Today, universities themselves have become commercial institutions competing to supply knowledge in global markets. This has been affirmed by Paul Ramsden, Chief Executive of Higher Education in Britain; namely, that this competition has contributed to the establishment of university branches for many European or American universities in Asia and elsewhere, such as China, India and others. These institutions have contracted with commercial institutions that recruit students for financial gain, which has led to lower levels of education and its quality in general, as is the case with the quality of educational programs offered to students (Ramsden, 2008).

Education is not seen or promoted by its beneficiaries, that is, students, as customers or users, or even from the point of view of the educational staff as a good thing in itself, nor as a goal to create critical citizens in their communities and societies as a whole, thus losing its original and essential value and quality. Slaughter confirmed that education available to students has become increasingly professional, as it has become a center for training and production, relying on information more than its focus on developing high intellectual skills (Slaughter, 1993, 252). This claim was supported by Kandiko, who claimed that the interest of universities and higher education institutions in the era of neoliberalism focuses on scientific research in order to produce knowledge instead of focusing on developing the competence of their graduates. This leads to erosion in the quality of higher education, and thus to a decline in students' academic standards (Kandiko, 2010: 163).

In addition, some researchers point out that universities in the era of neoliberalism have increased their interaction with both the public and industry towards building a cooperative partnership in order to strengthen and enhance their contribution to societal and economic outcomes and results (Saltmarsh, 2016; Cheng, 2017: 13). This has negatively affected the understanding and awareness of the university and its academic staff of the importance of education, their intellectual commitment to education, and their willingness to motivate students to learn and study academically. Consequently, it also affected their professional competence towards their students, and their own self-fulfillment (Dipardo and

Potter, 2003; Al-Rubaish et al., 2011: 4). Thus, under the influence of neoliberalism, higher education has become directed towards education for the sake of work, without rational thought, dialogue and critical learning, which has had a severe impact on the university's retreat from its social and intellectual role, and its contribution to the development of awareness and general culture and stimulating students' thought. Consequently, students are unable to practice effective participation, or qualified to reformulate their society on the basis of freedom and democracy, and intellectually incapable of serving the public good. Moreover, the student has become a consumer under the neoliberalism of the university, reducing his standing while keeping him in a state of intellectual stagnation and an absence of awareness of what social reality requires. Consequently, the student's level and scientific competence, and his ability to effect social change, remained marginal (Brienza, 2016: 105-107).

In light of these changes in the university's function, it can be said that higher education under the neoliberalism focuses more specifically on the profession, work and the market, and preparing the manpower for it. At the same time, the development of the student's intellectual capacity has not received sufficient and necessary attention, but rather has suffered from neglect, marginalization, frustration, and even suppression. Likewise, it can be observed that this type of neoliberal university has strengthened its economic goals, and at the same time its educational services have turned into a mere commercial commodity. Its academic and cultural goals are absent, which has restricted its ability to realize its liberal and critical potential, with the decline in the quality of education and academic competencies in general. (Saunders, 2010: 66).

CONCLUSIONS

The effects of neoliberalism were reflected in the relationship between higher education institutions and state politics. Market economics and neoliberal thinking have dominated the political orientations around the world and have left strong impact on the institutional structure and academic trends to serve neoliberalism. Global academic competition pushed for the creation of structural changes in the academic institution and its academic and administrative orientations. Neoliberal policies directly affected the quality of education, in addition to the commodification of education through the proliferation of private higher education institutions for filling the requirements of the market, rather than moral, ethical or liberal aspects. As a result, the quality of education declined, whether in terms of educational outcomes, or in terms of academic competence and scientific research.

Private sectors' contributions have increased in support

of higher education and the pursuit of privatization through investment, aiming of acquiring professionally trained manpower for running businesses, at the expense of subjects of humanities and human culture. The increase in the number of students enrolled in higher education indicates the economic orientation of these institutions to serve the market and profits. This trend has had a double effect in poor or traditional countries: Firstly, the migration of minds and graduates to developed countries in search of money and profit; secondly, the increase in establishing professional and private academic colleges or branches of Western universities in underdeveloped countries. But the troubling question remains: Are there possible solutions to save the conditions of universities and their graduates, and to return them to the natural scientific paths?

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Influence of personality types, instructional supervision practices, and performance in public primary schools in Kenya

Tarsianer Muthanje Peter*, Ciriaka Muriithi Gitonga and Kaberia Isaac Kubai

Department of Education, Faculty of Education and Social Sciences, University of Embu, Kenya.

Personality types and practices are presumed to play a significant role in the improvement of schools' performance. This paper presents the findings from the analysis of quantitative data drawn from a larger study that examined the relationship between headteachers' personality types, instructional supervision practices, and performance. The study adopted a descriptive survey research design to collect data by utilizing a self-developed and Self-Directed Search (SDS) questionnaire that participants answered. A census sampling was conducted with 71 and 37 headteachers from Embu East and West public primary schools, respectively giving 108 participants. The data collected was analyzed using SPSS for descriptive and inferential statistics. Spearman's rank correlation coefficient was used to determine any relationship between personality types, instructional supervision practices, and schools' performance. The findings of the study revealed a significant statistical relationship between enterprising personality types and schools' academic performance (r =.125*, p<0.05). Further, the results revealed that there is a positive (r=.229, P<0.05) relationship between realistic personality type and holding parents-pupils-teachers' conferences while among conventional types, there is a negative (r=-0.223, p<0.05) correlation in giving teachers feedback. The significance of this study is that headteachers' personality types do not influence instructional supervision practices, which is a unique finding indicating that other factors influence instructional supervision practices.

Key words: Headteacher, instructional-supervision, personality types, practices, schools' performance.

INTRODUCTION

Globally, supervision is viewed as an endeavor that headteachers as supervisors carry out in schools to improve instruction. Wanzare (2012) argues that in Kenya, headteachers are responsible for instructional and supervisory duties. Instructional supervision practices involve all those activities carried out by the headteacher to help maintain and improve effectiveness in the teaching and learning process, thus improving academic performance (Archibong, 2013). Nike, (2014) examined headteachers' instructional supervision practices and revealed that those who carry out supervision practices effectively and efficiently boost schools' academic performance. There are scanty studies that address personality types, according to Holland (1997), and

schools' academic performance.

Oluremi (2013) affirm that supervision enhances good quality teaching and learning process by checking professional records, giving teachers feedback, and monitoring timetables, leading to good academic performance. Failure to carry out these practices is linked to poor academic performance (Dangara, 2015). The ability to carry out instructional supervision is a demonstration of school leadership. In this study, the education policymakers of the Ministry of Education, Science and Technology on policymaking and guidelines should ensure that training in school management is a requisite before one is appointed to a headship position in schools in addition to academic and professional qualifications. Furthermore, during workshops and seminars, education officers sensitize headteachers by equipping them with relevant knowledge and skills in carrying out the assigned tasks. Therefore, this study examined the relationship between headteachers' personality types, instructional supervision practices, and schools' performance in public primary schools in Embu East and West Sub-Counties, Embu County, Kenya. The study was guided by two questions: what are the personality types of headteachers? Moreover, what is the relationship between headteachers' personality types and instructional supervision practices?

The specific objectives were to establish the personality types of headteachers and determine the relationship between headteachers' personality types and instructional supervision practices.

LITERATURE REVIEW

Personality types and school leadership

Personality types are the characteristics shown by the RIASEC letter codes measured by the SDS activities, with the first letter indicating the personality type (Holland, 1997). According to Holland, most people are of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Realistic individuals enjoy working with hands or manual activities such as building, mechanics, machinery operation, and athletics. They prefer to work with things rather than ideas and people. Typical realistic careers include electricians, engineers, carpenters, veterinarians, and the military, while investigative individuals enjoy research and mathematical or scientific activities. Artistic individuals enjoy creative activities such as composing or playing music, writing, drawing or painting, and acting in or directing stage productions. Typical artistic careers include musician, actor, art teacher, reporter, and book editor. Holland (1997) argues that social individuals enjoy participating in group activities and helping, training, healing, counseling, or developing others. Typical social careers include teacher, nurse, counselor, and social worker.

Enterprising individuals enjoy activities that require them to persuade others, such as sales and seek out leadership roles. Typical enterprising careers include salesperson, business executive, and hotel manager. Conventional individuals enjoy maintaining and manipulating data, organizing schedules and operating office equipment, in which careers include secretary, accountant, bookkeeper, mail carrier, and bank teller. People possess attributes of all the six personality types, with one being dominant. The most dominant type influences one's choice of the work environment and consequently the vocation. In choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities and express their attitudes and values. According to Holland (1997), people seek an environment aligned to their personality types and engage in activities that utilize their abilities. For example, social individuals fit in teaching; hence, they are assumed to be effective in instructional supervision practices because they are interactive, have good human relations, and like helping others, which translates to good academic performance. Also, enterprising and conventional headteachers are less likely to be satisfied in their work environment. According to Holland (1997), they may not carry out the supervision practices effectively as there is no match between their personality types and the teaching career, thus affecting academic performance.

Leadership is a process of interaction between leaders and subordinates, where a leader tries to influence his/her subordinates' behavior to achieve organizational objectives (Yulk, 2002). Leadership plays an important role in school effectiveness and improvement (Hargreaves and Fink, 2003). Ibukun and Oyewole (1997) argue that characteristics such as intelligence, self-confidence, and initiative contribute positively to any organization's leadership. Nakpodia and Dafiaghor (2011) found that the Kenya Teachers Service Commission (TSC) appoints long-serving teachers to headteachers who are assumed to have experience and leadership competencies. Their promotion is often informed by the exceptional ability to perform as a classroom teacher, achievement in co-curricular activities, a teacher's professional conduct, moral standing, and initiative, among others (The Republic of Kenya, 2005). Glickman et al. (2001) further argue that for one to be appointed in the position of headteachers, they need prerequisite skills such as human relations and technical skills to carry out instructional supervision roles effectively.

According to Northouse (2018), individuals who are born with certain personalities have a preference for becoming a leader. Such characteristics include intelligence, confidence, responsibility, and sociability. Individuals who possess these personalities can supervise hence can be helpful in supervision practices.

Teklemariam (2010) further states that personality traits can make someone be an influential leader because of how they act; for example, social headteachers can help teachers to carry out their duties effectively because they like teaching and have good human relations, which are related to the ability to lead schools. Egbai et al. (2015) found that headteachers should effectively supervise teachers by ensuring that they are observed regularly, prepare the lesson plans early, use teaching/learning resources strictly, and adequately implement the curriculum, among others. Effective instructional supervision practices help headteachers in improving and maintaining good academic performance in their schools.

A study by Akoth (2015) on the influence of headteachers' instructional supervision practices on pupils' performance in Kenya Certificate of Primary Education performance in Ngong Sub-County, Kenya, found that instructional supervision practices are a combination of process, procedures, and conditions designed to advance the effectiveness of individual teachers and the teaching staff as a whole. Hence, if headteachers are not keen on how they carry out instructional supervision, it creates an opportunity for poor academic performance. On the other hand, if the headteachers are keen on their instructional supervision practices, the teachers' professional performance improves academic performance.

Holland (1997) argues that people can be classified into six personality types; realistic, investigative, artistic, social, enterprising, and conventional. Further, people possess specific attributes of the six personality types, with one being dominant. The most dominant type influences one's choice of the work environment and, consequently, the vocation. Thus, in choosing a career, people prefer jobs where they are around others who are like them. They search for environments that will let them use their skills, abilities and express their attitudes and values (Holland, 1997). Further, Holland (1997) asserts that people are assumed to be most satisfied, prosperous, and stable in a congruent work environment with their interest type.

According to Holland (1997), individuals in a job environment that does not correspond to their personality type are most likely to be dissatisfied. For example, a headteacher who is social enjoys teaching; thus, he/she can be effective in supervision, unlike a realistic headteacher who prefers to work with things. It is assumed that social headteachers would find it easier to carry out instructional supervision as they provide leadership in schools because they like teaching. Investigative, artistic, enterprising, and conventional personality types would experience school instructional supervisors' problems because their personality types do not match their careers. Moreover, people seek an environment aligned with their personality types and engage in activities that utilize their abilities. For example, a person who possesses a social personality type is likely

to choose a job that involves interacting with others, such as teaching. Headteachers who fall under the social personality type prefer teaching, giving information, and values helping people. This means that they can help with instructional supervision because they are more satisfied in the school environment as it matches their personality type. A headteacher who an actual personality type who possesses mechanical abilities is more likely to feel comfortable in semi-skilled or craft positions than working with people. Therefore, they are likely to be less satisfied and effective in instructional supervision, where one has to teach, interact with other colleagues and help them solve their problems. Similarly, investigative personality types prefer activities involving observation and analyzing phenomena to develop knowledge and understanding, thus preferring to work with data, and therefore are likely to be dissatisfied to be effective headteachers.

Headteachers instructional supervision

Sule (2013) argues that schools are established to impart knowledge, skills, and values to pupils. A headteacher must set up high-quality education by effectively supervising the teaching and learning process to achieve this success. He/she should help teachers implement the school curriculum effectively to realize the potential of all pupils. The headteacher must establish a culture that promotes academic excellence, equality, and high potentials of all pupils (Thomas, 2010). Marks and Printy (2003) further states that adequate instructional supervision leads to high academic performance, while ineffective supervision practices lead to low academic performance.

According to Mecgley (2015), the supervisor's primary function is to help others become efficient and effective in the teaching and learning process. Instructional supervision aims at headteachers focusing mainly on the teaching staff's key implementers directly through teaching. In this regard, headteachers should give instructional supervision a special place in discharging their duties. Instructional supervision practices of the headteacher enable every pupil to maximize their potentials. Therefore, the headteachers' instructional supervision practices ensure that teachers perform their duties well, hence improving academic performance. Keen supervision is vital for a school to realize its objectives. Ayeni and Akinfolarin (2014) asserted that supervision practices like checking professional records, giving teachers feedback, monitoring timetables, checking to mark of pupils' attendance register, and holding parents-pupils-teachers' conferences help headteachers maintain and improve their effectiveness in instructional supervision thus improving academic performance. According to Ndinza (2015), primary schools where the headteachers checked professional records and teachers' class attendance register performed better

than schools where this was not carried out.

Further, Samoei (2015) found that the instructional, supervisory roles that include monitoring timetables, setting targets for pupils, and giving teachers feedback lead to improved pupils' academic performance.

Quality of teaching and the level of schools' performance heavily depend on the constant and continuous school-based headteachers' practices. Achieving educational aims and providing quality basic education depends on the headteachers charged with overseeing that schools run smoothly. With the increased number of pupils enrolled in primary schools following the 100% policy recently adopted by the Ministry of Education in Kenya, primary schools' class sizes have increased tremendously. This, coupled with limited resources provided, most headteachers have focused their attention on developing physical infrastructure (Aseka, 2016). Consequently, instructional supervision faces numerous challenges and has become more complex for headteachers. Some schools are likely to experience more problems because of the personal characteristics of the headteacher. The ability to offer the best instructional supervision practice depends largely on the headteachers' leadership skills. Several studies have examined challenges that headteachers face in instructional supervision, but no study has examined the headteachers' personality types. This study examined the relationship between headteachers' personality types, instructional supervision practices and performance. In Kenya, limited studies have directly investigated headteachers' personality types, instructional supervision practices and performance, yet there has been much concern by various education stakeholders about headteachers' instructional supervision practices and schools' performance in public primary schools; hence this study sought to fill the gap.

Theoretical framework

John Holland's (1959) theory informed this study on Vocation Personality Types. Holland defines personality as characteristics/attributes shown by the realistic, investigative, social, enterprising, and conventional (RIASEC) three-letter codes measured by the Self-Directed Search (SDS) activities, the first letter indicating the personality types. Holland asserts that people of the same personality types working together in a job create an environment that fits and rewards their type. He emphasizes that people who choose to work in an environment similar to their personality types are more likely to be successful and satisfied. John Holland's theory claimed that both people and work environments can be categorized and then matched. Holland argues that people tend to act on their dominant interests and seek careers in which their interests can be best expressed. This theory is best for this study because Holland's model offers a technique that can be used to

determine the relationship between headteachers' personality types and instructional supervision practices. After all, the dominant characteristics can be observed and measured. Also, the theory can address how personalities can influence the behavior of headteachers.

Holland's greatest contribution and his most well-renowned work pertain to his theory (Holland, 1959) of vocational personalities and work environments. The theory's core idea is that most people resemble a combination of six personality types; realistic, investigative, artistic, social, enterprising, and conventional (commonly abbreviated with the acronym RIASEC). Each type is characterized by a constellation of interests, preferred activities, beliefs, abilities, values, and characteristics. A Holland code (typically the first letters of the three RIASEC the person most resembles) can be generated based on assessments. Likewise, work environments can be categorized by their resemblance to a combination of the RIASEC, and Holland codes are often used to describe them as well. John Holland's career choice theory maintains that people prefer jobs where they can be around others who are like them. They search for an environment that will let them use their skills and abilities and express their attitudes and values. Behavior is determined by an interaction between a persons' personality and environment. Thus, people who choose to work in an environment similar to their personality types are more likely to be successful and satisfied.

A headteacher who is social to teachers and pupils can know their problems and assist where necessary. This ensures that there are good human relations, which can lead to achieving the set goals and good academic performance. Accordingly, congruence-the degree of fit between an individual's personality type and the work environment type is theorized to be a determinant of several important outcomes, including job satisfaction, stability, and performance. The degree to which a person or environment resembles some RIASEC types and not others reflects greater clarity concerning making vocational choices.

Consistent and well-differentiated individuals should have more crystallized vocational identities and, as a result, are expected to make career choices with less difficulty and to be competent, be satisfied, personally effective, and engage in appropriate social and educational behavior. Holland asserts that vocational interests are expressions of people's personalities. Holland's basic assumptions are individuals in a particular vocation have similar personalities, and individuals tend to choose occupational environments consistent with their personality.

METHODOLOGY

Location of the study

The study was carried out in Embu East and West Sub- Counties in

Embu County, Kenya. There are 47 counties in Kenya, and in each county, there are two categories of primary schools; public and private. The study was conducted in all 108 public primary schools in Embu East and West Sub-Counties in Embu County, Kenya.

Research design

The study adopted a descriptive survey research design. The descriptive survey allows a researcher to gather or collect information by interviewing or administering questionnaires to sampled individuals and collecting information about people's attitudes, opinions, and habits (Creswell, 2014).

Sampling procedures and sample size

The study used purposive sampling to select the Embu East and West Sub-Counties. Purposive sampling targets a group of people believed to be reliable for the study (Kothari, 2011). To determine the sample's size, the researcher conducted a census sampling with 71 and 37 headteachers from Embu East and Embu West public primary schools, respectively, giving a total of 108 participants. The census sampling technique was used because the population was small in number. The researcher achieved this by obtaining the number of public primary schools in Embu East and West Sub-Counties from the County Director of Education Office, Embu County. To fit in the selection criteria, the headteachers must have served in the school between 2015 and 2019 (Table 1).

Research instruments

Holland's self-directed search

This study adapted the Self-Directed Search (SDS) 4th edition questionnaire (Rosen et al., 1989). The study used only section A that measures occupational interest. This instrument has 66 items that measure interest and area score "like" or "dislike" that ranks six types of personality types in a hexagonal order: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). The respondent is required to indicate those activities that they like by checking "Like" "L," and for those activities, they dislike by checking "Dislike" "D." The highest score in likes shows the personality type, which is generated by a three-letter code. For instance, a RIASEC scores R = (32), I= (10), A= (25) S= (16), E= (28) and C = (2) where highest scores, R = (32), E = (28), A= (25) give the summary code for the participant (REA). The researcher used the 1st letter to determine the respondent's personality type; in this case, the Realistic personality type "R" has the highest score.

Instructional supervision questionnaire

The instrument to measure headteachers' supervision practices was a self-developed five-point Likert scale questionnaire. Respondents were required to tick (√) one of the options that would best describe them; 1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always. This study always was taken to mean that headteachers carried out the instructional supervision practices effectively while sometimes, often, and never meant that headteachers did not carry out the instructional supervision practices effectively.

Pre-testing the research instruments

The researcher conducted pre-testing to test the validity and reliability of the research instruments. A standardized tool, Self-

Directed Search (SDS), was used. The researcher was able to determine the content and construct validity by use of experts in career development. The instrument was pre-tested in five schools that share similar characteristics with those in the sample. The test-retest Cronbach's alpha value of 0.87 was attained, indicating that the instruments were reliable. This score is similar to that reported by Holland (1997) 0.92.

Schools' academic performance

A desktop review was carried out to determine the schools' academic performance in the Kenya Certificate of Primary Education mean scores between 2015 and 2019.

Data collection procedures

A letter from the affiliating university helped the researcher obtain a research permit from the National Commission for Science, Technology, and Innovations (NACOSTI). The researcher also obtained a consent letter from the County Director of Education, Embu County, before contacting the school headteachers in preparation for data collection. The researcher visited the schools and assured the respondents that the information collected would be treated confidentially. The researcher explained the study's purpose and administered the questionnaire personally to the respondents for two weeks. Two field assistants were involved in collecting the filled questionnaires.

Data analysis

The edited data was coded and fed into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 25. Demographic data were analyzed using descriptive statistics to get frequencies, percentages, mean and standard deviation. The Self-Directed Search (SDS) was used to analyze headteachers' personality types. Spearman's rank correlation was used to determine if there was any relationship between personality types and schools' performance, instructional supervision practices and schools' performance, and headteachers' personality types and instructional supervision practices.

FINDINGS

Demographic results

Age of headteachers

From Table 2, the result shows that 15.9% (Mean=0.159, SD=0.543) of headteachers aged between 41-50 and 84.1% (Mean=0.841, SD=0.990) of headteachers aged above 50 years. This implies that most public primary school headteachers range in the age bracket of 50 years and above.

Gender of headteachers

As indicated in Table 3, the result shows that 54.5% (Mean=0.793, SD=0.273) of headteachers were males

Table 1. Target population.

Target population	Respondents	Sampling at 100%	Sampling technique
Public primary schools headteachers	108	100	Census sampling
Total	108	100	Census sampling

Source: Embu County Director of Education Office.

Table 2. Age of headteachers.

Age	Frequency		%	Mean	SD
	Male	Female			
41-50	8	6	14 (15.9)	0.159	0.543
Above 50	40	34	74 (84.1)	0.841	0.990
Total	48	40	88 (100)	1.000	1.533

Table 3. Gender of headteachers.

Gender	Frequency	Percentage	Mean	SD
Male	48	54.5	0.793	0.273
Female	40	45.5	0.661	0.228
Total	88	100	1.454	0.501

Table 4. Highest academic qualification.

Highest Aca. Qualification	Frequency		Percentage	Mean	Std. Dev.
	Male	Female			
P1	5	7	12 (13.7)	0.136	0.505
Diploma	19	20	39 (44.3)	0.443	0.835
Bachelors	22	10	32 (36.4)	0.364	0.755
Masters	2	3	5 (5.7)	0.057	0.332
Total	48	40	88 (100)	1.000	2.427

while 45.5% (Mean=0.661, SD=0.228) were females implying that there were more male headteachers than females in public primary schools in this study. These findings are similar to those by Kinyanjui and Orodho (2014), who found that male headteachers (66.7%) were more than female headteachers (33.3%).

Highest academic qualification

From Table 4, the results reveal that 13.7% (mean=0.136, SD=0.505) had P1, 44.3% (mean=0.443, SD=0.835) had Diploma, 36.4% (mean=0.364, SD=0.755) had bachelors' degree while 5.7% (mean =0.057, SD =0.332) had masters' degree. This revealed that headteachers in the two Sub-Counties were professionally trained and

equipped with relevant knowledge, skills, and values on academic matters. These findings are similar to those reported by Eshiwani (1993), who asserts that academic and professional qualifications are crucial in influencing academic performance. Further, these results are consistent with those by Kosgei et al. (2013), who found that all teachers were trained in the teaching profession.

Headteachers' experience

The results in Table 5 reveal 10.2% of respondents had served as headteachers for 6 to 10 years while 89.8% had served for over 10 years. This implies majority (89.8%) had served as headteachers for over 10 years while few (10.2%) had served for 6 to 10 years, thus

Table 5. Headteachers'experience.

Years of experience	Frequency	%	Mean	Std. Dev
6-10	9	9 (10.2)	0.296	2.30
Above 10	79	79 (89.8)	2.601	2.63
Total	88	88 (100)	2.897	4.93

Table 6. Headteachers' personality types.

Personality type	Frequency		Percentage
	Male	Female	
Realistic	7	3	10 (11.4)
Investigative	4	5	9 (10.2)
Artistic	4	4	8 (9.0)
Social	20	23	43 (48.9)
Enterprising	9	2	11 (12.5)
Conventional	4	3	7 (7.9)
Total	48	40	88(100)

Table 7. Headteachers' Instructional supervision practices.

Always supervise instructional practices	Male	Female	Total
Checking professional records	38	37	75 (85.4)
Giving teachers feedback	29	26	55 (62.6)
Monitoring timetables	39	33	72 (81.8)
Checking marking of pupils' attendance register	31	26	57 (64.7)
Holding parents-pupils-teachers' conferences	25	34	59 (67.0)

adequately experienced to provide leadership for effective instructional supervision practices.

Headteachers' personality types

The researcher sought to find out the headteachers' personality types. Table 6 indicates headteachers' personality types.

The result in Table 6 reveals that realistic personality type headteachers were 11.4%, with males being more than females. The investigative personality type was 10.2%. The artistic personality type overall percentage was 9.0%. The results further reveal that social personality types were 48.9%, implying that most headteachers were in social personality type, which is similar (Holland, 1997). The enterprising personality type was 12.5%, while the conventional personality type there was 7.9%. Social personality type had the highest number of headteachers (48.9%), while conventional had the least number of headteachers (7.9%). This implies that the majority of headteachers were social personality

types while few were conventional personality types.

Headteachers' instructional practices

The study sought to find out headteachers' instructional supervision practices. The results are presented in Table 7.

The result in Table 7 reveals that 75 (85.4%) of headteachers checked the professional records. Moreover, the result reveals that 55 (62.6%) headteachers gave feedback to teachers. Additionally, 72 (81.8%) headteachers monitored timetables suggesting that this was another critical practice of headteachers' practices. A total of 57 (64.7%) headteachers checked the marking of pupils' attendance registers suggesting that it was one of those practices that headteachers observed very closely. Furthermore, the result shows that 59 (67.0%) of the headteachers held parent-pupils-teachers' conferences. These results imply that most headteachers attach great importance to instructional supervision practices, with male headteachers appearing

Table 8. Personality types and instructional supervision practices.

Personality type	Checking professional records	Giving teachers feedback	Monitoring Timetables	Checking to mark of pupils' attendance register	Holding parents-pupils-teachers' conferences
Spearman's rho realistic correlation coefficient	0.121	0.092	0.147	0.085	.229*
Sig (2-tailed)	0.262	0.394	0.172	0.434	0.032
N	88	88	88	88	88
Spearman's rho investigative correlation coefficient	0.121	0.013	-0.058	0.164	-0.028
Sig (2-tailed)	0.262	0.902	0.590	0.128	0.794
N	88	88	88	88	88
Spearman's rho artistic correlation coefficient	0.113	0.068	0.138	0.061	0.052
Sig (2-tailed)	0.264	0.531	0.201	0.575	0.632
N	88	88	88	88	88
Spearman's rho social correlation coefficient	-0.008	0.055	-0.134	-0.112	-0.070
Sig (2-tailed)	0.940	0.613	0.213	0.298	0.517
N	88	88	88	88	88
Spearman's enterprising correlation coefficient	0.027	-0.009	-0.117	-0.091	-0.097
Sig (2-tailed)	0.802	0.934	0.276	0.401	0.367
N	88	88	88	88	88
Spearman's rho convention correlation coefficient	-0.434	-0.223*	0.128	0.034	-0.060
Sig (2-tailed)	0.000	0.037	0.235	0.752	0.579
N	88	88	88	88	88

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

to carry out instructional supervision than females.

Personality types and instructional supervision practices

Spearman's rank correlation coefficient was carried out to determine the relationship between headteachers' personality types and instructional supervision practices, shown in Table 8.

Realistic personality type and instructional supervision practices

The result in Table 8 shows that there is no statistically significant relationship between realistic personality type and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, and checking pupils' attendance register with coefficient r=-0.121, p>0.05; r =0.092, p>0.05; r =0.147, p>0.05; r =0.085, p>0.05, respectively.

This indicates that the realistic personality type does not influence these instructional supervision practices. The result shows that realistic personality type influences holding parent-pupils-teachers' conferences with coefficient score r =0.229, p<0.05, implying that headteachers who are realistic always held parent-pupils-teachers' conferences. Holland (1997) argues that realistic individuals enjoy working with hands or manual activities, such as building, mechanics, machinery operation, and athletics. They prefer to work with things rather than ideas and people. Artistic headteachers carry out supervision practices, possibly because they are responsible for all the activities that take place in schools.

Investigative personality type instructional supervision practices

There was a negative (r =-0.424, p=<0.05, r =-0.223, p=<0.05) correlation between conventional personality types and checking professional records and giving teachers feedback, respectively. Holland (1997) argues

that conventional individuals enjoy maintaining and manipulating data, organizing schedules, and operating office equipment, suggesting that conventional headteachers carried out supervision practices, possibly because they must carry out instructional supervision (Samoei, 2015).

Artistic personality type instructional supervision practices

The result shows that there is no statistically significant relationship between the artistic personality type of headteachers and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking to mark of pupils' attendance register, and holding parents-pupils-teachers' conferences with a coefficient (r =-0.113, p>0.05; r =0.068, p>0.05; r =0.138, p>0.05; r =0.061, p>0.05; r =0.059, p>0.05; r =0.052, P>0.05), respectively. This means that there is no relationship between artist personality type and these instructional supervision practices. Holland (1997) asserts that artistic individuals enjoy creative activities, such as composting or playing music, writing, drawing or painting, and acting in or directing stage productions. This suggests that artistic headteachers carried out supervision practices, possibly because they are charged with overseeing that school activities run smoothly (Wanzare, 2012).

Social personality type instructional supervision practices

Further, result reveals that there is no statistical significance relationship between social personality type and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance register, and holding parents-pupils-teachers' conferences (r =-0.008, p>0.05; r =0.055, p>0.05; r =-0.134, p>0.05, r =0058, p>0.05; r=-0.070, p>0.05). This means that the social personality type is not related to instructional supervision practices. Holland (1997) asserts that social individuals enjoy teaching. Therefore, if a headteacher is social, he/she can be outstanding in instructional supervision because his/her personality type matches his/her career hence lead to good academic performance.

Enterprising personality type instructional supervision practices

Moreover, the result shows that there is no statistically significant relationship between enterprising personality type and instructional supervision practices; checking

professional records, giving teachers feedback, monitoring timetables, checking to mark of pupils' attendance register, and holding parents-pupils-teachers' conferences with the coefficient of (r =-0.027, p>0.05; r =-0.009, p>0.05; r =-0.117, p>0.05; r =-0.091, p>0.05; r =-0.097, p>0.05). This means that there is no relationship between enterprising personality type and instructional supervision practices. Holland (1997) argues that enterprising individuals enjoy activities that require them to persuade others, such as sales, and seek out leadership roles suggesting that enterprising headteachers carried out supervision practices, possibly because they are internal school supervisors (Wanzare, 2012).

Conventional personality type instructional supervision practices

Additionally, the result shows that there is no statistically significant relationship between conventional personality type and instructional supervision practices; monitoring timetables, checking pupils' attendance register, and holding parents-pupils-teachers' conferences with a coefficient of r =-0.128, p>0.05; r =0.034, p>0.05; r =-0.060, p>0.05, respectively. There was a negative (r =-0.424, p=<0.05; r =-0.223, p=<0.05) correlation between conventional personality types and checking professional records and giving teachers feedback, respectively. Holland (1997) argues that conventional individuals enjoy maintaining and manipulating data, organizing schedules, and operating office equipment, suggesting that conventional headteachers carried out supervision practices, possibly because they must carry out instructional supervision (Samoei, 2015).

Personality types and schools' performance

To determine if there was a relationship between headteachers' personality types and schools' performance, Spearman's rank correlation coefficient was established as shown in Table 9.

Results in Table 9 show no statistically significant relationship between realistic and investigative personality type and schools' performance r =0.111, p>0.05, and r =-0.102, p>0.05, respectively. The finding in this study revealed that realistic and investigative personality type does not influence schools' performance. Additionally, results reveal no statistical significant between artistic and social personality type and schools' performance r = -0.118, p>0.05, r =-0.160, p>0.05, respectively. Further, conventional personality type was not statistically significantly related to schools' performance r =0.075, p>0.05. However, the enterprising personality type r =0.215*, p<0.05 was found to influence schools' performance.

Table 9. Personality types and schools' performance.

Personality type	Schools' performance
Spearman's rho realistic correlation coefficient	0.111
Sig (2-tailed)	0.307
N	88
Spearman's rho investigative correlation coefficient	-0.102
Sig (2-tailed)	0.346
N	88
Spearman's rho artistic correlation coefficient	-0.118
Sig (2-tailed)	0.275
N	88
Spearman's rho social correlation coefficient	-0.160
Sig (2-tailed)	0.136
N	88
Spearman's rho enterprising correlation coefficient	0.215*
Sig (2-tailed)	0.045
N	88
Spearman's rho conventional correlation coefficient	0.075
Sig (2-tailed)	0.489
N	88

Instructional practices and schools' performance

To determine if there was a relationship between instructional supervision practices and schools' performance, Spearman's rank correlation coefficient was established as shown in Table 10.

Results in Table 10 show a negative (r =-0.210, p<0.05) relationship between checking professional records and schools' performance. This means checking professional records negatively influences schools' performance even though they help headteachers identify teachers' preparedness. Additionally, results reveal no statistical significance between giving teachers feedback and schools' performance r =-0.152, p>0.05. This implies that giving teachers feedback does not influence schools' performance even though feedback, problems, and weaknesses are identified and addressed, thus improving the teaching and learning process. Results reveal no statistical significance between monitoring timetables and schools' performance r =-0.022, p>0.05. This means that schools' performance is not influenced by monitoring timetables, even though by monitoring timetables, headteachers ensure that all the teachers' workload is genuinely shared among the teachers. Further, there is no statistical significance between checking the marking of pupils' attendance register and schools' performance,

and holding parents-pupils-teachers' conferences with a coefficient r =-0.111, p>0.05, r =0.028, p>0.05, respectively.

DISCUSSION

This study sought to examine headteachers' personality types, instructional supervision practices, and schools' performance in public primary schools in Kenya. The specific objectives were; to establish the personality types of headteachers and determine the relationship between headteachers' personality types and instructional supervision practices.

This study found that 54.5% of headteachers were males, while 45.5% were females. This implies that there were more male headteachers than females. These findings are supported by Kinyanjui and Orodho (2014), who found that male headteachers (66.7%) were more than female headteachers (33.3%). Further, this study found that 84.1% of headteachers aged above 50 years. This finding is supported by Nakpodia and Dafiaghor (2011), who argue that headteachers are appointed according to age and experience. This study found that the majority (89.8%) headteachers had been headteachers for over ten years, while few (10.2%)

Table 10. Instructional practices and schools' performance.

Instructional practices	Schools' performance
Spearman's rho checking professional records correlation coefficient	-0.210*
Sig (2-tailed)	0.049
N	88
Spearman's rho giving teachers feedback correlation coefficient	-0.152
Sig (2-tailed)	0.157
N	88
Spearman's rho monitoring timetables correlation coefficient	-0.022
Sig (2-tailed)	0.840
N	88
Spearman's rho checking pupils' attendance register correlation coefficient	-0.111
Sig (2-tailed)	0.303
N	88
Spearman's rho holding parents-pupils-teachers' conferences correlation coefficient	0.028
Sig (2-tailed)	0.798
N	88

headteachers had worked as headteachers for 6 to 10 years. This means that teachers who have served for a long time have high chances of being appointed to headship positions. This finding is supported by Gaziel (2007), who argued that school headship was carried out by teachers who had been in the profession for a longer time; hence, they had gained ample experience and effectively carried out their supervision roles.

Further, the result reveals that realistic personality type headteachers were 11.4%; investigative personality type was 10.2%; artistic personality type overall percentage was 9.0%; social personality types were 48.9%; enterprising personality type was 12.5%, while the conventional personality type there was 7.9%. Social personality type had the highest number of headteachers (48.9%), while conventional had the least number of headteachers (7.9%). This indicates nearly 50% of headteachers belong to social personality types, which implies it is assumed they can interact well with teachers and carry out instructional supervision practices effectively.

Moreover, this study found that the majority of headteachers carried out instructional supervision in their schools; 85.4% of headteachers checked professional records; 62.6%) of headteachers gave feedback to teachers; 81.8% of headteachers monitored timetables; 64.7% of headteachers checked pupils' attendance register; 67% of headteachers held parents-pupils-teachers' conferences. These findings are supported by the Republic of Kenya (2004), who argues that the headteachers' role is to monitor all school activities to boost schools' academic performance. Further, these findings are supported by Mecgley (2015), who argues that the supervisor's primary function is to help teachers become efficient and effective in the teaching and learning process.

Furthermore, this study found a significant relationship between headteachers in the realistic personality type and holding parents-pupils-teachers' conferences (r =0.229*, p<0.05). This implies that headteachers who were realistically held more parents-pupils-teachers' conferences than other personality types. Holland (1997) argues that realistic individuals prefer to work with things rather than ideas and people; hence, realistic headteachers carry out supervision practices, possibly because they are responsible for all school activities (Republic of Kenya, 2004). This finding is supported by Ayeni and Akinfolarin (2014), who argue that it is the role of headteachers to maintain and improve their instructional supervision effectiveness, thus improving academic performance. There was a negative (r =-0.424, p=<0.05, r =-0.223, p=<0.05) correlation between conventional personality types and checking professional records and giving teachers feedback, respectively.

Holland (1997) states that conventional individuals enjoy maintaining and manipulating data, organizing schedules, and operating office equipment, suggesting that conventional headteachers carried out supervision practices, possibly because they have to carry out instructional supervision (Samoei, 2015).

Additionally, the enterprising personality type (r =0.125, p < 0.05) significantly influenced schools' performance.

According to Holland (1997), enterprising individuals enjoy activities that require them to persuade others such as sales and seek out leadership roles. Typical enterprising careers include; salesperson, business executive, and hotel manager suggesting that enterprising headteachers influenced schools' performance possibly because they are responsible for all the activities in schools (Mecgley, 2015). Additionally, there was a negative (r =-0.210, p<0.05) correlation between checking professional records and schools' performance. This means checking professional records do not influence schools' performance even though they help headteachers identify teachers' preparedness. Further, there was no statistically significant relationship between the artistic personality type of headteachers and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking to mark of pupils' attendance register, and holding parents-pupils-teachers' conferences with a coefficient (r =-0.113, p>0.05; r =0.068, p>0.05; r =0.138, p>0.05; r =0.061, p>0.05; r =0.059, p>0.05; r =0.052, P>0.05) respectively. Holland (1997) asserts that artistic individuals enjoy creative activities, such as composting or playing music, writing, drawing or painting, and acting in or directing stage productions; suggesting that artistic headteachers carried out supervision practices, possibly because it is the role of headteachers to maintain and improve their instructional supervision effectiveness, thus improving academic performance (Ayeni and Akinfolarin, 2014).

Furthermore, results revealed no statistical significance between social personality type and schools' performance (r =-0.160, p>0.05). Holland (1997) argues that social personality types enjoy teaching suggesting that there are other factors that affect school' performance.

Conclusions

Headteachers' personality types do not influence instructional supervision practices. This is a unique finding which implies that other factors affect instructional supervision practices, such as teaching experience. Therefore, headteachers should be equipped with relevant knowledge, skills, and values for adequate supervision. Headteachers' instructional supervision practices are considered very crucial in improving schools' academic performance.

Recommendatıons

From the findings of this study, this paper recommends further research to focus on the headteachers' personality types and instructional supervision practices as well as the perception of teachers on the headteachers' instructional supervision practices on academic performance. This paper also recommends further studies to assess the contribution of principals' personality towards the students' performance in secondary schools. Finally, the study recommends that the Ministry of Education, Science and Technology should ensure that training in school management is a requisite before one is appointed to headship positions in schools in addition to academic and professional qualifications.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interest regarding the publication of this paper.

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INTRODUCTION

In short, education, which is defined as the human training process, is generally defined as planned and deliberate activities carried out to achieve certain goals, based on the trainable feature of human beings (Ferhan and Sözlüğü, 1981). The foundation that makes education possible is the fact that people are born with traits prone to education. Educators explain human trainable traits as inheritance. Heredity is a term describing the orderly biological formation of an organism that enables other organisms to form within a similar structure (Özgüven, 2001). Heredity is divided into biological and social (Açak, 2006). The effect of the social environment in which the individual lives on the development of the organism through language, traditions and other cultural elements is called social inheritance. Education emerges after the interaction of innate hereditary characteristics with the environment and becomes a need for human beings. This interaction ensures that education is a functional activity that necessitates the functional cooperation of heredity and environment (Keyifli, 2013).

One of the most important issues that education has to take into account in the process of fulfilling its developmental and nurturing functions on humans is its innate characteristics (Oğuzkan, 1981). This is called the natural aspect of education. The innate aspect of education is the abilities that form the basis of human development. Education, knowledge, attitudes and skills enable them to transform into behaviors as values. In other words, individuals can obtain some opportunities thanks to education (Küçük and Harun, 2004). It is assumed that individuals who cannot benefit from educational opportunities adequately cannot have this "quality" life. Education, which is accepted as a process that contributes to the achievement of a superior life, has diversity in the definition of the aspects of the human being to be educated. Here we are the definitions of education. Considering the difficulty of citing the whole of it, we will only give a few definitions. Education (education) is derived from the Latin word "educare", which means "to train", "to grow", to "develop". Today, education is defined as "all of the processes that occur in a person under the influence of the skills and attitudes developed by the person and the positive values and other behavioral patterns" or "the process of creating behavioral change in the individual through his own life" (Çelik and Pulur, 2011).

First of all, it is useful to take a general look at the phenomenon of "music", which has been defined by many people from different fields throughout the ages. The concepts of music and noise are a concept that varies from person to person. According to Károlyi (1999: 9) it can be assumed that there was silence at the beginning of the formation of the world or the universe. There was silence because there was no movement. So there was no vibration that could set the air in motion. No matter how the world was created, movement must have accompanied this creation. Perhaps this is why music has a magical effect for primitive societies, often showing life and death. Music, with its various forms, has not lost its abstract meaning throughout history. According to Fubini (1970), the whole idea of music that has been going on for centuries is inevitably it is intertwined with itself; on the other hand, with other disciplines that have made music the object of interest in some ways: mathematics, psychology, acoustic physics, philosophical and aesthetic speculation, music sociology, linguistics, etc. So it is easy to get lost in such a maze; nevertheless, if music has stimulated interest and attracted different thinkers, it is a multiform and multifaceted reality of music, meaning that it can be viewed from quite different angles as well. Compared to the verbal language, music is one of the most important characteristics of musical language and cannot be translated. Notes, sounds are not words; therefore, they can neither be translated into another language nor into another musical language. It is a unique language that everyone can understand. Music, which is used by every culture as a form of communication within its own texture, is also universal. Playing a key phonogenetic role in the evolution of language, music has important functions in interaction, group coordination and attachment behaviors, but it is also one of the fields based on fundamentals (Soysal et al., 2005: 107).

It is possible to produce music with a single voice that is experimentally repeated, but almost all known music uses at least two frets. Likewise, a weighing of a single repeating stroke can be experimentally obtained. Yet all known music; it occurs when at least two different strokes follow each other, as in heartbeat, breathing, stepping, rowing, seed sprinkling, an ax up and down, and all work-related movements (Finkelstein, 2000). According to Uçan (1997: 10), it is an aesthetic whole that processes and expresses emotions, thoughts, designs and impressions with voices combined with a certain purpose and method, according to a certain understanding of beauty (Balyan et al., 2012). Before making a definition of music education, the general definition of education should be discussed. Various definitions of education have been made until today. According to Butlar (1957), education definitions vary according to philosophical views. According to idealism, education is "the ceaseless effort of man to reach God freely and consciously" (p.238). According to Realism, education is "the process of preparing new generations for adaptation to society by transferring their cultural heritage" (p. 344-347). According to pragmatism, education is "the process of raising a person again through building his life" (p.480-487). According to Marxism, education is "to educate man in a versatile way, to change nature by controlling it and to produce is the process of raising." According to Naturalism, education is "the job of increasing the natural maturation of a person and enabling him to show this feature" (Sönmez, 1994: 10).

Music education is an educational field that is surrounded by many teaching areas (such as music history, music theory, instrumental proficiency, singing and general musical skills). Music education is a field of study where music is learned

and taught. Musical education is basically a musical behavior, a musical behavior change, which is the process of developing behavior. In this process, the individual's own musical life is taken as a basis; based on this basis, a planned, regular and methodical path is followed in line with certain purposes, and certain goals are achieved in this way (Uçan, 1997).

According to Sak (1997), music education should differentiate and diversify the musical perception ability of the student, and save the student from one-sided music-making and listening habits that are the product of certain conditioning (Alparslan, 2008). Based on these definitions and including the basic components of music, the definition of music education; it is thought that it would be appropriate to do it as "It is the process of developing desired behaviors in the musical behavior of the individual through his own life, with the help of the basic components that make up the music".

Experts have long studied the impact of music on child development. The first work in this area is an experiment called the "Mozart Effect". Undoubtedly, this research, which was published in the journal "Nature" on October 14, 1993, became popular in a short time and immediately showed its effects in the society (Başer, 2009).

Research

It is based on the relationship between classical music and IQ. In the experiment, 36 high school students listened to the re major sonata Mozart wrote for two pianos for a certain period of time every day, and as a result, an increase in the children's IQ was observed. The new age and dance music played to the same group, on the other hand, has the effect of Mozart. American scientists carried out the Mozart Effect experiment. The physicist Gordon L. Shaw of the Department of Learning and Memory Neurobiology at the University of California Irvine, and Frances H. Rauscher of the University of Wisconsin, preschool children's brains are just like a plastic and they argued that it is possible for their brains to be shaped and fed by some training at an early age. According to them, playing an instrument, especially the piano establishes a connection between the brain and body, affecting both the soul and the physique (Flores et al., 2008).

It has emerged as the most effective tool of this method. According to another study by Shaw and Rauscher, giving piano lessons to preschool children has been the most effective way to mature the mental structure necessary for children to show superior characteristics in science and mathematics. Shaw and Rauscher found this in 78 kindergarteners. They arrived with the experiment they did on their children. 78 children, who were selected by paying attention to the fact that the socio-economic-cultural structures of the families of the kindergarten children aged three to four, were equal to the kindergartens they went to; they were divided into four groups. First group had singing and piano lessons, second group had only singing lessons while the third group had computers lesson. While the lesson was being taught, those in the fourth group were not taught anything. The children took 15 min piano lessons twice a week, and care was taken to ensure that each child took lessons for an equal amount of time. Other groups continued to work for eight months. After this training, when the intelligence test was applied to 78 children, the result was very important for researchers. It was no surprise. The increase in the intelligence of the children in the piano group was different from those in the other group. The intelligence test was administered to the children at the beginning of the experiment. At the end of the eight months, there was no significant improvement in the intelligence of the children in the other groups, while a 46 percent improvement was observed in the IQ of the group who took piano lessons. All children were subjected to five separate tests for this measurement. These tests consisted of combining puzzles, making the patterns shown, recognizing geometric shapes, finding the correct colors of objects and errors in pictures. Dr. Shaw and Dr. Rauscher argue that unlike the "effect of listening to Mozart for several hours", which they discovered in their early research, the effect of piano training will last for life (Uluğbay, 2013).

Attitude is "a tendency that is attributed to an individual and forms his thoughts, feelings and behaviors related to a psychological object in a regular manner." An attitude affects the individual's thoughts, feelings and behaviors by harmonizing them with each other (Chung and Phillips 2002). These three factors, which are generally in harmony with each other in attitudes, are called the elements of attitudes or the ABC model. Cognitive, emotional, and behavioral elements are fully contained in established, strong attitudes. In some weaker attitudes, especially the behavioral element may be very weak. The individual should adopt a positive attitude towards the goal he / she wants to achieve, the actions he / she will take to achieve this goal, the result to be obtained as a result of the actions, in short, the whole learning situation and in addition to his / her personality traits. Against the situation, the negative attitude adopted is a difficult obstacle to be prepared and motivated against learning in examining the situation, using their knowledge and skills for their actions because of the individual's rejection of the situation (Pehlivan, 2008).

Attitudes are learned. The processes of association, reinforcement and imitation determine this learning. Children spend a lot of time with their parents, and after a while they start believing what they believe by simply copying them. The same process seems to work for people other than parents, such as peer groups, teachers, or every important person in a child's life. Attitudes acquired at an early age are quite static and do not change easily unless there are significant

experiences and events (Freedman et al., 1988). Accordingly, it can be said that the family is very effective in forming attitudes. However, according to Lipsett (1962), one of the most important social factors affecting all behaviors of the individual is the social class he / she belongs to. The society values judgments about professions, socio-economic status, family and family, etc. Without knowing it, it is not possible to predict an individual's professional behavior (Hünük, 2006).

Looking at the education of the students, there are studies on the effect of music education on students' success and attitudes. They investigated the effects of teaching the instrument subject in music teaching on students' achievement. In their research with 5th grade students, they found that using any musical instrument is more effective on students' achievement. Similar findings were found in the study conducted by Kangalgil et al. (2006). In this study on the use of the importance of instrument training in the field of music education, it was seen that it was effective for the understanding and application levels of students who play instruments. Here, it was seen that the music materials were effective in increasing the success of the students, but the same effect was not seen on improving students' attitudes. This has been attributed to the difficulty in developing an attitude in a short time. It supports this claim in the international literature that instrument training increases the success in music lessons (Bridgeman, 1992). London (2005) investigated the effect of 5th grade students in increasing their knowledge of singing in music lessons. The research has shown that the information about music education and singing correctly was successfully transferred to the students. When we examine the above mentioned literature collectively, we can say that music education has an important place in increasing academic success, as it affects other lessons. In education, musical instruments can be used both as a tool and a method, and it is accepted that they facilitate the learning of individuals and help meaningful and permanent learning (Çelik and Pulur, 2011).

Considering the overall work done, music education is of great importance for children to have a more successful education life. As children are more social and more confident thanks to music education, it affects all school and exam performances. School administrators, teachers and families should provide opportunities for social and musical activities to children as much as possible. Music education should be continued not only at school but also at home, which covers the majority of the social environment of the child. Students should be educated about listening to quality music at home, and activities such as listening to music, singing and playing instruments should be done. It can be said that students will have a positive attitude towards school and music lessons thanks to the music education given at home and supported at school. In the study, with the students who make up our study group, it was aimed to determine their attitude towards school and music lesson. In this context, this study aims to examine primary school students' attitudes towards music education lessons in terms of gender, age, regular music making and participation in activities. The study aims to find answers to the following questions;

1. Are the participants' attitudes towards the music education lesson statistically significant based on gender?
2. Are the participants' attitudes towards the music education lesson statistically significant based on age groups?
3. Are the participants' attitudes towards the music education lesson statistically significant based on music making?
4. Do the participants' attitudes towards the music education lesson differ significantly based on their participation in music activities?

METHODOLOGY

The questionnaire model, which is a frequently used model of descriptive research model, was used in this study. As a data collection tool for research, the Likert type scale is frequently used in education (Karadağ, 2010). Music Education Lessons Attitude Scale, which is a 5-point Likert-type scale developed by Güllü and Güçlü (2009), is used to determine students' attitudes towards music education lessons. The universe of the research consists of various students studying at the first level of primary education in Kastamonu. The sample group of the study consists of 64 primary school students who continue primary education in Kastamonu Province. All of the selected students study free of charge at the public school. All of the selected students have similar family profiles, so it was assumed that they are socioeconomically similar. All of the selected students were determined as students who received music education without discrimination between girls and boys. Simple neutral sampling model was used to determine the project sample.

Working in Turkey was also studied by students studying in schools in Kastamonu Province Center. A questionnaire was conducted to gather information on the attitudes of these students towards their schools and music lessons. The questionnaire we applied consists of two different parts. In the first part of the questionnaire, questions about students' demographic features are formed. In the second part of the questionnaire, "Music Education Lessons Attitude Scale" was used to determine students' attitudes towards music education and music lessons. There are 35 questions in total in our survey study that we applied to students. While preparing these questions, 11 positive and 24 negative questions were prepared by considering the positive and negative variables. The scale we use is one dimensional. The variance value of the scale expressed by a factor was 35.59% and the eigenvalue was 13.57. Reliability tests of the questionnaire

used were conducted. In the test; It was determined that the Cronbach's Alpha value was 0.96 and the reliability coefficient was 0.82. The scale is a 5-point Likert type and the rating form is expressed with plus signs as +++++ (5), ++++ (4), +++ (3), K ++ (2), + (1) ". There are 35 questions in total in our scale study, applied to students. 11 positive and 24 negative scales were prepared by considering the positive and negative variables while preparing these questions.

When the high scores obtained as a result of the scale are analyzed, it can be said that the attitudes of the students participating in our study towards the music lesson are positive, and when the low scores are examined, the attitude of the students towards the music lesson is negative. In our study, the questionnaires used for data collection were applied to students personally by interviewing them. As a result of the examination, incomplete or incorrectly filled questionnaire forms were not included in the study. The data obtained as a result of the questionnaire forms were recorded in the computer and processed using the SPSS 15.0 analysis program. Frequency analysis was used to determine the percentage distribution of the demographic data of our study group students. The Single Sample Kolmogorov-Smirnov test was applied to determine whether the scores of the attitude scale, applied to the students, showed normal distribution and it was observed that the data did not show a normal distribution. Therefore, non-parametric tests from basic statistics were used. In this context, the Mann-Whitney U test was applied to examine the effect of gender, age group, music making status and participation in music activities on the students' attitude towards music education lessons.

FINDINGS

Music-human relationship has existed in every period of human history and in every phase of human life. This relationship has been established in different types and qualities in human life from birth to infancy, from infancy to childhood, from childhood to youth, from youth to adulthood and old age, sometimes directly and sometimes directly. From the first lullaby heard by the mother to the nursery rhyme in the street play, to counting from music in entertainment to lamentation in grief, music has been human emotion, thought and language. Music is an integral part of children's daily life. Music is an activity area that diversifies and enriches the daily lives of children at home, at school, on the street, in the park, therefore everywhere and at any time of the day. Music activities provide children with important experiences in reflecting their emotions and thoughts, using their bodies in harmony and balanced ways, improving their learning capacity, increasing their language proficiency and socializing. Percentage distribution of students according to gender, age group, and regular music activities is given in Table 1. 50.9% of the participants are men and 49.1% are women. It was observed that 47.5% of the students were in the 9-11 age group and 52.5% were in the 12-14 age group. It was observed that 63.9% of the students did regular music activities, while 36.1% did not do music activities. In addition, it was determined that 43.8% of the students participated in music activities, 56.2% did not attend music class. Table 2 shows the average scores of the students for their music education lessons. It was determined that the average score of the students for their music education lessons was 47.37 ± 18.282. Considering the lowest possible score of 5 and the highest possible score of 59 it was determined that the behavior scores of the students towards music education lessons were high.

Table 1. Percentage distribution of participants by gender, age, regular music making in an out-of-school environment and their participation in music activities such as concerts and music concert.

Variable	Number of persons	%
Gender		
Male	33	50.9
Female	31	49.1
Total	64	100.0
Age groups		
9-11 years	31	47.5
12-14 years	33	52.5
Total	64	100.0
Regular music activity status		
I do music activity regularly	40	63.9
I do not do music activity regularly	22	36.1
Total	62	100.0
Participating in music events		
I participate Music Events	27	43.8
I do not participate Music Events	37	56.2
Total	64	100.0

Table 2. The Students' Average Points Regarding Music Education Lessons.

Number of persons	The lowest	The highest	Average	Standard deviation
64	5	59	47.37	18.282

Findings regarding the comparison of the behavioral levels of students towards music education lessons in terms of gender, age, making music and participating in music activities are given in Table 3. When the attitudes of the students towards the music education lesson are examined, there was no statistically significant difference between the attitude levels of the students according to their gender (p> 0.05). Female or male students showed similar attitudes towards the music lesson. When the behavior levels of the students in music lesson are examined, it can be said that the behavior levels of students in the 9-11 age group are higher than those in the 12-14 age group. This shows us that at an earlier age, students are more enthusiastic about music and music lessons. When the age groups were examined within themselves, no statistically significant difference was found between the behavior levels of the students (p> 0.05). It has been observed that the students who regularly deal with music both at school and in their social environment have higher attitudes towards music lessons than students who do not deal with music. What is meant by music education attitude levels; it is the interest and desire of the students to participate in the activities performed during the music lesson. The difference between the regular music making levels of the students is statistically significant (p <0.05).

In addition, it was found that the behavioral levels of those who participated in music activities towards music education courses were higher than those who did not participate in music activities. A statistically significant difference was found between the behavior levels of the participants according to their participation in music activities (p <0.05).

Table 3. Findings regarding the comparison of the behavioral levels of students towards music education lessons in terms of gender, age, making music and participating in music activities.

	Number	Average	Standard deviation		Significance Value
Gender					
Male 33	148.44	16.241	-0.381	0.703	
Female 31	146.55	19.879			
Age (year)					
9-11	31	148.16	17.469	-0.667	0.505
12-14	33	146.79	18.893		
Music activity regularly					
I do	40	151,32	16,352	-7.229	0.001
I do not	22	140,82	19,364		
State of participating into music events					
I do	27	149.69	16.357	-2.272	0.023
I do not	37	145.81	19.481		

DISCUSSION

Music has a very important place in art education, which is a dimension of pre-school education. The aims of music education in pre-school education are to help the cognitive, affective, psychomotor and social development of children, to enable them to express their emotions, thoughts and impressions with music, which is an aesthetic language of expression, to reveal the creativity that exists and to prepare them for basic education by providing the development of the mother tongue (Flavell, 2000).

According to Uçan, musical education includes the ability of the individual to have a healthy interaction with the musical environment they live in and face every day; directly or indirectly, consciously and indirectly, on the creation, production, interpretation, use or consumption of music. It aims to be able to participate in a knowledgeable way and to be equipped with the necessary behaviors to contribute to the development of musical life. The musical education that should begin in the preschool period directly affects the children's knowledge and skills related to music. A questionnaire about music lessons was applied to 100 students studying in the fourth grade of Ankara University and Gazi University Preschool Teaching Undergraduate Program and it was found that the students' musical knowledge was not at the desired level. As can be seen at the end of the study, there is insufficient knowledge level of teacher candidates (Gül and Dilber, 2019).

Other scientific studies have confirmed the Rauscher and Shaw duo; Biologists say that some of the extraordinary cells in the newborn child's brain lie outside the network of cells connected by nerves (Rauscher, 1995). Listening to conversations in babies, playing with brightly colored toys and situations such as listening to music strengthen these nerves and provide the development of intelligence in the child. Shaw and Rauscher's research is already based on this basis. Two scientists prove that the piano or other instruments strengthen this neural link and increase the child's intelligence by 46% (Güner, 2015).

According to Rauscher, the piano and cello lessons that the researcher Rauscher took in his childhood were extremely effective in his own development: "Music requires mental imagery and transforming these images into music using notes. I think music has a lot in common with science and mathematics in this respect" (Swartz, The "Mozart Effect"). In 1997, a research was conducted on 30 university students by Cockerton et al. The research aimed to measure the effect of music on cognitive performance, and two cognitive tests were administered to the students. The first was in an atmosphere of silence, the second was accompanied by background music. Students in the test where background music is Their number of correct answers given was higher. There was no difference in heart rate; this showed that the increase in the number of correct answers was independent of the degree of alertness (Güllü and Güçlü, 2009).

The Journal of Applied Developmental Psychology (1999) included a study describing the benefits of early music

education for children. According to this study, Plato, Aristotle, Boethius, Leonardo da Vinci, Galileo Galilei, Isaac Newton, René Descartes, Benjamin Franklin, Thomas Edison, Albert Einstein, Robert stated that people such as Oppenheimer and Stephen Hawkin who made invaluable contributions to world history have something in common and that they did not achieve success by chance (Karadağ, 2010). This common feature is that they are all musicians or have dealt with music early in their lives. The result of the study is as follows; Intelligence alone is not determined by genes, the quality of time spent with families and the fullness of music play a greater role in intelligence than genes. In children's groups with or without musical education, the time the family devotes to the child was a very important factor in the child's intelligence development and success (Hergüner et al., 2004).

In another study of sixty-six children, first Stanford-Binet intelligence was given to all children. Test and music test was applied. Then, the students in the experimental group received 75 min of music training per week for 30 weeks. Finally, a significant increase was observed in the success of the thinking and generative-scientific thinking tests of the children who received music education. In the intelligence tests related to words, no significant difference was found in both groups. While the percentage of success in standard intelligence tests for children who received music education increased from 50% to 87%, this success rate remained at the level of 78% for children who did not receive musical education (Bilhartz, 1999).

Canadian researcher, musician E. Glenn Schellenberg, in an experiment conducted by creating two different groups on children at school in Canada in 2006 regarding the relationship between music and intelligence, revealed that the ratio of IQ test scores of children who did not take music lessons was quite high. He observed the positive effects of music especially on math, intelligence and perception of the world. In his experiment, Schellenberg found that music lessons provide skills that improve abstract intelligence, such as working memory, processing speed, and perceptual organization (Eraslan et al., 2015).

In short, the effect of music on IQ development depends on the correct application of music education at the right time. Music education, especially given in the preschool period (3-6 age group), is a very effective way to gain some concepts and values to children. Music is seen to be beneficial in many areas (social, cultural, emotional, etc.) in child development and it appears that it provides a noticeable improvement especially in the intelligence of the child. Other effects of music that support intelligence development on development can be listed as follows: its effects on social development, emotional development, cultural accumulation, perspective and psychomotor development (Sönmez, 1994).

We can summarize the studies supporting the benefits of music on children as follows: Perceptual-Temporal IQ: Researchers have proven that children who are taught piano are much more successful in perceptual-temporal IQ scores. It has been observed that those who receive music education especially in the fields of mathematical logic are more successful than those who do not take computer lessons or any lessons (Demirel and Kaya, 2007).
(i) Higher marks: In 1988, it was found that those who took the National Education Longitudinal Study music classes in Washington DC received more A, A-, B, B +, B- than those who did not take music classes, and those who received music education were more likely to graduate with honors (National Center for Education Statistics, 1990).
(ii) Higher reading scores: According to a study conducted in Scotland, it was found that when the first grade students who took a group of music lessons and the students who took a group of discussion tactics were compared, there was a noticeable increase in the reading scores of those who took music lessons compared to the other group. On the other hand, no increase was observed in the scores of the other group (Sheila Douglas and Peter Willatts, Journal of Research in Reading, 1994). Behaving positively: 73% of the participants in the 2000 survey found that young people who play an instrument are unexpectedly having disciplinary problems, that is, they are more likely to be disciplined (American Music Conference, 2000).
(iii) Less crime rate: It has been observed that students who study in secondary education and take part in an orchestra or band use illegal substances (cocaine, heroin, etc.) or consume less alcohol than other students (Texas Commission on Drug and Alcohol Abuse Report, Reported in Houston Chronicle, January 1998).
(iv) Better organization: It has been proven in studies that students with rhythm skills plan better in their daily lives, organize faster and follow the processes better in parallel with their musical education (Çelik and Pulur, 2011).
(v) Better problem solving: It has been determined that students who can play complex rhythms react faster and more accurately in academic and physical situations, so they can solve problems that may arise more easily (Wilson et al., 2000).
(vi) Less anxiety: It was judged that music students had less anxiety rates in anxiety tests and performed less anxiety-related behaviors in their real life (Çelik and Pulur, 2011).
(vii) Broad perspective: key features of musical education life for children provide a wide vision in interpretation. For example, a child playing a musical instrument can concentrate his energy in a positive direction. The singing child, on the other hand, learns to use his voice as well as manages to learn the lyrics he does not know and increases his control over his voice (Doğan, 2011).
(viii) Positive spiritual development: Music education can be used as a tool to instill good and right in children, because

children who provide spiritual satisfaction through music are more likely to acquire a healthier personality structure in terms of their spiritual development (Hoşgörür and Taştan, 2007).

(ix) Creativity: Music supports the child's imagination and creativity. Experiments investigating the effects of music on imagination and creativity have shown that, children listening to music in the tests applied on various music genres from the classical to the modern period make more colorful and more characteristic drawings than those who do not listen (Demirel and Kaya, 2007).

(x) Cultural background: Music education opens the doors of other languages, cultures and worlds to the child. In terms of being a universal language, music can also be considered as a cultural transmission because different music reflects cultural characteristics. This increases the cultural knowledge of children who receive music education (Pehlivan, 2008).

Social Development: Music education in the preschool period will socialize the child in terms of allowing the child to participate in various musical activities. Participating in social activities will make it easier for children to be responsible individuals within the group by increasing their experience (Binbaşoğlu, 1982).

(xi) Psychomotor development: The large and small muscle development of children who play musical instruments is supported. Instruments help develop concepts such as coordination, power and reaction speed, which are important in children's psychomotor development. The child's reaction to music with body movements, trying to create dance figures suitable for music, accompanying the music with his voice and recognizing his voice contributes to his cognitive and psychomotor development (Uluğbay, 2013).

In this context, the gender variable of research findings regarding behavioral levels towards music education lessons in the literature is given by Keskin et al. (2017). Devtet schools were selected while choosing the preschools where we did our study. It is assumed that the socioeconomic structure of the students studying in these schools is equal. Our observation arising from the gender difference is that girls mature earlier at that age and thus their perceptions are clearer. Girls attend music lessons more actively than boys. Boys are relatively more difficult to adapt (İmamoğlu, 2011).

When the literature about our study is scanned, as stated above, there are various studies. studies that show us that when music education is placed in every part of students' lives, students show more success both in music lessons and in school. It was found that the different findings arising from the gender characteristics of the general behavioral levels of music education lessons are based on the psychological characteristics of different genders and the different attitudes of male and female students towards music education teachers (Hergüner, 1992). In our study, it was found that female students were more interested in music lessons. It was found that the attitude levels of the students participating in this study did not differ significantly according to age groups. When we evaluate the research findings in the literature regarding our study, it is seen that some research findings are compatible with our study, but the findings of some studies do not support our research findings. The abundance of research related to our study draws attention. In the study conducted by Doğan (2011), it was found that the behavior levels of students towards music education did not differ significantly according to age groups. In addition, in a study conducted on secondary school students in parallel with our research, it was found that attitudes towards music education did not differ significantly according to age groups (Gürbüz and Özkan 2012). In the study of Gürbüz and Özkan (2012), it is stated that a new study will be conducted on the behaviors of primary school students of different age groups towards music education lessons. Kangalgil et al. (2006) examined the attitudes of primary, high school and university students towards music education lessons in terms of different variables and found that the behavioral levels of students towards music education lessons increased as they age. It can be said that the earlier students start their music education, the higher their success rates will be proportional to this (Koca et al., 2005).

In the studies conducted, the behavioral levels of the students towards the music lesson show a significant difference according to the students' level of dealing with music in their social lives and at home. Students' behavioral attitudes towards music lessons include attending lessons on time and actively, singing songs correctly, participating in dance activities, having an idea about music culture and basic music knowledge (İnceoğlu, 2010).

It has been determined by the researches that music education given to children encourages them to be individuals with high self-esteem, who have completed their spiritual development in a healthy way, have a well-established personality, disciplined, social, with a perspective that can distinguish between good and bad, and exhibit better behaviors. In addition, studies show that children who receive music education have higher lecture grades, test scores and academic skills than those who do not. This contributes to their growth as creative, successful and productive individuals. Also; music is a culture. When considered as an intermediary, it also supports the cultural accumulation of children. Children who play musical instruments, their psychomotor development and coordination skills improve. In short, the determinant and direct effects of music education on the developmental stages of children revealed by Piaget have been reported by scientists for years. Basic features such as music education increasing concentration, gaining the ability to correctly perceive and distinguishing different symbols and mixed musical phrases, etc show parallel and emerge as an indispensable element of child development.

Undoubtedly, the correct and regularity of music education is directly dependent on these effects. In other words, the

same results should not be expected from the wrong type of music education. How music education should be is beyond the scope of this article. However, music education especially at an early age (2-7 age and 7-12 years) and playing musical instruments are understood from researches. In summary, there is a direct link between music and development and experiments show that, it is obvious that the correct and effective use of music has significant contributions in many areas, especially in the development of intelligence, in the child development process.

It has been seen in the study, that the fact that students constantly create music in their lives, listen to music, play instruments, go to concerts, participate in musical activities make these behaviors a skill, and their attitudes and behavior levels towards both the music lesson and other lessons are quite high. Students feel more social, their expression and language skills increase, and their reading comprehension and prediction skills increase. There is a significant difference between students who create music in their lives and students who do not, both in music lesson and school performance levels. In a similar study by Alparslan (2008), students who voluntarily participate in music activities have higher behavior levels towards music education lessons than non-volunteer students. The main reason for this result is that volunteer students meet more frequently with music teachers in extracurricular activities and trainings and have a disciplined approach to learning from educational sessions. In a study conducted by Karadağ (2010) on primary and high school students, it was found that students who make music have higher attitudes towards music education lessons than those who do not. Similar research results show that students with formal music activities have higher attitudes towards music education lessons (Balyan et al., 2012; Doğan, 2011; Hünük, 2006). As a result of its comprehensive evaluation, it shows that our findings are supported by the results of the literature and in parallel with these results (Keskin, 2014).

As a result, although all of the primary school students are not socio-economically good and do not have good opportunities as in private schools, it can be said that the majority of the students participating in our study dealt with music in their social lives, so their behavior towards music lessons was positive. Although female students are more dominant in the behavioral levels of my students towards music lessons, there was no significant difference between students in terms of age and gender. In addition, it was observed that students who were supported by the school administration, teachers and families, and students who actively participated in music activities were observed to have a positive attitude towards music lessons.

Suggestions

Since the earliest times, music has been both an educational tool and a well-established field of education, as it has certain functions in people's lives (Uçan, 1997). The reason for this is that music is naturally included in our lives from a very early age in various ways; for example, children especially at an early age. It has been observed with the experiments that the correct and effective music education to be given in the pre-school period plays a serious role in their development. Especially Rauscher and Shaw's studies in 1999 called Mozart Effect argue that it has a direct impact on music and child development (especially intelligence development). Various studies have been supporting and explaining each other over the years; they pointed out the visible benefits of music in child development. The effects on the development of intelligence are striking as the most prominent and striking, and all other effects can be revealed as a result of supporting the development of intelligence.

It has been determined by the researches that the musical education given to children encourages them to be individuals with high self-confidence, complete mental development, well-established personalities, disciplined, social, perspective that can distinguish between good and bad, and exhibit better behaviors. In addition, studies show that children who receive music education have higher lecture grades, test scores and academic skills than those who do not. This contributes to their growth as creative, successful and productive individuals.

According to the findings obtained as a result of the literature review, it is recommended that students start music activities at an early age and transform these activities into lifestyle activities in order to be physically and mentally healthy. Because, in the study we conducted with preschool students, it was observed that students who are actively engaged in music have higher performance in both music lessons and school. It has been observed that music relaxes the students so that their concentration increases even more while focusing on other lessons. It is thought that students dealing with music spend less time with technologies such as computers and television. In this way, students who deal with music show more social behavior. In this context, families should give priority to music activities among social activities for their children. Students should be guided to musical instruments for their abilities, and encouraged to engage in musical activities by music education teachers and school principles. In this way, students will learn a lot both in terms of getting to know a musical instrument and at the point of self-confidence.

Successful music students should be rewarded and promoted to other students at special events for motivational reasons (Keskin et al., 2017). This should be done according to different age groups and types of schools in state and private schools in different regions of Turkey. Findings should be compared and combined. According to our findings

and research results, primary school students should be supported financially and morally by their families and school administrations in order to increase their behavioral attitudes towards music education lessons. State administrations and local governments should allocate more expenditure for pre-school education in their administrative budget. In this way, more social activities can be done in pre-school education and children can become more social individuals. Looking at the children observed in music lessons, it can be said that the more they are supported by their families by their social and musical activities, the more they have increased in school and music lesson success. If we talk about moral support, school administrators, teachers and the family should be in cooperation with each other. It should be directed to research, symposiums and panels in order to make the family more conscious.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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