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Full Length Research Paper

Global citizenship training program for teacher candidates

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The purpose of this study is to evaluate the effectiveness of Global Citizenship Training Program (GCTP) prepared for teacher candidates. The training program lasted for 13 sessions and 32 volunteering Turkish teacher candidates participated in the program. The mixed method was utilized for this study. The pre-test and post-test scores of teacher candidates from "Global Citizenship Competency Perception Scale" (GCCPS) and "The Respect of Differences Scale" (RDS) make up the quantitative part of the study, while participant diaries and evaluation forms consisting open-ended items make up the qualitative part of the study. The results of the study reveal that GCTP has positive effects on teacher candidates' global citizenship competency perception and level of respect for differences. The diaries also show that the training enabled teacher candidates: to deepen their knowledge of global citizenship, to make a detailed analysis and inquire various issues like multiculturalism, women, children and handicapped individuals' rights, to develop their global citizenship competencies, to face their own bias and change their perspectives. Also, they expressed that the activities and materials used in the training were effective. Film activities, script writing and creative drama are identified as the most enjoyed activities by teacher candidates.

Key words: Global citizenship, global citizenship training, teacher candidates, respect of differences, diaries.

INTRODUCTION

Phenomena such as migration, trade, war and peace have been the most important instruments of intercultural interaction (Erdoğan and Kaya, 2015). However, in no period of human history, individuals from different countries and socioeconomic backgrounds have ever been so close to each other as they are today (Calle Díaz, 2017). One of the most important reasons of this convergence is the phenomenon called information age which is also named as 'information society', 'post-industrial society' or 'IT society' in which the information is evolved and its amount has tremendously increased.

The second reason is the utilization of products produced or transformed by information society in science and technology and redesign of daily life accordingly. And the third reason is the economic motivation to transfer all these technological products to all parts of the world. The rapid change starting from the 1990s led way to an increase in human productivity, and a deep structural shift in social, cultural and political areas. As a result, globalization emerged and developed in this interactive setting.

While globalization is a financial and political

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phenomenon from one point of view (Li and Zhou, 2015) to another notion, it consists of information and communication technologies, international movements and migration, constitution of global societies, lingo-cultural and ideological convergences and formation of mutual symbols and images in addition to its financial dimensions (Grebosz and Hak, 2015). With the process of globalization which means political, financial, social and cultural integration of the world, social, financial and geographical distances shortened and interdependency between nations increased.

One of the most important dynamics of globalization is the existence of global citizen individuals who are adapted to the process of globalization. Citizenship in its modern sense emphasizes individuals demanding their rights from the state not only because of their nationality but also because of their rights as human beings (Özel, 2007). In this new sense of citizenship enriched by globalization, it is not enough to have a sense of responsibility to your home country but also it is prominent to have a universal awareness which demands to feel responsible towards all humanity and every single problem of the world (Hicks and Holden, 2007; Kadragic, 2006; Noddings, 2005; Silva, 2014).

Global citizenship training

Educational programs have an important role in training global citizens. It seems crucial to provide global citizenship training programs to all individuals from kindergarten to higher education and lifelong-learning according to specific standards. When the literature is reviewed, it can be seen that the content of globalization training is spread to a wide range of topics. The most focused topics are generally human rights (Hahn, 2005), solving the world's challenging problems (Banks, 2008), social justice and equity; interdependence; sustainable development; cultural diversity; peace and conflict; population concerns; languages (Hill, 2002) race, gender or social class, and cross national borders (Abowitz and Harnish, 2006).

Globalization training standards are specified by organizations like Oxfam, NCSS, and UNESCO. According to Oxfam, global citizenship training programs must include: knowledge areas such as knowledge of human rights, globalization, social justice and equality, respect for identities and cultural diversity, peace and conflict; skill areas such as critical thinking, empathy, cooperation, communication, reflection, conflict resolution and the ability to overcome uncertainty and complexity; and value and attitude areas such as sense of identity and self-esteem, commitment to social justice and equality, respect for people and human rights, value diversity, concern for the environment and commitment to sustainable development, commitment to participation and inclusion, the belief that people can bring about change (Oxfam, 2015).

According to NCSS, by means of global citizenship education, individuals are expected to comprehend the characteristics of the society they live in, have a perspective of international level problems about environment, poverty, wars, etc., and be able to propose solutions to these problems, and actively participate in the public life (NCSS, 2002).

UNESCO (2014) states that global citizenship requires making connections from national to international and from local to universal. It also expresses that global citizenship training must be regulated in a way to equip individuals with skills and values such as sensitivity to human rights, respect for diversity, empathy, problem-solving equality, justice and conflict resolution. Also, using learner-centred methods like inquiry-based learning and cooperative learning is advised during the process of training. Aktaş et al. (2007) analyzed 24 universities' global citizenship training programs and found out that the most common content areas are social justice, human rights, self-reflection, unequal global power dynamics, students self-analysis of their place on the earth and the society.

Global citizenship and training of teacher candidates

Raising individuals who are respectful to different cultures, sensitive to the problems of the world and who have the aim of contributing to the world's common heritage is closely related to both teachers' professional and individual characteristics and to the reforms made in the teacher training programs. With the rise of globalization, the issue of how teachers can be prepared for these new roles and how they can perform them has been of vital importance. The change of expectations with globalization and educational reforms has also changed paradigms related to schools. This paradigm shift has made it necessary for teacher training institutions to approach their programs in accordance with globalization and global citizenship (Şahin et al., 2016).

According to the study by Reimer and Mcleans (2009), teacher candidates find topics related to globalization complex and exhaustive. Also, they find their level of knowledge unsatisfactory and they think that the boundaries of these topics are unclear. Education faculties have important roles in raising global citizen individuals. Thus, it seems vital to incorporate teachers into global citizenship training both during their pre-service and in-service teacher training programs. As stated by Guntars Catlaks, "The quality of education will only be as good as the quality of the teacher" (UNESCO, 2014). Teachers cannot be expected to equip their students with knowledge, skills, values and attitudes of global citizens if they are not equipped with such qualities themselves.

When the literature is reviewed, measuring global citizenship level of teacher candidates (Engin and Sarsar, 2015), the qualities and standards of programs training

global citizen teachers (Aktaş et al., 2017; Bates, 2008; Calle Díaz, 2017; Myers, 2006; Wang and Hoffman, 2016), knowledge and perspectives of teacher candidates regarding the concept of global citizenship (Horsley et al., 2005) are the topics studied in this area. Although in a limited scope, giving teacher candidates global citizenship training (Estellés and Romero, 2016) is another studied topic. By means of these training programs and activities, individuals are expected to comprehend the qualities of the society that they live in; to have perspectives and create solutions about poverty, human rights and global issues; and actively participate in non-governmental organizations. Education faculties have an important responsibility in raising individuals possessing an awareness of global citizenship and transferring this awareness to next generations. It is important to supplement higher education programs with global citizenship training and extend these training activities to all programs in order to raise global citizen teachers.

Aim and research questions

The aim of the research is to evaluate the effectiveness of Global Citizenship Training Program (GCTP) prepared for teacher candidates.

Research questions

The primary research questions of the current study are as follows:
(1) Is GCTP effective on teacher candidates' level of global citizenship competency perception?
(2) Is GCTP effective on teacher candidates' level of respect for differences?
(3) How do the teacher candidates evaluate the GCTP in their diaries?

METHODOLOGY

The mixed research method was used in the current study as it allows integration and interpretation of qualitative and quantitative data. The study was based upon concurrent triangulation model (Creswell, 2003). The single group pre-test-post-test design model makes the quantitative part of the study and participants' diaries which they wrote at the end of every session and their answers to open-ended questions, which were prepared to evaluate GCTP, make up the qualitative part of the study.

Participants

Voluntary teacher candidates (32) who are receiving education in the departments of Psychological Counselling and Guidance, Social Sciences Teaching, Primary School Teaching and Science Teaching took part in the research. 18 of them were females and 14 were males. The coding of the teacher candidates participating in

the research was arranged from 1 to 32 as TC-1, TC-2…n=32.

Data collection tools

"Global Citizenship Competency Perception Scale" (GCCPS) and "The Respect of Differences Scale" (RDS) were used as pre-test and post-test data collection tools and participants' diaries were collected during the whole process. Finally, evaluation forms containing open-ended questions were collected at the end of GCTP.

Global Citizenship Competency Perception Scale (GCCPS)

"GCCPS" developed by Sahin et al. (2016) was used in the study. The Cronbach Alpha Reliability Co-Efficient of the scale is 0.80. By the given coefficient, this single-factor scale consisting of five items can be considered to have a decent reliability coefficient. Confirmatory factor analysis was carried out in order to validate the construct validity of the scale which was obtained from exploratory factor analysis. The results of the statistical analysis were found as RMSEA=0.072, S-RMR=0.048, CFI=0.97, GFI=0.98, and AGFI=0.94.

The Respect of Differences Scale (RDS)

"The RDS" (Öksüz and Güven, 2012) developed to measure individuals' levels of respect for differences was used in this study. The scale consisting of 30 articles has three sub-dimensions which are knowledge-based differences, social categorization differences and value differences. Moreover, the Cronbach Alpha Reliability Coefficient of the scale is 0.94. The scale structure obtained from exploratory factor analysis was later confirmed through confirmatory factor analysis. The goodness of fit indexes was found to be at an acceptable level and factor structure obtained from exploratory factor analyses was confirmed (RMSEA=0.07, CFI=0.97, GFI=0.78, AGFI=0.75, NNFI=0.97, and NFI=0.96).

Teacher candidates' diaries

Teacher candidates were asked to write their comments about the GCTP after each session of the training.

Open-ended items questionnaire form

At the end of the training program, teacher candidates were given an open-ended items questionnaire form to evaluate GCTP. The form contains the following questions:

(1) What are the effects of your participation in the GCTP on you?
(2) Which activity in the GCTP did you enjoy the most?
(3) What suggestions can you give to improve GCTP?

Data collection and analysis

Skewness coefficient and kurtosis coefficient of Kolmogorow-Smirnow test that belong to the quantitative data gathered from GCCPS and RDS were analyzed. The analysis of the data gathered from both scales were seen to be in compliance with the normality suppositions; paired groups' t-test was carried out (Büyüköztürk, 2017). In the analysis of the qualitative data acquired from the diaries and the open-ended evaluation questions, descriptive analysis technique was utilized. Research questions formed the

thematic frame for the descriptive analysis. The findings were processed to this thematic frame and later interpreted (Yıldırım and Şimşek, 2016).

Procedures

Needs analysis

At the outset, 80 randomly selected teacher candidates studying at the education faculty were asked: "Do you find yourself enough to be a global citizen individual?" 32 (45%) of the participants responded "yes" and 48 (55%) of them responded "no" to the question. According to this finding, it can be said that the majority of the teacher candidates do not consider themselves enough to be global citizens. The ones that negatively responded to the question were further asked: "why do you think so?" The primary reason was identified as "inadequacy of the courses at the education faculty". To the question 'What should be done to increase the perception of global citizenship?' 52 (65%) of the teacher candidates offered that the objectives and content of the courses at the faculty must be reviewed and courses on global citizenship must be added to teacher training programs.

Specifying the objectives and competencies of the global citizenship training program

At this stage, UNESCO's Global Citizenship Education criteria were examined. The objectives and learner competencies of the GCTP were specified under the light of these criteria. According to UNESCO (2014), Global Citizenship Education aims to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. UNESCO (2014) states any Global Citizenship Education should focus on the following learner competencies:

(1) Developing a perception of various levels of identity which leads to creating a shared identity that precedes all personal, cultural, religious, racial differences.
(2) Having a profound knowledge and understanding of prevalent virtues such as equality, justice, dignity and respect.
(3) Developing cognitive skills such as thinking critically, systematically and creatively to be able to distinguish multiple facets of any issue.
(4) Emotional and social skills like empathy and conflict resolution as well as communicational skills to be able to communicate and work harmoniously with people from diverse cultures, backgrounds and viewpoints.
(5) Behavioural skills of working cooperatively and acting responsibly in groups to find universal solutions to universal problems.

Specifying the content and activities of the training program

The content of the training program was created to realize the objectives of the GCTP.

Articles: Firstly, the article *Changing Values and Global Citizenship Education* (Kan, 2009) was selected in order to discuss primary issues like 'What is global citizenship?' and 'What are the qualities of global citizens?' Secondly, *Instructional Environment and Teacher Competencies in the Context of Multiculturalism* (Başbay and Bektaş, 2009) was selected to discuss multiculturalism. Lastly, *Excellence, Education, and Equality* (Ornstein, 2015) was selected

to inquire the concept of equality.

International conventions: International conventions like "European Convention on Human Rights", "United Nations Convention on the Elimination of All Forms of Discrimination against Women", "The Convention on the Rights of the Child", and "The Kyoto Protocol" were selected to inquire the topics such as human rights, women and children rights and environmental problems.

Books and movies: As literary texts and movies have positive effects on creating an efficient educational atmosphere, decision was made to add books and movies in GCTP. In accordance with this purpose, four academics working at educational sciences department, three academicians working at Turkish language and literature department and 59 teacher candidates were asked to suggest books and movies which can contribute the GCTP. As a result, books: *Go Set a Watchma* and *Animal Farm* and movies: *The Theory of Everything, My Left Foot*, *Hidden Figures*, *Hotel Rwanda*, and *Serial (Bad) Weddings (Original title: Qu'est-cequ'on a faitau Bon Dieu?)* were chosen to be used in the training.

Introducing different cultures and global issues: Within this context, activities involving introducing other cultures, global issues (wars, financial injustice, poverty, environment, etc.) and case scenarios related to discrimination and resolving conflicts took part in the training. Themes and content of GCTP are shown in Table 1.

Organizing the experiences: UNESCO (2014) suggests using pedagogic approaches and methods like dialogic, inquiry-based, cooperative, engaged learning, conflict resolution, and discussion. In addition to these methods and techniques, active learning strategies, script writing, large and small scale group works, problem-solving and creative drama were used during the implementation of the designed global citizenship training.

Assessment of the procedures

GCTP lasted 13 sessions with the participation of volunteer teacher candidates. "Global Citizenship Competency Perception Scale" and "Respect of Differences Scale" were applied as pre-test and post-test. In addition, the diaries which teacher candidates wrote during the program were collected. In order to evaluate the training, teacher candidates answered the *Open Item Questionnaire Form* at the end of the training.

FINDINGS AND DISCUSSION

The findings are presented under three main parts: comparison of findings obtained from scales, teacher candidates diaries, and evaluation forms.

Comparison of findings obtained from scales

In order to decide which tests were going to be primarily used to analyze the data in this study, first, whether the dataset had normal distribution or not was analyzed. Whether dataset had normal distribution or not was determined by means of KolmogorovSmirnov test (Kalaycı, 2010). The findings showed that data collected from *Global Citizenship Competency Perception Scale* and *Respect of Differences Scale* had a normal distribution. A t-test was carried out for independent

Table 1. Themes and content of GCTP.

Theme number	Content
(1) Theme: Concept of Global Citizenship	Article Activity: *Changing Values and Global Citizenship Education* (Kan, 2009) What is global citizenship?' and 'What are the qualities of global citizens?
(2) Theme: Multiculturalism	Article Activity: *Instructional Environment and Teacher Competencies in the Context of Multiculturalism* (Başbay and Bektaş, 2009)
(3) Theme: Equality	Article Activity: *Excellence, Equality, and Education* (Ornstein, 2015)
(4) Theme: Rights	Human Rights: Analysing "European Convention on Human Rights"
(5) Theme: Women and Children's' Rights	Analy Analyzing "United Nations Convention on the Elimination of All of the Discrimination Against Women" and "The Convention on rights of the Child"
(6) Theme: The Rights of Disabled People	Film Analysis: *The Theory of Everything* (Stephen Hawking's Life) and *My Left Foot*: People with special needs
(7) Theme: Gender and Race Discrimination	Film Analysis: *Hidden Figures:* Discrimination against women (Maternity, marriage, laws, discrimination at workplaces, human rights). Racial discrimination/prejudices. The Cold War: Inquiries in the context of a bipolar world order
(8) Theme: Ethnic Discrimination	Film Analysis: *Hotel Rwanda*: Ethnic Discrimination
(9) Theme: Gender and Race Discrimination	Book Analysis: *Go Set a Watchman* (Harper Lee): Inquiries about gender and race discrimination. Discussing our living space, economic and sociologic situation's effects on the creation of prejudices
(10) Theme: Religious and racial discrimination	Film Analysis: *(Serial Bad Weddings) (Qu'est-cequ'on a faitau Bon Dieu?)* Religious and racial discrimination
(11) Theme: Equality	Book Analysis: *Animal Farm* (George Orwell). Making analysis and inquires in the context of the relation between power, violence, the interaction between oppressor-oppressed.
(12) Theme: Different cultures from local to universal	An activity to introduce different cultures (teacher candidates bring a game song or meal specific to their local culture to the classroom) writing scripts and dramas about the topics discussed during the training
(13) Theme: Global issues	Global issues: Wars, financial injustice, poverty and environmental problems and finding probable solutions to these issues.

samples. The findings are shown in Tables 1 and 2. Primarily, the first research question: (1) "Is GCTP effective on teacher candidates' global citizenship competency perception?" was answered. The findings are shown in Table 2.

Table 2 shows that according to paired sample t-test results, there is a statistically significant difference between pre-test and post-test results of teacher candidates' perception of global citizenship competencies in favour of post-test results (t(31)=-7.98, p<0.05). It is clear that GCTP has a positive effect on teacher candidates' global citizenship competency perceptions. Secondly, the second research question "Is GCTP effective on teacher candidates' level of respect for differences?" was examined and the findings are shown in Table 3.

Table 3 shows that there is a significant difference between pre-test and post-test results of teacher candidates' *Respect of Differences Scale's* results in favour of post-test results (t(31)=5.77, p<0.05). As a result, it can be said that Global Citizenship Education has a significant effect on teacher candidates' level of

Table 2. Pre-test and post-test independent t-test results of the comparison of Global Citizenship Competency Perception Scale's results.

Test	n	$\overline{X}$	ss	sd	t	p
Pre-test	32	3.26	0.54	31	-7.98	0.000
Post-test	32	4.10	0.39	-	-	-

Table 3. Independent t-test results of the comparison of pre-test post-test results of Respect of Differences Scale's results.

Test	n	$\overline{X}$	ss	sd	t	p
Pre-test	32	3.84	0.35	31	5.77	0.000
Post-test	32	4.22	0.39	-	-	-

respect for differences.

Analyzing teacher candidates' diaries

"How do the teacher candidates evaluate the GCTP in their diaries?" Teacher candidates' diaries were examined under the following four main headings: articles' and documents' analyses, book analyses, movie analyses, from local to universal different cultures and global problems. The following are findings obtained

Articles and international conventions activity

The article *Changing Values and Global Citizenship Education* (Kan, 2009) was selected to discuss issues like 'What is global citizenship?' and 'What are the qualities of global citizens?', the article *Instructional Environment and Teacher Competencies in the Context of Multiculturalism* (Başbay and Bektaş, 2009) was selected to discuss 'What is multiculturalism?', 'What are the qualities of the multicultural school environment?, 'What are the competencies of the multicultural teacher?' and finally, the article *Excellence, Education, Equality* (Ornstein, A.C., Pajak, E.F. and Ornstein, S.B. (6th. Ed.)) was selected to discuss the concept of equality in education. Also, "European Convention on Human Rights", "United Nations Convention on the Elimination of All Forms of Discrimination against Women", "The Convention on the Rights of the Child", and "The Kyoto Protocol" were selected to inquire the topics such as human rights, women and children rights and environmental problems. Some chosen quotations from teacher candidates' diaries about these articles and conventions are as follows:

"The articles that we discussed during the sessions helped me to conceptualize global citizenship, describe and question our differences in a more detailed way"

(Teacher Candidates (TC-23, 01.03.2017).

"The things we need to transform multiculturalism to a tradition that will last for many years are educational system and its components such as teachers, administrators, and counsellors. The more we become role models, the more we can raise individuals who are conscious and respectful of differences" (TC-12, 22.02.2017).

"Multicultural educational system must be flexible enough to include differences; we mustn't forget that there is a need for the endeavours of developing curricula which are suitable to multiculturalism" (TC-4, 22.02.2017).

"Is multiculturalism really applicable? I guess the most important problem for this issue is the vagueness of the rules of multiculturalism. I believe that highlighting global peace and universal norms of the society can be a good way to overcome this problem" (TC-19, 22.02.2017).

"It is clear that there are handicaps of educational systems in the context of equality and justice. Especially child labourers, girls, the poor, immigrant and refugee children face major problems in accessing quality education. These disadvantaged people are surely going to be open to various risks if they can't have quality education and living standards..." (TC-7, 01.03.2017).

"I believe that the group work activities and discussions which we made during the sessions in which we analyzed international conventions like "European Convention on Human Rights", "United Nations Convention on the Elimination of All Forms of Discrimination against Women" and "The Convention on the Rights of the Child" affected us very positively. Further carrying out and deepening the topics later in the whole class activities had also great importance for deepening our knowledge" (TC-14, 15.03.2017).

"All international conventions clearly define the rights of children and women. I think the major issue for the violation of these rights seems to be lack of enough social persistence in the application" (TC-27, 15.03.2017).

Book analyses

Harper Lee's book 'Go Set a Watchmen' and George Orwell's 'Animal Farm' were discussed with teacher candidates in small and large groups during the GCTP and the following are some of the comments which teacher candidates' wrote down in their diaries.

Go Set a Watchman: The book "Go Set a Watchmen" was used as a basis for inquiring the topics race and gender discrimination. The activity aimed to discuss the effects of our surrounding's economic and sociological situation on the creation of our prejudices. Some quotations from teacher candidates' diaries on the topic are as follows:

"...we get our prejudices from our family and society within the process of socialization. Various conditions of the society such as religion, language, ethnicity, financial and geographical condition, being conservative or progressive, and having immigrants or not affects our prejudices. Maycomb town, with its typical characteristics, is a striking example of producing and growing discrimination towards women and different races..." (TC-6, 12.04.2017)

"The book is a satire upon racial discrimination as well as many stereotype biases which the society creates" (TC-13, 12.04.2017).
"...as I was brought up in a family containing plenty of religious, ethnic and ideological variety, the concepts mentioned in the book are pretty familiar to me... Somehow the book reflected my life to me in a mirror and showed me things that I have unwittingly learned so far" (TC-20, 12.04.2017).

"Prejudice, a dirty word, and faith, a clean one, have something in common: they both begin where reason ends" (p.233). People accept many unreasonable things when these things are a part of their culture and beliefs. I guess I prefer humorously implying that I do not approve them instead of reacting like Scout…" (TC-19, 12.04.2017).

Animal farm: George Orwell's book "Animal Farm" was read and discussed in the context of discussion questions in order to make teacher candidates express how they see power, social justice, the relationship between oppressor and oppressed and among all these things their own positions in the society as global citizen individuals. One of these questions was "When you think of the characters in Animal Farm, "Are you a pig or a sheep or a horse or a cynical donkey? Which animal do you resemble yourself? Why?" 12 of the teacher candidates resembled themselves to Boxer, 10 of them to Benjamin, 4 of them to Snowball, 2 of them to Muriell the goat and 2 of them to Clover. 2 of the teacher candidates expressed that they did not resemble any of the animals. Some quotations from teacher candidates' diaries are as follows:

"....I think the reason why Boxer works so hard is not satisfying rulers, but it is for having something done for future generations. At some point, I believe that I am going to forget about rulers and work only for public benefit. I mean I can do anything to change this system and do my best for the sovereignty of people" (TC-3, 26.04.2017).

"...I am the mare named Clover. I am someone who is aware of what is going on, sometimes trying to object to it, but from time to time deceived by lies disguised under the logic. I realized this when we were analysing the book and I have to face it and overcome it..." (TC-24, 26.04.2017).

Film analyses: The films The Theory of Everything (Stephen Hawking's Life) and My Left Foot were used to examine the life of people with special needs, the film Hidden Figures was used to examine discrimination against women (maternity, marriage, biases, laws, occupational discrimination, human rights, etc.) and races and also to discuss the cold war era, the film Hotel Rwanda was used to examine ethnic discrimination and the film Serial (Bad) Weddings (Original title: Qu'est-cequ'on a faitau Bon Dieu?) was used to examine religious and racial discrimination. Some quotations from teacher candidates' diaries about the film discussions are as follows:

"The film activities embodied all those topics discussed during the sessions. For example, when I saw Hawking's miraculous life I had the chance to see the life from the viewpoint of a disabled person. The discussions after the film enabled us to gain different viewpoints" (The Theory of Everything - TC-8, 22.03.2017).

"Christy Brown was born with cerebral palsy and had to live a life on the wheelchair. However, when he was a child he discovered that his left foot was not affected by his illness and that opened him a whole new life. Contrary to the people saying that he was mentally retarded, he managed to learn reading, writing, painting and speaking and he even wrote books. This is a perfect story of not

giving up. The most important point here is to review our social responsibilities for the ones not as lucky as Christy and pave the way for them" (My Left Foot- TC-17, 22.03.2017).

"Hidden Figures tells us three NASA worker African American women's struggle for their rights and equality. These women are forced to struggle against both racial and gender discrimination. The thing that made me wonder is that not everyone is born as talented as these women. These women gained a victory over discrimination in the film but the other women and black people face discrimination all over the world. This film can be a hope for social sensitivity against discrimination" (Hidden Figures- TC-29, 22.03.2017).

"Hotel Rwanda is a striking film showing us how the relationship between Hutu and Tutsy who lived together in peace for many years turned into ethnic discrimination and massacre with a little spark and how the rest of the world sat back and watched the situation in 1994 (a very short time ago)" (Hotel Rwanda- TC-26, 05.04.2017).

"A film that shows us what a nice life a multicultural family can live against all the racist and oppressive mechanisms which come up within the families itself and how indeed we form a harmony with all our differences..." (Qu'est-cequ'on a faitau Bon Dieu?/Serial (Bad) Weddings-TC-32, 19.04.2017).

"Somehow we cannot succeed living together but I believe that one day we will. Because I am still full of hope. A film showing us race, language and religion lose its importance in order to live together, a filmmaking us question the realities of the life" (Qu'est-cequ'on a faitau Bon Dieu?/Serial (Bad) Weddings - TC-15, 19.04.2017)

From local to the universal global issues activities

In this session, teacher candidates shared a game, a song, a food or any other activity specific to their local region with their classmates. Later, teacher candidates wrote scripts and dramas about the differences discussed through the sessions. During the final session, global issues like war, financial injustice, poverty and environmental pollution were discussed in small groups and possible solutions were suggested for them after brainstorming. Some quotations from teacher candidates' diaries are as follow:

"Sharing things from our own cultures made us closer to each other. The memories told and photos shown by my friends informed me and made me aware of different things" (TC-10,03.05.2017).

"I think during the script writing session we had the chance to creatively reflect our ideas in our scripts the

topics we discussed throughout the sessions" (TC-9,03.05.2017).

"I think scripts enabled written expression of real life. I felt that drama activities we did base on these scripts improved our feelings of empathy towards differences" (TC-30, 03.05.2017).

"As there are about 168 million child labourers in the world and around 2 million in our country, children's rights and equality of opportunities in education must be a primary issue which all citizens of this world must give more consideration" (TC-18, 10.05.2017).

"Children and women are perceived as disadvantaged groups of society. The situation becomes much worse when you add these problems like poverty, religious and racial discrimination. All non-governmental organizations and people who think themselves as global citizens must come together to create realistic solutions to these problems…" (TC-31, 10.05.2017).

"Cleansing of male dominant language from curricula, textbooks and all teaching-learning materials can considerably contribute to raising global citizen individuals…" (TC-25, 10.05.2017).

Analyses of open-ended items evaluation form

Three open-ended questions were asked to reveal how teacher candidates evaluate global citizenship training. These questions are: (1) What do you think about the effects of your participation in GCTP yourself? (2) Which activity did you enjoy the most during the GCTP? (3) What can be your suggestions to improve further GCTP?

(1) To the question "What do you think about the effects of your participation in GCTP on yourself?" All teacher candidates expressed that training program positively affected their perception of global citizenship. Some of the answers that teacher candidates gave in the question forms are as follows:

"The most significant quality of being a global citizen individual is respecting differences. To achieve this, one must first know and develop an understanding of differences and through the films, books, articles, and activities in this training, we gained a lot of information about our differences" (TC-1).

"I think the biggest virtue is trying to understand the problems of others and global problems. I believe I had considerable progress in this with the help of this training. (...) Also, I found brainstorming about global issues very beneficial and creative" (TC-16).

"Most of our biases stem from insufficient information. By

the help of rich content of this training, we have developed a critical perspective to our biases" (TC-5).

"We are the people of the world we live in rather than our race, religion or values. This belief has been engraved in my mind after this training. Also, in no part of this training, I asked myself what is going to be the use of these things I learned because the answer was always crystal clear..." (TC-21).

"This training gave me the opportunity to view global issues from many different perspectives. We had the chance to make extensive discussions during the session. For example, during the sessions, we discussed the uncertainty of multiculturalism and I think I reformulated my own concept of multiculturalism" (TC-14).

"Though I still think that I lack some things about being a global citizen, now I have some information to overcome this..." (TC-30).

"I had the chance to face my own biases" (TC-6).

(2) The answers to the question "Which activity did you most enjoy during the GCTP?" showed that film activities were teacher candidates' favourite activities. 26 of 32 teacher candidates expressed that films were the most enjoyable activities. Also, scriptwriting and creative drama activities done in the classroom were found to be the other most efficient activities.

(3) Some of the answers teacher candidates gave to the question "What can be your suggestions to further improve GCTP?" are as follows:

"Some documentaries about different cultures can be added to the program" (TC-17).

"Some parts of the TV shows made by travellers can be used during the in-class activities" (TC-28).

"Although there was creative drama in global citizenship training, I believe that it should have been used after every session in order to evaluate what has been done…" (TC-19).

"More guests representing multiculturalism should take part in the training" (TC-23).

"Trips to enable seeing different cultures in their own places should be added to global citizenship training" (TC-2).

"Each participant taking part in the training can present a friend from different culture and his/her routines to the other participants..." (TC-13).

"More films can be used" (TC-8).

"First, all participants can be taught about cultures, lifestyles or preferences they find strange to themselves and later they can be asked to introduce these to other participants…" (TC-4).

"More empathy activities about discrimination can be done" (TC-25).

"I don't believe that concept of global citizenship can be achieved by just a single training. This concept has to be a part of teacher training policy and teacher candidates must have the opportunity to see some foreign countries to interact with others there even if it is for a short time" (TC-20).

CONCLUSION

The aim of this study is to examine the effectiveness of the GCTP developed for teacher candidates. "Global Citizenship Competency Perception Scale" and "The Respect of Differences Scale" were applied as pre-tests and post-tests in GCTP which lasted 13 weeks. In addition, teacher candidates wrote diaries at the end of each session and evaluated the program with Open-Ended Item Questionnaire Form at the end of the training.

The findings of the analysis indicate that GCTP has a significant positive effect on teacher candidates' global citizenship competency perceptions. Other findings show that GCTP has a significant positive effect on teacher candidates' levels of respect for differences. When the literature is examined, it can be understood that global citizenship education is provided and recommended for different levels ranging from primary education to higher education in every part of the world. These GC educations are perceived to have positive effects on the students' global citizenship skills (Appleyard and McLean, 2011; Estellés and Romero, 2016; Massey, 2014). It is also seen that GC educations provided in the higher education not only educates individuals but they also enable them to receive some certificates that they might use in their vocational developments (Aktaş et al., 2017).

Teacher candidates' diaries enabled to hold in-depth discussions about global citizenship, multiculturalism and multicultural teachers, human child and woman rights and social rights. Also, teacher candidates expressed that while they were analyzing the books and films, they had the opportunity to inquire all kinds of discrimination and human rights and compare their ideas with other participants' ideas. Books and movies can be recommended as a supplementary source in GC education as well as in many other subjects. Hence, Russell and Waters (2013) suggest that movies can be helpful in the development of global citizenship, character education and critical thinking.

And in the last two sessions, teacher candidates created problem scenarios based on issues they discussed before and offered solutions to these problems by means of group work and brainstorming. Teacher candidates expressed that these two sessions provided an opportunity to practice what they had learned. When the literature is reviewed, these types of discussions and inquiry-based exercises are understood to be effective on the GCE (O'Connor and Zeichner, 2011). Additionally, teacher candidates shared games, songs, foods, etc., specific to their local cultures in these sessions. Teacher candidates expressed that they found these activities very useful and stated that these activities got them closer to each other. Thus, the local opportunities presented are suggested to have a positive addition to intercultural dialogue (Crose, 2011). Also, teacher candidates had the opportunity to make self-reflection while writing their diaries. Consequently, via these activities, the basis of self-awareness and engagement/action (self-action and social justice action) which was suggested by Larsen (2014) was attempted.

A detailed examination of open-ended items questionnaire form showed that by means of this training teacher candidates deepened their knowledge of global citizenship, improved their skills of global citizenship, faced their own biases and changed their perspectives as well as they appreciated the materials and activities used for the training. The most appreciated activities by teacher candidates were movie activities, script writing and creative drama.

In addition, teacher candidates suggested that documentaries about different cultures, trips and more films should be added to the training and more guests from different cultures, more creative drama and empathy activities should be included in the training. And some teacher candidates expressed that there should be some opportunities to visit foreign countries in order to have the chance to interact with different cultures during their training or after the training.

Finally, it can be concluded that GCTP has increased teacher candidates' perceptions of global citizenship competencies and levels of respect for differences as well as positively affecting their abilities to inquire and analyze topics like multiculturalism, women, children and disabled people's rights and global issues.

SUGGESTIONS

(1) Teacher training programs can be reviewed from the point of their role in raising global citizen individuals and necessary changes can be made.
(2) The content of the teacher training programs which aim to raise global citizen individuals can be supported by areas like culture, arts, music, and literature.
(3) Extension of global citizenship training programs for teacher candidates can be provided.
(4) Different studies that examine the effects of book and

movie activities in the field of GC education can be planned.

CONFLICT OF INTERESTS

The author has not declared any conflicts of interests.

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Investigation of music teacher candidates' individual instrument burnout, perceived family support in instrument training and individual instrument training habits with regard to various variables

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In the research, "Questionnaire on Individual Instrument Course Burnout" developed by Girgin, "Questionnaire on Individual Instrument Training habits" developed by Küçükosmanoğlu, Babacan, Babacan and Yüksel, and "Questionnaire on Perceived Family Support for Individual Instrument Course" developed by Girgin were used. Statistical package for social science (SPSS) 21.00 software package was used for data analysis. Since the research data did not show a normal distribution, Mann Whitney U analysis was used for binary variables; and Kruskal Wallis and Spearman Brown's Rank Correlation analyses were used for variables more than two. Music teacher candidates' individual instrument burnout scores showed statistically significant difference depending on university and individual instrument variables; their family support scores showed significant difference depending on grade, university, high school and individual instrument variables; and their training habits showed significant difference depending on gender, university and individual instrument variables. A significant negative correlation at a low rate was found between music teacher candidates' burnout scores and their family support scores. A significant negative and moderate correlation was found between teacher candidates' burnout scores and their studying habit scores. A significant positive moderate correlation was found between teacher candidates' family support scores and their training habit scores.

Key words: Burnout, family support, training habits, individual instrument, music teacher candidate.

INTRODUCTION

Art is a phenomenon that fulfills the aesthetical needs of humans. Art has been defined in a variety of ways throughout history. Edman (1977) defined art as: "giving shape to life by the hand of a mind that understands it". Aesthetical reflection of sound onto art emerges in the form of music. Music has several contributions on emotional life of humans. It has a positive impact on individuals' ability to maintain their lifes in a healthy, satisfied and happy manner, realize themselves in their lives and live a balanced life (Uçan, 1996).

Societies' art lives are to a large extent formed by art educators. In close connection with the subject of this research, the majority of music teachers in Turkey complete their professional education at the fine arts education departments of faculties of education. A wide variety of courses are provided regarding the field and pedagogic professional knowledge at Music Education Departments. The courses related to the field are also divided into two as individual and group courses. Piano training, vocal training and individual instrument training are examples of individual courses. Individual instrument is the personal instrument of music teacher candidates, willingly chosen among other instruments, and they are held responsible for developing their technique and musicality for a period of four years using this instrument, which can be also be used throughout their professional lives.

In this context, it can be considered to have an important place in music teacher candidates' musical lives. However, as in all fields, undesired situations may also occur in instrumental training and have adverse impacts on the quality of music. One of these factors is the feeling of burnout experienced by teacher candidates. The concept of "burnout" was initially introduced to the scientific world by Herbert Freudenberg in a 1974 issue of "Journal of Social Issues". Two years later, Chiristina Maslach performed a more detailed study on concept. Several studies on the subject were introduced in the "1st International Conference on Burnout" (Peker, 2002 as cited in Karacan, 2012). It was defined in the most concise and simple way as "the mental and physical burnout of energy" (Budak and Sürgevil, 2005).

Burnout, or emotional exhaustion, is frequently encountered among people who are engaged in professions with peer to peer communication. The most prominent symptom of the burnout syndrome is the increasing feeling of emotional exhaustion. Working individuals feels like they cannot engage in their works when they fall short of emotional sources. Accordingly, they display negative and sarcastic attitudes and behaviors against their working group (Maslash and Jackson, 1981).

Several reasons may underlie burnout which has undesired effects on individuals' personal and working lives. These underlying reasons may be personal or administrative. Personal sources of burnout involve demographic characteristics and expectations, whereas administrative sources of burnout involve human relations, conflicts, competency, agreement, work overload and relationship with superiors (Izgar, 2003).

It is stated in the related literature that burnout has been more commonly encountered in specific areas of profession. Education and service sectors are among these areas (Ertürk and Kececioğlu, 2012). Reportadly, it has been even more severely experienced among professions such as nursery, medicine, and teaching that require peer-to-peer and face to face communacition as a result of the overwhelming burden of increasing workload and worsening living conditions (Kell, 1993 as cited in Altay et al., 2010).

Teachers' burnout may manifest itself in a variety of ways depending on physical or emotional conditions. Inadequate classroom conditions, failing to have access required materials and teaching aids, crowded classrooms, overwhelming working hours and physical conditions can be shown as some of the underlying factors. Emotional conditions, on the other hand, may involve the unconcernedness and incuriousness of students, being deprived of administrators' support, inconsiderate and careless parents, or the lack of interest in the field. Several studies have been conducted on teachers' burnout in Turkey or the other countries (Akten, 2007; Otacıoğlu, 2008; Bilgen and Genç, 2014; Çelik and Yılmaz, 2015; Tümkaya, 2016; Yong and Yue, 2007; Grayson and Alvarez, 2008; Skaalvik and Skaalvik, 2010; Karahan et al., 2011; Droogenbroeck et al., 2014; Joy and Dikes, 2015).

The concept of burnout is not specific to occupational groups alone. It may also be experienced by students. The feeling of burnout may arise particularly among university students due to the feeling of uncertainty followed by graduation, challenges related to being away from their families, the overwhelming workload of homeworks and projects, crowded classrooms, challenges related to getting acquainted with a new environment and the intensity of technical courses. It leads to a negative mood which is effective on both teachers and students. The feeling of exhaustion may lead to undesired impacts on individuals such as stress symptoms, the negative influence on working life, the symptoms of exhaustion and behavioral disorders (Izgar, 2003). In this context, the feeling of exhaustion induced by the feeling of underachievement can be alleviated through adopting organized working or training habits, since academic success depends on the extent to which a student works systematically or orderly (Subaşı, 2000).

Training habits are expected to be adopted at early ages. Küçükahmet (2002) exemplified students' training habits and attitudes as; their feelings during the process of learning or their feelings towards homeworks; their training methods, their ways of utilizing libraries, their relationships with their families and friends, and their arrangements as to their working environment. Students' training habits and attitudes are largely influenced by their own study approaches, assignments and homeworks, their working environment, works at school and teacher-student relationships.

Pressey and Robbinson (1970) summarized the important points of their work on students' training habits as; keeping the physical and mental health at reasonable grounds for working, effective usage of time, paying strict attention to taking and keeking the notes in a proper way as well as the rules for a good literacy, and carrying out their studies within the frame of a well organized

program (as cited in Dilek, 1993).

Students' being informed as to what and how to study as well as their ability to make the required study plan and their perseverance in pursuing is closely associated with acquisition of the right study habits. One of the most important rules of effective learning is carrying out a planned work. Making a working plan is related to determination of working priorities and their realization within the frame of a calender. The initial step of a working plan is determination of the priorities. Students who determine their priorities in a clear and effective way also know how to use their time efficiently (Uluğ, 2012).

In their study on students' study habits in Turkey, Küçükahmet (1987) reported that, students in this country have low attitudes towards training and inadequate training habits, and those with positive attitudes towards teachers and education have better study habits (Dilek,1993). Other studies on training habits include Ergene (2011) research which was performed with 510 senior high school students to determine their study habits, exam anxieties, achievement motives and academic success levels. Significant correlations were found between the exam anxiety inventory's delusion subscale scores and academic success level; between the scores received from the questionnaire on study habits and academic success level; and between study habits and achievement motives.

Accordingly, study habits are supported by a positive study environment at home and school. Learners' being fully aware of their families' support is highly important for their affective availability, since individuals' current attitudes and behaviors are considered to have direct connection with their family experiences. Children's first social environment is their family (Girişken, 2010). Several studies on the effect of family support are available at various fields (Yıldırım, 2000; Altay et al., 2010; Tan, 2000).

In light of this, the convenience of some of the internal and external conditions becomes essential for learning individuals to achieve their targets. Music education involves the collective and continuous use of cognitive and psycho-motor skills and an efficient music education is possible through systematic daily works. In this field, individual instruments of music teacher candidates are their means of teaching throughout their professional lives and means of learning throughout their four years education in music education departments. This feeling of burnout that they undergo during their instrument training is likely to impair their skills and pose a serious impediment for achieving the desired quality.

In addition to this, the support they receive from their family holds great importance for their emotional lives, since family is their first social environment. The interest of their families in art, music, music education and individual instrument may have a positive or negative effect on teacher candidates' motivation. Another important factor which may have an impact on individual instrumental skills is certainly the teacher candidate's study habits. A teacher candidate working within the frame of an applicable and realistic working program with specified priorities can easily gain access to the outcomes of individual instrument courses. Consequently, answers were sought to the following questions within the framework of these three concepts which constitute a cornerstone with respect to a music teacher candidate's individual instrument:

(1) Do the music teacher candidates' instrument burnout scores show significant difference depending on their;

(a) Genders,
(b) School grades,
(c) Universities that they receive education from,
(d) High schools that they graduated from,
(e) Their individual instruments?

(2) Do the music teacher candidates' family support total and subscale scores show significant difference depending on their;

(a) Genders,
(b) School grades,
(c) Universities that they receive education from,
(d) High schools that they graduated from,
(e) Their individual instruments?

(3) Do the music teacher candidates' instrumental study habits total and subscale scores show significant difference depending on their;

(a) Genders,
(b) School grades,
(c) Universities that they receive education from,
(d) High schools that they graduated from,
(e) Their individual instruments?

(4) Is there a significant relationship between music teacher candidates' burnout scores related to their individual instrument courses, family support scores, and study habit scores?

METHODOLOGY

Study group

The study group consisted of 255 students receiving education in Fine Arts Education Music Education Departments of Balıkesir University Necatibey Faculty of Education (N:84), Muğla Sıtkı Koçman University Faculty of Education (76) and Adnan Menderes University Faculty of Education (95), as of the spring term of 2016 to 2017 academic year. 154 of these participants are male and 101 are female. 55 students were 1st grade students, 64 were 2nd grade students, 71 were 3rd grade students and 65 were 4th grade students.

Data collection tools

"Questionnaire on Individual Instrument Course Burnout",

Table 1. Gender-based distribution of Instrument burnout scores of music teacher candidates.

Variable	Gender	N	Mean Rank	Sum or Ranks	U	P
	Female	154	132.80	20450.50		
Burnout total score	Male	101	120.69	12189.50	7038.500	0.199
	Total	255	-	-		

developed by Girgin (2015), was used to measure the burnout levels of teacher candidates regarding their individual instruments. Cronbach's Alpha Burnout Coefficient of the burnout scale, consisting of 36 items, was 0.97 and it involved a single factor. Cronbach's Alpha Reliability Coefficient of this scale was calculated as 0.98 for the present research. The second measurement tool used in the research to measure the teacher candidates' individual instrument study habits was the "Questionnaire on Individual Instrument Study Habits" developed by Küçükosmanoğlu et al. (2016). Cronbach's Alpha Reliability Coefficient of the scale consisting of 18 items was 0.89. The questionnaire consists of 4 factors namely; Attaching Value on Studying, Interest and Willingness, Preparedness to Training and Correct Use of Time. Cronbach's Alpha Reliability Coefficients of these factors were found as .82, .85, .82 and .80 respectively. Reliability coefficient of this scale for the present research was found as .69. Lastly, the "Questionnaire on Perceived Family Support in Instrument Training" was found to determine the teacher candidates' family support for their instrument training. The questionnaire developed by Girgin (2016) consists of 23 items with a Cronbach's Alpha Reliability Coefficient of 0.96. The questionnaire comprised of two factors as Sensitivity and Involvement in the Process and their Cronbach's Alpha Reliability Coefficient were 0.93 and 0.92, respectively. Cronbach's Alpha Reliability Coefficient of this scale for the research was calculated as 0.80. Additionally, a personal information form was applied to determine the students' demographic properties.

Collection of data

Research data were gathered from the music education departments of three different universities. These universities are Adnan Menderes University (ADU), Balıkesir University (BU) and Muğla University (MU). The required approvals were received from the related academician on the date and hours of the research. This was followed by the data collection process.

Analysis of data

SPSS 21.00 software package was used for analysis of the research data. Vasious statistical operations were applied to determine whether the music teacher candidates' total burnout scores displayed a normal distribution. Kolmogorov Simirnov test was conducted for examining the normality of data obtained from all scales. Kolmogorov Simirnov test result was found as p< 0.05, which indicated that the research data fulfilled the normality assumption. Accordingly; Mann Whitney U Test was applied as the gender variable (P<0.05); Kruskal Wallis H Test was applied as the school grade variable (P<0.05); Kruskal Wallis H Test was applied as the university variable (P<0.05); Kruskal Wallis H Test was applied as the high school graduation variable (P<0.05); and Kruskal Wallis H Test was applied as the individual instrument variable (P<0.05). Since the research data did not show normal distribution, Mann Whitney U test was used for binary variables, and Kruskal Wallis and Spearman Brown Rank Correlation Test

were used for variables more than two.

Findings and discussions related to the sub-problem

Mann Whitney U and Kruskal Wallis H tests were applied since the music teacher candidates' gender, grade, university and high school variables were at P<0.05 level. Gender-based burnout scores of music teacher candidates related to individual instrument courses are shown in Table 1.

Gender-based burnout mean rank scores of music teacher candidates received from Mann Whitney U Test are shown in Table 1. As shown in the table, gender-based burnout scores of music teacher candidates do not show a significant difference (U=7038.500, P <0.05). School grade-based burnout scores of music teacher candidates related to individual instrument training are shown in Table 2. The mean rank values calculated for the burnout scores of teacher candidates using Kruskal Wallis test are shown in Table 2. As indicated in the table, music teacher candidates' burnout scores did not show a significant difference depending on their school grade (H$_3$=4.376, p>0.05). Burnout scores of music teacher candidates based on their universities are shown in Table 3.

Burnout mean rank values of teacher candidates calculated on the basis of their universities are shown in Table 3. As indicated in Table 3, music teacher candidates' burnout scale scores did not show a significant difference based on their universities (H$_3$=12.359, P<0.05). In this respect, the highest burnout score belonged to the music teacher candidates receiving education in ADU, which was followed by those receiving education in BAU and MU, respectively. Individual instrument burnout scores of music teacher candidates based on the high schools they graduated from are shown in Table 4.

Burnout Mean rank values of teacher candidates received from Kruskal Wallis H test on the basis of their high school graduation are shown in Table 4. As shown in the table, burnout scale scores of music teacher candidates did not show a significant difference based on their high school graduations (H$_3$=0.597, p>0.05). Individual instrument-based burnout scores of music teacher candidates are shown in Table 5.

Teacher candidates' mean rank scores calculated based on their individual instrument-based burnout scores received from Kruskal Wallis H Test are given in Table 5. As shown in the table, music teacher candidates' burnout scale scores do not show a significant difference depending on their individual instrument (H$_3$=17.091, P<0.05). Accordingly, burnout scores of the students that play piano are significantly higher than those who play other instruments. The 2nd and 3rd highers scores were received by viola and violin players respectively. The other instrument groups are shown in Table 5.

The findings and discussions related to the 2nd sub-problem

Mann Whitney U and Kruskal Wallis H tests were applied since music teacher candidates' gender, school grade, university, high school graduation and individual instrument variables were at

Table 2. School grade-based distribution of music teacher candidates' instrument burnout scores.

Variable	Sınıf	N	Sıra ort.	H	sd	P
	1st grade	55	113.81			
	2nd grade	64	141.45			
Burnout total score	3rd grade	71	130.06	4.376	3	0.224
	4th grade	65	124.52			
	Total	255	-			

Table 3. Distribution of music teacher candidates' instrument burnout scores based on the universities they receive education.

Variable	University	N	Mean rank.	H	sd	P
	ADU	95	144.37			
Total burnout score	BAU	84	130.51	12.359	2	**0.002**
	MU	76	104.76			
	Total	255	-			

Table 4. Distribution of music teacher candidates' instrument burnout scores based on the high schools that they graduated from.

Variable	High school	N	Mean rank.	H	sd	P
	General high school	23	119.50			
	Fine arts high school	203	128.20			
Total burnout scores	Vocational high school	13	138.96	0.597	3	0.897
	Anatolian high school	16	128.72			
	Total	255	-			

Table 5. Distribution of music teacher candidates' instrument burnout scores based on their individual instruments.

Variable	Ind. Instrument	N	Mean rank.	H	sd	P
	Violin	71	138.46			
	Viola	21	139.95			
	Violoncello	20	132.08			
	Baglama	20	99.23			
Total burnout score	Flute	35	124.60	17.091	8	0.029
	Vocal	28	104.29			
	Guitar	30	134.28			
	Piano	21	157.19			
	Qanun	9	70.44			
	Total	255	-			

$p < 0.05$ level. Music teacher candidates' family support scores are shown in Table 6. Music teacher candidates' gender-based family support scores are shown in Table 6.

Music teacher candidates' mean rank values related to their total family support, sensitivity and "involvement in the process" sub-scale scores are shown in Table 6. As indicated in the table, music teacher candidates' gender based total family support scores as well as their family support sub-scale scores (sensitivity and involvement in the process) do not show a statistically significant difference (U=6765.500, U=6976.000, U=6709.000, P >0.05). School grade-based distribution of music teacher candidates' family support scores are shown in Table 7.

Music teacher candidates' mean rank values calculated for their school grade-based Total Family Support and family support

Table 6. Gender-based distribution of music teacher candidates' family support scores.

Variable	Gender	N	Mean rank.	Sum of ranks	U	P
Total family support score	Female	154	134.57	20723.50		
	Male	101	117.99	11916.50	6765.500	0.079
	Total	255	-	-		
Family support sensitivity	Female	154	133.20	20513.00		
	Male	101	120.07	12127.00	6976.000	0.164
	Total	255	-	-		
Family support - involvement in the process	Female	154	134.94	20780.00		
	Male	101	117.43	11860.00	6709.000	0.063
	Total	255	-	-		

Table 7. School-grade based distribution of music teacher candidates' family support scores.

Variable	School grade	N	Mean rank	H	sd	P
Total family support score	1st grade	55	137.74			
	2nd grade	64	115.65			
	3rd grade	71	116.56	7.700	3	0.053
	4th grade	65	144.42			
	Total	255				
Family support sensitivity	1st grade	55	132.48			
	2nd grade	64	119.41			
	3rd grade	71	118.31	5.094	3	0.165
	4th grade	65	143.25			
	Total	255	-			
Family support being sensitive to the process	1st grade	55	144.46			
	2nd grade	64	111.73			
	3rd grade	71	114.64	11.592	3	0.009
	4th grade	65	144.68			
	Total	255	-			

subscale scores using Kruskal Wallis H test, are shown in Table 7. As shown in the table, music teacher candidates' Total Family Support and family support subscale scores do not show a statistically significant difference depending on their school grade ($H_3=7.700$, $H_3=5.094$, P>0.05).

However, music teacher candidates' scores received from family support scale family support- involvement in the Process subscale score was found to significantly differ depending on their school grade ($H_3=11.592$, P<0.05). Accordingly, the highest family support involvement in the Process score belonged to 4th grade students, which was followed by 1st, 3rd and 2nd grade students, respectively. University-based family support scores of music teacher candidates are shown in Table 8.

Music teacher candidates' university-based mean rank values calculated for their total family support and family support subscale scores using Kruskal Wallis H test, are shown in Table 8. As shown in the table, music teacher candidates' total family support and family support subscale scores do not show a statistically significant

difference depending on their school grade Teacher candidates' mean rank values calculated for total family support and family support. As shown in the table, music teacher candidates' family support subscale scores (Sensitivity and Involvement in the Process) do not show a statistically significant difference depending on the university that they receive education from ($H_2=5.149$, $H_2=5.312$, P>0.05).

However, teacher candidates' total family support scale scores exhibit a significant difference based on the universities they receive education ($H_2=6.582$, P<0.05). Accordingly, MU students received the highest family support total score, which was followed by ADU and BAU students. Distribution of music teacher candidates' family support scores based on their high school graduations is shown in Table 9.

Teacher candidates' high school graduation-based mean rank scores obtained from Kruskal Wallis H Test with relation to total family support and family support subscales are shown in Table 9. As indicated in the table, music teacher candidates' score Family

Table 8. University-based distribution of music teacher candidates' family support scores.

Variable	University	N	Sıra ort.	*H*	*sd*	*P*
Total family support	ADU	95	133.13			
	BAU	84	111.55	6.582	2	0.037
	MU	76	139.76			
	Total	255	-			
Family support sensitivity	ADU	95	131.77			
	BAU	84	113.70	5.149	2	0.076
	MU	76	139.10			
	Total	255				
Family support involvement in the process	ADU	95	134.04			
	BAU	84	112.97	5.312	2	0.070
	MU	76	137.07			
	Total	255	-			

Table 9. Distribution of music teacher candidates' family support scores based on their high school graduation.

Variable	Lise	N	Sıra ort.	*H*	*sd*	*P*
Family support total	General high school	23	76.83			
	Fine arts high school	203	137.88			
	Vocational high school	13	103.50	19.181	3	0.000
	Anatolian high school	16	96.09			
	Total	255				
Family support sensitivity	General high school	23	86.09			
	Fine arts high school	203	137.26			
	Vocational high school	13	101.62	16.138	3	0.001
	Anatolian high school	16	92.16			
	Total	255	-			
Family support involvement in the process	General high school	23	71.37			
	Fine arts high school	203	137.77			
	Vocational high school	13	104.62	20.205	3	0.000
	Anatolian high school	16	104.47			
	Total	255	-			

Support Total and family support subscale scores based on their high school graduation do not a statistically significant difference ($H_3=19.181$, $H_3=16.138$, $H_3=20.205$, $P<0.05$).

In this regard, the highest score received by teacher candidates belongs to the graduates of fine arts high school, who were respectively followed by Vocational high school and Anatolian high school graduates. The highest score received from the sensitivity subscale of family support scale belongs to the graduates of Fine Arts High School as well. They were followed by Vocational High School and Anatolian high school graduates. The highest score received from the "involvement in the process" subscale of the family support scale also belongs to Fine Art High School graduates, followed by Vocational High School and Anatolian high school graduates by a narrow margin. Distribution of music teacher candidates' family support total scores based on their individual

instruments is shown in Table 10.

Music teacher candidates' mean rank scores related to their family support total scores calculated using Kruskal Wallis H test based on their individual instruments are shown in Table 10. As shown in the table, music teacher candidates' family support total scores show a statistically significant difference depending on the type of their individual instrument ($H_8=15.545$, $P<0.05$).

Accordingly, Qanun players family support total scores are significantly higher than those playing other individual instruments. Qanun players were followed by violoncello and viola players respectively. The other instrument groups are shown in Table 10. Music teacher candidates' family support scale sensitivity subscale scores depending on their individual instruments are shown in Table 11.

Teacher candidates' individual instrument based Kruskal Wallis H

Table 10. Distribution of music teacher candidates' family support total scores based on their individual instruments.

Variable	Individual instrument	N	Sıra ort.	*H*	*sd*	*P*
	Violin	71	135.68			
	Viola	21	135.79			
	Violoncello	20	150.88			
	Baglama	20	109.43			
Family support total score	Flute	35	133.31	15.545	8	0.049
	Vocal	28	132.23			
	Guitar	30	92.95			
	Piano	21	108.21			
	Qanun	9	168.83			
	Total	255	-			

Table 11. Distribution of music teacher candidates' family support sensitivity subscale scores depending on their individual instruments.

Variable	Individual Instrument	N	Mean rank	*H*	*sd*	*P*
	Violin	71	135.66			
	Viola	21	135.83			
	Violoncello	20	152.73			
	Baglama	20	113.05			
Family support sensitivity	Flute	35	131.27	15.902	8	0.044
	Vocal	28	132.95			
	Guitar	30	91.78			
	Piano	21	107.36			
	Qanun	9	168.33			
	Total	255	-			

Test results with relation to their family support sensitivity subscale scores are shown in Table 11. As indicated in the table, music teacher candidates' Family Support Sensitivity subscale scores show a significant difference based on the individual instruments that they play (H_8=15.902, P<0.05).

Accordingly, family support sensitivity subscale scores of the students that play Qanun is significantly higher than those of the student that play other instruments. Qanun players were followed by violoncello and viola players respectively. The scores of the players of other individual instruments are given in Table 11. Distribution of music teacher candidates' family support scale, "involvement in the process" subscale scores, based on their individual instruments, is shown in Table 12.

Teacher candidates' individual instrument Kruskal Wallis H Test results with relation to their family support "involvement in the process" subscale scores are shown in Table 11. As indicated in the table, music teacher candidates' Familu Support Scale Involvement in the Process Subscale scores do not show a statistically significant difference based on their individual instrument (H_8=9.194, P>0.05).

Findings and discussions related to the 3rd sub-problem

Mann Whithey U and Kruskal Wallis H tests were applied since music teacher candidates' gender, school grade, university, high school graduation and individual instrument variables were at p<.05 level. Gender-based distribution of music teacher candidates'

scores related to their individual instrument training habits are shown in Table 13.

Mann Whitney U test results

Music teacher candidates' total training habits scores and mean ranks values for the subscales are shown in Table 13. As shown in the table, total training habits scores as well as "attaching value on training", "preparadness for training", and "correct use of time" subscale scores do not show a statistically significant difference (U=7757.000, U=7431.500, U=6673.500, U=7159.500, P >0.05).

As shown in the table, music teacher candidates' gender based training scale, interest and willingness subscale scores show a statistically significant difference (U=6594.500, P<0.05). Accordingly, female music teacher candidates' interest and willingness subscale scores are significantly higher than those of male teacher candidates. School grade-based distribution of music teacher candidates' individual instrument training habit scores are shown in Table 14. Mean rank values of teacher candidates' Kruskal Wallis H Test results calculated with relation to training habits total and its subscales based on the school grade variable are shown in Table 14. In the table, music teacher candidates' training habits total scores and subscale scores do not show a significant difference based on the school grade variable (H_3=1,586, H_3=7,659, H_3=6,924, H_3=2,189, P>0.05). University-based distributions of music teacher candidates' individual instrument training habits are shown in Table 15.

Table 12. Distribution of music teacher candidates' family support scale "involvement in the process" subscale scores based on their individual instruments.

Variable	Individual instrument	N	Mean rank	*H*	*sd*	*P*
	Violin	71	133.36			
	Viola	21	133.31			
	Violoncello	20	142.83			
Family support involvement in the process	Baglama	20	111.73			
	Flute	35	133.00	9.194	8	0.326
	Vocal	28	130.63			
	Guitar	30	102.30			
	Piano	21	114.71			
	Qanun	9	165.61			
	Total	255	-			

Table 13. Gender-based istribution of music teacher candidates' individual instrument training habit scores.

Variable	Gender	N	Mean rank	Sum of Ranks	U	P
Tranining habits total	Female	154	127.87	19692.00		
	Male	101	128.20	12948.00	7757.000	0.972
	Total	255	-	-		
Attaching value on training	Female	154	130.24	20057.50		
	Male	101	124.58	12582.50	7431.500	0.548
	Total	255	-	-		
Interest and willingness	Female	154	120.32	18529.50		
	Male	101	139.71	14110.50	6594.500	0.036
	Total	255	-	-		
Preparadness for training	Female	154	135.17	20815.50		
	Male	101	117.07	11824.50	6673.500	0.054
	Total	255	-	-		
Correct use of time	Female	154	123.99	19094.50		
	Male	101	134.11	13545.50	7159.500	0.281
	Total	255	-	-		

Mean rank values of teacher candidates' Kruskal Wallis H test results calculated with relation to training habits total and subscale scores based on their university are shown in Table 15. Significant differences are observed depending on the university variable (H_2=12.514, H_2=23.958, H_2=8.511, H_2=6.803, $P<0.05$). However no significant difference is observed between the scores in "correct use of time" subscale (H_2=5.213, $P>0.05$). As indicated in Table 15, the music teacher candidates, receiving education in MU, received the highest total training habits score calculated on the basis of the university variable. This was followed by ADU and BU students, respectively.

As shown in the table, the music teacher candidates receiving education in MU also received the highest "attaching value on training" subscale score which was calculated in relation to the university variable. They were respectively followed by ADU and BU students. As indicated in the table, the highest "interest and willingness" subscale score calculated on the basis of the university variable, belongs to ADU students. This university was followed by BU and MU, respectively. According to the table, the highest "preparedness for training" subscale score was received by MU students, who were followed by the students of ADU and BU, respectively. Distribution of music teacher candidates' individual instrument training habits, on the basis of high school graduation variable, is presented in Table 16.

Mean rank values of high-school-graduation-based Kruskal Wallis H Test results calculated in relation to the training habits total and subscale scores are shown in Table 16. According to the table, music teacher candidates' Training Habits Total and subscale scores do not differ significantly depending on their high school graduation (H_3=3.454, H_3=2.014, H_3=3.562, H_3=7.674, H_3=1.503, $p>0.05$). Distribution of music teacher candidates' individual instrument training habit total scores is shown in Table 17.

Table 14. School grade-based distribution of music teacher candidates' individual instrument training habit scores.

Variable	Grade	N	Mean rank	H	sd	P
Training habits total	1st grade	55	137.84			
	2nd grade	64	121.11			
	3rd grade	71	126.17	1.586	3	0.662
	4th grade	65	128.46			
	Total	255	-			
Attaching value on training	1st grade	55	150.40			
	2nd grade	64	113.72			
	3rd grade	71	126.77	7.659	3	0.054
	4th grade	65	124.45			
	Total	255	-			
Interest and willingness	1st grade	55	105.55			
	2nd grade	64	135.52			
	3rd grade	71	135.32	6.924	3	0.074
	4th grade	65	131.59			
	Total	255	-			
Preparedness for training	1st grade	55	135.56			
	2nd grade	64	117.00			
	3rd grade	71	127.78	2.283	3	0.516
	4th grade	65	132.67			
	Total	255	-			
Correct use of time	1st grade	55	120.86			
	2nd grade	64	136.16			
	3rd grade	71	132.58	2.189	3	0.534
	4th grade	65	120.99			
	Total	255	-			

Table 15. University-based distribution of music teacher candidates' training habit scores.

Variable	University	N	Mean rank	H	sd	P
Training habits total	ADU	95	122.10			
	BAU	84	112.68	12.514	2	0.002
	MU	76	152.31			
	Total	255	-			
Attaching value on training	ADU	95	113.52			
	BAU	84	113.02	23.958	2	0.000
	MU	76	162.66			
	Total	255	-			
Interest and willingness	ADU	95	137.73			
	BAU	84	135.23	8.511	2	0.014
	MU	76	107.86			
	Total	255	-			

Table 15. Cont'd.

Preparedness for training	ADU	95	126.53	6.803	2	0.033
	BAU	84	114.54			
	MU	76	144.72			
	Total	255	-			
Correct use of time	ADU	95	139.82	5.213	2	0.074
	BAU	84	127.21			
	MU	76	114.11			
	Total	255	-			

Table 16. Distribution of music teacher candidates' individual instrument training habits, depending on their high school graduation variable.

Variable	High school	N	Mean rank	H	sd	P
Training habit total	General high school	23	103.89	3.454	3	0.327
	Fine arts high school	203	131.83			
	Vocational high school	13	114.92			
	Anatolian high school	16	124.66			
	Total	255	-			
Attaching value on training	General high school	23	113.76	2.014	3	0.570
	Fine arts high school	203	131.26			
	Vocational high school	13	113.12			
	Anatolian high school	16	119.22			
	Total	255	-			
Interest and willingness	General high school	23	121.76	3.562	3	0.313
	Fine arts high school	203	126.42			
	Vocational high school	13	164.27			
	Anatolian high school	16	127.53			
	Total	255	-			
Preparedness for training	General high school	23	104.76	7.674	3	0.053
	Fine arts high school	203	134.00			
	Vocational high school	13	89.12			
	Anatolian high school	16	116.84			
	Total	255				
Correct use of time	General high school	23	124.63	1.503	3	0.682
	Fine arts high school	203	126.37			
	Vocational high school	13	150.15			
	Anatolian high school	16	135.47			
	Total	255	-			

Table 17. Distribution of music teacher candidates' individual instrument training habit total scores based on their individual istruments.

Variable	Individual Instrument	N	Mean rank	H	sd	P
Training habits total	Violin	71	127.38			
	Viola	21	123.64			
	Violoncello	20	146.90			
	Baglama	20	146.73			
	Flute	35	133.83	12.819	8	0.118
	Vocal	28	119.63			
	Guitar	30	106.82			
	Piano	21	106.24			
	Qanun	9	184.22			
	Total	255	-			

Table 18. Distribution of music teacher candidates training habits "attaching value on training" subscale scores based on the individual instrument variable.

Variable	Individual instrument	N	Mean rank	H	sd	P
Attaching value on training	Violin	71	123.54			
	Viola	21	116.55			
	Violoncello	20	139.10			
	Baglama	20	145.28			
	Flute	35	133.93	16.468	8	**0.036**
	Vocal	28	124.63			
	Guitar	30	122.17			
	Piano	21	97.19			
	Qanun	9	205.67			
	Total	255	-			

Teacher candidates' mean rank values for Kruskal Wallis H test results calculated with relation to their training habit total scores based on their individual instrument are shown in Table 17. As shown in the table, music teacher candidates' training habits total scores do not significantly differ depending on the individual instrument variable ($H_8=12.819$, $P>0.05$). Distribution of music teacher candidates' individual instrument training habits "attaching value on training" subscale scores based on the individual instrument variable are shown in Table 18.

The mean rank values of teacher candidates related to the training habits scale, "attaching value on training-preparedness for training" subscale results obtained from Kruskal Wallis H test based on individual instrument variable are shown in Table 18. As shown in the table, music teacher candidates' "attaching value on training-preparedness for training" subscale scores show a significant difference depending on the individual instrument variable ($H_8=16.468$, $P>0.05$). Accordingly, the highest "preparedness for training" score belongs to qanun players, which were followed by baglama and violoncello players respectively. Distribution of music teacher candidates' individual instrument training habits based on the university variable is shown in Table 19.

Teacher candidates' mean rank values calculated using Kruskal Wallis H test with relation to their training habits scale interest and willingness subscale scores based on the individual instrument variable are shown in Table 19. As indicated in the table, music teacher candidates' interest and willingness subscale scores do not display a statistically significant difference on the basis of their individual instrument ($H_8=2,799$, $P>0.05$). Distribution of music teacher candidates' instrument training habits scale preparedness for training subscale scores based on the individual instrument variable are shown in Table 20.

Teacher candidates' mean rank values related to their training habits scale-preparedness for training subscale scores calculated using Kruskal Wallis H test, are shown in Table 20. As indicated in the table, music teacher candidates' preparedness for training subscale scores exhibit a significant difference based on the individual instrument variable ($H_8=16.929$, $P<0.05$). In this regard, the highest preparedness for training subscale score was received by qanun players, which was respectively followed by baglama and violin players. Distribution of music teacher candidates' individual instrument training habits "correct use of time" subscale scores based on the individual instrument variable are shown in Table 21.

Teacher candidates' mean rank values calculated with relation to their training habits scale-correct use of time subscale scores using Kruskal Wallis H test based on their individual instrument, are shown in Table 21. As shown in the table, music teacher candidates "correct use of time" subscale scores do not significantly differ based on their individual instrument ($H_8=11.817$, $P>0.05$).

Findings and discussions related to the 4th sub-problem

The correlation scores between music teacher candidates' burnout, family support and traning habit scores are shown in Table 22.

Table 19. Distribution of music teacher candidates' training habits interest and willingness subscale scores based on the individual instrument variable.

Variable	Individual instrument	N	Mean rank	*H*	*sd*	*P*
	Violin	71	126.52			
	Viola	21	133.93			
	Violoncello	20	119.20			
	Baglama	20	122.05			
Interest and willingness	Flute	35	132.30	2.799	8	0.946
	Vocal	28	131.75			
	Guitar	30	129.53			
	Piano	21	139.24			
	Qanun	9	98.89			
	Total	255	-			

Table 20. Distribution of music teacher candidates' instrument training habits preparedness for training subscale scores based on the indivirual instrument variable.

Variable	Individual instrument	N	Mean rank	*H*	*sd*	*P*
	Violin	71	138.09			
	Viola	21	125.10			
	Violoncello	20	136.20			
	Baglama	20	144.43			
Preparedness for training	Flute	35	126.66	16.929	8	0.031
	Vocal	28	124.96			
	Guitar	30	86.68			
	Piano	21	116.95			
	Qanun	9	178.61			
	Total	255	-			

Table 21. Distribution of music teacher candidates' individual instrument training habits "correct use of time" subscale scores based on the individual instrument variable.

Variable	Individual Instrument	N	Mean rank	*H*	*sd*	*P*
	Violin	71	121.49			
	Viola	21	145.50			
	Violoncello	20	138.33			
	Baglama	20	125.13			
Correct use of time	Flute	35	126.11	11.817	8	0.160
	Vocal	28	103.16			
	Guitar	30	148.67			
	Piano	21	148.33			
	Qanun	9	90.28			
	Total	255	-			

Table 22 shows that, there is a significant low level (r=-0.203) negative correlation between music teacher candidates' burnout scores and family support scores (P<0.01). Also, there is a significant medium level (r=-0.342) negative correlation between music teacher candidates' burnout scores and their training habit scores (P<0.01), and there is a significant medium level (r=0.392) positive correlation between music teacher candidates' family support and training habits scores (P<0.01).

RESULTS

The following results was obtained regarding music

Table 22. The correlation scores between music teacher candidates' burnout, family support and traning habit scores.

Variable			Burnout	Family support	Tranining habits
Spearman's rho	Burnout	Correlation coefficient (r)	1.000	-0.203[**]	-0.342[**]
		P	.	0.001	0.000
		N	255	255	255
	Family support	Correlation coefficient (r)	-0.203[**]	1,000	0.392[**]
		P	0.001	.	0.000
		N	255	255	255
	Tranining habits	Correlation coefficient (r)	-0.342[**]	0.392[**]	1.000
		P	0.000	0.000	.
		N	255	255	255

**The correlation is at 0.01 significance level.

teacher candidates' burnout related with individual instrument training courses; burnout scores do not significantly differ based on their genders, school grades and high school graduations. However, their burnout scores differ depending on the university and individual instrument variables.

The highest burnout score belongs to the music teacher candidates receiving education in ADU. This was followed by BAU and MU students. The highest individual instrument burnout scores belong to the piano players, who were followed by viola and violing players respectively. The scores related to music teacher candidates family support scores, as the second sub-problem of the research, are as follows; family support total and subscale scores do not differ significantly based on students' gender. Contrary to this, significant results were obtained for the school grade, university, high school graduation and individual instrument variables.

The participants' family support total and family support sensitivity subscale scores do not differ significantly based on the student's school grade. On the contrary, the scores received from family support scale's family support involvement in the process subscale show a significant difference. According to this result, the highers family support involvement in the process subscale score was received by 3rd grade students, who were followed by 4th, 2nd, and 1st grade students, respectively.

The participants' family support sensitivity and family support involvement in the process subscale scores do now show a significant difference based on the university variable. However, there is a significant difference between their family support total scores. Accordingly the highers score was received by the music teacher candidates receiving education in ADU, who were followed by BAU and MU students.

The family support total and subscale (involvement in the process and sensitivity) scores received by the research sample significantly differ based on their high school graduation. In this regard, the music teacher candidates who graduated from fine arts high schools received higher scores than other graduates. This was followed by general High School, Anatolian High School and Vocational High School graduates.

Music teacher candidates' family support scale involvement in the process subscale scores show a significant difference based on the individual instrument variable. On the contrary, their total family support and family support sensitivity subscale scores differ significantly. Accordingly, the highest total family support score belongs to the music teacher candidates who play qanun. In the family support sensitivity subscale, the highest score was also received by music teacher candidates who play qanun. They were respectively followed by violoncello and viola players.

The participants' total training habits score and related subscale scores do not significantly differ based on their school grades and high school graduations. On the other hand, the scores they received from training habits scale and its subscales show a significant difference based on their gender, university and individual instrument variables. Female music teacher candidates' training habits scale – interest and willingness subscale are significantly higher than those of the male teacher candidates.

The sample group's attaching value on training, interest and willingness, and preparedness for training subscale scores, under the training habits scale, show significant difference on the basis of university variable. In this regard; the highest training habits score belongs to the students of MU. They were followed by ADU and BU students, respectively. In the "attaching value on training" subscale of the training habits scale, the highest score was received by the music teacher candidates who receive education in MU, who were followed by ADU and BU students.

The scores received by the participants from training habits scale significantly differ at the related subscales depending on their individual instruments. Accordingly,

the scores received by qanun player teacher candidates at "attaching value on training" and "preparedness for training" subscales significantly differ from the others. They were followed by baglama players and violoncello players in the "attaching value on training" subscale; and baglama players and violin players in the "preparedness for training" subscale.

Finally, a significant negative low level correlation was found between music teacher candidates' burnout scores and family support scores. Also, there is a significant negative medium level correlation between music teacher candidates' burnout scores and training habits scores, and a significant positive medium level correlation between their family support and training habits scores.

DISCUSSION

The participants' burnout scores do not show a significant difference based on their genders, school grades and the high schools they graduated from. Modern era requires people to be equipped with a variety of skills and vast knowledge to achieve success in various fields of life. New requirements have been demanded for job selection, at job applications and examinations as a result of the increasing population. To achieve these, people engage in an intense endeavor at an early age.

In this regard, participating students may have received identical burnout scores regardless of their variables, since all people are required to make the same effort to catch up with the era. The findings of the present research are supported with the related literature. In their research on doctors and nurses at the Medical Faculty of Ankara University, Sayıl et al. (1997) did not find a significant difference at the gender variable. Additionally, Avşaroğlu et al. (2005) did not detect a significant difference in a gender-based evaluation of technical teachers' burnout scores. On the other hand, it has been stated in several studies that, gender is not a significant variable in the case of teaching (Akın and Oğuz, 2010; Çelikkaleli, 2011; Ertürk and Keçecioğlu, 2012; Filiz, 2014). In contrary to this, it was reported in some of the studies (Budak and Sürgevil, 2005; Gündüz et al., 2012; Izgar and Yılmaz, 2000; Çapulcuoğlu and Gündüz, 2013; Ören and Türkoğlu, 2006; Balkıs et al., 2011; Otacıoğlu, 2008; Ay and Avşaroğlu, 2010; Karahan and Balat, 2011; Yeğin, 2014; Sencer and Gençdoğan, 2012; Çakmak and Şahin, 2017) that, gender is effective on burnout. In light of these, the present study is expected to contribute to the related literature as an original research.

In the research, music teacher candidates' burnout levels did not significantly differ based on their school grade. In many aspects, the structure of music teaching department differs from the other departments of faculties of education. Most of the provided courses, particularly instrument training, require a daily and systematic preparation. Accordingly, burnout scores amond different

school grades may not have differed. However, a significant difference between burnout scores was reported in many studies that evaluated burnout among different school grades (Gündüz et al., 2012; Çapulcuoğlu and Gündüz, 2013; Balkıs et al., 2011). This may be attributed to different sample groups and measurement tools of these studies.

The participants' burout scores do not significantly differ based on their high school graduations as well. This can be ascribed to the majority of high school graduates' opinion that they embark on a new life with university. Graduates of Fine Arts High Schools may regard four years of music teaching education as the next stage of their music education, and the graduates of other high schools may regard this period as the start of their music education. This finding is supported by Çavuşoğlu and Tümkaya (2010) research.

The participating music teacher candidates' burnout scores significantly differ based on their university education and the type of individual instrumenti they use. The highest burnout score for individual instrument variable was received by piano players. This can be attributed to piano's being an unportable musical instrument, thus preventing students from leaving their training environment. In addition, many of the music teacher candidates can not afford a piano thoroughout their education period due to its size and price. They are either obliged to stay at school for training or train at their piano-owner friends' houses. For such reasons they may have received higher burnout scores.

The second variable of the research was family support. Music teacher candidates' family support scores do not show a significant difference in a gender based evaluation. Their burnout scores significantly differ based on their school grades (at the famly support involvement in the process subscale), university education (total score), high school graduation (total score and all subscale scores), and individual musical instrument (total score and family support sensitivity subscale). Family support scores differed among many variables of the research. This is attributable to the fact that, many of the cognitive, affective and psycho-motor skills and knowledge acquired by individuals are initially developed in their family environment. Additionally, families differ from each other by the way they raise their children, also by their priorities and cultures. Such differences have a major effect on their children's preferences, skills and children's attitudes towards the professions they choose. For such reasons, family support scores may have differed for many variables.

Music teacher candidates' training habits do not show a significant difference based on the high schools they graduated from. No study on students' individual instrument training habits was encountered in the related literature. However, studies in which school grade variable was found to be effective on the training habits, are available (Aksu and Kurtuldu, 2015; Temelli and Kurt,

2010; Dural, 2008; Bay et al., 2005). This can be ascribed to different sample groups used in the research. Therefore, this research is expected to contribute to the literature. No significant difference was found between the participants training habit scores based on their high school graduation. Similar results are available in the literature (Aksu and Kurtuldu, 2015).

Research results also show that, music teacher candidates' training habit scores significantly differ based on their gender (at interest and willingness subscale), universities (at total scale, also attaching value on training, interest and willingness and preparedness for training subscales), and individual instruments (at attaching value on training and preparedness for training subscales). Among the participating music teacher candidates, the highest scores at the preparedness for training subscale of training habits scale was received by the students who play qanun. Qanun is a Turkish music instrument. Students may be motivated by its being an adopted, favored and preferred musical instrument by Turkish society, and accordingly they may have received higher training habit scores (at the preparedness for training scale) than other instrument players. Also, qanun players are not restricted with a fixed location for training, which in turn may result with higher preparedness for training scores.

Finally, there is a significant low level negative correlation between music teacher candidates' burnout and family support scores; a significant medium level negative correlation between their burnout and training habit scores; and a significant medium level positive correlation between their family support and training habit scores. This finding supports the general situation in daily lives of teacher candidates. Music teaching education involves heavy individual trainings and works. The moral and material support received from their families hold great importance for teacher candidates in achieving a successful and permanent musical performance. The positive significant correlation between the training habit and family support scores of students may have resulted from this situation.

RECOMMENDATIONS

The following recommendations are proposed in light of the obtained findings:

(1) New intra-class (methods, approaches and activities, etc.) or out-of-class (cultural and art activities, etc.) arrangements may be conducted with a view to minimize music teacher candidates' burnout feelings, and increase their motivations and attitudes.
(2) The efficiency of systematic training can be mentioned in courses, particularly instrument training courses.
(3) A new course with in-depth insight into training habits can be integrated in the curriculum for music teacher

candidates.
(4) Musicians who achived professional success can be invited as lecturer to universities within the scope of cultural activities. This way, a role model can be established for music teacher candidates.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Content analysis of Civic Education curriculum in senior secondary schools in Osun State, Nigeria

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This study investigated the extent of implementation of the Civic Education curriculum content in senior secondary schools in Osun State. It also determined the adequacy of curriculum content as provided in selected Civic Education textbooks in the schools. It finally assessed the adequacy, availability and utilization of the instructional facilities used for the teaching of Civic Education in schools. The study employed descriptive survey research design. The population of the study comprised Civic Education teachers, students, as well as textbooks and instructional facilities for the teaching and learning of Civic Education in secondary schools in Ife-Ijesha Senatorial District of Osun State. The sample consisted of 15 Civic Education teachers, 150 senior secondary school students and two selected Civic Education Textbooks in Osun State that were selected using multistage sampling technique. Three instruments were used for data collection. They are: Civic Education Textbook Content Checklist (CETC2), Teaching Assessments Form (TAF) and Instructional Facilities Checklist (IFC). Data collected were analyzed using frequency, percentage and One-Way ANOVA. The results showed that not less than 84.0% of the students agreed that the contents of Civic Education curriculum are relevant, whereas, percentage of students ranging from 85.3 to 100.0% indicated that the recommended textbook contents adequately covered the curriculum contents of Civic Education. The study concluded that Civic Education curriculum is well implemented in senior secondary schools classrooms in Osun State. Also, the selected Civic Education textbooks content are adequate to the senior secondary schools Civic Education curriculum in Osun State.

Key words: Content analysis, civic education, secondary schools.

INTRODUCTION

Education is a dynamic entity that requires dynamic approaches for actualization of its goal. It is a vital and indispensable factor to any form of development (Olarinoye, 2001; Offiah and Achufusi, 2010). Educated people who commit themselves to their community, an open-minded society, solidarity, and social equity is what civilized society needs. Civic Education refers to both formal and informal training given to the citizens to develop in them the knowledge, values and skills needed for effective participation in the political process and the civil society (Finkel, 2000). Civic and human rights education today encompasses world citizenship.

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Individuals are no longer only expected to be good citizens in their countries, but effective world citizens as well (Kezban, 2014). Therefore, the failure of Civic Education in schools might pose a negative effect on the attitude of the students. It is therefore not amazing, today, to see some of the Nigerian youths engaging in violence, non-tolerant attitudes and antisocial behaviour. This could be the reason why the Federal Government of Nigeria re-introduces Civic Education as a compulsory subject. According to Sam Egwu, the former Minister of Education, it is part of President Umaru Yar'Adua's 7-point reform agenda to focus towards the growth of the human capital development. The introduction of the Civic Education is to refocus and reposition the country to further realize her full inert potentials as envisioned by the founding leaders.

In the light of this, Nigerian school system will help to develop in the students' desirable social norms and national ethics. This is because primary and secondary school levels are the basic foundation for other stages of the education system upon which students will be taught the basic norm and ethics and become responsible adults for their own actions. Fan et al. (2008) revealed that Nigeria is facing many problems of which decline in education and cultural values is among with a very large proportions and some of these problems include antisocial activities, undemocratic behaviour, huge examination mal-practice and misconduct among learners, that are not in our characters. The socio-political and economic problems emanate majorly from loss of civic values and unpatriotic practices demonstrated by some Nigerian citizens.

Ajibade (2011) revealed that Civic Education is concerned with the democratic skills and values that citizens need to function effectively in participatory democracy towards civilization. Civic Education is capable of inducing those values, attitudes and skills that will enable the learner to live patriotic and democratic lives and contribute meaningfully to the progress of the nation (UNDP, 2004). Finkel (2000) reported that Civic Education aims at providing learners with useful information on their rights, responsibilities and requirements for political engagements with the purpose of enabling the citizens to make meaningful contribution to the political system. Curriculum refers to the lessons and academic contents taught in a school or in a specific course or program. In Education Reform (updated 2015), curriculum refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. It is important to note that while curriculum encompasses a wide variety of potential educational and instructional practices, educators often have a very precise, technical meaning in mind when they use the term. Most teachers spend a lot of time thinking about, studying, discussing, and analyzing curriculum, and many educators have acquired a specialist's expertise in curriculum development, that is, they know how to structure, organize and deliver lessons in ways that facilitate or accelerate student learning.

Civic Education is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. As one step of this education process, higher education has been assuming the mission to foster citizens with the spirit to lead. In a related sense, Civic Education is concerned with promoting understanding of the ideals of democracy and a reasoned commitment to its values and principles in a very realistic manner (Carter and Elshatain 1997). This could be done by making teaching of civic principles real and relevant to the child's environmental needs, situation and demands.

According to Adenipekun (2010), the new review senior secondary school education curriculum which include Civic Education and whose implementation commenced from September 2011 has placed big challenge on educators, especially secondary school teachers. The quality and competence of Civic Education teachers at the school level cannot be over emphasized. The National Policy on Education (2008) pointed out that "no educational system may rise above the quality of its teachers". For the implementation of every curriculum development, the teacher is the most important key. Civic Education teachers are expected to have good knowledge of civic and political concepts. Absolute knowledge of the subject will help to strengthen the teacher to explain and simplify the concept being taught to learners (Jibril and Abba, 2011).

The competence of a Civic Education teacher, to a large extent, depends on his knowledge of civic issues and concepts. This is because the teacher cannot teach effectively any concept that he is not well grounded in (Danjuma, 2005). There is no doubt that if a teacher does not have thorough knowledge of the subject matter, he/she is not an authority in the classroom (Adepoju, 2008). Adu, and Olatundun (2007), Ali (2009) and Akinsolu (2010) submitted that the availability of qualified teachers determines the performance and attitude of students in both school and society. However, the attainment of the objectives of Civic Education in Nigerian schools depends to a large extent on the effective implementation and teaching of civic concepts.

Statement of the problem

Education is the major instrument for civilization and

every nation aspiring to be civilized must invest in its educational sector. The neglect of Civic Education at the secondary school level may have effect on the behaviour of the secondary school students. It is therefore, not surprising, today to see some secondary school students engaging in indiscipline, antisocial behaviour, examination malpractice and violence. In line with this, the re-introduction of Civic Education in the new curriculum of secondary education may encourage morals and national ethics. However, the school breaks the content of the curriculum down into teachable units when the government provides the materials (textbooks and facilities) and select relevant teaching methods. The extent to which teachers in senior secondary school do these therefore require investigation; hence this study.

Purpose of the study

The purpose of the study is to determine the extent to which the Civic Education curriculum content is used in senior secondary schools in Osun State. Specifically, the objectives of the study are to:

1. Investigate students' assessment of relevance of the Civic Education curriculum contents;
2. Examine students' assessment of the adequacy of the curriculum contents as provided in selected Civic Education textbooks in schools;
3. Determine the availability and adequacy of the instructional facilities used for the teaching of Civic Education;
4. Determine level of quality of teachers' classroom curriculum contents implementation during teaching/ learning process and
5. Examine if there exists a significant difference in students' assessment of relevance of the Civic Education curriculum contents based on class level.

Research questions

1. Are the Civic Education curriculum contents relevant to students?
2. Are the Civic Education textbooks contents adequate in covering curriculum contents?
3. Are the instructional facilities used for the teaching of Civic Education available and adequate in schools?
4. What is the level of quality of teachers' classroom curriculum contents implementation during teaching/learning process?

Hypothesis

There is no significant difference in students' assessment of relevance of the Civic Education curriculum contents based on class level.

METHODOLOGY

The study adopted a descriptive survey research design. The population for this study comprised all Civic Education teachers, senior secondary school students, textbooks and instructional facilities in Ife-Ijesha Senatorial District of Osun State, Nigeria. The sample size consists of 15 Civic Education teachers and 150 secondary students selected using multistage sampling technique. Three Local Government Areas (LGAs) were selected using simple random sampling technique. Five senior secondary schools were also selected from each LGA using simple random sampling technique. One Civic Education teacher and ten students were selected from each school using simple random sampling technique. Two senior secondary school Civic Education textbooks were equally selected using simple random sampling technique.

Three research instruments were used for the study. These are Teaching Assessment Form (TAF), Civic Education Textbook Content Checklist for Teachers (CETC[2]) and Instructional Facilities Checklist (IFC). The TAF consisted of observable behaviours which were divided into six (6) basic sections namely: lesson plan, teaching aid, subject matter, presentation, class management and control, and teachers personality which were further simplified into various sections. These observable behaviours were also rated from 0-5 and were awarded by the researcher. The TAF was used to examine the extent to which the Civic Education curriculum is being implemented. It was divided into 6 sections– A, B, C, D, E and F, indicating different observable behaviours and were rated. The minimum obtainable score is three (3) while the maximum obtainable score is 15. Also, the Civic Education Textbook Content Checklist (CEC[2]) was used to sort information about adequacy of the Civic Education textbook to the Civic Education Curriculum. Textbook content analysis was used to determine the adequacy of the curriculum content in the textbook that is being used. Instructional Facilities Checklist (IFC) consisted of a list of recommended materials for teaching of Civic Education; this was adapted from the 9-Year Civic Education Curriculum. The IFC was used to take an inventory on the availability, adequacy and utilization of instructional facilities for teaching Civic Education. The data collected were analyzed using frequency count, percentage and One-Way ANOVA.

RESULTS

Research question one: Are the civic education curriculum contents relevant to students?

Table 1 shows students' assessment of relevance or otherwise of the Civic Education curriculum contents. It can be observed that majority of the students indicated that all the contents of Civic Education curriculum are relevant. This is shown as none of the contents of the topic in the curriculum received a score less than 84.0%. The Table revealed that topics like HIV/AIDS, our values, the major pillars of democracy, meaning and forms of political apathy, and rule of law respectively received 98.7, 98.7, 98.0, 97.3 and 96.7%. This is an indication that the vast majority of the students acknowledged that the Civic Education curriculum contents are relevant to them.

Research question two: Are the Civic Education textbooks contents adequate in covering curriculum contents?

Table 2 shows that 85.3% of the students indicated that

Table 1. Analysis of the relevancy of civic education curriculum contents.

S/N	Contents of the listed topics	Relevant		Not Relevant	
		N	%	N	%
1	Introduction to Civic Education	143	95.3	7	4.7
2	Our values	148	98.7	2	1.3
3	Information and communication technology	128	85.3	22	14.7
4	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV /AIDS)	148	98.7	2	1.3
5	Teenage pregnancy	132	88.0	18	12.0
6	Youth empowerment	136	90.7	14	9.3
7	Citizenship	134	89.3	16	10.7
8	Goals of citizenship education	147	98.0	3	2.0
9	Characteristics of democracy	144	96.0	6	4.0
10	The major pillars of democracy	147	98.0	3	2.0
11	Human rights	135	90.0	15	10.0
12	Responsibility of individuals, groups and government in Universal Declaration of Human Rights (UDHR)	140	93.3	10	6.7
13	Cultism	141	94.0	9	6.0
14	Orderliness	136	90.7	14	9.3
15	Respect for constituted authority	134	89.3	16	10.7
16	Capitalist democracy	145	96.7	5	3.3
17	Meaning and forms of political apathy	146	97.3	4	2.7
18	Importance of Citizenship Education	137	91.3	13	8.7
19	Meaning and forms of political apathy	143	95.3	7	4.7
20	Popular participation	135	90.0	15	10.0
21	Human Right	126	84.0	24	16.0
22	Drug use and abuse	138	92.0	12	8.0
23	Prevention of drug abuse	136	90.7	14	9.3
24	Drug law, enforcement and administration	135	90.0	15	10.0
25	Responsible parenthood	143	95.3	7	4.7
26	Traffic regulation	139	92.7	11	7.3
27	Interpersonal relations	132	88.0	18	12.0
28	Inter-communal relationship	127	84.7	23	15.3
29	Characteristics and categories of human right	136	90.7	14	9.3
30	Fighting political apathy	135	90.0	15	10.0
32	Public service	129	86.0	21	14.0
32	Democracy	140	93.3	10	6.7
33	Rule of Law	145	96.7	5	3.3
34	Constitutional democracy	135	90.0	15	10.0
35	Human trafficking	133	88.7	17	11.3

the recommended textbook contents adequately covered the curriculum contents of Civic Education.

Research question three: Are the instructional facilities used for the teaching of Civic Education available and adequate in schools?

Table 3 shows teachers' responses to the availability and adequacy of instructional facilities used for the teaching of Civic Education in secondary schools, indicating that all the expected instructional facilities were available with value ranging from 60.0 to 93.3%, except for duster which has 26.7%. On the other hand, the result on the adequacy of the instructional materials revealed that materials and facilities such as textbooks, teaching aids, and whiteboard/chalkboard in the classroom had 100.0% adequacy as indicated by the teachers, whereas, vocabulary and diagrams in the textbooks, and conducive classrooms were inadequate at 73.3 and 60.0%, respectively.

Table 2. Analysis of the adequacy of civic education curriculum contents.

S/N	Contents of the listed topics	Adequate		Not Adequate	
		N	%	N	%
1	Introduction to Civic Education	135	90.0	15	10.0
2	Our values	149	99.3	1	.7
3	Information and communication technology	136	90.7	14	9.3
4	HIV/AIDS	150	100.0	-	-
5	Teenage Pregnancy	138	92.0	12	8.0
6	Youth empowerment	141	94.0	9	6.0
7	Citizenship	141	94.0	9	6.0
8	Goals of Citizenship education	148	98.7	2	1.3
9	Characteristics of democracy	147	98.0	3	2.0
10	The major pillars of democracy	150	100.0	-	-
11	Human rights	137	91.3	13	8.7
12	Responsibility of individuals, groups and government in UDHR	144	96.0	6	4.0
13	Cultism	148	98.7	2	1.3
14	Orderliness	139	92.7	11	7.3
15	Respect for constituted authority	137	91.3	13	8.7
16	Capitalist democracy	146	97.3	4	2.7
17	Meaning and forms of political apathy	148	98.7	2	1.3
18	Importance of Citizenship Education	142	94.7	8	5.3
19	Meaning and forms of political apathy	146	97.3	4	2.7
20	Popular participation	146	97.3	4	2.7
21	Human Right	145	96.7	5	3.3
22	Drug use and Abuse	145	96.7	5	3.3
23	Prevention of drug abuse	146	97.3	4	2.7
24	Drug law, enforcement and administration	140	93.3	10	6.7
25	Responsible Parenthood	148	98.7	2	1.3
26	Traffic Regulation	148	98.7	2	1.3
27	Interpersonal Relations	144	96.0	6	4.0
28	Inter-communal relationship	128	85.3	22	14.7
29	Characteristics and categories of human right	143	95.3	7	4.7
30	Fighting political apathy	140	93.3	10	6.7
32	Public Service	146	97.3	4	2.7
32	Democracy	143	95.3	7	4.7
33	Rule of Law	142	94.7	8	5.3
34	Constitutional Democracy	144	96.0	6	4.0
35	Human Trafficking	144	96.0	6	4.0

Research Question Four: What is the level of quality of teachers' classroom curriculum contents implementation during teaching/learning process?

In order to answer this research question, teachers were scored on the contents/behaviour on TAF such that 0 was allotted to very low, 1 to low, 2 to moderate, 3 to high and 4 to very high. TAF has six sub-components with 20 items in all. The maximum score obtainable is 100. Therefore, scores of each teacher on these items and subcomponent were cumulated. In order to determine the level of quality of teachers' classroom curriculum contents

implementation during teaching/learning process, scores of 1-20 were described as very low, 21-40 as low, 41-60 as moderate, 61-80 as very high while scores of 81-100 were described as very high. The categories were then subjected to descriptive analysis. The results are presented in Tables 4 and 5.

Table 5 shows that 40.0% of the teachers had moderate quality of classroom curriculum contents implementation during teaching/learning process, while 60.0% had high quality. It is indicated in the result that the level of quality of classroom curriculum contents implementation during teaching/learning process of the teachers was high.

Table 3. Availability and adequacy of instructional facilities used for the teaching of civic education.

S/N	Instructional facilities	Yes		No		Adequate		Not adequate	
		N	%	N	%	N	%	N	%
1	Do you have adequate textbooks for the subject?	13	86.7	2	13.3	15	100.0	-	-
2	Are the textbooks adequate for use?	13	86.7	2	13.3	11	73.3	4	26.7
3	Are the textbooks in line with the curriculum contents?	12	80.0	3	20.0	10	66.7	5	33.3
4	Are the textbooks well utilized?	12	80.0	3	20.0	10	66.7	5	33.3
5	Are the textbooks available for easy purchase?	12	80.0	3	20.0	11	73.3	4	26.7
6	Are there available good textbooks as teaching aids?	9	60.0	6	40.0	15	100.0	-	-
7	Are the textbooks adequate for students from different backgrounds?	11	73.3	4	26.7	15	100.0	-	-
8	Are the vocabulary and diagram in the textbook adequate for students?	14	93.3	1	6.7	4	26.7	11	73.3
9	Is there available good whiteboard/chalkboard in the classroom?	14	87.5	2	12.5	15	100.0	-	-
10	Is the marker/chalk available for use in time?	13	86.7	2	13.3	8	53.3	7	46.7
11	Are dusters available for teachers in each class?	4	26.7	11	73.3	4	26.7	11	73.3
12	Is the classroom condition conducive for students to learn?	13	86.7	2	13.3	6	40.0	9	60.0
13	Are there adequate charts/pictures as instructional materials?	11	73.3	4	26.7	8	53.3	7	46.7
14	Are the charts/pictures adequately in line with the curriculum contents?	10	66.7	5	33.3	8	53.3	7	46.7
15	Are the charts/pictures adequate/easy for understanding of students?	12	80.0	3	20.0	8	53.3	7	46.7

Table 4. Level of quality of teachers' classroom curriculum contents implementation during teaching/learning process.

Teachers	Level of quality scores	Level of teacher's quality
1	57.00	Moderate
2	62.00	High
3	60.00	Moderate
4	58.00	Moderate
5	60.00	Moderate
6	62.00	High
7	51.00	Moderate
8	68.00	High
9	73.00	High
10	66.00	High
11	61.00	High
12	73.00	High
13	48.00	Moderate
14	70.00	High
15	65.00	High

Table 5. Summary of the result of level of quality of teachers' classroom curriculum contents implementation during teaching/learning process.

Level of teacher's quality	Frequency (f)	Percentage
Moderate	6	40.0
High	9	60.0
Total	15	100.0

Table 6. Difference in mean scores of students' assessment of relevance of the civic education curriculum contents based on class level.

Source of variance	Sum of squares	df	Mean square	F	Sig.
Between groups	1623.293	2	811.647		
Within groups	206180.900	147	1402.591	0.579	0.562
Total	207804.193	149			

Hypothesis

There is no significant difference in students' assessment of relevance of the Civic Education curriculum contents based on class level. In order to test this hypothesis, students' assessment scores on relevance of curriculum contents were cumulated and subject to a one-way analysis of variance using class level as differentiating factors. The result is presented in Table 6.

Table 6 shows that the mean squares between groups and within groups are 811.65 and 1402.591.90, respectively. These values yielded an F-value of 0.58, which is not significant at 0.05 levels. This implies that the observed differences in the mean scores of the SS1 to SS3 on relevance of the Civic Education curriculum contents are not statistically significant. This result shows that there is no significant difference in students' assessment of relevance of the Civic Education curriculum contents based on class level.

DISCUSSION

The finding of the study indicated the relevance of the contents of Civic Education curriculum as observed by the students. This is a good template for better performance as the learners who are the direct beneficiaries of the knowledge embedded in the curriculum acknowledged its contents to be appropriate and relevant to bring about the expected learning outcomes in them. This aligns with submission of Branson (1998) who stated that it is essential that the development of participatory skills begins in the earliest grades and that it continues throughout the course of schooling. The youngest pupils can learn to interact in small groups or committees, to pool information, exchange opinions or formulate plans of action commensurate with their maturity. They can learn to listen attentively, to question effectively, and to manage conflicts through mediation, compromise, or consensus-building. Students not only need to be prepared for such experiences, they need well planned, structured opportunities to reflect on their experiences under the guidance of knowledgeable and skillful mentors.

It was also revealed that the recommended textbook contents adequately covered the curriculum contents of Civic Education. This is not surprising because in time

past, Civic Education was squeezed into Social Studies curriculum which also reflected in the textbooks used. In the findings of Nwaubani and Azuh (2014), they discovered that contents or themes directly related to Civic Education are not adequately reflected in the Basic education Social Studies curricula with exception of the upper basic level (JSS 1-3) which seem to have more civic issues. However, the findings uphold that of Katz (1989) who found out that the contents of the Civic Education curriculum were carefully planned to take adequate care of students need about civility in the society.

On the availability and adequacy, the findings showed that the instructional facilities used for the teaching of Civic Education in secondary schools were available and adequate. Ehiametalor (2011) argued that school facilities are the operational inputs of every instructional programme. Ivowi (2004) noted that to ensure that curriculum is effectively implemented, infrastructural facilities, equipment, tools and materials must be provided sufficiently. Nwagu (2004) affirmed that quality of education that our children receive bear direct relevance to the availability and lack of physical facilities and overall atmosphere in which learning take place. Emetarom (2003) asserted that school facilities can be said to be the physical and spatial enablers of teaching and learning which will increase the production and attainment of desired results. On the other hand, vocabulary and diagrams in the textbooks, and conducive classrooms were found to be inadequate. These facilities are equally important to facilitate teaching and learning as revealed in the studies. United States District of Education (2002) reported that school buildings that can adequately provide a good learning environment are essential for students' success. In a study of high schools in Nepal, India, Subedi (2003) found a significant relationship between students' achievement and the availability and use of physical and material resources. Other studies (Okebukola, 2005; Okunola, 2005; Agusiobo, 2004) indicated that the availability of resources is an important variable in student learning.

The results equally revealed that the level of quality of teachers' classroom curriculum contents implementation during teaching/learning process was high and encouraging. This result showed that there is no significant difference in students' assessment of relevance of the Civic Education curriculum contents based on

class level.

Conclusion

It is noticeable from the study that Civic Education curriculum is well implemented in senior secondary schools in Osun State. Also, it is clear from the study that the selected Civic Education textbooks contents are adequate and are in line with the curriculum. Finally, it is concluded that instructional facilities for teaching Civic Education are quite available in the schools in the study area.

RECOMMENDATIONS

Based on the findings of the study above, the following recommendations were therefore made:

1. All Civic Education textbooks used for teaching students need to be periodically revised with a view to making them have acceptable content validity and enrich them in terms of content and chapter summary. A good chapter summary promotes a more permanent learning and transfer.
2. Selection and recommendation of Civic Education textbook for teaching and learning should be done by experts such as civic teachers, curriculum experts, parastatals like SUBEB, SEB, library and scholarship boards based on acceptable criteria.
3. All Civic Education textbook should be properly evaluated before recommending them to any class level with particular attention paid to content and chapter summary of the textbooks for intended class level.
4. There is need to re-orient the Civic Education teachers and indeed all social science teachers on the provision and utilization of instructional materials.
5. Government should pay more attention on education and provision of instructional materials for teaching and learning.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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The world Islamic sciences and education university students' attitudes towards the inclusion of handicapped students within campus main stream

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This study aims to examine the World Islamic Sciences and Education University students' attitude toward the inclusion of handicapped students within the university environment. The sample of the study consists of 247 male and female undergraduate students of the World Islamic and Education University at the academic year 2017/2018. To achieve the objectives of the study, a valid and reliable scale of World Islamic University students' attitudes toward special needs students' inclusion in campus was prepared and applied. The data analysis revealed that the level of the attitudes of World Islamic University students toward handicapped students' inclusion within campus was medium. The study findings revealed that there was a statistically significant difference in the participants' attitudes toward the handicapped inclusion in the mainstream of World Islamic University based on gender in favor of male students; and there were statistically significant differences based on academic level in favor of third and fourth year students regarding the inclusion of handicapped in the mainstream campus. In addition, there is a statistically significant difference in students' attitudes based on faculty variable. The study findings revealed there are no statistically significant differences in students' attitude based on social status variable.

Key words: College students' attitude, inclusion, handicapped.

INTRODUCTION

Modern educational trends and practices emphasize the right of handicapped students to receive education at different levels based on the principle of they having equal opportunity with normal students, despite the individual differences between them.

As a result, inclusion has become a common and wide spread educational practice that meets the needs of these handicapped students. International laws have affirmed the right of equality and justice for people with disabilities. Examples of this are Education for All Act, which was raised by United Nations Educational, Scientific and Cultural Organisation (UNESCO).

The laws which have been enacted by many countries around the world have played a role in increasing the interest in higher education for handicapped students and increasing the number of handicapped persons enrolled in universities (Healey et al., 2006). In the United States, for example, Article 504 of the Rehabilitation Act of 1973

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and the Americans handicapped Act (ADA) in 1990 provided formally for the full rights of handicapped students to study in universities and higher institutions (Cook et al., 2009).

However, the application of the aforementioned acts may lead to a clash to the extent of accepting individuals and their attitudes towards higher education along with their level of success or failure. Therefore, the issue of attitudes and study have become one of the most important issues in handicapped education. This is because the success of any attitude that seeks to integrate handicapped people into mainstream environment is influenced by the attitudes of normal individuals towards handicapped which may be either negative or positive. Thus, negative attitude towards such students is the most serious obstacles to the handicapped progress in all fields. This negative attitude has its roots deep in history; it extends far back to the days of the Greeks and Romans. It has been isolated or eradicated; also negative names are used for them and they are deprived of their basic rights (Baker et al., 2012).

In this regard, Maggiolini and Molteni (2013) confirm that handicapped students in universities are stigmatized and stereotyped; such students are subjected to vulnerability, illness, compassion, and normal students feel discomfort, anxiety and depression when they are around them.

Baker et al. (2012) argue that some of the problems that hinder the process of educating handicapped people are those problems in universities that are in the form of stereotypical thinking of students and teachers towards this class of students. This type of thinking is accompanied by the negative attitudes and low expectations of their performance, lack of knowledge of their needs and the sensitivity of meeting those needs.

The concepts of attitudes vary and come in different types. Cooper and Haney (1999) have defined attitude as the tendency of individual to behave either in a positive or negative way towards something, which may be a person, group or idea. Wade and Tavris (2005) define attitude as the tendency to respond to something; it is not a behavior, rather a condition that takes place before behavior. Al Makhzoumi (2001) points out in this regard, attitude is a state of mental or cognitive situation or a stand that a person develops towards a certain thing or a given subject whether by acceptance, rejection or being neutral. Sultan (2003) sees attitude as a complex mental and cognitive process which tends to relatively and steadily tilts toward things or individuals.

Anderson (2005) points out to attitude as what individual expresses in orderly and coherent manner that is characterized by consistency and sustainability. Abdullah (2007) stated that the three-way attitude consists of a cognitive component that includes the information and beliefs acquired by the individual towards the subject of direction, an emotional component related to an individual's impact on the subject of direction, and a behavioral component that reflects the behavior of an individual towards the subject of direction. And this is what drives the individual to act in a certain way when confronted with the subject of this attitude, and that attitudes are acquired and not inherited.

Attitudes are categorized into three forms: Positive attitudes are acceptance of the individual; negative attitude is the rejection of something and neutral attitude is the difference in the position of the individual between acceptance or rejection; attitudes vary in intensity and weakness (Nassar and Hassan, 2007). Al-Khatib and Al-Hadidi (2011) believe that the idea of handicapped students' inclusion within ordinary students is the result of various factors: first, the handicapped students need to obtain their right to education, the second is the difficulty of providing special institutions for handicapped students, the third is the result of positive inclusion, whether economic, educational, psychological or social, both for an individual or a community.

Hassan (2017) saw that inclusion helps in fulfilling equivalent education to all students regardless of their abilities; it gives handicapped students the opportunities to blend socially and get involved in the business environment later. It helps parents of handicapped children to deal with them as normal children and get rid of negative feelings toward them. It modifies the ways members of the society in particular those in instructional and educational institutions behave toward handicapped students through recognizing their potential.

Saeed (2017) saw that the inclusion has benefits for the teachers themselves that they become more efficient in using teaching methodologies to all students. From this stand point, inclusion offers the handicapped two major opportunities: normalization and full functional participation. Also inclusion is beneficiary to normal students by giving them life lessons and dignity through respect. Also Fahmi (2016) sees that handicapped they are minority members of the society; this exposes them to so many social and economic pressures. It develops emotional manifestations as minorities usually struggle to maintain their entity.

Helal (2016) indicated that the successful process of the inclusion depends on some aspects such as environmental and material equipment and providing the necessary laws and legislation to guarantee the right of the handicapped through care, welfare, and preparing students, teachers and supervisors to accept the idea of inclusion, in addition to providing positive trends toward the handicapped. Al-Maaytah (2010) lists the positive factors that can lead to the acceptance of the idea of integrating handicapped students with normal students: increase in the educational level of individuals, the society's awareness of the causes and types of disability and how to prevent them and refute superstitious beliefs around them.

In this regard, Saqer (2004) emphasizes that attitudes can be changed by helping the individual change his or

her response to a particular situation by replacing the old attitudes with the new direction. However, Mansi (2008) says that attitudes cannot be changed. However, studies have indicated that attitudes can be changed and modified by providing the individual with new information and influencing their emotional experience. Zahran (2005) argues that attitudes can be changed and modified by increasing the pro-direction effects and reducing the adverse effects of the attitudes; but if the pro-change and adverse effects of the change are equal, the balance will be stabilized and unchanged.

The importance of knowing the community's attitudes towards disability is the success of specialized programs in behavioral change, the preparation of counseling programs for persons with disabilities, and the development of positive attitudes towards disability and the continuous awareness of these positive concepts and trends. In this context, many studies have found a direct correlation between the attitudes of students and university staff and the entire university system towards supporting handicapped students, their success rate in higher education (Dy, 2005; Hong and Himmel, 2009).

Raley (2007) believes that new university students, if they do not feel affiliated with the institution after the first eight weeks of the study are likely to leave school. For example, Hagendorn (2005) noted that a number of handicapped students at university had postponed the study several times, some of them moved to smaller universities, and some others have left permanently because of factors related to discrimination against handicapped students, and others related to low achievement. Osegura and Rhee (2009) add that the inability of secondary schools to prepare handicapped students is one of the main reasons why they do not complete university education.

Amer (2016) added that universities have to form positive trends among students who enrolled in instructional and educational specializations toward the handicapped, since those students will be teachers in the near future, and the earlier they form these positive trends, the sooner their students will receive them through disciplines which focus on identifying the handicapped and their special needs. Lavonna (2018) added that the universities have to develop positive trends toward the handicapped students in order to contribute in producing psychologically healthy students and be open-minded to others regardless of abilities and capabilities.

In this domain Mohammad (2017) affirmed that the school has a crucial role in creating positive trends among students toward the handicapped though the educational curricula and the teacher's role in showing respect toward handicapped students. A number of studies have been conducted to identify attitudes towards individuals with disabilities, including the study of the attitudes of school students or university towards the handicapped or their inclusion into the school

environment, including the aim of studying the impact of training programs on changing the attitudes of students towards the handicapped. This study examines the attitudes of students towards handicapped with ordinary students in university environment.

Gerry et al. (2015) conducted a study aimed at investigating the attitudes of students at a Turkish university toward their fellow handicapped students. The researchers developed a scale that was answered by 1766 students studying at the Faculty of Education and Health. The results revealed that the majority of students agree that handicapped students face discrimination in Turkish society; however, they face now less discrimination ten years ago. The vast majority of students has no information about the laws, legislation and regulations governing handicapped persons and do not know that prejudice against handicapped persons is a crime punishable by Turkish law. In contrast, the results showed that students in rural and low-income environments had higher positive attitudes than other students in urban areas.

Al-Khawalda (2014) conducted a study aimed at identifying the attitudes of Hail University students towards handicapped people in Saudi Arabia and its relation to gender and academic majoring. The study sample consisted of 418 students. The study used attitude scale towards handicapped people. The results indicated that there were statistically significant differences in the gender variable in favor of female students and differences in the major variable in favor of the students of the Faculty of Education.

In this context, Bruder and Mogro-Wilson (2014) conducted a study aimed at understanding the attitudes, beliefs and information of students and staff at Northeastern University about handicapped and handicapped students. Overall, the researchers found that students and staff had positive attitudes towards dealing with handicapped students, but there was little and limited interaction with handicapped students. Faculty members and students reported that they feel embarrassed and are compassionate when dealing with handicapped students at the university; university staff have little knowledge of the needs and rights of handicapped students on campus.

Al- Mbaideen (2014) investigated the effectiveness of information program in changing the attitudes of university students towards handicapped persons in Jordan. The study sample consisted of 1824 students from the University of Jordan and the Hashemite University who listen to radio broadcasting. Empirical group consists of 912 students and control group of 912 students. The tools of the study were radio program and a measure of attitudes towards handicapped persons. The scale was applied to the sample of the study before the broadcast of the radio program and after its broadcast. The results indicated the effectiveness of the media program in changing the attitudes of university

students particularly handicapped in favor of the experimental group, and the results indicated that there were statistically significant differences that are attributable to the program on the gender variable in favor of females, and statistically significant differences due to specialization variable in favor of faculty of sciences students.

Abdullah and Al-Dwairi (2013) study aimed at identifying the attitudes of Irbid National University students toward handicapped people based on their gender, specialization and level of study in Jordan. The sample of this study consisted of 93 male and female students. The results showed that there are positive attitudes toward handicapped people. And there were no statistically significant differences of the variables of gender, specialization and the level of study.

Al-Sarayra and Al-Sha'lan (2011) study aimed to identify the attitudes of the students of Mu'tah University toward the handicapped students based on their academic level and students' specialization. Sample of the study consisted of 210 students from the first and last year students in each major. The results indicate that there are statistically significant differences due to the level of the students in the last year and the existence of differences of statistical significance due to the specialization of the students in special education.

Other studies that examined the attitudes, beliefs and practices of university faculties towards handicapped students were conducted by Miri et al. (2008), who developed a scale that was answered by 192 faculty members from private university colleges. The results showed that female teachers compared with males counterparts were more willing to deal with and support handicapped students. They also had more information on disability and more likely to devote part of their time to this group of students. Overall, however, all teachers had positive expectations of the abilities of handicapped students and were willing to make simple compromises for such students. At the same time, faculty members need to receive additional information in order to provide appropriate teaching and examinations to handicapped students. Johnston and Dixon (2006) examined the impact of a training program on the development of the attitudes of the students of the second year nursing school represented by a sample of 379 students. The study showed significant differences between male and female students in this regard.

The study conducted by Rahal (2005) consisted of 204 students from the faculties of education, medical, and literature at Al-Baath University in Syria, and proper tools were developed for this purpose. The results indicate that there are moderate attitudes among the students of Al-Baath University towards the handicapped. The results also indicate that there are statistical differences on the gender variable in favor of females. The results also indicate that there are no differences in the attitudes of the students towards handicapped students according to

their specialization and those students who have relationship with handicapped people and those who do not have relationship with handicapped students.

Al-Batayneh and Al-Jarrah (2005) examined the nature of the attitudes of Yarmouk University students towards the handicapped and examined the relationship between these attitudes with several variables: gender, level of study, cumulative average, specialization and place of residence. The sample of the study consisted of 340 male and female first degree students of Yarmouk University in Jordan. The study tool was a questionnaire prepared by the researchers. Results of the study indicated that the attitudes of the Yarmouk University students were positive and the results showed that there are statistically significant differences in gender variable in favor of female students, academic level, fourth year students, majors and students of literary majors. The results also indicate that there are no statistically significant differences due to the variables of the cumulative rate and place of residence.

Palmer and Tervo (2002) conducted a study aimed at revealing the attitudes of students of the American and Canadian universities' medical school towards handicapped people and their relationship and gender variable. The study sample consisted of 90 students, 45 from US universities and 45 from Canadian universities. The results of the study showed that the attitudes of American and Canadian university students towards handicapped were positive. The results also showed statistically significant differences in gender variable in favor of females.

The study problem

Theoretical literature, studies and previous research have confirmed the right of handicapped students to be integrated in education within normal educational environment at all levels, but these studies indicated that the success of the inclusion of handicapped students with ordinary students in normal environment depends on several factors, including the issue of attitudes. Positive attitudes of individuals affect the success of the inclusion process and enhance the self-confidence of the handicapped, while negative attitudes of rejection, ridicule, avoidance, alienation or inferiority towards handicapped students will be a barrier to successful inclusion of handicapped students.

Previous studies on attitudes in the inclusion of handicapped students into the environment have mainly addressed the issue of attitudes
from the inclusion of handicapped people in the school
environment perspective; therefore this study is designed to detect attitudes in the World Islamic Sciences University students towards handicapped student's inclusion with normal students in university environment. Specifically, this study sought to answer the following

two main questions:

Question 1: What are the attitudes of World Islamic Sciences University students towards handicapped students' inclusion with normal students at World Islamic Sciences University?

Question 2: Are there statistically significant differences at p≤ 0.05 in the attitudes of the students of the World Islamic University towards the inclusion of handicapped students with normal students at the World Islamic Sciences University based on gender, college level, marital status, and faculty?

Objectives of the study

The aim of this study is to identify the attitudes of the students of the World Islamic Sciences University towards the inclusion of handicapped students with ordinary students in the university environment. This study also revealed the differences in the attitudes of students towards the inclusion of handicapped students into the mainstream of normal students in the university environment based on different variables.

The importance of the study

The importance of this study stems from the theoretical part which deals with the subject that is considered to be scarce and crucial in educational studies, for the best knowledge of the researcher. The study investigates the attitudes of university students towards handicapped students' inclusion into the main stream. This stage is considered to be very important in the lives of handicapped students who are able to carry out life functions, acquire education like normal students, accept and enjoy the moral standards of high level of growth and maturity which are appropriate for this stage in their higher studies journey. This study will help us detect previous and subsequent attitudes to current stage as current attitudes are associated with their previous and subsequent attitudes towards the handicapped. These attitudes will not come from a vacuum. The importance of this study lies in its practical aspect which carries possibility of developing training programs to minimize negative attitudes - If any - towards the handicapped students' inclusion, as well as to overcome obstacles and difficulties which hinder their inclusion into the university environment- academically and socially.

Procedural definitions

Attitude

Is the degree obtained by the students on the study of the attitude scale of World Islamic sciences University students developed by the researcher. It is a tool utilized to measure normal students' attitudes towards handicapped students' inclusion in university environment.

Students of the World Islamic Sciences University

All male and female students officially enrolled in the bachelor program at the World Islamic Sciences University in Jordan during the first semester of the academic year 2017 to 2018.

Handicapped students' inclusion

This process seeks the intergration of handicapped students who suffer from hearing, visual, and motor or speech impairments with normal students. The inclusion is both academic and social.

MATERIALS AND METHODS

The study aimed at identifying the World Islamic University students' attitude toward the inclusion of handicapped students within the university environment. To fulfil this aim the quantitative research method was applied using the descriptive survey; for being appropriate for the subject of the study. Abbiadat et al., (2016) affirmed that descriptive survey is a method in research; it is done by collecting data and information about certain phenomena or facts for the sake of identifying the situations surrounding them and knowing more about their points of strength and weakness.

Study population

The study population consisted of all the bachelor's degree students of the World Islamic Sciences University in Jordan and those who were registered officially during the first semester of the academic year 2017 to 2018. Total number of the study's population reaches up to 3412 students distributed in nine faculties of which two colleges were established earlier this year. The current study took place in 2017, which are the two faculties of Fiqh Al- Hanafi and Fiqh Al-Shafei. Table 1 shows the distribution of the study population by university faculties.

Study sample

The sample of the study consists of 247 male and female students of the World Islamic Sciences University in Jordan in 2017 / 2018 academic year. The sample is equal to 7.24% to the population of the study. Participants were chosen randomly via stratified sampling approach: 139 male stud and 108 female students from all faculties of the university (Table 2).

Study instrument

The researcher developed a study tool after a preliminary reference to some theoretical literature and previous studies including that of Girli et al. (2015), Al - Khatib and al-Hadidi (2011), Murray et al.

Table 1. Distribution of members of the study population by university's faculties.

S/N	College	Count
1	Faculty of Sharia and Law	687
2	Faculty of Arts and Sciences	818
3	Faculty of Da'wa and Foundations of Religion	447
4	Faculty of Educational Sciences	307
5	Faculty of Fiqh Hanafi	77
6	Faculty of Fiqh Shafei	32
7	Faculty of Islamic Arts and Architecture	28
8	Faculty of Business and Finance	656
9	Faculty of Information technology	360
Total	Population of the Study	3412

Table 2. The distribution of the study sample according to the study variables.

Variable	Variable classification	Frequency	Percentage
Gender	Male	139	56.3
	Female	108	43.7
Level of study	First year and second year	105	42.5
	Third year and fourth year	142	57.5
Marital status	Single	190	76.9
	Married	57	23.1
Faculty	Faculty of Sharia and Law	44	17.8
	Faculty of Arts and Sciences	41	16.6
	Faculty of Dawa and Foundation of Religion	24	9.7
	Faculty of Educational Sciences	43	17.4
	Faculty of Fiqh Al- Hanafi	11	4.5
	Faculty of Fiqh Al-Shafei	9	3.6
	Faculty of Arts and Islamic Architecture	8	3.2
	Faculty of Business and Finance	40	16.2
	Faculty of information technology	27	11

(2008), Nassar al –Hassan (2007), Obani and Doherty (2002), Al-Batayneh and Jarrah (2005), Johnston and Dixon (2006) and Andersen (2005). This tool was designed to measure, in its initial form, two parts: First, demographic information of the variables of the study. The second consists of 29 items covering two dimensions: academic inclusion and social inclusion.

Scale validity

The scale validity is verified by the following:

Content validity

The scale was submitted in its initial form to a panel of ten faculty members who are experts in special education, counseling, and educational psychology. These referees expressed their opinion and remarks, reviewed and edited the language of the scale. Some items were rejected while others were modified until the number of items became 26 distributed equally to the two dimensions of the scale. Examples or rejected items: I believe it is impossible for me to marry my handicapped friend; I believe teachers deal with handicapped students with double standard.
Examples of modified items: I believe that handicapped students have the ability to pay attention, memorize, and recognize things as normal students do.

Scale reliability

To obtain scale consistency, researchers utilized two approaches:

Approach 1: Half-split method: consistency coefficient was computed through the use of Spearman-Brown equation; the

Table 3. Evidence of consistency for the study scale.

Number	Dimension	Cronbach Alpha
1	Academic Inclusion	0.75
2	Social Inclusion	0.77
Total		0.79

calculated coefficient was 0.863, which is an acceptable consistency coefficient.

Approach 2: internal consistency reliability through the use of Cronbach alpha coefficient; the value was 0.79 which is acceptable (Table 3).

Response means were classified into three categories (high, medium, low) according to the following equation: scale range/ number of categories = (5-1) /3 = 1.33. The categories are as follow:

(1) 1- 2.33 Low.
(2) 2.34- 3.67 medium.
(3) 3.68- 5 High.

Study variables

Independent variables: This study included the following four independent variables:

(1) Gender: Male and female.
(2) Marital status: Single and Married.
(3) Level of study: First and second years and third and fourth years.
(4) Faculty: Faculty of Educational Sciences, Faculty of Arts and Sciences, Faculty of Business and Finance, Faculty of Information Technology, Faculty of Arts and Islamic Architecture, Faculty of Sharia and Law, Faculty of Religion Foundations, Faculty of Fiqh Al- Hanafi and Faculty of Fiqh Al- Shafei.

Dependent variable: Attitudes of students of the World Islamic Sciences University.

Statistical analysis

The researcher used the statistical package for social sciences (SPSS) to perform the necessary analyses and statistics for the collected data, adopting the five-point estimates as follows: very low, low, moderately low, high, and very high. The following values were given 1, 2, 3, 4, 5, respectively. The scores were reversed with the negative items in the academic dimension where the negative items are 1, 2, 4, 5, 11, 12; negative items in the social dimension are 2, 3, 5, 6, 7 and 13. To answer the first question, means, standard deviations, rank and degree were used. To answer the second question, means, standard deviations, (T-Test) (One way ANOVA) and Schiffe test were used for dimensional comparisons.

RESULTS AND DISCUSSION

This section includes an overview of the findings of this study by answering its questions as follows:

Question 1: What are the World Islamic Sciences

University students' attitudes towards handicapped students' inclusion with normal students at World Islamic Sciences University?

To answer this question, means and standard deviations, rank and degree of students' attitude in the World Islamic Sciences University towards handicapped students' inclusion with normal students at the World Islamic Sciences University in general and for each scope of study tool in particular were calculated (Table 4). Table 4 shows that World Islamic Sciences University students' attitude toward handicapped students' inclusion with normal students at the university was medium, with means of 3.32 and standard deviation of 0.32; area of the tool was medium; the mean was between 3.36 - 3.28. In the first rank came "academic Inclusion" with means of 3.36, and standard deviation of 0.35. In the second and last rank came "social Inclusion" with means of 3.28 and standard deviation of 0.33. As for the items of each scope, the results are shown as follows:

Academic inclusion

Means, standard deviations, rank and degree were calculated for World Islamic Sciences University students' attitude towards handicapped student's inclusion with normal students (Table 5). Table 5 reveals that World Islamic Sciences University students' attitudes towards the inclusion of handicapped students with normal students at World Islamic Sciences University in the field of academic inclusion was moderate, with means of 3.36 and standard deviation of 0.35; items of this scope came medium except for one item whose means ranged between 3.68 -3.02. Item 12, which states that "Handicapped students need a lot of classroom adaptation" came in first place with means of 3.68 and a standard deviation of 0.87; it has high attitudes. In the second place came item 9 which states "A handicapped student can produce new and useful ideas that have an impact on their university environment" with means of 3.62 and standard deviation of 0.83; it has medium attitudes. Item 13 came before the last. It states that "Handicapped students can accomplish the tasks and duties required just like any other normal student"; it has mean of 3.10 and standard deviation of 0.95; it has medium attitudes. Item 2 came in the last place which states that "The capabilities and potential of handicapped students are limited"; it has mean of 3.02 and standard

Table 4. Means, standard deviations, ranks and degree of World Islamic Sciences University students' attitude towards handicapped students inclusion with normal students of the university in descending order.

Number	Scope	Means	standard deviation	Rank	Attitude
1	Academic Inclusion	3.36	0.35	1	Medium
2	Social Inclusion	3.28	0.33	2	Medium
Total score		3.32	0.32	-	Medium

Table 5. Means, standard deviations, rank and degree for students' attitudes World Islamic Sciences University towards handicapped students inclusion with ordinary students at the university for academic Inclusion items in descending order.

S/N	Item	Means	standard deviation	Rank	Attitude
12	Handicapped students need a lot of classroom adaptation	3.68	0.87	1	High
9	A handicapped student can produce new and useful ideas that have an impact on their university environment	3.62	0.83	2	Medium
7	Handicapped students have high motivation for the tasks required	3.59	0.87	3	Medium
3	Many handicapped students can excel in their field of specialization	3.52	0.93	4	Medium
6	Handicapped students have creative talents and abilities like other ordinary colleagues	3.49	0.89	5	Medium
1	Handicapped students pass the subjects they study because of the pity and sympathy of the teachers due to their disability	3.38	0.52	6	Medium
11	Handicapped students show irrational illusions of academic failure	3.33	0.73	7	Medium
5	Some students with disabilities, such as audio or visual impairment, need great help during university examinations, in order to succeed	3.31	0.81	8	Medium
10	Handicapped students seem to be fond of reading inside or outside the university library	3.24	0.95	9	Medium
4	Some disabilities (audio, visual) need, for example, much of the lecture time to understand what teachers are offering	3.23	0.91	10	Medium
8	Handicapped students have the ability to pay attention, remember, and recognize information as ordinary students do	3.19	0.92	11	Medium
13	Handicapped students can accomplish tasks and duties required like other ordinary students	3.10	0.95	12	Medium
2	The abilities and capabilities of handicapped students are limited	3.02	0.86	13	Medium
Academic Inclusion		3.36	0.35	-	Medium

deviation of 0.86; it has medium attitudes.

The social inclusion

Means, standard deviations, rank and degree were calculated for the World Islamic Sciences University students' attitude towards the inclusion of handicapped students with normal students at the World Islamic Sciences University. Items of this field are shown in Table 6.

Table 6 shows that the World Islamic Sciences University students' attitude towards handicapped students' inclusion with normal students' population for social inclusion scope was medium; it has means of 3.28 and standard deviation of 0.33. Item of this scope was medium whereas its mean was between 2.81 to 3.61.

Item 13 came in first place; it states "handicapped students constitute a burden to the university due to their inability to adapt to the university environment". It has mean of 3.61 and SD of 0.89; it has medium attitudes. Item 8 came in second place. It states that handicapped students are able to participate in university's activities; its mean is 3.56 and SD is 0.90; it has medium attitudes. The item before the last 4 states, "I prefer dealing with handicapped students"; item 12 states handicapped students have multiple skills that qualify them to adapt to the university; it has mean of 3.00 and two SDs of 0.83 and 0.78; it has medium attitudes. Item 7 came last: it states "my friendship with handicapped friend will be rejected by my family". It has mean of 2.81 and SD of 0.82; it has medium attitudes.

Results of this question revealed that World Islamic Sciences University students' attitude toward

Table 6. Means, standard deviations, rank and degree of World Islamic Sciences University students' attitude towards the inclusion of handicapped students with normal students at the university were calculated in descending order.

Number	Item	Means	standard deviation	Rank	Attitude
13	The handicapped student is a burden on the university because it requires adaptation and modification of the university environment	3.61	0.89	1	Medium
8	The handicapped student can participate in activities organized by the university	3.56	0.90	2	Medium
3	There are psychological barriers between me and my handicapped colleagues at the university	3.53	0.91	3	Medium
5	My handicapped colleague needs a lot of help so he can move forward	3.49	0.92	4	Medium
1	The ability of the handicapped to serve the community and others is great	3.47	0.92	5	Medium
10	Some handicapped students can build social relationships with their peers and ordinary colleagues	3.47	0.94	5	Medium
2	My handicapped colleague needs my help always, making it a burden on my mind	3.19	0.90	7	Medium
9	A handicapped student can perform university activities and participate in university trips	3.17	0.65	8	Medium
6	My friendship with me handicapped friend faces ridicule by my family.	3.15	0.89	9	Medium
11	Handicapped students have the ability to express themselves	3.15	0.88	9	Medium
4	I prefer dealing with handicapped students	3.00	0.83	11	Medium
12	Handicapped students have a lot of skills to adapt to the university environment	3.00	0.78	11	Medium
7	My friendship with my handicapped colleague faces the rejection by my family	2.81	0.82	13	Medium
Social Inclusion		3.28	0.33	-	Medium

handicapped students' inclusion with normal students were medium whether for total degree of the scale or for academic inclusion and social inclusion scopes. The researcher says the students' attitude is medium, that is not completely low and not too high. This means that students have cognitive, emotional, and behavioral awareness at medium level. All of these were gained by students' previous experiences which are neither sufficient nor bad. Thus, such students are in need of more study curriculum and training program in order to enhance their attitudes. In addition, students' medium attitudes are influenced by the society's attitudes at large. This means it is necessary to provide more awareness and guidance to the society at large; students' sub-education is influenced by several components such as the culture of the society at large.

These results are in line with the results of Abdullah and Dwairi (2012), Batayneh and Jarrah (2005) and Palmer and Tervo, (2002). These studies' results indicate that students' attitudes towards handicapped were positive, including that of Hassan (2017), Mohammad (2017), Helal (2016) and Amer (2016). However, this study's results differ from other studies such as Sarayra and Sha'lan (2011), which show that students' attitude towards handicapped were negative.

Question 2: Is there statistically significant variation at p ≤ 0.05 In World Islamic Sciences University based on gender, study level, marital status and college variables?

The answers to this question are as follows:

Gender variable

Means and SD for world Islamic Sciences University students' attitudes toward handicapped students' inclusion with normal student were calculated for gender variable. T- test was applied as shown in Table 7. Table 7 shows that there is statistically significant differences at p ≤0.05 for World Islamic Sciences University students' attitudes towards handicapped students' inclusion with normal students according to gender variable, based on computed T- value which is 2.345 and at α=0.020. Also, there are statistically significant variations at p ≤0.05 in two scopes according to gender variable and based on computed T- value; they are 2.062- 2.345 at α ≤-0.020 0.040 variation in favor of male students because their mean is higher than that of female students. It is possible to have this result due to the higher number of male students in the university than that of female students;

Table 7. Means and SD of World Islamic Sciences University students' attitudes towards handicapped students' inclusion according to gender variable.

Scope	Gender	Number	Means	Standard deviation	t- value	Level of significance P<
Academic inclusion	Male	139	3.41	0.37	2.345	0.020
	Female	108	3.31	0.31		
Social inclusion	Male	139	3.31	0.33	2.062	0.040
	Female	108	3.23	0.32		
Total degree	Male	139	3.36	0.33	2.345	0.020
	Female	108	3.27	0.29	-	-

Table 8. Means and SD of world Islamic Sciences University students' attitude towards handicapped students' inclusion.

Scope	Level	Size	Mean	standard deviation	t- value	Level of Significance
Academic inclusion	First year and second year	105	3.31	0.33	-2.082	0.038
	Third year and a fourth	142	3.40	0.35	-	-
Social inclusion	First year and second year	105	3.28	0.30	0.241	0.809
	Third year and a fourth	142	3.27	0.35		
Total degree	First year and second year	105	3.30	0.30	-1.007	0.315
	Third year and a fourth	142	3.34	0.33	-	-

thus, there is high level of male handicapped students' reaction and communication with normal female students in the university; this has led to an opportunity for normal male students to know much about handicapped students and their abilities, consequently their attitudes towards them has not been negative. The researcher was not able to find previous studies that agree with current study's results. Thus, it differs from that of Khawalda (2014), Rahal (2005), Johnston and Dixon (2006), Mbaideen (2014), Batayneh and Jarrah (2005), and palmer and Tervo (2002) in favor of female students. In addition, the current result differs from the results of Abdullah and Dwairi (2012); this one shows there are no differences in students' attitude based on gender variable

Study level variable

Means and SD of world Islamic Sciences University students' attitude towards handicapped students' inclusion with normal students at the World Islamic sciences University were calculated according to studies level variable; t-test was done (Table 8). Results as shown in Table 8 indicate that there are no statistically significant variations at p ≤ 0.05 for World Islamic Sciences University students' attitude towards handicapped students' inclusion with normal students according to student's study level variable, based on (t) value (1,007-)

and alpha level of 0.315. In addition, there are no statistically significant differences at p ≤ 0.05 in social inclusion scope according to student's study level variable, based on t value (0.241) and α 0.809;while there are differences in academic inclusion based on t value (-2.082) and α= 0.038.

These difference are in favor of 3rd and 4th year students, because their mean is higher than that of 1st and 2nd year students. Results show that the differences in academic inclusion scope are in favor of 3rd and 4th year students. This was attributed to the impact of time factor, in which several courses were studied by both normal and handicapped students. Consequently, it shows a real picture of their academic abilities and achievement. In addition, first and second year students did not have the opportunity to study with handicapped students. Regarding social inclusion, there is no variation according to study level variable. It could be due to the role of society and family in forming handicapped picture to the students. This shows that humans are reactive either as influencer or are being influenced on by their surroundings. This result agrees with the studies of Sarayra and Sha'lan (2011), Batayneh and Jarrah (2005), Mohammad (2017) and Amer (2016). These studies point out to variations in favor of 3rd and fourth year students. The current study has partial agreement with Abdullah and Dwairi (2012) study results which point that there are no differences based on students' study level variable.

Table 9. Means and standard deviations of World Islamic Sciences University normal students' attitudes toward handicapped students inclusion according to marital status variable.

Scope	Marital status	Number	Means	Standard deviation	T- value	Level of significance
Academic inclusion	Single	190	3.37	0.36	0.300	0.764
	Married	57	3.35	0.30	-	-
Social inclusion	Single	190	3.27	0.35	-0.345	0.730
	Married	57	3.29	0.27	-	-
Total degree	Single	190	3.32	0:34	-0.012	0.990
	Married	57	3.32	0:26	-	-

Marital status variable

Means and standard deviations for World Islamic Sciences University normal students' attitudes toward handicapped students inclusion according to marital status variable were computed. T-test was also done as shown in Table 9. Table 9 shows that there are no statistically significant differences at p ≤ 0.05 for World Islamic Sciences University students' attitudes toward handicapped students inclusion with normal students according to marital status variable based on calculated t value of -0.012 and the level of significance at 0.990. There are no statistically significant differences p ≤ 0.05 for the two scopes , according to marital status variable , calculated t value of -0.345 - 0.300 and level of significance between 0.730 - 0.764. The researcher explains that this is not due to the students' marital status; whether they are married or single, they receive the same university education, society and family give them the same culture. This creates relatively similar attitudes. There are no previous studies that address students ' attitudes based on this variable due to lack of studies on university students' attitude towards the inclusion of handicapped in university environment. This is what distinguishes this study from others.

Faculty variable

The means and standard deviations of World Islamic Sciences University normal students' attitudes toward handicapped students' inclusion in World Islamic Sciences University according to faculty variable were computed. T-test was administered as shown in Table 10.

Table 10 shows apparent differences between the mean of World Islamic Sciences University normal students' attitudes toward handicapped students inclusion in World Islamic Sciences University according to faculty variable; whereas students from the faculties of Sharia and Islamic law and Art and Architecture have mean of 3.52, which is the highest, followed by students of Fiqh Al Shafei faculty (3.50), and Faculty of Arts and

Science (3:47). The mean of Fiqh Al- Hanafi (3.12) was the last. In order to determine whether the differences between means are statistically significant at p ≤ 0.05, One way ANOVA analysis was applied .The results are shown in Table 11.

Table 11 shows there are statistically significant differences at p ≤ 0.05 of World Islamic Sciences University students' attitude towards handicapped students' inclusion with normal students at the World Islamic Sciences University according to faculty variable based on f value (8.558) and statistically significance at 0000 value. In addition, there are differences in the two scopes at f value (6.925-8.476) and 0000 value. In order to reveal the differences, Schiffe test was applied for dimensional comparisons, as shown in Table 12. It is seen in Table 12 that the difference in total degree was in favor of faculties of Sharia, Islamic Art and Architecture and Fiqh Al Shafei students compared to students of Fiqh Al- Hanafi, Educational Sciences, IT and Business and Finance Faculties; it is in favor of students of Art and Sciences faculty when compared with students of Fiqh Hanafi and Educational Sciences faculty. Those faculties' students have favorable results due to the following reasons: their students have studied academic courses that make them have positive attitudes, their environment contribute to the formation of positive attitudes in them, and these students interact with handicapped students and know their true potential thus their attitudes becomes more positive than their counterparts who have no dealing with disabled students.

The difference in academic inclusion was in favor of the faculties of Fiqh Al- Shafei and Arts, Sciences and Sharia when compared with the faculties of Fiqh Al Hanafi and Educational Science and Information Technology, and Business & Finance; in favor of the students of the Faculty of Islamic Art and Architecture when compared with the faculties of Fiqh Al Hanafi and Educational Science; in favor of the students of the Faculty of Dawa and Foundation of Religion when compared with the faculties of students of Fiqh Al Hanafi. This result is attributed to the fact that college students with favorable results have had previous experiences that make them have positive attitudes towards

Table 10. Means and standard deviations for World Islamic Sciences University normal students' attitudes toward handicapped students' inclusion in World Islamic Sciences University according to faculty variable.

Dimensions	Faculty	Number	Means	standard deviation
Academic Inclusion	Sharia law	44	3.53	0.36
	Arts and Science	41	3.54	0.27
	Educational Science	43	3.17	0.19
	Dawa and Foundations of Religion	24	3.46	0.45
	Fiqh Al- Hanafi	11	3.13	0.36
	Fiqh Al- Shafei	9	3:55	0.16
	Islamic Art and Architecture	8	3.50	0.18
	Business and Finance	40	3:23	0.28
	Information technology	27	3:23	0.37
	Total	247	3.36	0.35
Social Inclusion	Sharia law	44	3.48	0:26
	Arts and Science	41	3:35	0:31
	Educational Science	43	3.13	0.20
	Dawa and Foundation of Religion	24	3.27	0:39
	Fiqh Al- Hanafi	11	3.12	0.30
	Fiqh Al- Shafei	9	3.46	0.25
	Islamic Art and Architecture	8	3:55	0.21
	Business and Finance	40	3.16	0:34
	Information technology	27	3.15	0.37
	Total	247	3.28	0.33
Faculty degree	Sharia law	44	3.50	0.29
	Arts and Science	41	3.45	0.27
	Educational Science	43	3.15	0.14
	Dawa and Fundamentals of Religion	24	3.37	0.41
	Fiqh Al- Hanafi	11	3.13	0.32
	Fiqh Al- Shafei	9	3.50	0.19
	Islamic Art and Architecture	8	3.52	0.19
	Business & Finance	40	3.20	0.29
	Information technology	27	3.19	0.36
	Total	247	3.32	0.32

Table 11. One-way analysis (ANOVA) was conducted to find significance differences of World Islamic Sciences University students' attitude towards handicapped students according to faculty variable.

Scope	Source of variation	Sum squares	Degrees of freedom	squares means	F-value	level of significance
Academic inclusion	Between groups	6.556	8	0.819	8.467	0.000 *
	Within groups	23.036	238	0.097	-	-
	Overall	29.592	246	-	-	-
Social inclusion	Between groups	5.087	8	.636	6.925	0.000 *
	Within groups	21.855	238	0.092	-	-
	Overall	26.943	246	-	-	-
Total degree	Between groups	5.564	8	0.695	8.558	0.000 *
	Within groups	19.342	238	0.081	-	-
	Overall	24.906	246	-	-	-

*Statistically significant difference.

Table 12. Schiffe test for dimensional comparisons was calculated to find the difference significance of World Islamic Sciences University students' attitude towards handicapped students' inclusion with normal students at World Islamic Sciences University according to faculty variable.

Variable	Faculty	Means	Fiqh Al Shafei	Arts and Sciences	Sharia and law	Islamic Arts and Architecture	Da'wa and foundation of religion	Business and Finance	Information Technology	Educational Sciences	Fiqh Al-Hanafi
	-	-	3.55	3.54	3.53	3.50	3.46	3.23	3.23	3.17	3.13
	Fiqh Al Shafei	3.55	-	-	-	-	-	0.32*	0.32*	0.38*	0.42*
	Arts and Science	3.54	-	-	-	-	-	0.31*	0.31*	0.37*	0.41*
	Sharia and law	3.53	-	-	-	-	-	0.30*	0.30*	0.36*	0.40*
Academic Inclusion	Islamic Arts and Architecture	3.50	-	-	-	-	-	-	-	0.33*	0.37*
	Da'wa and foundation of Religion	3.46	-	-	-	-	-	-	-	-	0.33*
	Business & Finance	3.23	-	-	-	-	-	-	-	-	-
	Information Technology	3.23	-	-	-	-	-	-	-	-	-
	Educational Science	3.17	-	-	-	-	-	-	-	-	
	Fiqh Al- Hanafi	3.13	-	-	-	-	-	-	-	-	-

Variable	Faculty	Means	Islamic Arts and Architecture	Sharia and law	Fiqh al Shafei	Arts and Science	Da'wa and foundation of religion	Business and Finance	Information Technology	Educational Science	Fiqh Al-Hanafi
	-	-	3.55	3.48	3.46	3.35	3.27	3.16	3.15	3.13	3.12
	Islamic Arts and Architecture	3.55	-	-	-	-	-	0.39*	0.40*	0.42*	0.43*
	Sharia and law	3.48	-	-	-	-	-	0.32*	0.33*	0.35*	0.36*
	Fiqh-Al Shafei	3.46	-	-	-	-	-	0.30*	0.31*	0.33*	0.34*
Social Inclusion	Arts and Science	3.35	-	-	-	-	-	-	-	-	-
	Da'wa and Foundation of Religion	3.27	-	-	-	-	-	-	-	-	-
	Business & Finance	3.16	-	-	-	-	-	-	-	-	-
	Information Technology	3.15	-	-	-	-	-	-	-	-	-
	Educational Science	3.13	-	-	-	-	-	-	-	-	-
	Fiqh Al- Hanafi	3.12	-	-	-	-	-	-	-	-	-

Variable	Faculty	Means	Sharia and law	Islamic Arts and Architecture	Fiqh al Shafei	Arts and Science	Da'wa and foundation of religion	Business and Finance	Information Technology	Educational Science	Fiqh Al-Hanafi
	-	-	3.52	3.52	3.50	3.47	3.38	3.20	3.19	3.16	3.12
	Sharia and law	3.52	-	-	-	-	-	0.32*	0.33*	0.36*	0.40*
	Islamic Arts and Architecture	3.52	-	-	-	-	-	0.32*	0.33*	0.36*	0.40*
Total score	Fiqh Al Shafei	3.50	-	-	-	-	-	0.30*	0.31*	0.34*	0.38*
	Arts and Science	3.47	-	-	-	-	-	-	-	0.31*	0.35*
	Da'wa and foundation of religion	3.38	-	-	-	-	-	-	-	-	-
	Business and Finance	3.20	-	-	-	-	-	-	-	-	-
	Information Technology	3.19	-	-	-	-	-	-	-	-	-

Table 12. Contd.

Educational Science	3.16	-	-	-	-	-	-	-	-	-
Fiqh Al- Hanafi	3.12	-	-	-	-	-	-	-	-	-

Differences are statistically significant.

handicapped and also they have handicapped relatives or siblings and therefore have great sympathy for handicapped people.

The difference in social inclusion was in favor of the faculties of Islamic Art and Architecture and Law and Fiqh Al- Shafei when compared with faculties of Fiqh Al- Hanafi and Educational Sciences and Information Technology and Business and Finance. The students with good results have made friendship with handicapped people before now, have prior knowledge about handicapped students and have tolerant attitude towards them.

RECOMMENDATIONS

Based on the results of the study, the researcher recommends the following:

(1) Holding seminars and workshops especially in defining handicapped persons, investing in universities' broadcasts, and strengthening the role of universities in providing facilities and proper logistics to teach handicapped students.
(2) Adoption of compulsory courses on handicapped individuals by all university students.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Teachers' opinions of human resources management functions in private schools

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In this research, teachers' opinions are determined based on human resources management functions in a private school. The research determined study groups with a purposive sampling method which is conducted with a qualitative research design, in the academic year, 2016 to 2017. Six teachers who work in a private school in Famagusta in Turkish Republic of Northern Cyprus (TRNC) participated in the study. The research data were collected by using a structure interview form and analyzed by content analysis and qualitative descriptive model. Two different researchers looked at the data and found out similar key words, and then themes were formed. The similarity index for inter-rater reliability was found as 90%. This is acceptable for qualitative research between five-seven categories. According to the research, Human Resources Management Functions include employee (personal selection/staffing, training and development, planning, evaluation, rewarding) and functions for the organization. All these functions are valid in educational institutions. Human research functions are successfully applied at this school where teachers reflect positive feeling towards their works and behaviors. Besides, research scope can be expanded with principals, students and parents in the scope of the subject.

Key words: Human resources management, human resources management functions, teachers and private school.

INTRODUCTION

Today, the idea that plays a key role in achieving organizational success is unavoidable. Therefore, it affects the standards of human quality which are needed in organizations. According to Argon (2015), even though the matters are enough, organizations need quality, interrogative, cooperative, productive, innovator and problem-solving people (Topaç and Aydoğan, 2005).

Providing educational services and human factors to those who benefit from the service increases the importance of the source in educational intuitions day by day, because materials and resources used for educational purposes in such institutions cannot precede teaching staff working in the institutions. It is not possible for the individuals who are not motivated, and satisfied at work places to succeed and reach their goals at the institutions when there are no adequate materials in the

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working environment. Being a person is the main element of human resource management (HRM) and it is provided to establish desired working environment, contribute to the performance of employees and develop education in institutions (Argon, 2015).

An effective organization can be established through investments made in technology, research and development, tools and equipment. However, success and continuance requires more than these factors. It is an acknowledged fact of today's world that human and human resource is the factor leading to success or failure. Due to factors such as being influential on organizational performance, enabling the organization to rapidly reach its goals, competing successfully with other competitors, surviving unexpected environmental conditions (Cho, 2004), HRM is one of the leading factors in this process with the importance and value it gives to people.

Starting from the 1980s, the concept of personnel management was replaced by human sources management involving the meeting and developing of the knowledge, skills and needs of employees (Güler, 2006). Although these two concepts show similarities, HRM is considered as a more comprehensive phenomenon. In today's world, due to the changes and developments in the organization of employees, economy, employment, union rights and working life lead to the replacement of the term personnel management by HRM. Organizations implement various strategies in order to survive the competition and exhibit exceptional performance. Organizations with such goals aim to appoint right people to right positions and use their own resources, especially human resources in the most efficient and effective way possible (Kwasi, 2014).

Hence, with the awareness that the most effective competitive advantage is a good human resources management during the transition to information society, the concept of personnel management was replaced by human resources management (Erdemir, 2014). This new understanding, which represents a more modern approach towards personnel management, takes the human factor to the center of the organization and keeps it on the forefront (Tunçer, 2012).

Educational organizations and human resources management

In order for countries to reach contemporary levels, gain competitive advantage over other countries the human resource they possess is the most significant factor. It is the education system's duty to equip those people with the skills and features that will help them overcome today's problems (Türkmen, 2008).

Also, the productivity of educational organizations depend on human factor because human is the most efficient resource in today's world where information is on the foreground (Paksoy and Özbezek, 2013). It is crucial for the school, as a productive sub-system of education system, to continuously update its human resources and have a structure that can adapt to change (Argon and Demirer, 2015).

Educational organizations are influenced by the new developments in the society and administrators are expected to quickly adapt to those changes. It is an inevitable fact for schools, as dynamic systems, to experience changes and innovations (Taymaz, 2011). The primary duty of the school administration is to use the human and object resources available in the most effective way possible in accordance with the school objectives. The successful fulfillment of this duty depends on administrations appointing teachers considering their expectations and roles (Bursalıoğlu, 2012).

School, with its solidarity-centered nature, should create an effective educational setting by establishing a sense of "us" rather than "I-you" dichotomy. This situation requires the dominance of team spirit and the sense of us in all organizational relations (Başkan and Aydın, 2000; Saylan, 2013).

Naturally, putting human to the center suits the structure and goals of educational organizations. Productivity in educational organizations is achieved not through financial resource but via putting human to the center. Thus, the value of an organization is evaluated through its HRM. Management of educational organizations should use human resource for efficiency and productivity in accordance with organization's objectives (Argon, 2014). It is necessary to place the human resources unit of the school at production level to create a combination of harmony. It is needed to determine the number of teachers to be employed, select right people with the required knowledge, skills and abilities, identify the needs and meet them, evaluate the performance, train to improve skills, provide payment equal to employees' success and provide appropriate setting to help them fulfill their duties (Saylan, 2013).

One of the main components that make education meaningful and productive is the teacher. Teacher is the person who teaches, guides students, motivates them, tries to solve students' problems and has the academic knowledge and skills of their profession. A democratic management giving importance to people is required to make teachers happy individuals in their workplace, reveal the skills they have, actively use their potentials and meet organizational objectives. It is an important duty of the school administration to merge organizational objectives with individual goals. Teachers, who believe that their personal goals would be met, will identify with the organization by developing a sense of belonging and this will lead to higher awareness of professional productivity (Karaköse, 2005 as cited in ; Saylan, 2013).

It is possible for educational organizations to adapt to

today's conditions and develop only by equipping teachers with new skills and knowledge and administrations managing effectively. A variety of variables such as teachers being happy satisfied, motivated by their profession, their motivation and defining their personal needs and goals clearly are all under the responsibility of HRM. If a school's organizational culture places importance on people and the value of human resource is believed in, HRM can work successfully in that setting (Türkmen, 2008).

In a society with rapid developments and changes, schools need to make changes in terms of structure and function. In today's world, countries have turned into industrial societies. Hence, societies acknowledged that scientific information is growing rapidly. In this regard, changes like developments in communication tools, increased communication intensity should exist in school's structure and management understanding. Private schools have adapted to these changes more easily with the help of the physical conditions and financial opportunities they have.

Such schools place a lot of importance to technological developments along with foreign language education. They are in a leading position in education as they benefit from such developments, equip their classrooms with modern tools and gadgets which enable students to conduct all kinds of research and investigation and provide experiential learning. With the impact of these innovations in private schools, the role expected from teachers has changed as well. Teachers became not only the person to explain knowledge, but also to try and change students' behavior, act as a role-model for them, and exhibit behavior towards developing students' personality. In addition to all these, teachers form the symbol and institutional image of the organization they work for (Cent, 2007).

The main human resource of education system, thus the school, is education workers. Management of human resource is a management function needed to meet their physical, societal and psychological needs. The better this function is fulfilled by the administrators, the more teachers identify with and feel connected to their school. Such a commitment is a pre-requisite for fulfilling schools' objectives and maintaining its existence (Başaran, 2000; Cent, 2007).

One of the most important roles of HRM within an organization should be to analyze how teachers can work better together and increase their productivity by offering systems towards working together. Teachers feel proud to be a member of s school which encourages them to do better things, motivates them for personal development and fulfills their objectives (Ersen, 2003).

Functions of human resources management

All of the activities organized towards both the organization's effectiveness and the resource itself for the effective use of human resources, as an important force in reaching organizational goals, create HRM functions (Yüksel, 2000).

Organizations can clearly express their policies through these functions. While Kwasi (2014) suggests the functions of HRM under 5 dimensions as hiring of employees, rewarding them, their development, their relations and their guidance; Yüksel (2007) handles them under two categories as functions directed to the organization (union relations) and functions directed to human (supplying human resource, guiding it, developing it, and meeting the value of their effort). Administrators successfully implementing these functions bring organizational success along (Argon and Kaya, 2016).

Functions of HRM can be examined in five different ways as: determining and planning human resource; finding the position; training-development; inter-personal relations; motivation of employees; and rewarding (Karaca, 2009). The scope of recognizing function involves job analysis, job descriptions, and performance evaluation, work accidents that may occur in the organization, conducting investigations regarding personal lives of employees, monitoring human labor movements within and outside the organization.

In educational organizations, selecting the position is determining the human quality and quantity for future eras and designing of an appropriate program. It is the planning of upcoming years by considering which teacher will retire when and leave school, who can be promoted to manager and when or assume which teacher will leave school and when. Determining the position is a comprehensive process and it works to select the candidates that meet the pre-determined criteria and has the best potential among those who applied to the school for work (Açıkalın, 1994; Argon and Demirer 2015).

With the human resources practices, effective management of the school is possible and it should be determined through those practices who and why type of skills are needed for the successful implementation of instructional activities (Akyol, 2008; Argon and Demirer, 2015). Thus, school administrators who are responsible for school management in terms of HRM take on an important role (Dağlı and Uzunboylu, 2007). It is important from various dimensions to train school administrators in a way to overcome problems through change strategies formed in relation to education system by central administrations, and anticipate change as school and society-based (Şişman, 2014).

It is believed that school administrators should aim for information-based management style and teachers to be continuous learners and followers of changing information in order to make information effective, discover and use it properly in schools (Güçlü and Sotirofski, 2006). Educational organizations contribute to societal development. Hence, it is important for individuals responsible for the management of human

Table 1. Personal information of teachers participating in the study.

Variable		Frequency (f)
Gender	Female	6
Age	30 or below	5
	36-40 years	1
Professional experience	1-5 years	5
	16-20 years	1
Graduation field	Classroom teacher	1
	Subject teacher	5

resource in schools be competent HRM professionals (Argon and Demirer 2015).

METHODOLOGY

Research design

This study adopts qualitative design through qualitative descriptive model as it aims to investigate teachers' opinions regarding the applicability of HRM functions in a school. Qualitative research is considered as "a research strategy that usually emphasizes words rather than quantification in the collection and analysis of the data" (Bryman, 2004). According to Salkind (2006), "a case is a descriptive research method used to study an individual in a unique setting or situation in an intense manner".

Context, population and sample

Teachers are recruited in two stages: First, they have meeting with management and human resources and in this meeting teachers have to give their curriculum vitae (CV). If they are acceptable they have to give demo lesson approximately for forty minutes. Compared to the public school, the private school has more resistant building, safer playground, and their classrooms have smart boards where public schools do not have. It has full time education system, while public schools offer half-day education.

Six teachers participated voluntarily in the study. The study group of the research consists of teachers, who were selected through convenient sampling as one of the purposive sampling methods, working in a private school in Famagusta District. The study was conducted with six teachers who volunteered to participate in the study. The main understanding in this sampling method is the study of all situations that are convenient and easily accessible. In this regard, this method was preferred to provide the researcher with speed and easy implementation (Yıldırım and Şimşek, 2011). The personal information of the participating teachers is presented in Table 1.

The study involved six female teachers who differ from the other teachers in the school in terms of age, experience and subject-matter. Five of the six were subject teachers and the other was classroom teacher. Their ages ranged between thirty and forty; their years of teaching experience ranged between five to twenty years. Having a study group of contemporary and experienced participants in today's human resources management gives room to conduct a more in-depth analysis of the data available even with limited number of participants. Therefore, this study opted to work with six participants for more effective and detailed data analysis.

The present study was conducted at a private school in Famagusta in the Turkish Republic of Northern Cyprus (TRNC) during 2016 to 17 academic year. There are approximately twenty students in each classroom at the school. In the private school, a student learns basic knowledge of art in parallel with skill levels. They teach students how to think and expand their vision by doing brainstorming about the subject in the lesson. Within the academic period accompanied by perception, thinking, visual, aural and tactual actions, students express, imagine, research and personalize their observations, impressions, feelings and thoughts about environment. Also, the school has success in too many areas like sports, chess, music and art. Moreover, the school shows academically success within the writing competition between the other schools. The school which loves sport even in pre-school period, students meets the sport at the 3rd grade.

Data collection tool

The data for this study were collected through the structured interview forms developed by the researcher. Structured interview questions allow the researcher to compare and contrast the responses of different participants (Mackey and Gass, 2005). Such strictly controlled interviews enable the interviewee to focus on the target topic. There is little flexibility in the questions as the researcher follows a pre-prepared detailed interview guideline (Dörnyei, 2007). Relevant literature was thoroughly reviewed while forming the structure interview questions and expert academic opinions were asked for content validity. The questions of the structured interview are as follows:

(1) Is there a need for human resources unit in a private school? Please explain.
(2) What are your opinions regarding the functions of the human resources unit existing in your school?
(3) What do you think should be the functions of a human resources unit?

Structured interview forms have an open and clear focus in its almost natural conversational nature (Dörnyei, 2007). At the same time, it helps participants to write down their thoughts and ideas. In this regard, participants were asked to explain their ideas in written form in order to prevent Hawthorne effect and avoid subjectivity in the study. In order to achieve this goal, participants were given

Table 2. Opinions of teachers regarding why HR Unit should exist in a school.

Variable	Participant opinions	N
Functions for employees	Supplying, selecting and hiring staff	2
	Training-development	1
	Career planning	1
	Personal development	1
Functions for the organization	Networking	1
	Organizational development	1

interview form via first-hand and asked to fill it in within a week. At the end of the week, face-to-face interviews were held to collect the data.

Data collection procedure

Consent forms were attached to the scale and teachers were asked to sign and submit the form before they started responding to the scale.

Data analysis procedure

The analysis of the qualitative data gathered in the study was conducted via content analysis by following its steps: defining the themes, coding, classification and labelling (Miles and Huberman 1994; Patton 2002). Two different researchers looked at the data and found out similar key words and then themes were formed. The similarity index for inter-rater reliability was found as 90%; this is acceptable for qualitative research between five-seven categories (Hartmann, 1977; Stemler, 2004). In order to analyze teacher interviews, the similarities and differences of the responses were coded and categorized. The important issues, recurring themes and keywords for each interview question were identified and recorded on the left and right margins of the interview papers. The main topic of each interview question was used as the theme and keywords related to each other were put under relevant categories and classified under themes. During this process, no changes were made to participants' responses in order to emphasize the collected codes; descriptive analysis technique was used and participants were coded as T1, T2, and T6 as their real identities were kept confidential due to ethical concerns.

FINDINGS AND DISCUSSION

The findings of the study and their discussion will be presented under this section. As can be seen in Table 2, all six teachers stated, with their reasons, that all schools should have an HR unit. Examples of these opinions are responses of T1, "*All private institutions need a front management unit*", and T6 "*We need a good human resources unit as our profession is related to human relations.*" Additionally, when the responses are examined, it is seen that the answers originate as two main themes. As for functions directed to the employees, supplying, selecting and positioning employees (n=2),

training, development (n=1), career planning (n=1) and personal development (n=1) were expressed; whereas, environmental relations (n=1) and organizational development (n=1) from functions directed to the organization were mentioned. This situation is indicated through the responses of T2 "*All private institutions should have a human resources unit. Because it is needed to keep the relations and work done in parallel and the school taking successful steps.*" T4 "*An HR expert can examine the personnel in more detail.*", T5 *"It is important for maintaining employee and parent satisfaction."* Sharma (2015) suggested that teachers can benefit from HR units in terms of multiple factors such as motivation, career development, satisfaction, and performance.

Additionally, in a more recent study, Runhaar (2017) argued that proper HRM systems should consist of AMO Ability (staffing, professional development; Motivation (performance appraisal, reward system; and Opportunity (job design and participation) Both studies support the findings of the current study regarding why there is a need for HR units in schools and how teachers can benefit from them.

When the teachers' opinions regarding HRM functions in schools are reviewed from Table 3, satisfaction with the human resources unit is seen in terms of schools' institutionalism (n=4), HRM functions providing ease in many areas (n=2), HR unit bringing success (n=2) and having works go in parallel in schools (n=2). As one of the participants, T2 stated "*It is a motivating unit trying to achieve success.*", T3 "*They offer us ease and advantage in many areas due to their institutionalism.*", T6 "*Generally, I am very happy, I feel that my performance is increasing".* These findings show similarities with the human resources functions suggested in the relevant literature. However, one of the participants stated that the human resources unit in their school is not functioning effectively. Parallel to the findings of the current study, Islam (2016), in his study on electronic HRM practices, highlighted the crucial role of the core functions in HRM practices and argued that these functions become easier and smoother to implement through e-HRM systems.

When Table 4 is examined in terms of teachers'

Table 3. Participant opinions regarding HRM functions implemented in the school.

Variable	Participant opinions	N
Functions for employees	Providing support	2
	Performance	1
Functions for the organization	Institutionalism	4
	Parallelism	-
	Efficiency	1
	Success	1

Table 4. Teacher opinions regarding HRM functions.

Variable	Participant opinions	N
Functions for employees	Finding positions	2
	Training-development	1
	Rewarding	1
	Evaluation	1
	Employee safety and health	1
	Career planning	1
Functions for the organization	Making arrangements	5
	Establishing network	2

opinions regarding the applicability of HRM functions, two themes as functions directed to employees and functions directed to the organization arise. The most recurring items from functions directed to employees are: finding positions (n=2), training and development (n=1), rewarding (n=1), evaluation (n=1), employee safety and health (n=1), career planning (n=1). The most recurring functions among those directed to the organization are: making arrangements within the organization (organizational culture, effective communication, job satisfaction, happiness, etc.) (n=5) and networking with the environment (n=2).

As an example, the following opinions can be presented: T1 "*Finding positions should be done by considering certain standards and it should be strictly evaluated",* T4*"Finding the right people for the job, determining that the hired staff has necessary skills and positioning accordingly, protecting employee rights"* and T6 "*It should hire the person in accordance with organizational objectives and help with his/her professional or personal development.*" Many HRM variables are used together for organizational objectives. However, the important point here is to combine HRM functions that will create an advantage that will create a difference against other organizations (Akın and Erdost Çolak, 2012). The functions stated by the participants

were classified as either extrinsic or intrinsic rewards in another study. Similar to findings of the current study, other studies also found that extrinsic and intrinsic rewards have a positive impact on employees' performances (Ibrar and Khan, 2015; Mishra and Dixit, 2013).

CONCLUSION AND RECOMMENDATIONS

Globalization, fast pace changes, structural changes in employees, change in the expected skills, acknowledging democratic management understanding, realizing the importance of productivity and implementing a dynamic structure that considers human factor in professional life are factors that form the basis of HRM. Additionally, it is seen that private schools give more importance to HRM to achieve its objectives. It is thought that private schools, with the duty of raising qualified individuals for society, adapt to this process of change to sustain their existence.

In today's conditions, traditional management has failed, and fundamental changes are implemented in educational policies and the contents of educational programs. The aim of human resources units in educational organizations is no different from the human resources units in other types of organizations. However,

the difference of educational organizations is the existence of teachers in continuous education and learning. Educators' use of new technologies to reach learners has become a mandatory practice. Without a doubt, private schools can adapt to these changes more easily with the help of the physical conditions and financial opportunities they have. Considering all these, it is crucial to investigate the HRM functions in educational organizations with a more critical eye (Saylan, 2013).

This study attempts to analyze the opinions of teachers working in a private school regarding whether there is a need for a human resources unit, what the functions of the human resources unit in their school are and how these functions should be practiced. All participants of the study agreed that the applicability of the human resources unit is an important issue. According to teachers' opinions, HRM functions develop the sense of belonging by increasing motivation, helping to pursue duties in parallelism and helping continuous learning by fostering teachers' professional development, hence, increasing the school's productivity via all these activities. Considering teachers' opinions regarding the applicability of HRM functions, it is revealed that these functions have both personal and institutional contributions.

HRM functions in organizations are categorized as functions directed to employees (training and develop-ment, planning, finding employees and selecting them, performance evaluation, social aid and security, rewarding, waging, employee safety and health, training) and functions directed to organizations (making relations with the environment, making arrangements within the organization). The HRM functions valid in a private school are similarly as functions directed to employees (supplying, selecting and positioning personnel, training and development, planning, evaluation, rewarding, employee safety and health, career planning and personal development) and functions directed to organizations (environmental relations and organizational development).

In order to successfully implement HRM functions in private schools, duties fall onto Ministry of Education (MoE) as a leading factor, followed by school administrators, teachers, policy-makers, parents, investigators, academics directed to planning, rewarding, performance evaluation, career planning, training-development, selection-appointing and waging. Opinions regarding what needs to be done in order to implement HRM functions in private schools also revealed the suggestions of the study.

According to this, the following suggestions were made: re-structuring the selection process in the selecting and appointing function in accordance with teachers who can adapt to rapid changes in technology, and believe in the continuous innovative philosophy, organizing in-service seminars to raise human resources practices awareness of employees regarding the education and development function, determining the HRM competencies of

administrators with important roles in the educational activities of the training and development function and improving these competencies, and establishing and managing a performance evaluation system that provides transparent and clear information to teachers in the performance evaluation function. For further studies at least two different methods, interview and observation may be applied to have triangulation in the study. Looking at an issue from different perspectives may result with changeling outcomes. This study only covered one private school. It is recommended to repeat this study on HRM practices of both public and private schools as a comparative study.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Dimensions of personality and emotional intelligence as predictors of high school students' career decision difficulties

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This study aims to examine the predictability of emotional intelligence and five factor personality traits on career decision difficulties. The study group consisted of 432 students (246 women, 186 men) who participated in five different high schools in Adana and voluntarily participated in the study. Data collection tool were composed of Career Decision Difficulties Questionnaire, Emotional Intelligence Assessment Scale and Adjective Based Personality Scale. This study intends to identify the relationship between personality traits, emotional intelligence and career decision difficulties. To test the research hypotheses, a path model was developed to test causal relationships between the variables. In the model, the scores of the dimensions of career decision difficulty were used as indicators to create a latent construct. Emotional intelligence and five factor personality subscales were considered as observed variables emotional instability was found to be a positive predictor of career decision difficulty. However, extraversion and self-awareness were negative predictors of career difficulty.

Key words: Five factor personality, emotional iıntelligence, career decision difficulties, high school students.

INTRODUCTION

Difficulties in career decision making are expressed as possible obstacles that may prevent a better career decision (Saka et al., 2008; Willner et al., 2015). It is also considered to be an indispensable part of the career problem and is thought to lead to failures in the career process (Boysan and Kagan, 2016; Di Fabio et al., 2015). Decisions about career choices encompass various factors such as skills and abilities, life goals, career goals, career preferences, individual expectations. For this reason, it can be said that having difficulties in deciding career is not an exception, but a general tendency (Di Fabio et al., 2013). Technological, sociological and economic changes in recent years have created an uneven world of work with increasingly difficult answers to the question of who wants to be a professional and what they can do in this challenging business world (Di Fabio et al., 2015). In line with these changes, the perceptions of individuals about career choices are changing and causing difficulties in decisions about career choices (Öztemel, 2014a).

Experiencing career-decision making difficulty may cause individuals not to choose a convenient career. Therefore, these individuals may have low performance, low satisfaction and become unhappy as well as unsuccessful (Kırdök, 2010). Some studies show that there is a relationship between career-decision making and a lot of personal features. Öztemel (2014a) indicated that self-efficacy and locus of control were predictors of career-decision making difficulties in high school students. Similarly, Bacanlı (2012) demonstrated that irrational beliefs relating to career choice were predictors of career-decision making difficulties in high school students. Career-decision making difficulties are related to anxiety, low self-esteem, pessimism and perfectionism (Gati et al., 2011). In recent years there have been also studies that refer to the fact that career-decision making is related to emotions and personality (Saka and Gati, 2007; Saka et al., 2008; Gati vd. 2011; Gati et al., 2012).

CAREER DECISION DIFFICULTIES AND PERSONALITY

Personality has an impact on career choices (Harris et al.., 2006; Aliyev, 2008; Gökdeniz and Merdan, 2011; Öztemel, 2014b; Rossier, 2015). It is also stated that career decision difficulties are related to personality and many personality traits (Boysan and Kagan, 2016; Di Fabio et al., 2013; 2015). The five-factor model, also known as Big 5 personality trait is accepted as a generalization of an adequate classification of personality traits. This model is based on the trait approach, and personalities are identified by taking advantage of the traits that individuals use to describe themselves and others. There are five factors regarding this model. First, neuroticism is composed of negative feelings such as anger, anxiety and depression. Extraversion refers to the tendency to live with assertiveness, sociability, enthusiasm, warmth, cheerful, communicative and positive feelings. As for the third dimension, openness denotes experience that reflects the tendency to be open to new thoughts and feelings. Agreeableness refers to humanistic, warm, friendly, gentle, safe, tolerant and socially interesting features. Conscientiousness includes leadership, duty awareness, self-discipline, productivity, success, struggle and determination (Civitçi and Arıcıoğlu, 2012; Dogan, 2013; McCrae and Costa, 1996; Somer, Korkmaz ve Tatar, 2002). The validity of these factors is confirmed in many intercultural studies (Bacanlı et al., 2009; Somer et al., 2002; Sutin and Terracciano, 2015). In previous studies, it was found that there is a relationship between career ambiguity and various personality traits (Di Fabio et al., 2013; Gati et al., 2010; Lounsbury, Hutchens and Loveland, 2005; Xu and Tracey, 2017). Therefore, it can be considered that the five factor- personality traits play an important role in

understanding career decision difficulties. Some career decisions might be challenging and boring. Therefore, the role of emotions can be important in that they can help individuals initiate and sustain choices regarding career (Brown et al., 2003; Di Fabio and Saklofske, 2014).

Since few decisions are effective in the lives of individuals such as career decisions, it is necessary to continue their work to understand this issue (Di Fabio et al., 2013). It is also necessary to emphasize that career decision making is one of the difficult and complex decisions (Öztemel, 2014b) because this complexity makes it difficult for most people to make the ideal career decision (Gati et al., 1996). For this reason, career decision difficulties are considered as one of the important factors of career counseling (Bacanlı and Hamamcı, 2015). Given the difficulties many people face when deciding on a career decision, it is not surprising that theoretical and empirical studies have been abundant in examining career decision difficulties (Osipow and Gati, 1998). Therefore, it can be said that the concepts that may be related to career decision difficulties need to be investigated in order to understand career decision difficulties and to offer effective solutions to individuals who have these difficulties.

CAREER DECISION DIFFICULTIES AND EMOTIONAL INTELLIGENCE

Emotional intelligence includes being aware of emotions, knowing the relationships between emotions and using emotions based on reasoning, problem solving and self-motivation (Köksal and İşmen - Gazioğlu, 2007).

According to Bar-On (2004), EO is a multi-faceted factor that regulates emotional and social factors. It denotes how effective we are when we establish relations with others and how we cope with everyday pressure. These five dimensions can be listed as intrapersonal, interpersonal, stress-management, adaptability and general mood. Mayer et al. (2000), define emotional intelligence as the ability to perceive and express emotion, assimalite emotion in the thought, understand and reason with emotion, and regulate emotion in the self and others. Emotion in career theories has been often under represented (Puffer, 2010). However, emotions play an important role in career choice and career behavior as well as in cognition (Di Fabio and Palazzeschi, 2009; Jiang, 2017). Individuals with a high level of emotional intelligence, who are assumed to have a unique role in career decision difficulties, are more aware of their emotions and have more capacity to integrate emotional experience and thoughts and actions (Di Fabio and Blustein, 2010; Di Fabio and Palazzeschi, 2009; Di Fabio et al., 2013; Di Fabio et al., 2012). It has been often stressed that there is a relationship between emotional intelligence and decision making behaviors of

individuals (Köksal and İşmen - Gazioğlu, 2007). Emotional intelligence appears to be associated not only with decision-making behaviors but also with career decision difficulties (Di Fabio and Palazzeschi, 2008). Di Fabio and Kenny (2011) found that the training program regarding emotional intelligence increased participants' emotional intelligence levels and reduced their career decision difficulties. Therefore, it can be said that emotional intelligence is an important concept related to individuals' difficulties in career decision making. Di Fabio et al. (2013) point out that studies that examine emotional intelligence and personality traits with career decision difficulties must be conducted in different cultures. Emotional intelligence and personality traits are important concepts in explaining the difficulty of career decision making.

This study aims to examine dimensions of personality (emotional instability, extraversion, openness, agreeableness and conscientiousness) and dimensions of emotional intelligence (self-awereness, emotional sel-regulation, motivastion, emphaty and social skills) as a predictor of career decision difficulties

METHODS

Participants and procedure

The study was based on randomly selected sampling, and the group consisted of 432 students (246 women, 186 men) who participated in five different regular high schools in Adana, one of the cities on the mediterranean coast of Turkey and voluntarily participated in the study. The age range of the participants was 14-19 (Age mean = 16.10, Sd = 1.04).

Measure

Data collection tools were composed of Career Decision Difficulties Questionnaire (CDDQ) (Gati and Saka, 2001; Bacanli, 2008), Emotional Intelligence Assessment Scale (EIAS) (Hall, 1999; Ergin, 2000) and Adjective Based Personality Scale (ABPS) Bacanli et al., 2009).

Career decision difficulties questionnaire (CDDQ)

Career decision difficulties questionnaire developed by Gati and Saka (2001) and adapted in Turkish by Bacanlı (2008) was used to measure the participants' career decision difficulties. The scale consists of 34 items. It was developed based on the data collected from 9th 10th and 11th Israeli students. The Turkish version of the scale was also based on the same type of data collected from on 9th, 10th and 12th grades. The scale, which originally has 7- point scale, has a 5-point scale in Turkish version consisting of three main and ten sub-scales. The theoretical basis is based on Taxonomy of Career Decision Difficulties by Gati et al. (1996). Turkish version of the scale also consists of three main and ten subscales. Cronbach Alpha internal consistency coefficients for the reliability scale of the original scale were calculated as 0.60 for Lack of Readiness scale, 0.93 for Lack of Information, 0.83 for Inconsistent Information and 0.92 for the total scale. The Cronbach

Alpha internal consistency coefficients for the reliability of the Turkish version of the scale were calculated as 0.45 for Lack of Readiness, 0.90 for Lack of Information, for Inconsistent Information 0.82 and 0.89 for the total scale.

Emotional ıntelligence assessment scale (EIAS)

The emotional intelligence assessment scale developed by Hall (1999) and adapted to Turkish by Ergin (2000) was used to measure the emotional intelligence levels of the participants. Likert type scale consists of 30 items. A 6-point Likert-type scale (1 = totally disagree; 6 = totally agree) was used for subject responses to each of the items for five subscales.
Subscales: Self-awareness (6 items), Emotional self-regulation (6 items), Motivation (6 items), Emphaty (6 items), Social skills (6 items). The possible total scores ranged from 30 to 180 points, and high scores indicate that the level of emotional intelligence is high. The Cronbach's Alpha for the scale was for the present sample 0.83. The internal reliability coefficients were 0.60 (Self-awareness), 0.61 (Emotional self-regulation), 0.66 (Motivation), 0.66 (Emphaty), and 0.65 (Social skills).

Adjective based personality scale (ABPS)

Adjective based personality scale developed by Bacanli et al. (2009) was used to measure five factor personality traits of the participants. The scale consists of 40 items based on pairs of opposite adjectives.
The scale consists of five sub-dimensions that measure five dimensions of your personality. These sub-dimensions are emotional instability (7 items), extroversion (9 items), openness (8 items), agreeableness (9 items), conscientiousness (7 items). The Cronbach's Alpha for the present sample was 0.67 (emotional instability), 0.88 (extraversion), 0.71 (openness), 0.75 (agreeableness), and 0.81 (conscientiousness).

Data analysis

Pearson moments correlations analysis was used to examine the relationship between the participants' difficulty in career decision making, emotional intelligence, and personality scale scores. Cronbach alpha coefficients and descriptive statistics were also analyzed. To test the research hypotheses, a path model was developed to test causal relationships between the variables. In the model, the scores of the dimensions of career decision difficulty were used as indicators to create a latent construct. Emotional intelligence and five factor personality subscales were considered as observed variables. During the path model analysis, the criteria for the model fit were examined.

During the model fit analysis, values of χ^2 fit index, Standardized Root Mean Square Residual (SRMR), Root Mean Square Error of Approximation (RMSEA), Goodness of Fit Index (GFI), the Normed-Fit Index (CFI) were taken as criteria. Data analysis was done through Analysis of Moment Structures (AMOS) 20 and Statistical Packages for Social Sciences (SPSS) 22.00. The hypotheses were tested at 0.05 significance level.

RESULTS

The correlation values between the descriptive statistics and the variables are given in Table 1. There is a

Table 1. Descriptive statistics and correlation values.

Variable	1	2	3	4	5	6	7	8	9	10	11
1.Emotional instability (ABPS)	1										
2. Extraversion (ABPS)	-0.271**	1									
3. Openness (ABPS)	-0.076	0.418**	1								
4. Conscientiousness (ABPS)	-0.098*	0.304**	0.274**	1							
5. Agreeableness (ABPS)	-0.188**	0.109*	0.312**	0.313**	1						
6. Self-awareness (EIAS)	-0.210**	0.132**	0.100*	0.173**	0.028	1					
7. Self-regulation (EIAS)	-0.237**	0.058	0.068	0.189**	0.041	0.330**	1				
8. Motivation (EIAS)	-0.274**	0.153**	0.108*	0.204**	0.035	0.488**	0.524**	1			
9. Emphaty (EIAS)	-0.045	0.067	0.144**	0.152**	0.109*	0.473**	0.177**	0.327**	1		
10. Social skills (EIAS)	-0.060	0.118*	0.174**	0.127**	0.035	0.368**	0.310**	0.357**	0.639**	1	
11. CDDQ	246**	-0.378**	-0.207**	-0.180**	-0.011	-0.260**	-0.168**	-0.159**	-0.127**	-0.171**	1
Mean	26.28	43.80	41.76	34.61	45.82	24.57	20.55	22.93	25.90	23.20	94.43
Sd	7.61	10.65	7.30	7.78	9.65	5.67	6.14	5.69	5.83	5.46	18.31

*p<0.05, **p<0.01, N=432.

significant relationship between subscales of personality (Emotional instability, Extraversion, Openness, and Conscientiousness except Agreeableness) and subscales of emotional intelligence (Self-awareness, Emotional self-regulation, Motivation, Empathy, and Social skills) and career decision difficulty.

There is a positive correlation between career decision difficulty and emotional instability, whereas there is a negative correlation between the subscales of personality (Extraversion, Openness and Conscientiousness) and the subscales of emotional intelligence (Self-awareness, Emotional self-regulation, Motivation, Empathy and Social skills.

The path analysis findings using the maximum likelihood method in order to demonstrate the effect of the personality and emotional intelligence sub-dimensions of high school students on career decision difficulties are shown in Figure 1. In addition, coefficients related to path analysis are given in Table 2.

Extraversion (β=-0.31, p=0.0000) and Emotional instability (β=0.13, p<0.005), the subscales of personality, were found to be predictors of career decision difficulty as shown in Table 2 and Figure 1. Self-awareness (β=-0.19, p<0.01), a sub-dimension of emotional intelligence was found to be a predictor of career decision difficulties. The variables in the analysis account for 26% of career decision difficulties (R^2=0.26, p=0.000). The results of model fit analysis showed that the x^2 fit index (x^2 = 44.638, p = 0.001, df = 20, x^2 / df = 2.232) and other fit indices (SRMR=0.023, RSMEA=0.053, GFI=0.985, NFI=0.969, CFI=0.982) were found. It can be said that the model is within acceptable limits of fit (Kline, 2011; Schumacker and Lomax, 2010).

DISCUSSION

In this study, EI and personality were examined as the predicotrs of career-decision making difficulty. In accordance with this aim, the correlations between the variables were analyzed. A positive correlation was found between emotional instability and career decision difficulty, while there was a negative relationship between extraversion, openness, and conscientiousness and career decision difficulty. There was no significant relationship between agreeableness and career decision difficulty. Negative correlations between career decision difficulty and all the subscales of emotional intelligence were found. There are similar findings in the related literature (Di Fabio and Palazzeschi, 2009; Di Fabio et al., 2012, 2015).

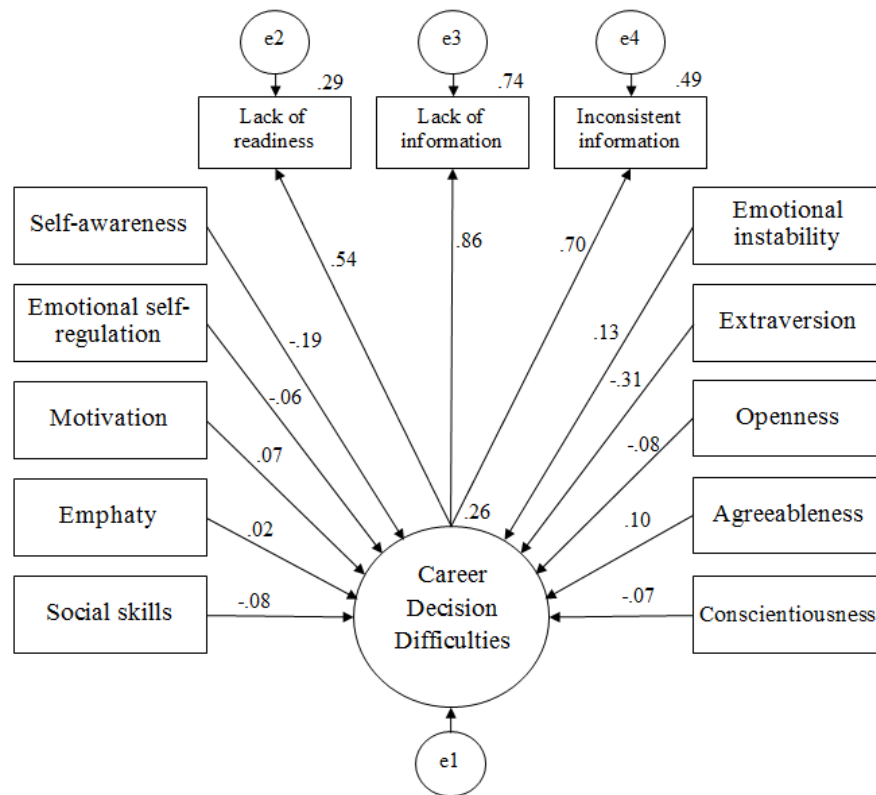Emotional instability was found to be a positive

Figure 1. Subscales of personality and emotional ıntelligence as predictors of career decision- difficulties.

Table 2. Coefficients of Path Analysis of Personality and Emotional Intelligence as predictors of Career Decision Difficulties

			B	S.E.	C.R.	Beta	p
CDDQ	<---	Emotional instability (ABPS)	0.083	0.034	2.485	0.133	0.013
CDDQ	<---	Extraversion (ABPS)	-0.138	0.027	-5.191	-0.309	0.000
CDDQ	<---	Openness (ABPS)	-0.053	0.037	-1.445	-0.081	0.148
CDDQ	<---	Agreeableness (ABPS)	0.051	0.027	1.917	0.103	0.055
CDDQ	<---	Conscientiousness (ABPS)	-0.045	0.033	-1.373	-0.074	0.170
CDDQ	<---	Self-awareness (EIAS)	-0.162	0.051	-3.156	-0.192	0.002
CDDQ	<---	Self-regulation (EIAS)	-0.045	0.045	-1.009	-0.059	0.313
CDDQ	<---	Motivation (EIAS)	0.058	0.052	1.100	0.069	0.271
CDDQ	<---	Emphaty (EIAS)	0.014	0.055	0.258	0.017	0.796
CDDQ	<---	Social skills (EIAS)	-0.066	0.057	-1.168	-0.076	0.243

predictor of career decision difficulty. However, extraversion and self-awareness were negative predictors of career difficulty. Openness, and conscientiousness, subscales of personality and emotional self-regulation, motivation, empathy, and social skills, subscales of emotional intelligence were found not

to be the predictors of career decision difficulty. In line with this result, similar findings can be found in the related literature. Martincin and Stead (2014) found that there was a positive relationship between career decision difficulties and emotional instability, and there was a negative relationship between career decision difficulty

and extraversion. Di Fabio et al. (2015) found that extraversion and emotional instability were the predictors of career decision difficulties. Similar results have emerged in another study (Di Fabio et al., 2013). There are also studies showing that emotional intelligence is a predictor of career decision difficulty (Di Fabio et al., 2013; Di Fabio et al., 2012; Puffer, 2010).

There are few studies in which emotional intelligence and five factor personality traits were predictors of the career-decision making difficulty. Di Fabio and Palazzeschi (2009) found that there was a positive relationship between career decision difficulty and emotional instability, while there was a negative relationship between certain subscales of personality and all other subscales of emotional intelligence. Extraversion and openness have been found to be negative predictors of internal intelligence and stress management. These dimensions accounted for 44% of the variance of career decision difficulty.

Di Fabio and Palazzeschi (2009) emphasized that similar studies need to be conducted in different cultures. In Turkish context, there seem to be similarities as well as differences. Extraversion was found to be a predictor of career decision difficulties. Individuals who score high on the extraversion dimension are known to be more talkative, caring and social (Yazgan- İnanç and Yerlikaya, 2016). Therefore, it can be said that individuals with strong interpersonal relationships have fewer problems in situations in which they make their career decisions because individuals with extraversion make career decisions based on their social relations and interpersonal communication skills through which they learn about others' career experiences.

Openness is another variable that predicts career instability in Italian context. However, this study found that openness was not the predictor of career decision difficulty. Features of openness dimension are multi-layered. Somer, Korkmaz and Tatar (2002), and Di Fabio and Palazzeschi (2009) have shown that these features are analytical, curious, complex, independent, creative, liberal, non-traditional, broad, imaginative, ambitious, artistic, open to different cultures. Therefore, there seems no consensus on the features of openness dimension (Somer et al., 2002). Openness also includes features such as being non-traditional, independent, liberal, open to different and new cultures. For this reason, it can be said that this dimension, which can be affected by cultural characteristics, may differ from culture to culture in predicting career decision difficulties.

Emotional instability is another predictor of career decision difficulty in Turkish context. It can be said that individuals who are indecisive about their careers may have anxiety, stress, depression and complex emotions. In addition, self-awareness is the predictor of career decision difficulty. This finding shows that individuals' self-awareness is an important factor in career decision.

In theories of career choice, individuals' self-awareness is emphasized. Since dimensions of EQ (emotional self-regulation, motivation, empathy, social skills) are related to social interaction, these dimensions can be said not to be influential in career decision. In Turkish culture, social interaction may be more influential (Ördem, 2017).

Individuals who can understand their own emotions, states of emotions and why they are in this mood will experience relatively fewer difficulties regarding career decision. One's being aware of one's own emotions might affect one's career decision difficulty. Although emotional processes play such a crucial role in career decision difficulty, Puffer (2010) points out that career theories and counseling largely ignore individuals' emotions. For this reason, it can be said that it is important to emphasize individuals' emotions in future studies and career counseling.

CONCLUSION, LIMITATION AND RECOMMENDATIONS

This study shows that individuals' emotional processes and active social relations may reduce their career decision difficulties. Self-awareness-enhancing activities can be included into group guidance activities for students who have difficulty in career decision-making. In career counseling, it may be useful to focus on self-awareness of individuals' emotions.

Self-awareness about emotions can be gained by supporting clients who are thought to have low self-awareness. In this study, it was found that emotions and some personality traits were found to influence career decision difficulties in Turkish context. However, as Di Fabio and Palazzeschi (2009) have pointed out, cross-cultural studies need to be performed to better understand this situation.

This study has certain limitations. Gender was not taken into consideration. There are studies that show that women and men may differ in emotional features. They may also vary in career-decision making difficulties. Since this study largely focused on the prediction of EQ and personality on career-decision making difficulty, gender was excluded. In future studies, gender can also be taken into account. As this study was conducted in a Meditterenan coastal city, it is limited to cultural aspects of this region. This study can be conducted in various countries and cities in order for the findings to be generalized.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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English language achievement among Ethiopian public secondary school student's: Associated factors

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This study investigated attribution related factors in English language performance among grade nine students (n=147) in Ethiopia. Three public secondary schools were selected from Adama town using census sampling techniques. Sixty attribution items (that is, had 30 items of perceived reasons for success, and 30 items for perceived reasons for failure) were developed by the research team. The degree of influence for each item was scaled on a 5 point Likert scale ranging from unimportant to highly important. A reliability test of the attribution survey showed a value of 0.80 Cronbach Alpha. Descriptive statistics, principal component analysis (PCA), and linear regression analysis were carried out to investigate the association between students' English language performance and attribution related factors. PCA of 30 items on attribution for success and PCA on 30 items for failure were reduced into 8 items and 7 items respectively. Following the PCA, a linear regression analysis revealed that among the 8 variables, only 3 variables: student effort, language ability, and a good teaching practice, accounted for overall English language achievement. A significant regression equation was found $F_{(8, 64)} = 36.687$, $p < .000$, with R^2 of .82, for these perceived reasons. Accordingly, a 10% increase in students' effort as a single factor was associated with 5.17%, (b=0.517, p-value= 0.012, a=0.05) in improved achievements. Similarly, a 10% increase in student language ability as a single factor was associated with 5.03%, (b= 0.503, p-value= 0.007, a=0.05) in improved achievements. In the same way, a significant regression equation was found for failure reasons $F_{(7.66)}$ =, $p < .000$ with an R^2 of 0.470. Linear regression analysis revealed that teachers' good teaching practice as a single factor was associated with increased student achievement by 9.5%, (b= 0.95, p-value= 0.001, a=0.05) in improved achievements. A 10% decrease was due to poor quality of teaching practice, which was related to decrease in students achievement and increase in task difficulty was also related to decrease in student achievement by 12.42%, (b= -1.242, p-value=001, a=0.05) and by 8.93%, (b= - 0.893, p-value= 0.048, a=0.05) respectively. Implications of the findings are discussed with regard to achievement. From finding of the study, teacher's awareness of the explanation of students to the success and failure of their achievement has got pedagogical implications.

Key words: Success attribution, failure attribution, success and failure factors, and English language achievement.

INTRODUCTION

The Federal Democratic Republic of Ethiopia (FDRE) took over the political power from the military regime 'Derg' in 1991 (Mekonnen, 2017). In 1994, soon after overthrowing the military government, the FDRE

introduced a new Education and Training Policy (ETP) (The Federal Democratic Republic of Ethiopia, 1994). The introduction of the policy aimed at expanding the educational infrastructure, access to educational opportunity, and to improve the quality of education (Akbiyik, 2015; Mekasha, 2005). Specifically, FDRE aimed to achieve four educational goals: quality, access, relevance, and equity (The Federal Democratic Republic of Ethiopia, 1994). Following the Education and Training Policy (1994), the Ministry of Education of Ethiopia initiated Education Sector Development Programs (ESDPs, I to V) in every five years interval to meet the educational goals of the nation (Ministry of Education, 1998, 2002, 2005, 2010, 2015).

Improving the quality of education is at the heart of the ESDP. In the ESDP, it is clear that the teacher training system should be increased to provide adequate numbers of qualified teachers to address the demands of the Country, and the issue of upholding the quality of teachers was also another component of ESDP (Ministry of Education, 2010; 2015). However, nowadays, there is a common complaint among different stakeholders about the declining of quality education in the country (Mekasha, 2007; Mekonnen, 2008; Mekonnen, 2017; Semela, 2011). In line with this, Admassu (2008) notes in general that "educational quality has … declined in the last three decades …." in Ethopia (P 5). For example, even though English is a medium of instruction at secondary school level, there is a prevailing complaint among stakeholders (that is, English language teachers, teacher trainers, pre-service teachers, and researchers, etc.) that many school students, even at the completion of higher education are far from the standard in their English language ability. Thus, it is worth investigating the factors responsible with regard to English language.

In order to overcome the problem and to improve the quality of education in general and English language education, the Ministry of Education (MOE) introduced and implemented English language improvement program (ELIP) in Education Sector Development Programs (ESDP) (Ministry of Education, 2002). Ministry of Education (2002) also devised ELIP implementation strategies to improve the English language competency level of public teachers. Despite all these endeavors, the performance of students in English is declining (Haregewoin, 2003; Mekasha, 2007).

Nunan (1989) argues that the knowledge and skills of teachers can be passed on to learners if and only if, teachers recognize students' needs and perceptions in terms of how they learn, process and engage with content. Otherwise, there will be a mismatch between teaching and learning, and equally, it is important to note

that many factors will affect teaching and learning environment. But even if many factors do influence and/or hamper learning languages, it is important to identify salient factors associated with learning in an Ethiopian context. The following are reasons: lack of motivation and interest, the rapid increase in the students enrollment in the primary schools, secondary schools through university with commensurate challenges in infrastructures, and lack of other resources (Abera, 1993; Leta, 1990).

On the contrary, (Stevick, 1980) claimed that "*success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom …*"(p. 4). Stevick's claim is noteworthy to explore in terms of how learners perceive themselves learning a foreign language in an inadequate background, and students' persona as a notable factors impeding foreign language in a non-supportive learning environment (Weiner, 1985). Accordingly Fraser (1994) argued that student perception towards learning has a great bearing on how they come to learn and engage in a classroom learning environment:

The importance of students' perception is well supported by two lines of research[s]. Because, research in numerous country has revealed that consistence difference between students' and teachers' perception, a focus on the student rather than teachers' perception is likely to be more productive in attempt to improve and understand classroom learning. Second, students' perceptions help to explain students' outcomes beyond the effects of students' abilities, instructional methods, and curricular materials (P 5772).

Fraser (1994) proposes that student perceptions could be thought of as a mediator between instruction and their outcomes. According to Nunan (1989), if students' perceptions related to the learning process are not recognized by teachers, there will be mismatch of thoughts. For this reason, this study considers attribution theory to investigate learners' perception of performance in learning English as a foreign language. In line with this thought, Williams and Burden (2004) also stressed that "…attribution theory is an extremely promising area for research into language learning". Little has been done on attribution theory in foreign language contexts. The majority of the studies investigating causal attributions for success and failure in achievement-related contexts were based on samples of children from developed countries (Boruchovitch, 2004; Burden, 2003; Weiner, 1992; Williams and Burden, 2004).

Indeed, in Africa, a few have been done with regard to attribution theory (Anteneh, 2004; Asonibare, 1986;

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Mekonnen and Roba, 2017). For instance, Mekonnen and Roba (2017), investigated attribution related factors in relation to English language achievement among Ethiopian public secondary school students. The study revealed that Ethiopian students ascribed their success and failures to effort, ability, teachers, family support and availability of instructional materials.

However, the study didn't show the extent to which those factors affect students' English language performance. Bearing this research gap in mind, the present study attempts the different attribution patterns demonstrated by Ethiopian secondary school students who considered themselves normally successful in learning a language compared to those students who perceived themselves as normally unsuccessful. The study also attempts to determine attribution factors that influence students' English language performance.

(1) Need studies to support what we want to argue
(2) Need studies to show what factors or attribution are important to investigate
(3) Need studies to show what these factors are likely to show about student perception.

Context of the study

This study attempted to answer the following research questions"

(1) To what major reasons do secondary school students ascribe the success and failure of their achievements in the English language?
(2) What are the factors that influence students English language achievement?
(3) What is the pedagogical implication of the study for teacher education program in Ethiopia?

Study site

This study was conducted at three public secondary schools in Adama Town, Ethiopia. The public schools were purposively selected for the following reasons: The research site was convenient for the study as the investigator had access to the schools from his past teacher trainees' practicum supervision experience. Studies also revealed that students at private schools have better academic performance than their counterparts at public schools (Win and Miller, 2005), that is, students from public secondary schools perform low when seen in the light of the students from private schools (Getahun, 2002). Another reason was that students' achievement-related beliefs undergo a developmental change from elementary to secondary education, and are most pronounced during late adolescence (Shell and Husman, 2001). Hence, the researchers agreed that studying students' related factors about their English language

achievement was found to be significant.

METHODOLOGY

Participants

Grade nine was selected from three public secondary schools for some reasons: All subjects were taught in English language starting from grade nine. Second, Harmer (2001) argued that much attention is needed to improve students' English language performance at the initial stage of their secondary education by giving more attention to their perception in learning English as a foreign language. The third reason was that grade ten was making preparation for the national level examination, and hence, grade ten was deliberately omitted from this research. Therefore, grade nine was chosen as representative of the public secondary school students for this study. Finally, 147 students participated in the study.

Data gathering instruments

Test and questionnaire were the two research tools, which was employed to collect relevant information.

Testing

A test consisting of fifty items was prepared as an ongoing program of the schools. It was made with an agreement between English subject teachers of the schools who were teaching the subject according to the methods and objectives set in the textbook. Face validity of test was checked with the senior teachers of the subject and subject specialists from University. The internal consistencies of the items were also checked at non-sample secondary school, and the reliability of the test was found to be 0.80 Cronbach alpha. Therefore, it was believed that the test was more reliable and valid. At the end, the test was administered for the sample students that is, 147 students had sat for the test.

Questionnaire

Questionnaires were prepared to assess the reason students provided for the success and failure of their test achievement. Questionnaires were adapted from McAuley et al. (1992) questionnaire on Language Achievement Attribution Scale (LAAS) and Anteneh (2004) in such a way that they suit the purpose of the study in order to provide the study with a more authentic data. The attribution scale (perceived reasons for success, that is, had 30 items, and 30 items of the reasons for failure) and A 5 Likert scales ranging from unimportant to highly important was used to see the degree of influence of each reason. The attribution scale was made up of two parts: Part-I for those who felt that they were happy with their test score and hence, successful, and Part-II was completed by students who perceived that their score of the test was a failing one. The questionnaires were translated into the Amharic language to make readable and to get valid data. It was also pilot tested to estimate the reliability of the variables before the actual process of data collection. Finally, the reliability for perceived reasons of success and failure measures was found to be 0.76 and 0.93 Cronbach alpha respectively.

Administration of the questionnaire

First, students were given back the result of the test and they were

asked to rate their result as success or a failure according to how they were satisfied with the result, hence, success and failure were determined. Students were given instruction to evaluate the performance of their English test in terms of success or failure. It was successful if she/he was happy or satisfied with what she/he got; it did not necessarily mean a pass mark. On the other hand, it was a failure if she/he was unhappy or dissatisfied with what she/he scored; it did not necessary mean a failing mark. Students' ratings of their satisfaction were scaled according to the perceived reasons of their performance. The degree of influence of each cause was scaled into five from unimportant to highly important. Finally, students rated the degree to which they believed the result of their test was due to their ability, effort, level of task difficulty, luck mood and so on.

Ethical considerations

First, a recommendation letter was issued from Adama City Administration, Education Head Office, Oromia Regional State for the sample secondary schools for the permission. A letter of permission was gotten from three public secondary schools for their permission to distribute a survey and to give a test with the research participants. Since, the topic of the research was to investigate attribution related factors in English language performance among Ethiopian secondary school students, grade nine students were the participants of the research.

Data analysis

In this study, descriptive statistics, principal component analysis (PCA), and linear regression analysis were carried out to investigate the association between students' English language achievements and explanatory variables. In order to test the strength of the relationship between each predictor (independent variable) and the dependent variable, different types of analysis of variance were undertaken. After selecting the main variables, data analysis and interpretation were employed to fit the data with best explaining variables. To run a regression analysis, one has to stick to some different relevant assumptions to characterize the features and interrelation of the variables which includes analysis of normality assumption, linearity assumption, homoscedasticity assumption, independence of residuals assumptions, etc. Normality, linearity, homoscedasticity, and independence of residuals refer to different aspects of the distribution of scores and the nature of the underlying relationships between factors (Pallant, 2007). Residuals are differences between the obtained and predicted dependent variable scores (students' achievement, that is, test score). The Normality assumption is met when the residuals are normally distributed around the predicted dependent variable score (Achievement). The linearity assumption is met when the residuals have a straight-line relationship with the predicted variable scores. Finally, homoscedasticity is satisfied when the variance of the residuals about the predicted dependent variable scores are the same for all predicted scores (Pallant, 2007). The scatter plot confirms when the standardized residuals scores were concentrated in the center of the coordinate plane (Y = 0) which means the assumptions of linearity and homoscedasticity are met. Accordingly, normality, linearity, and homoscedasticity assumption were checked to run the linear regression analysis.

RESULTS

In this study, students' perceived reasons for success and failure of performance in learning English language

were identified using principal component analysis. The 30 variables measuring student perceived reasons of success and 30 variables measuring perceived reasons for failure were reduced into eight and seven factors respectively as shown in Tables 1 and 2.

Using Bartlett's Test of Sphericity and Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, factor analysis was performed on 30 variables that measure perceived reasons of success, and 30 variables that measure perceived reasons of failure. The KMO test showed that there was significant relationships among the perceived reasons for success as the KMO measure of sampling adequacy was 0.73 > 0.6, and Bartlett's Test of Sphericity with p-value <0.001, and perceived reasons for failure was 0.82 > 0.6. Bartlett's Test of Sphericity with p-value <0.001 is statistically significant showing that the variables were correlated highly enough to provide a reasonable basis for PCA analysis supporting factorability of the correlation matrix. The Kaiser-Meyer-Olkin values of perceived reasons for success and the failure were exceeding the recommended value of 0.6 by Tabachnick and Fidell (2007) and Pallant (2007).

For PCA analysis in varimax rotation, convergence established after fifteen iterations and 64.31 % of the total variance was explained by the first eight factors of perceived reasons of success, and 61.59 % of the total variance was explained by the first seven factors of perceived reasons of failure with eigenvalues greater than one (Tables 1 and 2).

Results of the regression analysis

Regression analysis is a process for determining the statistical relationship between a random variable (Dependent Variable) and one or more independent variables that are used to predict the value of the dependent variable. Given as $y = b_0 + b_1x_1 + b_2x_2 + ... b_kx_k + u$ (that is, where b_0 is the intercept (constant); b_1 to b_k all called slope parameters and u is the error term (or disturbance) which considers a zero conditional mean assumption and assumed as $E(u|x_1, x_2, ...,x_k) = 0$) (Assefa, 2015).

Result of perceived reasons for success

After testing the different assumptions of linear regression analysis, an attempt was made to examine regression model with best explaining variables, that is, by examining the power of the explaining variables. Accordingly, the current model is sufficiently fitted with independent variables with R-square value of 0.821 which means the model was explained by 80.21%; and these explaining variables have also statistically significantly explained the dependent variable at a probability level of p (0.000), (Tables 3 and 4). The result of the linear regression analysis revealed that among

Table 1. Total Variance Explained for perceived causes of success items.

Components	Initial eigenvalues			Rotation sums of squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
Effort	5.600	18.666	18.666	3.335	11.116	11.116
Ability	3.677	12.256	30.922	3.221	10.738	21.854
Good teaching practices	2.925	9.750	40.672	2.969	9.897	31.752
Task simplicity	1.814	6.045	46.717	2.143	7.142	38.893
Teacher's good behavior	1.631	5.437	52.155	2.102	7.006	45.899
Teacher's predisposition	1.438	4.794	56.949	2.019	6.730	52.630
Luck	1.143	3.810	60.759	1.933	6.442	59.072
Availability of instructional materials	1.065	3.549	64.31	1.571	5.236	64.31

Extraction method: Principal component analysis.

Table 2. Total variance explained for perceived causes of failure items.

Components	Initial eigen values			Rotation sums of squared loadings			
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total
Lack of effort	10.04	33.45	33.45	10.04	33.45	33.45	10.04
Teacher's bad behavior	1.80	5.99	39.44	1.80	5.99	39.44	1.80
Unluckiness	1.73	5.78	45.22	1.73	5.78	45.22	1.73
Poor teaching practices	1.36	4.52	49.74	1.36	4.52	49.74	1.36
Lack of ability	1.31	4.35	54.09	1.31	4.35	54.09	1.31
Task difficulty	1.23	4.09	58.18	1.23	4.09	58.18	1.23
Bad mood	1.02	3.41	61.59	1.02	3.41	61.59	1.02

Extraction method: Principal component analysis.

Table 3. Model summaryb.

Model	R	R. square	Adjusted R Square	Std. error of the estimate
1	0.901a	0.812	0.789	5.188

[a]Predictors: (Constant), Extorting effort, ability, good teaching practice, task simplicity, teachers good behavior, teachers predisposition, luck, availability of instructional materials; [b]Dependent Variable: TEST SCOREb.

Table 4. ANOVAa

Model		Sum of squares	df	Mean Square	F	Sig.
	Regression	7532.435	8	941.554	36.687	0.000b
1	Residual	1642.524	64	25.664	-	-
	Total	9174.959	72	-	-	-

[a]Dependent Variable: Test_score; [b]Predictors: (Constant), Extorting effort, ability, good teaching practice, task simplicity, teachers good behavior, teachers predisposition, luck, availability of instructional materials.

eight variables, three variables including effort exertion, having language ability, and good teaching practice accounted for students overall achievement of English language. Hence, the linear regression result revealed the presence of a positive association between students' effort exertion and students' overall of English language score. A significant regression equation was found $F_{(8, 64)} = 36.687$, $p < 0.000$, with an R^2 of 0.82, for the

Table 5. Success attribution factors associated with students' test score.

Explanatory variable	Coefficientsa				
	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Students' EL test score*	5.825	5.534		1.053	0.296
Extorting effort	0.517	0.200	0.253	2.584	0.012
Ability	0.503	0.181	0.282	2.772	0.007
Good teaching practice	0.952	0.275	0.360	3.462	0.001
Task simplicity	-0.502	0.296	-0.138	-1.695	0.095
Teachers good behavior	-0.384	0.246	-0.111	-1.561	0.123
Teachers predisposition	-0.235	0.239	-0.078	-0.980	0.331
Luck	0.455	0.347	0.094	1.312	0.194
Availability of instructional materials	-0.089	0.357	-0.015	-0.249	0.804

[a]Dependent variable: High and low achievers EFL test score; *Constant.

Table 6. Model Summaryb.

Model	R	R Square	Adjusted R Square	Std. error of the estimate
1	0.686a	0.470	0.414	8.183

Predictors: (Constant), Lack of effort, teachers' bad behavior, lack, poor teaching practices, lack of ability, the level of task difficulty, and bad mood; [b]Dependent variable: Test_score.

Table 7. ANOVAa.

Model		Sum of squares	df	Mean Square	F	Sig.
	Regression	3923.007	7	560.430	8.369	1
1	Residual	4419.439	66	66.961	-	-
	Total	8342.446	73	-	-	-

[a]Dependent Variable: Test_score; [b]Predictors: (constant), lack of effort, teachers' bad behavior, lack, poor teaching practices, lack of ability, level of task difficulty, and bad mood.

perceived reasons (Tables 3 and 5). Accordingly, if other factors are assumed to be constant, a 10% increase in students' effort as a single factor was associated with improved achievements by 5.17%, (β=0.517, p-value= 0.012, α=0.05). Similarly, a 10% increase in students' English language ability as a single factor was associated with achievement by 5.03%, (β= 0.503, p-value= 0.007, α=0.05). Similarly, a 10% increase in students' English language ability as a single factor was associated with achievement by 5.03%, (β= 0.503, p-value=0.007, α=0.05). The linear regression analysis also revealed that teachers' good teaching practice as a single factor was associated with increased students' achievement by 9.5%, β= 0.95, p-value= 0.001, α=0.05.

Result of perceived reasons of failure

A linear regression analysis revealed that the model summary for perceived reasons of failure is adequately fitted with independent variables with R-square value of 0.686 which means the model was explained by 68.6%; and these explaining variables have also statistically significantly explained the dependent variable at probability level of p (0.000), (Tables 6 and 7). In the same way, a significant regression equation was found for failure reasons F (7,66) = 8.37, p <.000 with an R2 of .470. As can be seen from Table 8, a 10% decrease in quality of teaching practice was related to decrease in students achievement and increase in task difficulty was also related to decreasing in student achievement by 12.42%, (β= -1.242, p-value=001, α=0.05) and by 8.93%, (β= -0.893, p-value= 0.048, α=0.05) respectively (Table 8).

DISCUSSION

The finding of this study revealed that student's formed different reasons for their success and failure in English

Table 8. Failure attribution factors associated with students' test score.

Explanatory variable	Coefficientsa				
	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Students' EL test score*	29.287	9.430		3.106	0.003
Lack of effort	-0.302	0.302	-0.145	-0.999	0.322
Teachers' bad behavior	0.305	0.388	0.090	.786	0.435
Lack of chance	0.486	0.301	0.184	1.614	0.111
Poor teaching practices	-1.242	0.342	-0.550	-3.630	0.001
Lack of ability	0.626	0.389	0.189	1.607	0.113
Level of task difficulty	-0.893	0.443	-0.201	-2.015	0.048
Bad mood	0.835	0.571	0.159	1.463	0.148

Dependent variable: High and low achievers EFL test score; *Constant.

language achievements. The reasons they established were statistically found to be significant. For instance, a linear regression analysis revealed that among the eight variables of success reasons, only three variables: student effort, language ability, and a good teaching practice, accounted for overall English language achievement.

A significant regression equation was found F (8, 64) = 36.687, p <.000, with R2 of .82, for these perceived reasons. In the same way, among seven variables of failure, only two reasons, that is, poor teaching practice and level of task difficulty were found to be influencing factors in explaining students' English language performance. A significant regression equation was found for failure reasons F (7,66) =, p <.000 with an R2 of .470. Linear regression analysis revealed that teachers' good teaching practice as a single factor was associated with improved achievements.

Unlike the previous findings of attribution research (Beyer, 1999; Felder and Henriques, 1995; Yan and Li, 2009), results of the current study demonstrate promising gains for students in terms of their attributions for success. That is, students tend to ascribe the cause of their successes more to effort, language ability and good teaching practice. Taking Weiner (1992) theory into account, that is, it was not only the reasons that people constructed for their successes or failures that were important but whether they saw these as due to internal or external factors, and hence, effort and ability were considered as internal to students. If students ascribe their success to internal factors (effort and ability), they are most likely to persist and eventually succeed in the future (Rao, 2007).

Attribution theory states that student beliefs about the causes of their success or failure at a particular task will influence how they approach that task in the future. Success due to ability promotes a sense of pride, whereas failure due to lack of ability promotes a sense of shame. If students successfully attribute their success to ability, it is quite probable they will expect the same results in the future. However, if students fail and perceive ability as the cause, they might continually expect to fail in the future. So, effort has to be shown to students as a changeable reason so that students will have a belief that a subsequent attempt at the same task will yield a totally different outcome. For this reason, language teachers and trainers need to consider giving more attention to effort than to ability (Weiner, 1985; 2005; 2006).

The findings of this study also depicted the presence of a positive association between students' overall of English language score and explanatory variables, that is, the reasons students formed as the success and failure of their English language achievements. Therefore, the study implied that pedagogical practices alongside language training and contextual bureaucratic regional policy should be considered in understanding the overall achievement of the students.

Finally, the researchers suggest that more studies of this kind need to be conducted on this area in the Ethiopian context. Since there are other external cause of attributions like teachers' perception which are thought to be related to students' perception of performance and also language learning, it would be best if teachers' perception is included and the effect of attribution on student's achievement is studied longitudinally. The door is now open for the development of further studies into attributions of success and failures in language learning in order to build up a more coherent picture of this area in relation to learning foreign language.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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