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Full Length Research Paper

Effect of pop music on students' attitudes to music lessons

Gökhan Özdemir* and M. Can Çiftçibaşı

Department of Music, Faculty of Education, Mehmet Akif Ersoy University, Burdur, Turkey.

This study aims to identify whether the use of popular music in teaching song creates a significant difference in attitudes of middle school students to music lessons. "Pretest-posttest design" from experimental models was used. The experimental and control groups consists of 8 classes of continuing education from four different middle schools in Burdur province which were selected randomly. The music lesson attitude scale was used for both groups by the researchers before the experiment. The "syncopation/off-beat" topic chosen by the researchers was taught to the experiment and control groups for four weeks. While the song teaching related to the topic was taught traditionally to the control group, examples of songs from Turkish pop music chosen by the researchers were taught to the experimental group using prepared karaoke recordings. After the experiment, the music lesson attitude scale was applied to both groups again by the researchers, and an attempt was made to identify whether there was a significant difference in the attitudes of the students to music lessons. The research concluded that the use of popular music examples in song learning caused a general increase in attitudes of students to music lessons. Additionally, when the differences in mean attitude points for items are examined students had more enjoyment from music lessons where pop music samples were used for song learning. It was identified that their motivation for the lesson and their desire to participate in activities in class and outside of class increased.

Key words: Popular music, music attitude, music education.

INTRODUCTION

Primary school organizations prepare children for life and advanced learning along with citizenship rights and duties, and reveal the creativity and skills of the children (Otacıoğlu, 2007). Music lessons are one of the lessons that contribute to development of creativity and skills. "There are many elements that determine the interest and attitude of students to music lessons" (Saruhan and Deniz, 2011). Investigation and assessment of these elements provide important contributions to music education.

Attitude

Attitude is defined as "the tendency of an individual to react positively or negatively to an organization, object or

*Corresponding author. E-mail: gozdemir@mehmetakif.edu.tr. mcciftcibasi@mehmetakif.edu.tr. Tel: +905557052938.

situation" (Aiken, 2008 as cited in Aktaş and Alıcı, 2012). The thought system determining the actions of an individual, the judgment of attitude, is not displayed as a behavior according to social scientists. Attitude, assessed as psychological readiness for future behavior, can be defined as a construct of completing this action with readiness (Aksoy, 2010).

Attitudes tend toward action and as a result may ease or obstruct action by individuals, groups, societies, states and at national level (Arul, 2017). Attitude may change to favorable or unfavorable without any change in the supporting thought. The thought supporting an attitude may change; however the attitude may remain fixed (LAO and KUHN, 2002).

There is an important correlation between attitude and behavior. Environmental factors can explain the formation of attitudes directing an individual's behavior. As a result, measuring the effects of environmental factors on individuals is a determining factor for the attitudes of individuals to that environment. "The correlation between attitudes and behavior makes it difficult to measure behavior easier.

Similarly, the intersection between attitudes at a certain level with behavior with the same aspect may be a tool. The fact that attitude towards an object may not just be an indicator of the behavior related to that object but also be an indicator of many behaviors is very important for social scientists and educational scientists" (Özmenteş, 2006,).

Factors like the appropriate teaching climate created by the teacher in the class, active participation in lessons by students, lesson methods, expectations related to that lesson and working environment affect the attitude toward that lesson (Aktepe et al., 2014).

The attitudes of students to music lesson are directly related to the song repertoire used in lessons. The song repertoire included in lesson books for the music teaching program applied in middle schools in Turkey mainly includes official children's songs.

Additionally, there are tonal songs and a very few popular music samples. Studies have emphasized that the use of pop music in lessons may create a positive change in the attitude and motivation of students (Çiftçi, 2010; Özden and Başeri, 2010; Sevim and Güleryüz, 2012; Sever, 2016; Sakar, 2009).

Popular music

Each period has its own unique social traces. These traces left on society by those living in that period are findings which allow differentiation of the previous period from a later one, illustrating the differences between the two periods. Pop music is encountered as such a product of distinct periods (Sevim and Güleryüz, 2012).

After students have chosen pop music as a means of self-expression, the majority learn that there are a range of obstacles limiting them from accessing education in

this music from primary school onward. Though school curricula categorically exclude pop music education, students continue to construct a cultural area around it for themselves and their friends (Daniel, 1998).

Within the music teaching undergraduate learning program in Turkey, there is only one lesson related to pop music called "Current Pop Music" for one semester in the third year comprising two lessons per week. "With the prevalence of pop music in the lives of teaching candidates and students, to develop a vision of authentic use in schools by future teachers it is important that teaching candidates have the opportunity to enter a significant interaction with pop music" (Davis and Blair, 2011).

In traditional music education, teachers do assessment according to style while teaching pop music. However, this model is not appropriate to assess the majority of pop music. The musical value of pop music cannot be evaluated only with style characteristics. The correct way to assess this music requires taking greater notice of the feeling and narrative created by the music along with the correlation between social and cultural constructs (Woody, 2007).

Pop music penetrates our lives and the lives of our students. When the opportunity to interact with pop music is given in the school environment, it is found that students display a previously unknown sophisticated musical comprehension (Davis and Blair, 2011).

When pop music and the surrounding aura are described as a very effective tool for youths to express feelings and thoughts independent of family, pop music is placed in a different category (Sakar, 2009). Of course pop music may harbor possible damaging elements for children with their vulgar contents or by promoting vandalism due to commercial concerns.

However, music teachers must identify songs to be used in music education carefully. "In this way, pop music will advance in the music education field through acceptance; music education futurism and music education philosophy are a symbol of the period that continues to develop" (Dunbar-Hall and Wemyss, 2000). Each class environment will encounter this case and success will be linked to the confidence level that students have in their teachers, the quality of the society within the class and the originality of lesson approaches (Davis and Blair, 2011).

Research question

When research related to the topic is investigated, it appears that the use of pop music samples in music lessons may have a positive effect on students. Based on the previous research, the research question intended to be answered is to identify whether the use of pop music in song learning creates a significant difference in attitudes of middle school students to music lessons.

Table 1. The schools and numbers of students participating.

School name	Experimental group (n)	Control group (n)
Gazi Middle School	27	25
Gökçebağ Middle School	20	19
Hüsnü Bayer Middle School	19	19
Suna Uzal Middle School	25	22
Total	91	85

METHODOLOGY

The research used the "pretest-posttest design" from the experimental models. This pattern is commonly called a mixed pattern (Sun et al, 2017). In other words, research investigated whether the independent variable of the use of pop music samples in organized music education affected the dependent variable of the attitude of students toward music lessons during the song learning process.

Study group

To create the study group, the maximum diversity method was used from the purposive sample methods. According to this method, four different middle schools considered to represent different socio-economic levels in general were chosen from Burdur Province. From these schools, a total of 176 eighth class students volunteered to participate in the study. Of the total of 8 classes participating in the study, four were assigned to the control group and four were assigned to the experimental group randomly. Data obtained from students who could not fully complete the study due to absenteeism were ignored. The schools and numbers of students participating in the study are given in Table 1.

Experimental process

At the beginning of the application process, the music lesson attitude scale was applied to all students participating in the research. Based on the attitude points, experimental and control groups were chosen to have mean item points close to each other. In the application process, the "syncopation/offbeat" unit from the curriculum was chosen and taught in one lesson per week for four weeks. Both groups had the syncopation concepts explained in detail in accordance with the curriculum. Later in the control group, the sample children's songs related to the topic were chosen from the educational music repertoire, while the experimental group used songs chosen from Turkish pop music samples. While music teachers in the control group taught songs in the traditional way, the songs to be learned in the experimental group were taught by researchers using prepared karaoke recordings. Three different songs which are "Arkadaşım Eşek (sung by Barış Manço), Gülpembe (sung by Barış Manço) and Hatıralar (sung by Mirkelam) were taught to the two groups during the application. The songs were chosen considering their melodic patterns. Additionally, the researchers refused to benefit from rap, hip-hop samples which are non-melodic. At the end of the three week study process, the music lesson attitude scale was applied to all participating students again.

Data collection tool

As the data collection tool in the research, the scale developed by Nacakcı in 2006 to measure the attitudes of primary school students to music lessons was used. The scale was developed with 22 items, while those with correlation value below. 30 during a pilot application were excluded. Factor analysis found the scale had a single dimension and explained 54% of total variance. The scale comprised 4 items about personal information and 15 items with 5-degree Likert scale about attitude. Answers to questions are given points from positive to negative as "completely agree (5)", "largely agree (4)", "partly agree (3)", "undecided (2)" and "completely disagree (1)". For negative questions, points are given inversely. The 1st, 2nd, 4th, 7th, 12th, 13th and 15th propositions used on the scale are negative while the rest are positive. The Cronbach alpha reliability coefficient was calculated to determine the reliability of the scale and found to be 0.88. In this study, the Cronbach alpha reliability coefficient of the scale was calculated as 0.76. The scale items are given in Table 2.

Analysis of data

With the aim of identifying whether the use of pop music was effective on attitudes of middle school students to music lessons in this study, the variation in attitudes to music lessons of students participating in the study before and after both the application processes was investigated. During the data analysis, the arithmetic mean and standard deviation of experimental and control groups were calculated and the "t test" was used to identify whether there was a statistical difference in pretest and posttest item points. Since the scale which was used to analyze data was not developed upon total score, comparisons were made separately for each item.

FINDINGS

With the aim of identifying whether the use of pop music was effective on attitudes of middle school students to music lessons in this study within each group, the result of the t test for pretest and posttest attitude points of experimental and control groups is given in Table 3.

When the mean points for each item before application are examined, the highest points were for items 5 and 6 ($\overline{X}$= 3.67, 3.74, $\overline{X}$= 3.44, 3.39). When these items are examined, it can be said that students had positive opinions related to making music before the application. When the lowest points are investigated they were for items 4, 14 and 15 ($\overline{X}$= 1.97, 1.96, $\overline{X}$=1.86, 1.91, $\overline{X}$= 1.91, 1.89).

Looking at these results, it appears that the negative attitudes of students to music lessons before the application were related to the lesson flow of the music

Table 2. Attitude to music lessons scale.

S/N	Proposition	Completely agree	Largely agree	Undecided	Partly disagree	Completely disagree
1	I think music lessons are an unimportant lesson	-	-	-	-	-
2	If I didn't have to, I would not want to participate in music lessons	-	-	-	-	-
3	I would prefer to do music lessons instead of numerical and linguistic lessons	-	-	-	-	-
4	The reason I'm not as successful in music lessons is because of my teacher	-	-	-	-	-
5	I would like to be involved in music or play an musical instrument	-	-	-	-	-
6	I think music lessons help me gain enjoyment and preferences in listening to music	-	-	-	-	-
7	I only study for music lessons to pass the class	-	-	-	-	-
8	I want the weekly hours for music lessons to be much higher	-	-	-	-	-
9	I want to participate in music events in or outside school with what I learn in music lessons	-	-	-	-	-
10	I find the topics in music lessons beneficial and interesting to me	-	-	-	-	-
11	Music lessons are among my favorite lessons	-	-	-	-	-
12	I would prefer to spend time on other lessons instead of on music lessons	-	-	-	-	-
13	Music lessons are a boring class	-	-	-	-	-
14	I can see the effects of developing technology in the lesson flow in music lessons	-	-	-	-	-
15	Our music teacher does not teach music to us with an instrument or voice	-	-	-	-	-

teacher. The students generally stated that the music teachers do not use instruments in lessons and do not benefit from technological facilities. When items 3, 11, 12 and 13 are examined, students chose music lessons over other lessons though at a low rate ($\overline{X}$ = 3.10, 3.26, $\overline{X}$ = 2.92, 2.88, $\overline{X}$ = 2.62, 2.54, $\overline{X}$ = 2.80, 2.98). When the attitude points of all items are examined, students generally can be said to have moderately positive attitude toward music lessons.

After application, in the control group taught with traditional methods using examples from the educational music repertoire items 5, 6, 9, 11 and 15 had positive significant differences between pretest and posttest attitude points ($t_{(180)}$ = 2.87, p<.01, $t_{(180)}$ = 2.27, p<0.05, $t_{(180)}$ = 2.39, p<0.05, $t_{(180)}$ = 2.31, p<0.05, $t_{(180)}$ = 4.49, p<0.01). When propositions related to these items are examined, when songs are learnt using an instrument in lessons run with traditional methods, students developed positive attitudes to singing in music lessons, wished to use the songs learned in activities outside of classes and enjoyed music lessons more. There was no significant difference observed between the pretest and posttest attitude points of the control group for other items. As a result, the repertoire used in song learning with traditional methods can be said not to cause

significant variation, apart from the performance attitudes of students.

After application, in the experimental group taught using pop music samples with karaoke recordings, there was no significant difference observed in pretest and posttest points for items 4, 7, 8 and 15 ($t_{(168)}$ = 1.30, p>.05, $t_{(168)}$ = .48, p>.05, $t_{(168)}$ = .81, p>.05, $t_{(168)}$ = .68, p>.05). The proposition in the 15th item is about the music teachers use of instruments, and as karaoke recordings were used for the experimental group, this result is expected. When the other propositions in the items are examined, they appear not to be related to song learning but are

Table 3. T test results for experimental and control groups .

S/N	Groups	n	Pretest		Posttest		SD	t	p
			$\overline{X}$	sd	$\overline{X}$	sd			
1	Control	91	3	0.56	3.13	0.52	180	1.65	0.101
	Experiment	85	2.95	0.69	3.21	0.64	168	2.54	0.012**
2	Control	91	3.13	0.54	3.19	0.65	180	0.62	0.690
	Experiment	85	3.22	0.54	3.53	0.61	168	3.46	0.001*
3	Control	91	3.10	0.75	3.05	0.67	180	0.52	0.601
	Experiment	85	3.26	0.56	4.15	0.72	168	9.07	0.00*
4	Control	91	1.97	0.84	1.81	0.7	180	1.30	0.195
	Experiment	85	1.96	0.61	1.92	0.68	168	0.48	0.634
5	Control	91	3.67	0.78	3.99	0.72	180	2.87	0.005*
	Experiment	85	3.74	0.73	3.96	0.71	168	2.02	0.045**
6	Control	91	3.44	0.58	3.63	0.53	180	2.27	0.025**
	Experiment	85	3.39	0.51	3.6	0.73	168	2.19	0.03**
7	Control	91	2.47	0.62	2.51	0.62	180	0.48	0.633
	Experiment	85	2.69	0.72	2.88	0.76	168	1.65	0.101
8	Control	91	2.85	0.73	2.77	0.54	180	0.81	0.419
	Experiment	85	2.79	0.66	2.96	0.82	168	1.55	0.124
9	Control	91	2.63	0.66	2.86	0.64	180	2.39	0.018**
	Experiment	85	2.67	0.66	3.09	0.78	168	3.81	0.00*
10	Control	91	3.36	1.13	3.30	1.14	180	0.39	0.696
	Experiment	85	3.48	0.81	3.91	0.91	168	3.21	0.002*
11	Control	91	2.92	0.54	3.21	0.61	180	2.31	0.022**
	Experiment	85	2.88	0.57	3.24	0.75	168	3.46	0.001*
12	Control	91	2.62	0.87	2.75	0.72	180	1.11	0.267
	Experiment	85	2.54	0.87	3.34	0.98	168	5.63	0.00*
13	Control	91	2.80	0.96	2.93	0.79	180	1.02	0.311
	Experiment	85	2.98	1.03	3.36	1.12	168	2.35	0.02**
14	Control	91	1.86	0.81	1.76	0.71	180	0.88	0.381
	Experiment	85	1.91	0.73	4.18	0.62	168	21.78	0.00*
15	Control	91	1.91	0.74	2.39	0.68	180	4.49	0.00*
	Experiment	85	1.89	0.80	1.81	0.78	168	0.68	0.498

* = p<0.01; ** = p< 0.05.

related to attitudes to music lessons. When the mean points are investigated, the highest increase was observed for item 14 ($\overline{X}$ = 1.91, $\overline{X}$ = 4.18). The proposition in this item is related to the level of use of technological facilities in music lessons. The use of karaoke recording for song learning in the experimental group explains this increase in the mean points. As there was a positive significant difference observed between pretest and posttest attitude points for all other items, the use of pop music samples in song learning during music lessons may be said to positively affect the attitudes of students to music lessons.

DISCUSSION, CONCLUSION AND SUGGESTIONS

When the mean item points are investigated at the end of the research, it was identified that the attitudes of

students to music lessons were generally positive though moderate. Additionally, it appears that music teachers do not give sufficient importance to using an instrument while teaching songs and do not sufficiently benefit from technology.

When the data obtained are investigated at the end of the application, the use of samples from the educational music repertoire while teaching songs and the use of instruments during this process ensures students gain more enjoyment from music lessons; however it was identified that there were difficulties in achieving the aims of the lesson. The use of pop music samples in song learning caused a general increase in the attitudes of students to music lessons. When the difference in the mean attitude points are examined, song learning using pop music samples made the students gain lots of enjoyment from music lessons, had increased motivation for lessons and increased their desire to participate in activities within and outside lessons.

Research has emphasized the positive aspects of the use of pop music in music lessons. Green (1999) stated that the inclusion of pop music within the national educational curriculum for music lessons would remove the barrier between teachers and students. Dunbar and Wemyss (2000) observed pop music included in music education would provide impetus to both learning and teaching processes and be a developmental tool for music education.

Jaffurs (2004) stated that the use of pop music in music lessons would develop the relationship between teacher and students and give lessons a more successful dimension. Green (2006) stated if pop music were included in music lessons it would allow students to focus on the natural aspects of music with social taboos removed, they would embroider music with their own depictions and enjoy a quality music experience. Campbell et al. (2007) stated that pop music was more enjoyable and motivating for youths, that they had their own esthetic and social values and that it had the potential to create ties with the daily life of youths. They emphasized that pop music processes like improvisation and group composition should be increased within the education experience.

Sakar (2009) working from the idea that pop music is a reality of life stated that the use of pop music in music education would achieve the ultimate objective of art to reach an interested audience. Çiftçi (2010) determined that generally the use of music experienced daily in music education was an unavoidable requirement and analysis and assessment of the music types experienced by individuals within music education; teachers teaching music was beneficial and that the use within the educational process when necessary was a significant requirement of the present age.

Özden and Başeri (2010) recommended a greater inclusion of quality examples of pop music, which students show great interest in, within the school music

repertoire from primary school and supporting pop music studies by students in university and their pop music societies. Kurtuldu and Nacakcı (2012) identified that students gained great enjoyment from listening and singing songs at their own level, whether in terms of lyrics or music, within infrastructure supported by pop music and that they learn and memorize songs similar to pop music more easily.

Sevim and Güleryüz (2012) found that teaching candidates had high attitudes toward pop music and had the necessary perceptive preparation for the use of pop music as a teaching tool in the second stage of primary school. Gregory and Gooding (2013) stated that the use of pop music in music education attracted the attention of students, and they concluded it was a strong motivation tool increasing students' participation. Küçük (2014) stated that the repertoire studied in music lessons should include current pop school music examples apart from known pieces, based on the opinions of music teaching candidates.

During the music education process, as benefitting from pop music examples in song learning applications positively affected attitudes of students to lessons, it is considered that a greater place should be given to pop music examples in teaching programs and lesson books. Students live engaged with pop music in all areas of life, within both visual and audio media. Greater inclusion of pop music in music lessons will create a link between the school and private lives of students more easily.

Additionally as students express themselves within a cross-section from their own lives during activities within and outside of lessons, positive changes will be observed in their desire to make music. In light of all these recommendations, considering the effect of pop music in development of national education policies and the application process, it is thought that it will contribute to an increase in the success levels of music education. The research was limited to Burdur Province because of time and budget limitations. To conduct similar research in different province and regions may contribute to the reliability of the results.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Educational Research and Reviews

Full Length Research Paper

The effect of healthcare transformatıon ın a Turkısh medıcal school

Ahmet O. Aktan* and Bahadir M. Gulluoglu

Department of General Surgery, Marmara University School of Medicine, İstanbul, Turkey.

In Turkey there are 83 medical schools and the oldest six are regarded as the best institutions. Marmara University School of Medicine (MUSM) is one of the 6 leading institutions. MUSM Hospital was delivered to Turkish Ministry of Health (TMoH) for its operational management in 2010. In this study, we aim to assess the current status and trend of productivity and attractiveness of MUSM, by comparing them to other medical schools which are run independently from TMoH. The data between 2010 and 2016 were collected, and eight medical degree programs in 6 medical schools were included in the study. The numbers of publications, ranking in entrance exams and score of graduate students during residency entrance exam, were investigated for comparison. In the ranking of university entrance exams, MUSM ranked 8th in 2010 and dropped to 18th in 2016, while others except one remained stable. When the postgraduate exam for specialist in medicine results were taken into consideration, MUSM ranked 7th in 2008 and 37th in 2016, showing the same downhill slope; while others remained stable or even improved. The ranking of MUSM declined in exams after cooperation, while other medical programs in 5 schools kept their positions or even improved. High work load and low teaching times in pay-for-service system seem to have a negative impact on medical education.

Key words: Medical education, pay-for-service, health care reform.

INTRODUCTION

Graduate medical education is given in university medical schools in Turkey, independent of Turkish Ministry of Health (TMoH). However, postgraduate specialty training is also given in state run teaching hospitals. The quality of graduate or postgraduate medical training has not been measured in any of these institutions formally.

In Turkey, there are 83 medical schools distributed to different regions throughout the country. The oldest six medical schools are regarded as the best institutions for medical education. These schools are in three most populated cities in the country; three in Istanbul, two in Ankara and one in Izmir. Two schools have two programs in which the education is given in English and Turkish as parallel curriculums. In total, 8 graduate medical education programs are regarded as the most attractive ones for high school students who are willing to be professional physicians in Turkey.

Marmara University School of Medicine (MUSM) is one

*Corresponding author. E-mail: ao.aktan@gmail.com.

of these 6 leading institutions in Turkey that provides training both at graduate and postgraduate levels. The improving trend of scientific publications from MUSM which is believed to reflect the level of quality in medical education (Gulluoglu and Aktan, 2000) indirectly was previously reported. MUSM Hospital in which core graduate and postgraduate teaching procedures are run was delivered to TMoH for its operational management in 2010.

Hence they moved to a new and modern complex quite far from the city center, bringing disadvantages to students' social life. Since 2010, many university hospitals underwent the same operational transformation. University hospitals of other five medical schools mentioned are currently managed independently from TMoH and they are some of the few who kept themselves from this transformation. There are concerns about the governance of teaching hospitals by TMoH in which pay-for-service system is the basis for healthcare. In the beginning of this transformation, concerns on this system change such as drawbacks in medical education due to increased workload were expressed (Turkish Surgical Association, 2010).

The aim of this study is to assess the current status and trend of productivity and attractiveness of MUSM, by comparing them to those in other "Ivy League" medical schools which are run independently. Parameters such as number of publications, ranking in entrance exams and score of graduate students during residency entrance exam were looked at for comparison. A descriptive design was planned to conduct this benchmarking study.

MATERIALS AND METHODS

Design

This cross-sectional study was designed to be descriptive. The study variables of MUSM were compared to those of other institutions as benchmarking on year by year basis. The data between 2010 and 2016, in which the data retrieval started at the time which the operational change started, were collected. A number of scientific publications in the index institution were not compared to that of other institutions. The findings on this variable were compared to those on each year only in MUSM, to assess its trend within the institution.

Samples and subjects

Eight "doctor of medicine (M.D.) programs" in 6 medical schools were included in the study. These are Istanbul University Istanbul Faculty of Medicine (IsFM), Istanbul University Cerrahpasa Faculty of Medicine (CeFM) English program, CeFM Turkish program, Hacettepe University School of Medicine (HUSM) English program, HUSM Turkish program, Ege University School of Medicine (EUSM), and MUSM as the main index comparator. As indicated earlier, these schools and programs were selected due to their historical successes in academic parameters which were determined to be the variables of this study as well. The presence

of operational relation with TMoH was one of our confounding factors; therefore, apart from MUSM, all 7 programs were independent.

Outcomes

Outcomes of the study were:

(1) High school students' entrance ranking to each medical school.
(2) Medical school graduates' entrance ranking for specialty posts in any listed vacancies in or out of their school; and
(3) The number of scientific publications in MUSM.

Data collection

The entrance to medical schools in Turkey is carried out once in a year with a centralized examination prepared by OSYM (Student Measuring, Selection and Placement Center). After the completion of a six year medical education, graduates take a postgraduate exam for specialist in medicine, which is also prepared and conducted by OSYM. The postgraduate exam is done twice a year, April and September. The minimum scores/points required for acceptance to medical schools were obtained from OSYM website (http://www.osym.gov.tr/TR,1006/2011-osys-yuksekogretim-programlarinin-merkezi-yerlestirmedeki-en-kucuk-ve-en-buyuk-puanlari-19082011.html). The minimum entrance points and the ranking are compared among subject schools. The postgraduate exam for specialist in medicine results are not regularly published in OSYM website. However, the results and ranking appear in the medical press. The average points and ranking for MUSM and other seven medical education programs were obtained in September 2008, April 2012, September 2012, September 2013, September 2015, and April 2016 (http://www.tipfak.com/tip-tercih-robotu/tip-fakulteleri-taban-puanlari). Scientific publications from Marmara University and MUSM were obtained by searching Science Citation Index (SCI) Expanded, Social Sciences Citation Index and PubMed, using "marmara univ, univ marmara" as key words for the years between 2010 and 2015. The publications were classified as original article, review, and meeting abstract. The scientific publications per academic staff were also calculated for the periods between 2010 and 2015. The number of academic staff in the school was obtained from official records.

RESULTS

Entrance ranking for medical school

In the ranking of university entrance exams, when the minimum points required were considered, MUSM ranked 8th in 2010. In the following years its ranked 11, 13, 19, 19, 18 and 18th until 2016 respectively, showing a downward slope (Figure 1). Rankings of MUSM and other medical faculties are given in Table 1.

Entrance ranking for specialty posts

When the postgraduate exam for specialist in medicine results were taken into consideration, MUSM ranked 7th in September 2008, 19th in April 2012, 23rd in September 2012, 9th in September 2013, 32nd in
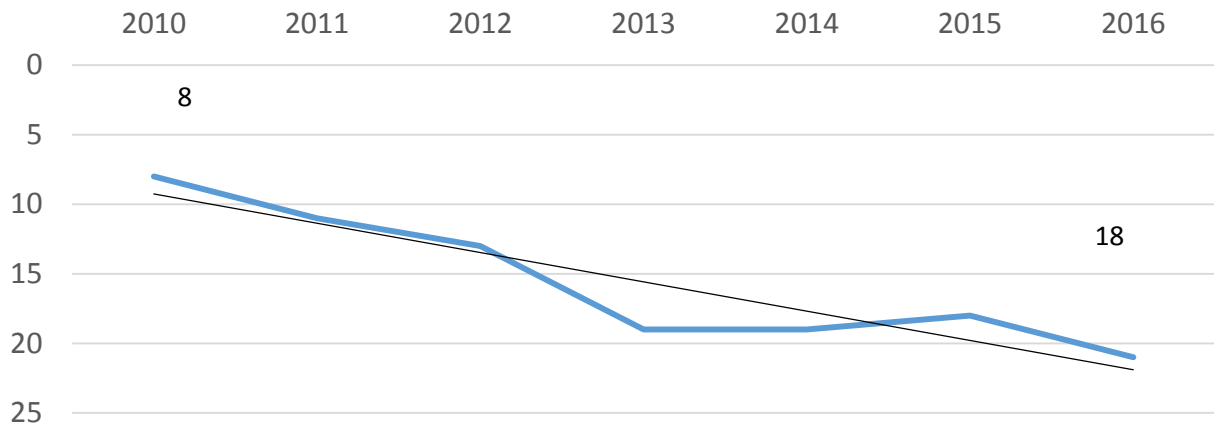
Figure 1. MUSM university entrance exam ranking.

Table 1. University entrance exam ranking among eight medical faculties.

Year	MUSM	IUSM	AUSM	EUSM	CMF(Eng)	CMF(Tur)	HUSM(Eng)	HUSM(Tur)
2010	8	6	8	9	5	7	3	4
2011	11	8	12	13	4	9	3	7
2012	13	10	14	15	6	10	7	8
2013	19	15	20	22	6	16	7	11
2014	19	16	18	22	3	14	7	10
2015	18	11	16	19	2	10	5	9
2016	18	11	12	17	2	6	4	5

September 2015, and 37th in April 2016; showing the same downhill slope as university entrance exam rankings (Figure 2). The ranking of MUSM and other seven medical education programs for the corresponding exams are given in Figure 3.

Scientific publications

The total number of scientific publications, number of original articles published, number of academic staff and the number of scientific publications per staff between 2010 and 2015 in MUSM is given in Table 2. There was a slight increase in the number of scientific publications from 2010 to 2015; however the number of original articles and number of publications per staff remained stable. The contribution of MUSM to the overall scientific publications of Marmara University also remained relatively similar, being 55, 50, 44, 54, 63, and 48%, respectively for the years 2010 to 2015.

DISCUSSION

In this observational study, MUSM's attractiveness and productivity were found to be decreased when compared to other medical schools in Turkey as well as to its past. Ranking of entrance to MUSM dropped from eighth in 2010 to 18th in 2016, whereas other schools' rankings were found to be relatively stable except one (EUSM).

The drop in two others (IUSM and AUSM) was not as significant as MUSM's during the same period. The ranking of entrance to postgraduate residency posts was also found to dramatically drop from 7th in 2010 to 37th in 2016 for MUSM graduates; whereas other schools' rankings did not change except one (HUSM-Tur) and this drop was seen only in one last exam. As one of the outcomes of this study, the publication number of MUSM was found to be increasing between 2010 and 2015; however the increase in publication to academic staff ratio was found to be less promising.

Turkey has changed in its health-care system in the past 13 years, one of the cornerstones of this transformation include handing over the management of medical schools' teaching hospitals to TMoH (Atun et al, 2013). Many university hospitals are financially and administratively run by the TMoH, and with a new law, all university hospitals will be in the same position regardless of their will. Currently, only 12 of the state university hospitals, all of them in big cities, out of 60,

Figure 2. MUSM postgraduate exam for speciality in medicine ranking.

Figure 3. Postgraduate exam for speciality in medicine rankings of eight medical faculties.

Table 2. Total number of scientific publications, number of original articles published, number of academic staff and number of scientific publications per staff between 2010 and 2015 in MUSM.
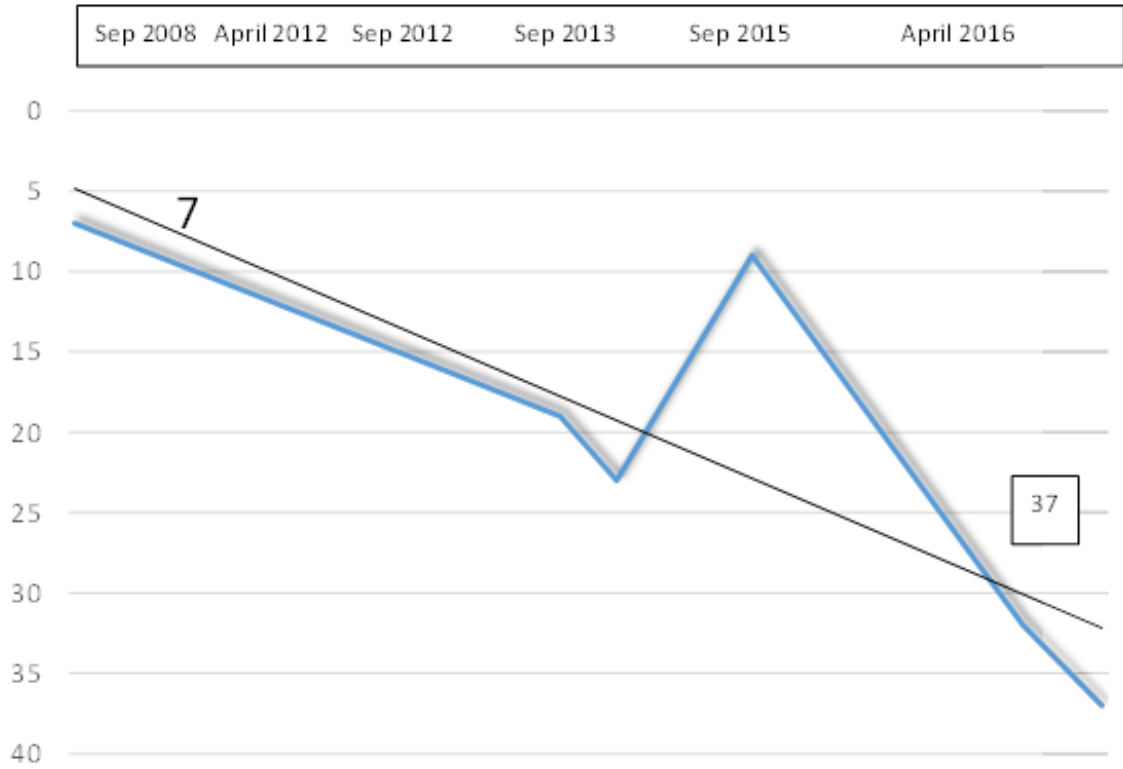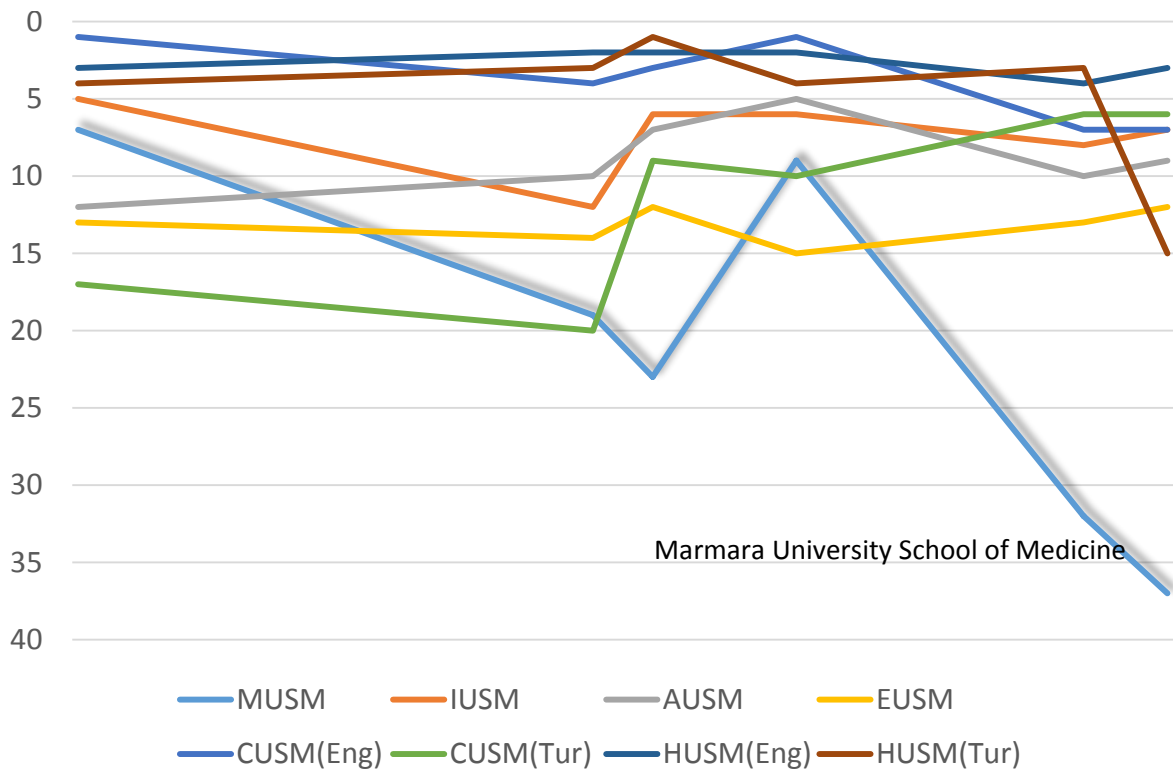
Variable	2010	2011	2012	2013	2014	2015
Marmara University (Total published)	638	774	726	947	863	1051
MUSM (Total pubulished)	354	385	336	510	483	502
MUSM (Original article)	253	259	202	284	304	313
Number of academic staff	225	227	259	269	284	287
Pub/academic staff ratio	1.57	1.69	1.29	1.89	1.70	1.74

are not under the control of TMoH (5). However, top 6 are run independently from TMoH except MUSM, as it was chosen to compare it to others in the study.

As far we know, this is the only report comparing leading medical schools in Turkey as regards their attractiveness and success. Among these, the study aim to assess MUSM's position as the unique school which had changed its operating body compared to the rest of those with independent operational management. This in fact gave the opportunity to assess the operational management system as the confounding variable for all comparisons.

There are certain drawbacks in this study. All the medical schools' performances in Turkey were not analyzed for outcomes. Currently, there are 83 medical schools which provide medical education in Turkey, either private or state-governed. Therefore, the study assessment includes only a small scale of medical education in the country. However, it was believed that including only the top 8 medical education programs (in 6 schools), the analysis would provide a modest conclusion regarding the objectives. Another main drawback of this study is the lack of comparison of scientific publications among schools, which further prevented comment on this variable and its association with rankings. Furthermore potential confounding factors such as city of location, campus location and conditions, social life facilities which in fact influences student attractiveness, were likely overlooked.

MUSM is one of the three big state run medical faculties in Istanbul, Turkey. Ten years ago, MUSM was among the five most preferred medical faculties in Turkey. However, in recent years, there is a steep downward trend in the university entrance exams. At the same time, MUSM ranking in postgraduate exams for specialist in medicine has declined. However, other top medical programs maintained their ranks for both exams. These seven medical programs always ranked in the first twelve and kept their positions, while some of them even improved their results.

Among these, EUSM was an exception, but their results are improving in recent years in contrast to MUSM. On the other hand, MUSM ranking 8th in 2010 at university entrance exams declined to 18th in 2016. For postgraduate residency exams, MUSM ranked 7th in

2008 and 37th in 2016, reflecting a very significant decrease.

One of the major changes in MUSM has been the cooperation of the university with TMoH in 2010. Marmara University Hospital, at the same time, moved to a TMoH- owned hospital where financially it was managed by TMoH. This new hospital is quite distant from the center of the city. Other programs run in hospitals in three big cities in Turkey continued to operate by themselves and refused cooperation with TMoH.

In TMoH directed hospitals, due to fee-for-service system, workload is reported to be high and time spared for education seems less. In MoH-controlled hospitals, physicians are paid on a pay-for-service system which has increased the number of hospital visits to 8.5, which is well above the 6.6 Organisation for Economic Co-operation and Development (OECD) average (Doctor visits per capita by country, 2013; OECD Health Data, 2013; OECD Health Statistics, 2014).

The physician workload is high reaching 50 to 100 consultations a day and consultation lengths of less than ten minutes (Akman et al., 2017; WHO, 2008). Another potential effect of managerial change to fee-for-service in MUSM and similar schools include less time reservation for active teaching and learning due to leverage change in faculty members' motivation for income as well.

As the other seven medical programs continued to be operated as before and kept their ranks in exams, the cooperation of MUSM with TMoH seems to have a negative impact on medical education, hence its attractiveness and student success in residency exams. Besides, the effect of moving the hospital to a new and distant location makes it difficult to assess, although it cannot be excluded.

The number of academic staff slightly increased from 2010 to 2016 in MUSM. When the hospital moved to the new location, very few of the academic staff quit and they were replaced with new teaching staff. Although, the quality of the teaching staff cannot be assessed, the number of scientific publications may give a clue. There was a slight increase in the number of scientific publications from 2010 to 2015; while the Number of original articles and number of publications per staff remained stable.

The contribution of MUSM to the overall scientific

publications of Marmara University also remained relatively similar being 55, 50, 44, 54, 63, and 48%, respectively in the years 2010 to 2015. Therefore, poor academic performance may be excluded as one of the causal factors for MUSM's deterioration in its attractiveness and success in postgraduate residency exam.

This study was aimed to assess the impact of university-TMoH cooperation on medical education. The recent performance of MUSM was compared to other seven oldest state-run medical programs in three big cities of Turkey which have no cooperation with TMoH. While the ranking of MUSM declined in exams after cooperation, other medical programs in 5 schools kept their positions or even improved.

The high work load and low teaching times in pay-for-service system seem to have a negative impact on medical education.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Educational Research and Reviews

Full Length Research Paper

Analysis of dream in Gholamhossein Sā'edi's short stories: A model for dream analysis in literary works

Hassan Veskari[1], Shokrollah Pouralkhas[2*], Ramin Moharrami[2] and Ebrahim Ranjbar[2]

[1]Department of Persian Literature, University of Mohaghegh Ardabili, Ardabil, Iran.
[2]Department of Persian Language and Literature, University of Mohaghegh Ardabili, Ardabil, Iran.

Gholam Hussein Sā'edi is one of the greatest Iranian writers of short stories in the present era. Sā'edi's stories are based on the existence of fanciful and dreamlike settings in which he attempts to establish the endings of the stories to be the direct result of the characters' psychological reaction against their dreams. The linguistic and psychological analyses of the stories show that dreams have an essential part to play in his short stories, and that fanciful atmosphere, place, time setting, and psychotic characters create a context for the existence of dreams. In this study, dreams have been studied in his short stories on the basis of Freud's and Jung's ideas. In Sā'edi's collection of *The Mourners of Bayal,* dreams are formed when psychotic characters react to archetypes, and the archetypes are specified through the analysis of the dreams when identifying the characters of the stories and their mental action. However, in his story of *Two Brothers* and *The Beggar* in the collection of *Anonymous Fears*, dream is the centerpiece of fictional events, and the events of the story coincide with the dream of the characters.

Key words: Dream, Jung, Freud, Sā'edi, the mourners of Bayal, anonymous fears.

INTRODUCTION

From the early human life, dream has attracted much attention and has been discussed thoroughly in different contexts, especially in religious texts. It was an instrument to relate man with his deepest wishes, with the moral or the geometry rules of the universe and with his/her subconscious emotions (Cirlot, 1389). However, the time when the West was influenced by rationalism, dream reached its nadir. In the twentieth century when "Sigmund Freud" and "Carl Gustav Jung" paid attention to human psyche, again dream was utilized as a tool for understanding the human unconscious.

Freud referred to the inaccessible part of the mind as unconscious. Jung also stressed the existence of the unconscious. Although they had a number of Intellectual disagreements about some issues, both of them agreed upon the existence of dream. Freud (2002) in "*The Interpretation of Dreams*", which is the most famous modern book about dream interpretation and understanding (Fromm, 2008) attached particular importance to dream, nightmare, fantasy and memory and brought *the issue of dream in human actions* to the attention of critics. He believed that dreams are important because the suppressed desires that consciousness is not aware of, appear in symbolic forms in dreams.

Hilgard (1997) stated in the book of *Dream Interpretation,* that:

''The dream is not meaningless, not absurd, does not presuppose that one part of our store of ideas is dormant while another part begins to awake. It is a perfectly valid psychic phenomenon, actually a wish-fulfillment; it may be enrolled in the continuity of the intelligible psychic activities of the waking state; it is built up by a highly complicated intellectual activity'' (p. 35).

Seeking to find signs of dreams in the human world and acknowledging that dreams are related to individual and collective unconscious, Jung (2005) has defined dreams as an action in unconsciousness with its special experience. Jung (2002) believed that dream should be accepted as a usual happening and we should acknowledge that dream is purposeful and has a logical reason behind it. Not believing that dreams are the transformed realization of a suppressed desire, Jung held that dreams contain archetypes which a person observes in the world of the unconscious and images that are in the collective unconscious of mankind and, according to Jung (2002), "we must seek the truth that come from dreams, dreams are objective facts" (pp. 35 to 36).

In this context, in order to understand human's character, he used dream analysis method. What can be understood from the comments made by Freud, Hilgard, and Jung is that dream is different from sleep: Sleep is related to the physiological condition of the body, but dream is a psychological state that occurs in sleeping. Dream could also be different from imagination: Unlike dreams, imagination could happen while you are awake.

Dreams stem from a person's unconscious, but imaginations are connected to the person's conscious mind, therefore imagination can be defined as "a psychological phenomenon of the unconscious that is created in sleep or when awake; dreams are created from a series of mental images in which the person is actively involved or is a bystander "(Real, 1989). In other words, dream is a manifestation of a wonderful night, wonderful because it occurs involuntarily in a world that is not similar to our everyday world (Aeppli, 1991).

Dreams also, with the influence of the ideas of Freud, Jung and others, found their ways to different fields, including literary and artistic works and begin to play a major role in modern life. In the Iranian literature, dreams are also very important especially in the theosophical texts. Theosophists spoke of true dreams under religious teachings. However, when it comes to the study and analysis of dream in the realm of story, it was Freud and Jung psychology that came to play.

Stories are the best ground for reviewing dreams because dreaming is the result of the unconscious and story is mixed with the unconscious. From what have been said so far, it can be concluded that dream has a special place in literary works, which are often associated with fantasy, imagination and trans-reality. It can also be claimed that poems and stories are the result of the poet's and writer's dreams. However, dreams have not been sufficiently investigated in the literary works, especially in short stories in Iran and across the world.

In this article, Gholam Hussein Sā'edi's short stories (1934 to 1984) were studied on the basis of the functions of dreams. Since his short stories are characterized by fantasy and imagination, they are capable of providing an appropriate ground for the emergence of dreams. By analyzing dreams, it is possible to recover archetypes based on Jung's ideas and examine the events in the stories based on Freud's ideas.

LITERATURE REVIEW

Although the connection between psychology and literature were studied more than ever in the twentieth century, the history of this connection can be traced back to Aristotle's works in the fourth century, and poets such as Coleridge, Wordsworth and Shelly acknowledged such a relationship through their theories in the field of imagination (Guerin et al., 1992).

Supporters of different theories have also utilized psychoanalytic theories in their works. However, Sigmund Freud and Carl Gustav Jung proposed *psychoanalytic criticism,* which later on changed into an international movement. Today, psychology has a special place in literary works, and the existence of the link between literature and the human no longer needs proving. This link has always been reciprocal: the human psyche forms the literature and literature develops Psyche. Put in another way, the internal perception of man addresses natural and human features and provides for literary creation; in return, literature looks at the realities of life in order to illuminate aspects of human psyche.

It is on this basis that literary and psychological criticisms find common interests. The poet and the literary figure view life from a different angle, but the point of view of both is one: Both of them take notice of human life and its manifestations; both of them draw their curiosity towards fantasies, thoughts, emotions and psychological problems (Emami, 2005).

What brought literature and psychology closer is that the literary figure retells objectively what he/she sees in his/her psyche in the form of a poem or story. Poetry or story is the mental dream of a poet or writer, and since the language of dreams is, according to Jung (2005b), symbolic, dream has an important place in literature. Dreams are also a basis for the flow of demands of the Psyche. Jung believed that psyche is the only thing that we have immediate knowledge of, and nothing will be known unless it appears in the psyche. In his view, Psyche is the starting point of all human experiences and we live in a world that is the product and invention of the psyche (Sanaee, 2015).

Jung initially viewed dream with therapeutic approach (ibid) and argued that if psychic powers become involved in a conflict or imbalance, the psyche itself tries to resolve it. Just as a living organism is active to repair its tissues and to remedy any disease, the psyche tries to get rid of its disorders, and make its compensating mechanism operate through dream. This means that the psyche reflects its conflict or imbalance in dream, and dream analysis could lead the analyst to realize mental disorders (Jung, 2003).

In a literary work, the author's hidden approaches in the development of the story can be figured out by dream analysis. In the light of this argument, Jung put forward the objectivity of mental events. He regards the psychological experience as a power or strength that exerts influence on the peoples' lives (Sanaee, 2015).

The relationship between dreams and literary work is like an unconscious image that is created during sleep. The poet or the writer creates literary works through the discovery of profound self in dream. The role of dream in the literary works involving imagination, fantasy and trans-reality is very pivotal, especially in stories which were written in Surreal and magical realism style.

Dream in the stories of Sā'edi is used as a fictional element that helps shape the overall structure of the story and makes the field ready so that other events of the story become meaningful in it. One of his main stories in which the functions of a dream are obvious is the story of *Two Brothers* from the collection of *Anonymous Fears*. In this story, dream is the main axis of events. A trace of dream can also be found in the story of *The Beggars.* In other stories, the events occur in an unusual atmosphere or location, and the factors causing the formation of the story indicate that the story is shaped as if in a dream. Through dream analysis and restoring the old archetypes in it, it will be possible to reveal the psychic behaviors of characters.

In the field of dreams and its functions in contemporary time, only one study titled '*Dream Analysis in the Novel of 'The Fig Tree* of the *Temples'* was conducted by Qasemi et al. (2011) and published in the magazine of "*Literary Criticism*" in 2011. In this paper, the authors made an attempt to carefully analyze dreams by summarizing it in author's own language with the help of Freud's method of dream interpretation and on the basis of the principles of developmental constructivism. A dissertation entitled "*The Dreams and Visions in Contemporary Persian Novels"* based on novels of "*Shazde Ehtejab*, *Gavkhooni* and *Solook* was defended at the University of Qom in 2010.

With regard to Sā'edi 's works, only two articles have been released: one entitled Magic Realism in the Stories of Gholamhossein Sā'edi written by Taghi Pournamdarian and Maryam Seydan in 2009 and published in the Journal of Persian Literature of Kharazmi university, and the other entitled Surrealism in the Story of 'Anonymous Fears' of Gholam Hussein Sā'edi written by Morteza Razaghpour and Maryam Tahoori in 2010 and published in the *Journal of Literary Thoughts* of Islamic Azad University of Arak.

In these articles, the existence of the illusion and dreams and psychic characters has been investigated in stories of Sā'edi. However, none of them have directly addressed the problem of dream. This article explores the subject of dream in the short stories of Sā'edi, but before delving into the topic, it seems a good idea to have a look at an abridged history about Sā'edi.

Gholam Hussein Sā'edi was a medical practitioner who was a prominent and prolific contemporary Iranian writer under the pen name of *Gowhar-e Morād*. He began writing in journalism and went further into writing short stories and drama. He published his first stories in 1954 in journals as *Sokhan, Sadaf* and *Arash*. In his forties, he shone in his literary career and reached a peak with the publication of his collection in the field of fiction. He continued writing till his death in Paris. His works include eight stories, four novels, twenty plays and four screenplays.

METHODOLOGY

This article is an instance of descriptive-analytic library research. The topic was gotten after lots of readings on the areas related to this article. Then, we tried to prepare a list of subjects or keywords that might be useful in this study search, and thought about the best possible sources and about the types of information that might be needed to proceed with the flow of research, and to have a complete review of information on the topic. When reviewing, we took careful notes, documenting the sources carefully for proper citation and later referencing. Based on the notes, we tried to summarize and organize the findings systematically by extracting some themes, or subtopics.

DISCUSSION

The subtopics included Sā'edi's attention to the world of dreams, the fields of dreams in stories, the existence of the atmosphere of fantasy and illusion, psychotic characters, and the compliance between the events of the story and the dream. We shall analyze the topics one after the other.

Sā'edi's attention to the world of dreams

Regarding the fact that the main characteristic of the stories of Sā'edi is the illusion and tendency toward the unknown world of the people's mind, it could be argued that these stories are based on the world of dream. Attention to the people's psyche is addressed in his

writing style. He was very successful in this genre, and this success might be attributed to his medical practice and his expertise in psychoanalysis.

Unlike Hedayat, who became familiar with psychoanalysis and its changes through studying and pursuing it in the first half of the twentieth century, Sā'edi had scientific knowledge and capability in this field and looked at the cases with expert judgment. In fact, he had unique skill in the analysis of human's insides, especially subordinate people, which was unique among writers (Ghasemzadeh, 2000). Therefore, with the singular understanding he had about psychotic and disturbing characters, he was able to use these characters in his stories well. The atmosphere in his stories is replete with mixed nightmares and reality.

The characters of the stories also have a more introspective aspect. By highlighting their psychological states, Sā'edi has tried to make the story endings as something directly resulting from the characters' psychological responses to their unconscious. "In these stories, he opened a window to a world for reader that is more unrealistic, superstitious, horrific, and supernatural and throws the reader into a false panic and induces, at the same time, great pleasure in them.

Sā'edi is skillful in this style of writing; no one in Iran could compete with him" (Azizi, 1975). The primitive psychosis and delusions of characters in these stories make them suitable for examining the dream. We are more familiar with their unconscious than their conscious. This feature is more obvious in stories like *Mourners of Bayal*, *Grave and Cradle*, *Anonymous Fears,* and *Fear and Trembling*. The atmosphere in these stories is full of fear and the characters are mostly psychotic, which is recognized by analyzing their dreams. This psychosis and delusion atmosphere is due to the objective manifestation of archetypes which are formed in the dreams of characters.

The fields of dreams existence in stories

What we mean by the fields of dreams existence is that the atmosphere, time, location, behavior and events of characters in stories are in such a way that it seems they did not occur in natural and real world. We encounter with a world which comes about in dreams and the unusual atmosphere leads us to the existence of a dream. Also, a symbol lies in a dream which is interpretable in line with reality. According to Jung (2009), "symbols in a dream are expressed spontaneously because dreaming is an event and not an invention and thus dream is the main source of our knowledge about the symbol" (P. 69). The most important areas of the existence of dream in stories that are symbolic are as following:

The existence of the atmosphere of fantasy and Illusion

In the stories of Sā'edi, the atmosphere, time and place

are awesome; he is skillful in creating atmosphere, in making life objectivity and narrative characters compatible and in drawing their mental atmospheres. ... He makes a bridge between the outside and inside worlds via smooth recounting and creation of a fearful but natural atmosphere, and expresses the dialectic interaction of phenomena" (Mehdipour, 2001).

The fearful atmosphere is the main feature of dreaming. Although the story itself is in reality, it seems as if it was in someone's dream. "In this type of story, a psychological justification is offered for events and unusual behavior of people. When the reader reads this type of story, he may not be convinced by character's justification or the atmosphere created and may ask himself whether such a thing is possible in reality. In the corner of his mind, however, he thinks it is not so impossible" (Biniaz, 2008).

The fearful atmosphere is the main feature of Sā'edi's works and the most important atmosphere in these stories is that black, darkness spreads everywhere; mysterious and eccentric sounds and unusual scenes occur repeatedly which are all symbols of death, poverty and misery, which Sā'edi recounted in his stories.

For example, in the first story the *Mourners of Bayal*, the sound of the bell is the dream symbolic interpretation of death, which is heard from the beginning of the story. In this story, Ramadan's mother is sick, and the sound of bell is heard from the beginning of the story, in the village, road and hospital. The sound is finally muted with the death of Ramadan's mother and of Ramadan himself. At the beginning of the story it reads:

"*Village headman stopped and listened, the sound of the bell was heard from outside of the village. The sleepy and distressed voice that was going away and approaching again spread across the village* "(Sā'edi, 1977).

When Ramadan's mother got on the carriage, on the road again, the bell rang again:

"*When they came out the village, the road was clear and the sound of the bell was heard from afar*" (ibid: 10).

Again when Ramadan's mother looks into the darkness, she hears the sound:

"*Ramadan's mother asked 'what do I hear?' They stopped the carriage, the sound of the bell was heard in the distance, and the village headman hit Islam with his elbow and asked 'did you hear the sound?* "(Ibid: 14).

The sound was heard several times on the road, and in the hospital, but when his mother died the sound stopped.

"The Doctor listened to the patient's heart, the heart had stopped and the sound of bell was moving away slowly and vanished at the end of the desert" (ibid: 24).

When the village headman took the woman for burial at the cemetery on the *Banafsheh-zar* (full of violets) street, the sound was heard again by Ramadan (ibid: 28). At the end of the story, the fundamental function of dream was shown: Ramadan slept, by midnight, he got up subconsciously and heard the sound of bells. In his dreams, he saw his mother in a new dress waiting for him. He became happy and asks his mother if they were going to Bayle, but she replied that they were going to *Banafsheh-zar"* (a place full of violets) (referring to cemetery). Here Sā'edi said:

"*The wind blew intensely and pushed them forward*, and the *sound of the bell was heard from far away*" (ibid: 34).

In this story, Ramadan is strongly dependent on his mother so much that it is impossible for him to live without her. It seems that his mother was a manifestation of the anima archetype. Therefore, he always sees himself with his mother in his dreams even when he finally goes to the cemetery with her.

In the third story, the sound of the bell is heard as a symbol of death and hunger, and is also seen in the dreams of Mash Jabbar. In this story, Bayal is affected by drought; and the men of the village go to Poros to rob; the women of the village decide to bring sacred ALAM and mourn in the village so the drought will be over. The illusion is dominant in this story and the events take place at night. Mash Jabbar was a resident of the village from whom the people of Poros stole three sheep and now that the drought strikes in the village, he decides to go to Poros with Hassani (an emotional and friendly way of addressing a person named Hassan) to bring back the sheep. Mash Jabar sees in his dream that one he one day, he brought back his sheep.

As a result, he repeatedly smelt the sheep in his dreams and heard the sound of their bells. At last, he saw the sheep in his dreams. This led to his psychosis. As Jung says, dreams give information about the hidden inner life and they reveal those elements of character that only with the symptoms of psychoneurosis will appear in a patient's daily behavior (Jung, 2003). When they got to Poros, they went into a well thinking that the people of Poros might hide their stolen things there. There, Mash Jabbar smelt his sheep:

"*I feel the smell of the sheep, my sheep"* (Sā'edi, 1977).

Hassani went into the well but he couldn't find any sheep; only two dead chickens were found there. As they were leaving, they heard the sound of a sheep"(ibid: 105). Going back to Bayal, he had a dream that he entered into a big well in the Poros by tightening a rope on his waist, but no one was above the well to pull the rope, when he got to the bottom of the well, he felt the presence of his sheep. Now, three people of Poros came forward with machetes and threaten him to kill. Mash Jabbar says:

"*I want my sheeps' but they attacked him and raised their*

machetes.'

At that moment, Mash Abbas woke up (ibid: 113 114) after that Mash Abbas shouted at the people and said:

'*I want my sheep.'*

Psychotic characters

In Sā'edi's stories, the characters are often mentally ill or sick in the face of reality. Psychoneurosis is the general characteristic of the fictional characters in his stories. According to Mahdipour (2001), Sā'edi as a psychologist, strived to study the chaos inside of people and through introspection of the characters, shows social psychology among the people.

Jung (2007) stated that "the more self-consciousness is affected by prejudices, errors and fantasies and absurd desires, the more the life of the people deviates from their natural path and fall away from their natural instincts (ordinary nature and reality) and they go deeper and deeper resulting in psychoneurosis" (p. 59).

The psychotic characters of Sā'edi's stories can be analyzed through a dream, the analysis of which show us how the characters are affected by shadow archetype. We can see its example in the fourth story of Mash Hassan's character. In this story, his cow which he loved very much died and because of this, he decided to turn himself into a cow. The people of the village tried to stop him from doing so by trying to make him believe that he was Mash Hassan. He, nevertheless, insisted that he was a cow and began to behave like an animal. While ruminating like an animal, Mash Hassan said to himself:

"I'm not Mash Hassan; I am a cow, and I am the cow of Mash Hassan" (ibid: 147).

Also in the fifth story, the character of Abbas will gradually change to a dog. In this story, a hairy and great dog came to Bayal with one of the local people; the dog was his shadow archetype; he liked the dog but the residents of the Bayal were not happy about the dog and asked him to kill it, but Abbas liked it and refused to. One day the son of Mashdi Safar broke the back of the dog with a pick and cut its head off (Sā'edi, 1977). When Abbas found that his dog was killed, he lost his mental equilibrium and because of his intense sadness he howled like a dog.

"Abbas, foaming in the mouth, ran out into the street howling and went up the valley toward He Zhe Van." (ibid: 197)

In "home of Jew's-harp" from the collection of *Grave and Cradle*, the psychoneurosis in the old lady's character was manifested by her strange madness, the old woman made the sound of cock (cock-a-doodle-doo) throughout

the story. "The old woman brought her head in and cried with a strange sound:

''cock-a-doodles" (Sā'edi, 2006).

Somewhere she was neighing like an old horse.

"At night the old lady was struck in the head and went to sit in the yard all by herself and started to cry, neighing like an old horse but nobody knew why." (ibid: 35).

Generally, in all the stories of Sā'edi, the state and behavior of the characters, mysterious atmosphere and place and their scary feature suggest that dreams are there in the thoughts of the characters or in the content of their lives, having hidden symbols. In dream analysis, Freud makes a difference between "dream-thoughts" and "the dream-content." The dream-content is what we see, while the dream-thoughts are the thoughts behind the dream having the figure of the dream and manifesting it distortedly (Hillgard, 1997). In the story we have just studied, we saw dreams-thoughts, dreams which were in the minds of the characters, and their symptoms showed both in sleep and when awake in an atmosphere of horror.

Compliance between the events of the story and the dream

In addition to the fact that the stories of Sā'edi have a ground for dream that can be studied via archetypes, in some stories, dream is the main axis of the events of the story. The example would be the story of "*Two Brothers*" from the collection of *Anonymous Fears*. The events in this story are formed on the basis of the dreams of the younger brother. This is the life story of two brothers who live together, the younger brother is a punctual person who works to earn a living, but the elder brother is stray and disorderly, and just eats nuts and reads books. This made the younger brother to be always angry at him. At the beginning of the story, Sā'edi described that one night, the younger brother dreamt that he was killed by his elder brother:

'And one night the younger brother dreamt that his elder brother came back home with a big box of the book and spread them at the floor of the room, cigarette packets and seeds surrounded him, samovars was already set to boil water and make all his life stuff. He shouted and said: ''stand up and make here clean; otherwise I will sweep them up with you to the street''. Then, he went to turn the samovar off, but the elder brother who was rude caught his ankle and shouted: ''what are you doing killer? Go away''. The younger brother got upset and took the bag of the seeds, and hit his head with it; the elder brother fell and lost his control. The torn bag of seeds filled

everywhere. The younger brother bent and saw his brother's eyes which were open and staring at the moon. He became nervous and wanted to hide the dead body in a corner, but he couldn't find any place and he decided to bury the dead body under the pile of books and seeds, but, though he tried to bury him under the pile, his big legs were seen. The old lady, the owner of the flat came and shouted at him:'' Hey, you cannot hide him." (Sā'edi, 1975: 11-12).

The rest of the story is changing this dream into reality which begins immediately after the younger brother's dream. The same dream can be used to predict the next events of the story. There are reasons for the occurrence of a dream; in other words, dreams are shaped based on these reasons. As Freud says, dreams are not created from null; rather, they include images, elements and even narrations.

Based on Freud's ideas, these elements are materials used to form the final product of the dream by dream manipulation process. In fact, we are faced with the system output which is dream. The human psyche changes in a process, the inputs shape dream materials and make dream. The most important materials for dreams according to Freud (2002) are the trivial events of the day before dreaming, childhood events, and external and physical effects such as pain.

In this story, the dream's occurrences are daily events that hurt the younger brother: He hates his elder brother because they quarreled daily over several issues. The older brother beats him and he wants to get rid of him, and dreaming about him is a fulfillment for him. There is an important point, as Freud stated, in the analysis of psychological mechanisms of the people, which is the cause of converting materials to the final form of dream (what we-see). The point is the *'dream goal'*, that is, the transforming processes of a dream are aimed at fulfilling that dream. This is the most important and controversial idea of the Freud in dream interpretation (Freud, 2002). In this story, the dream goal of the younger brother is the elder brother's betterment or a way of getting rid of him.

In the course of turning dreams into reality through what happens, the younger brother caused an unwanted death of his brother, and, in this way, his dream turns to reality. The first stage begins after dreaming, getting up from the horrors of sleep. He shouts and his brother goes away out of fear. When escaping, he glides on the stairs and falls down. The noise caused by his bothers and the old lady landlord who was already dissatisfied with the elder brother's squalors like urinating on the stairs and scattering seeds on the ground, ask them to evacuate the house.

The younger brother was angry at his elder brother because he was forced to find a house, but he himself strayed in the streets every day and returned empty handed to the house, with their deadline coming close.

Finally, the old woman came with a big lock. The elder

brother planned a trick and pretended to be sick; the old woman was calmed and extended the deadlines. However, after a few days she brought a doctor and wanted him to examine the elder brother to see whether he was healthy. If this was the case they had to evacuate the house. When the physician examined him, he realized that he wasn't sick. The elder brother told the doctor that he had no certificate to find a job and because he eat seeds, read books and strayed, his brother was angry at him. The doctor consoled him, gave them a place to move in, and promised to find a job for him. They went to the house the doctor recommended.

The next mishaps occur in the house. The house has unusual features which creates dream-like atmospheres. The house is full of worms, beetles, flies and spiders and is close to a cemetery. The sound of ambulance's siren was heard every day as if it was the promise of death, the dozer makes dust around the house and their voices were a reminder of the death. The elder brother was scared of the house from the beginning and said to the younger brother:

"Listen to me, in this house a terrible event will occur for one of us, we should go to a different place, to another house" (Sā'edi, 1975: 30).

But the younger brother was reckless to him and says he does not have the patience to go somewhere else and do not have a place to go, but the elder brother says:

"Either you or I will die soon. I feel a strange smell here. I hate this house, this dusty street, this cemetery and this house" (Ibid: 31).

Before moving to the new house, Sā'edi directs readers to a terrible event:

When they gathered the items, the younger brother checked the elder brother's things. He found a rope for hanging in the bag in which his brother gathered his books. This shows the book, which is a symbol of wisdom, taught nihility; he reached nihility and his life objective was death. The younger brother threw away the rope.

He opened the suitcase near him it was full of books and a looped rope was on them, the younger brother asked:

"What is it?" The elder one answered: "Don't touch it; it is a rope for hanging. One of my friends gave it to me".

The younger brother threw it away from the window and said:

"Whenever you become a police officer or prison executioner, then I will buy a better one for you (ibid. 26).

But when they moved to the new house, the elder brother who had a feeling that something will happen to him in

that house, said:

If I know I will be saved of this hovel, I will comfort myself just today. The younger brother said:" do it sooner. He answered: What a pity that you threw it away. The younger brother said angrily when exiting: Rope is not scarce; if you cannot find it tell me to buy another one for you "(ibid: 31, 32).

The events continued until it got to the climax. The climax is the rope that goes down slowly, with a box attached to its end.

The elder brother feels that he is in love attendance of the second floor neighbor. She is a young woman with a puppy. Every day she puts the puppy in a box and sends it to the floor. After going around, the dog returns back to the box and the woman pulls it up. The elder brother thinks about the box's cable when his brother asked him if he got the rope. He unintentionally sees the with the woman, so he sends flowers to the woman in the box every day, but oblivious to him, she has a relationship with the younger brother. The younger brother is angry with his brother for his feeling to the woman.

The younger brother was angry. The elder brother has never seen the woman, but the younger brother met her at stairs and they got acquainted. They greeted each other every morning and were so close to each other that they both board the bus together every day. The upstairs lady was alone and invited the younger brother to have evening tea with her most times, and when the elder brother waited for the box downstairs, they sat on the porch for recreation and sent the box downstairs sooner or sometimes later than the usual time (Ibid: 35).

One day the woman sent a letter to the elder brother in the box calling him a trash and asked him to let his younger brother be. The elder brother told her that there was no distance to the end, and says "Be brave". He didn't drink liquor and smoke cigarettes; the box did not come again; he was in the yard and looked into the shadow of men and women together. In the evening of the fourth day, when he was sitting on the yard watching the second floor, he heard the woman's voice, and saw their shadow, hugging and kissing each other. Seeing this scene, he opened the rope of the box, brought the stool which was at the corner of the yard, made a loop with it and put it around his neck, went up the stool and hanged himself and kicked the stool.

In the meantime, the doctor who had promised him the job arrived. The younger brother opened the door in the darkness. The doctor asked about his brother and said that he came to take his brother for a job. The brother was happy to get rid of him and said:

"Brother! brother! where are you? There is a good job for you hurry up, it is too late" (ibid: 41)

But his brother had lost his life. This way, the younger brother's dream came true: he caused his brother's death.

Apparently, he was not looking for his death, but his desire was to get rid of him. This was the reason he dreamt of killing him: even though he did not killing him didn't occur apparently because when the doctor came to take the elder brother away, he became happy and called him bro, but that was for this reason to get rid of him. Based on the Jung psychological analysis of dreams, the dream of the little brother changed to reality. Jung says, although dreams are related to definitive conscious attitude and the psychological state, their roots are deeply ingrained in the dark and unimaginable record of the conscious mind. To make a better term, we call that unknown field *unconscious*:

We do not know the nature of the unconscious in itself, but we see its special effects that lead us to achieve results due to the nature of the unconscious psyche. Dreams are the most appropriate and most common manifestation of the unconscious psyche and provide a large amount of information for exploration (Jung, 2003).

In the story of "*the beggar*" from the same collection, a dream was manifested in the old woman's sleep. In this story, an old woman is interested in begging. None of her children like her, and at the end of the story, they divided all her stuff among themselves. The darkness and a mysterious voice are repeated; the old woman is a psychosis and feels she hears a voice in his head even the *Imamzede-ha* (the children on Imams) talk to her. Once she dreamt that her son-in-law has the intention to kill her.

"I saw in my dreams that Javad followed me in a narrow and long alley with a stick and a whip. I ran fast and entered the same house and went to the porch. I closed the door and he couldn't reach me. When he arrived, he began to knock the door. Then, I woke up" (Sā'edi, 1985, p. 75).

Throughout the story, Javad was an adversary and a bitter enemy of the old woman, always pursuing her to catch and hit her, only for her to wake up by Javad's knock on the door. Several times during the story she said she was scared of Javad and she knew that if he had the chance to get to her, he would beat her to death.

At the end of the story, she returns home and sees that all her properties have been divided among her children. They have struggle over who takes what. Javad blames the old woman for the struggle between her children.

"Javad's spurned around and shouted 'Do you see what you have done? ..... Javad didn't stop; he kicked up high and said his bundle is full. "(ibid: 83).

Conclusion

Dreams are a psychological category which is influenced by the ideas of Freud, Jung and others. Dreams found their ways to various fields, including literary and artistic works, particularly as an essential element in fiction. By analyzing and interpreting the dream, the rising action, climax, and falling action as well as the main theme of the story are identified.

In this study, dream was studied in the short stories of Sā'edi. The results have shown that in his stories everything goes on with illusion and dreams and in this regard, we can look at these stories with the views of Jung and Freud. Both of them believe that dream is a psychological reaction that occurs in the sleep. Freud, making a reference to the concept of concurrent co-existence between mind and reality, states that what exists in dreams may occur with changes in the reality of human life and can be analyzed by events. Jung also stated that dreams contain archetypes which are in the collective unconscious, and by dream analysis and interpretation of symbols, one can interpret the psychological behavior and attitude of a person.

The existence of unusual atmosphere and places, mysterious sounds, supernatural events and psychoneurotic characters in the stories of Sā'edi is a clear indication of the existence of dream in these stories. Dream is used as a key element and helps shape the overall structure of the story, creating a context in which other story events find meaning. In some stories, including those in *Mourners of Bayal*, it is possible to examine the dreams which contains archetypes. Because of these archetypes, some thoughts are formed in the dreams of the characters which lead to their psychoneurosis in reality causing a disturbance in the process of their individuality. Such situation can be found in the first, third, fourth and fifth stories of *Mourners of Bayal*.

In the first story, the sound of the bell can be interpreted as death, which is heard by the characters in the story. In this story, Ramadan is strongly dependent on his mother who is a manifestation of Ramadan's anima archetype. He cannot live without her, and when she dies, Ramadan always meets her in his dreams and eventually goes to the cemetery with her. In the third story, the bell is also heard as a symbol of death and starvation. In the fourth story, the character Mash Hassan suffers from psychoneurosis because of the death of his cow which is a manifestation of his archetype until finally his character changed to that of a cow. In the fifth story, the character of Abbas suffers from psychoneurosis because of the death of his dog, which is a manifestation of his archetype. His character also changed to that of a dog.

However, in the stories of *Two Brothers* and *The Beggar*, dream is the main element in the story events. Especially, in *Two Brothers,* the events of the story occur with some changes in reality after the dream of the younger brother. In this story, the younger brother dreamt of killing his elder brother. In the process of the dream becoming a reality, the younger brother unintentionally

caused his brother's death and thus the dream was fulfilled. In the story of *The Beggar*, an old woman dreamt her son-in-law was going to hurt her, and it happened in reality.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Educational Research and Reviews

Full Length Research Paper

The predictive power of adult attachment patterns on interpersonal cognitive distortions of University Students

Hatice Deveci Şirin

Vocational School of Health Science Child Care and Youth Services, Selçuk Üniversitesi, Turkey.

The purpose of this study is to determine the explanatory power of the anxious and avoidant dimensions of attachment to explain the interpersonal cognitive distortions. The research was conducted on correlational pattern, one of the quantitative research models. A total of 413 volunteer undergraduates students, from Selçuk University were research samples. Interpersonal Cognitive Distortions Scale (ICDS), Experiences in Close Relationships-Revised (ECR-R) and personal information forms were used for data collection. Correlation and regression analysis were used to examine the relationships between variables. The major finding of the study was that the basic dimensions of adult attachment are the important variables in the explanation of the individuals' interpersonal rejection, unrealistic relationships expectations and interpersonal misperception distortions. According to the research findings, while the attachment-related avoidance is the most important predictor of interpersonal rejection, the attachment-related anxiety has no significant contribution to the model ($R^2 = 0.20$). The attachment-related avoidance and attachment-related anxiety are the significant predictors of the unrealistic relationships expectations ($R^2 = 0.18$) and interpersonal misperception distortions ($R^2 = 0.04$) cognitive distortion subdimensions.

Key words: Attachment-related avoidance, attachment-related anxiety, interpersonal rejection, unrealistic relationships expectations, interpersonal misperception.

INTRODUCTION

University students are young adults, one of the important tasks and in this period is the establishment close and satisfying relations. Young adults who cope with the crisis can establish close and satisfying relationships. If he/she can not cope with the crisis, he/she will fail to establish a close relationship and increasingly be isolated from social relationships. There are many factors that can affect the success of university students in close relationships. One of these is cognitive structures related to close relationships their. This research will focus on interpersonal cognitive distortions and adult attachment patterns.

Cognitive structures lie at the roots of the attachment behaviour that cannot be observed in social life. The roots of the attachment system is in the cognitive structures which are the internal working models that are formed as a result of an individual's interaction with the world. In this context, it is accepted that attachment system is also a cognitive system.

Cognitive system consists of interconnected layers such as schema, basic beliefs, cognitive distortions and automatic thoughts. These layers underlying the behaviour become activated as ther are connected and occur in sequence. The focus of this study is to understand the relationship between cognitive distortions and the dimensions of attachment.

Adult attachment

Human beings are equipped with a large number of systems. Every system has a different function but serves a common goal. This common goal can be articulated as "survival". Of these systems, the attachment system has increasingly been the focus of attention in recent years in an effort to explain the emotions and cognitions that underlie human behaviours.

Though many researchers have contributed to the evolution of attachment theory, it was broadly outlined by John Bowlby (1907-1990). The attachment theory has its origins in etiology, psychodynamic and cognitive approach. In theoretical explanations made by Bowlby (2012), it was postulated that attachment behaviour includes instinctive and cognitive processes and it was emphasized:

"Instinctive behaviour (e.g., attachment behaviour) becomes activated when external stimuli stimulate the central nervous system; however the behaviour is based on the chain connections between the emotional inputs, not on the intensity of the external stimuli."

Bowlby observed that children need safety and security as well as shelter and feeding (Van Ijzendoorn, 2001), and found that there are severe distortions in the relationships child criminals build with their mothers during early childhood (Stevenson-Hinde and Hinde, 2001). Bowlby (1952) argues that separation or loss of mother in early childhood has negative effects on the development of individuals. Physical, cognitive, emotional and social areas are also affected by these negative effects throughout life.

According to attachment theory, the quality of the relationship with the attachment figure in early childhood and adolescence affects one's perception of security. Internal representations called *internal working models/mental models* that individuals develop to understand the world, self and other significant people

(Collins, 1996) occur in the early years of life. Mental models formed in early childhood are the relationship schemas that represent an individual's attempts to gain security and comfort (Main et al., 1985). These cognitive structures could be regarded as the cognitive aspect of attachment system.

How responsive and sensitive the attachment figure is to the signals an individual shows when seeking security becomes the determinant of secure or insecure attachment by forming the internal working models. The individual expects three main types of support from the attachment figure, which are proximity, safe haven and secure base. Proximity is the comfort provided by the attachment figure by fulfilling the psychological and physiological needs of an individual, and anxiety, protest and separation might be observed in the absence of the attachment figure (Bowlby, 2012). The support called safe haven is described as the instrumental and emotional support offered by the attachment figure when an individual feels anxious and is presented with obstacles (Mikulincer and Shaver, 2009). Secure base is the support provided by the attachment figure for an individual to explore the world around, grow up and develop (Reizer and Mikulincer, 2007; Ainsworth et al., 2015). The individual attaches securely when these three types of support are provided by the attachment figure. Individuals with secure attachment have positive views for themselves and for other people, they love others and have a sense of being loved (Deniz, 2011). Security-based strategies appear in the presence of the attachment figure (Mikulincer et al., 2003). Securely attached individuals use these strategies to seek support from the attachment figure when they feel helpless in coping with stress as well as to access their internal resources whenever they need in their adulthood.

On the other hand, individuals with insecure attachment have no sense of security. Anxiety and avoidance – two main dimensions of insecure attachment-develop as a result of negative interactions with the attachment figure (Atkinson et al., 2000). Anxious individuals are worried that they are not loved, will be left and rejected by those important in their lives, and avoidant individuals have difficulty developing intimacy and close relationships with other people (Collins and Feeney, 2004; Hazan and Shaver, 1994; Hazan and Shaver, 1987). It is known that both anxious and avoidant individuals are not able to maintain positive relationships with the attachment figure.

If the attachment figure is not present or unresponsive during stress and anxiety, it then means the primary attachment strategies have become unsuccessful. One continues to fight stress and anxiety and develops alternative strategies - secondary attachment strategies - to cope with the distress (Main, 1990, 1996; Mikulincer and Shaver, 2009). Secondary attachment strategies are described with two strategies that correspond with the dimensions of anxiety and avoidance. The first one,

hyperactivating strategies, corresponds with the dimension of anxiety and the second one, deactivating strategies refers to avoidance (Mikulincer and Shaver, 2005; Hazan and Shaver, 1987; Mikulincer et al., 2004). Hyperactivating strategies are associated with being extremely vigilant, remaining highly sensitive and being too preoccupied with the threatening situation until the security is sensed.

Cognitive distortions about relationships

According to cognitive theory, cognitive structure is examined under two main topics; schemas and automatic thoughts. Schemas are divided into two categories as intermediate beliefs and core beliefs. Under the broader definition of cognitive structure, automatic thoughts are on the surface and they are followed by intermediate beliefs with core beliefs in the centre or core (Türkçapar, 2013). In order to understand the nature of cognitive distortions, it is essential to understand the relationships of these structures with each other and with distortions.

Automatic thoughts are the ones that appear in telegraphic form and spontaneously occur and flow through one's mind. They are compelling, resistant and difficult-to-control (Beck, 2002; Türkçapar, 2013). They show how individuals construct their worlds and are considered to be the output of the information processing system (Calvete and Connor-Smith, 2005). Intermediate beliefs are described with assumptions and rules, Intermediate beliefs are the body of constant expectations and rules that individuals develop for themselves and for the attitudes of other people. They are rigid and imperative and connected with depression, anger and worry (Türkçapar, 2013; Leahy, 2010). As to core beliefs, they are the cognitive structures that take form based on one's past experiences, involve self-schemas and determine how an individual processes internal and environmental information (Beck et al., 1979; Dozois and Beck, 2008; Türkçapar, 2013). Individuals have boyth dysfunctional as well as functional beliefs. This leads to certain cognitive biases and errors during information process that distinctive cognitive structure of every individual puts to work (Türkçapar, 2013). These thought errors are called cognitive distortions. Many psychological problems such as depression, anxiety and anger arise from recurring patterns of cognitive distortions. Mind reading and catastrophizing are considered to be among the cognitive distortions observed in individuals (Leahy, 2010). The focus of this study is on the cognitive distortions related to relationships.

Cognitive distortions connected with relationships are classified as avoidance of proximity, unrealistic relationship expectations and interpersonal misperception. Interpersonal rejection creates negative expectations about other people and includes thoughts that establishing close relationships with others causes negative effects. Unrealistic relationship expectation is described as holding high expectations of self and others and their attitudes (Hamamcı and Büyüköztürk, 2003). Interpersonal misperception involves thought errors that you know what others think and how they feel about you (Hamamcı and Büyüköztürk, 2003; Leahy, 2010). As stated theoretically, it is believed that cognitive structures that are dysfunctional and specific to individuals lie behind these cognitive distortions. Cognitive distortions that affect interpersonal relationships feed on erroneous data that are recorded in the schemas in early childhood years and they become activated when faced with challenging life circumstances (Weary and Edwards, 1994). Cognitive distortions are connected with the way individuals are raised as well as their belief system (Leung and Poon, 2001). Moreover, the attachment system which affects the entire life of individuals also takes form in early childhood years. The attachment behaviours exhibited by individuals are based on internal working models/mental models that are formed by their past experiences (Simpson and Rholes, 2017). Internal working models or mental models that form the basis of adult attachment are in fact the schemas relating to others. Negative, inconsistent early life experiences are likely to bring about depressive schemas (Dozois and Beck, 2008). For that reason, internal working models are thought to be a cognitive scaffold for the adult core beliefs/basic beliefs about self and others (Ingram, 2003). In the light of these considerations, there is a need to clarify the connection between the factors related to cognitive structure and the main dimensions of attachment. Yet, these variables have been examined by only a small number of studies.

Previous studies on adult attachment and cognitive structure have investigated the relationship between attachment and cognitive vulnerability in depression (Ingram, 2003), cognitive and affective components of empathy (Britton and Fuendeling, 2005), social perception (Collins, 1996), early childhood memories (Cunha et al., 2013), cognitive jealousy (Curun and Çapkın, 2014), prejudices in social information processing (Davis et al., 2014), adjustment factors (Drake, 2014; Gudjonsson et al., 2008), negative life experiences and adjustment factors (Drake et al., 2011), cognitive flexibility (Gündüz, 2013) and decision-making styles and five-factor personality traits (Deniz, 2011). No studies have been carried out to specifically investigate the connection between the dimensions of attachment in close relationships and the cognitive distortions about relationships. It is however, reported that the effects of attachment experiences in early life continue into adulthood (Hazan and Shaver, 1987), the differences in adult attachment result from the experiences existing in interpersonal schemas and these schemas are created together with early attachment styles (Berscheid, 1994). It

seems that revealing the link between the dimensions of adult attachment and the cognitive distortions of relationships, which are an extent of cognitive structure, will contribute to the studies focussing on both cognitive structures and adult attachment. It will also provide a fresh perspective into the effect of regulation in adults.

In light of this information, the purpose of the present study is to reveal the relationship between the two main dimensions of attachment – anxiety and avoidance – and the cognitive distortions of interpersonal rejection, unrealistic relationship expectations and interpersonal misperception. Aligned with this main aim, the following hypotheses were tested:

Hypothesis 1. Attachment-related anxiety and avoidance with a joint effect significantly predict the interpersonal rejection.

Hypothesis 2. Anxiety and avoidance with a joint effect significantly predict unrealistic relationship expectations.

Hypothesis 3. Anxiety and avoidance with a joint effect significantly predict interpersonal misperception.

MATERIALS AND METHODS

Study sample

A total of 413 voluntary undergraduate students – 300 female and 113 male – from Selçuk University were randomly selected as sample of the study. Majority of them were students of the Faculty of Literature and Vocational School of Health Services, while the others were from the Faculty of Sport Sciences, Faculty of Sciences, Faculty of Fine Arts and Faculty of Communication.

Data collection ınstruments and analysis

Interpersonal cognitive distortions scale

Developed by Hamamcı and Büyüköztürk (2004), the purpose of the scale is to evaluate the cognitive distortions exhibited by individuals in their interpersonal relationships. Interpersonal Cognitive Distortions Scale (ICDS), was developed to measure dysfunctional beliefs related to interpersonal relationships. The scale consisted of three subscales with 19 items; Interpersonal Rejection (8 items), Unrealistic Relationship Expectation (8 items) and Interpersonal Misperception (3 items). 5-point Likert-type scale ranging from 1 (I strongly disagree) to 5 (I strongly agree) was used. There were no reverse scoring items. Scores ranged from 19 to 95. To examine construct validity, the correlations between ICDS and other scale was estimated. The correlation between that scale and Automatic Thoughts Scale was 0.54, and the correlation between the ICDS and the Conflict Tendency Scale 0.53 were estimated. The minimum score on the scale was 19 and the maximum score was 95. A high score on the scale is an indication of cognitive distortions in relationships. Regarding the validity and reliability of the scale, the Cronbach's alpha internal consistency coefficient for the complete scale was 0.67. Considering subscales, it was calculated to be 0.73 for interpersonal rejection, 0.66 for Unrealistic Relationship Expectations and 0.49 for Interpersonal Misperception (Hamamcı and Büyüköztürk, 2004). The Cronbach's alpha coefficient calculated for the present study was 0.78.

Experiences in close relationships-revised (ECR-R)

The scale was developed to measure the attachment in adults (Fraley et al., 2000). The scale consisted of two subscales with 36 items. These factors constitute two dimensions, "anxiety" and "avoidance", each consisting of 18 items. 7-point Likert-type scale ranging from 1 (I strongly disagree) to 7 (I strongly agree) was used. There was reverse scoring items (4., 8., 16., 17., 18., 20., 21., 22., 24., 26., 30., 32., 34 and 36.) The score on each dimension ranged from 18 to 126; the higher the score, the greater the avoidant attachment and the attachment anxiety. Cronbach's alpha coefficient was found to be 0.90 for "avoidance" and 0.96 for "anxiety". To test the reliability of the scale, test-retest reliability method was used and the reliability coefficients were found to be 0.81 and 0.82 for "avoidance" and "anxiety" respectively (Selçuk et al., 2005). The Cronbach's alpha internal consistency coefficient calculated for this study was 0.96.

Personal data form

Developed by the researcher, this form was used to collect data on demographic variables of participants such as gender, faculty/department and year of study. Research data was collected by the researcher on a volunteer basis between April and August 2015 at the Aladdin Keykubat Campus of Selcuk University in Turkey. In the analysis of the data, standard deviations and mean scores were calculated to present information about the data set, and Person's correlation coefficient was calculated to measure the direction and the strength of the relationship between variables. Multiple Linear Regression analysis was conducted in order to determine the predictive power of independent variables (attachment related anxiety and avoidance) on the dependent variables (interpersonal rejection, unrealistic relationship expectations and interpersonal misperception).

RESULTS AND DISCUSSION

Results of correlation analysis

Pearson's correlation coefficients were calculated to observe the correlation of dependent and independent variables in the study. Results of correlation analysis are given in Table 1. Table 1 presents the mean scores and standard deviations for interpersonal rejection (X=20.3; Sd=5.2), unrealistic relationship expectations (X=24.3; Sd=5.7), interpersonal misperception (X=9.5; Sd= 2.4), attachment-related anxiety (X=68.1; Sd=18) and avoidance (X=59; Sd=17.5). According to the given data, the highest mean scores were observed in unrealistic relationship expectations among cognitive distortions and in the anxiety dimension of attachment. Analysis of the correlation between variables revealed that interpersonal rejection had a moderate linear relationship with anxiety (r= 0.45; p<0.01) and a low linear relationship with avoidance (r= 0.16; p<0.01). Also, it was found that unrealistic relationship expectations had a significant moderate linear relationship with anxiety (r= 0.40; p<0.01), yet no significant relationship was observed with avoidance. Finally, a significant low positive linear relationship was found between interpersonal

Table 1. Results of the Bivariate Correlations between Dependent and Independent Variables.

S/N	Variables	$\bar{x}$	Sd	1	2	3	4	5
1	Interpersonal rejection	20.3	5.2	1				
2	Unrealistic relationship expectations	24.3	5.7	.28[**]	1			
3	Interpersonal misperception	9.5	2.4	.20[**]	.26[**]	1		
4	Anxiety	68.1	18	.45[**]	.40[**]	.15[**]	1	
5	Avoidance	59	17.5	.16[**]	-.05	-.10	.27[**]	1

*$p< 0.05$; **$p< 0.01$.

misperception and anxiety (r= 0.15; p<0.01) while there was no significant relationship between interpersonal misperception and avoidance.

Results of regression analysis

In order to find out to what extent the attachment-related anxiety and avoidance explained the dependent variables of interpersonal rejection, unrealistic relationship expectations and interpersonal misperception, a multiple linear regression analysis was carried out and the results were presented in Table 2.

According to the findings in Hypothesis 1, it is seen that the independent variables entered into the model significantly predicted the dependent variable of the interpersonal rejection (R= 0.45, R^2= 0.20, $F_{(2, 410)}$ = 51.73, p< 0.05). With a joint effect, anxiety and avoidance explained 20% of the total variance in avoidance of proximity. On the other hand, anxiety alone had no significant effect on the scores from the interpersonal rejection. The regression equation for the model is as follows; Interpersonal Rejection =10.99 +0.01 × Anxiety+0.13 × Avoidance. Hypothesis 1 was supported.

The findings relating to Hypothesis 2 showed that the independent variables entered into the model significantly predicted unrealistic relationship expectations (R= 0.43, R^2= 0.18, $F_{(2, 410)}$ = 45.89, p< 0.05). Joint effect of anxiety and avoidance explained 18% of the variance in unrealistic relationship expectations. The effect size of the independent variables indicated that both variables had significant and opposite effects on the dependent variable. The regression equation for the model is as follows; Unrealistic Relationship Expectation =18.13+(-0.06) × Anxiety +0.14 × Avoidance accordingly, Hypothesis 2 was supported.

Findings related to Hypothesis 3 showed that independent variables significantly predicted the dependent variable of interpersonal misperception (R= 0.21, R^2= 0.04, $F_{(2, 410)}$ = 9.06, p< 0.05). Anxiety and avoidance with a joint effect explained 4% of the total variance. The effect size of the independent variables demonstrated that both variables had significant and

opposite effects on the dependent variable. The regression equation for the model is as follows; Interpersonal Misperception =9.00+ (-0.02) × Anxiety + 0.03 × Avoidance. Therefore, Hypothesis 3 was also supported.

DISCUSSION

Findings regarding Hypothesis 1 indicated that anxiety scores accounted for the interpersonal rejection through the joint effect of avoidance scores, and the dimension of avoidance alone had a significant effect on the cognitive distortion of interpersonal rejection.

Individuals with interpersonal rejection develop negative expectations of other people and avoid being in close relationship with them believing that maintaining close relationship with others will lead to negative consequences (Hamamcı and Büyüköztürk, 2003). Recent research on interpersonal rejection has shown that it is one of the problems that arise from internet use which encourages isolation is related to having difficulties with building social relationships with others (Kalkan, 2012). Moreover, high scores on interpersonal rejection were found to be connected with high level of isolation (Kılınç and Sevim, 2005), tendency towards aggression, depression and anxiety (Leung and Poon, 2001) and impulsiveness (Mobini et al., 2006). That is, individuals who suffer from the cognitive distortion of interpersonal rejection avoid establishing close relationships with those around them.

The case is similar with the avoidant attachment. Individuals with avoidant attachment overrate themselves and avoid having close connections by developing negative expectations of others (Griffin and Bartholomew, 1994). This way, they minimize the risk of getting emotionally hurt. Here the positive-self and negative-other is the predominant model. These internal models influence the relationships they hold with the individuals close to them. It is likely that avoidant individuals learn to avoid because they had hurtful and offending past experiences. Avoidance includes negative expectations with respect to reliance on other people (Baldwin et al.,

1996). Research findings show that the higher the attachment avoidance scores are, the lower the emphatic concern felt towards the partner is (Britton and Fuendeling, 2005), those who have high avoidance scores also have high alexithymia scores (Batıgün and Büyükşahin, 2008) and women with higher avoidance scores exhibit less support-seeking and support-giving behaviors in a stressful situation when compared to those with lower avoidance scores. It is also seen that they dislike physical contact during interaction with their partner and children (Chopik et al., 2014; Selcuk et al., 2010), are more likely to engage in infidelity and desire to meet alternative partners (DeWall et al. 2011), display lower levels of social skills (Deniz et al., 2005) and inhibit interpersonal relationships (Eraslan, 2009). As evidenced by this study, the interpersonal rejection accounted for the avoidance scores, which is consistent with the literature findings.

It was found that attachment avoidance had a significant impact on interpersonal rejection while anxiety alone had no such effect. This is because individuals with attachment avoidance tend to avoid establishing relationships with others whereas anxiously attached ones do the opposite, although the dimensions of anxiety and avoidance are both insecurity. Anxiously attached individuals tend to exaggerate the presence and seriousness of threats and choose to pay attention to the signs of negative emotions (Shaver and Mikulincer, 2007). Whether they feel positive and secure about themselves depends on if they are accepted or not Erözkan (2011). In close relationships, they are obsessively attached and very jealous (Hazan and Shaver, 1987). For that reason, anxiety scores are thought to have no significant effect on the interpersonal rejection scores.

Findings related to Hypothesis 2 revealed that anxiety has a negative while avoidance has positive significant effect on unrealistic relationship expectations. It might be suggested that the dimensions of attachment have opposite effects on unrealistic relationship expectations.

Unrealistic relationship expectations is described as having high standards and expectations of oneself and others. Hamamcı and Büyüköztürk (2003). A study investigating the relationship between the dimensions of attachment and unrealistic belief found that insecurely attached individuals have more unrealistic beliefs in their romantic relationships than securely attached ones (Stackert and Bursik, 2003). In this sense, the finding that dimensions of insecure attachment account for the unrealistic relationship expectations seems to be consistent with previous research.

It was seen that attachment anxiety scores had a negative effect on unrealistic relationship expectations. There is yet no study that relates the dimensions of adult attachment and this cognitive distortion. On the other hand, there are studies that investigate the effect of

anxiety on close relationships. For instance, it has been found that avoidant attachment has a negative effect on relationship beliefs about proximity that covers codes such as willingness to please other people (Drake, 2014), communication, agreement, love, trust, respect and loyalty (Fletcher and Kininmonth, 1992). Existing studies do not provide enough data to interpret this finding. It is therefore suggested that unrealistic relationship expectations need to be studied with different variables related to close relationship.

Another finding concerning Hypothesis 2 was that the dimension of avoidance had a positive significant effect on unrealistic relationship expectations. Attachment avoidance is associated with having distant and rejecting attitudes. Avoidant people learn the behaviour of avoidance as their attempts to seek proximity remain unanswered all the time. In fact, what they need and therefore seek is the same as what they avoid. Attachment figure is rejected but his or her proximity is still desired (Ainsworth et al., 2015). For that reason, avoidant individuals act in a rejecting manner even when they desire proximity and security, because their intention is to maintain independency, autonomy and control in their relationship so as not be hurt (Mikulincer, 1998). An avoidant person might be testing others for the desired feelings of proximity and security by deliberating pushing them away and setting high standards of expectation

Previous studies reported that avoidant personality act more defensively and furiously under stress (Rholes et al., 1999), but their avoidant behaviours tend to disappear when adequate support is provided (Girme et al., 2015). It is believed that the stress caused by these internal conditions provoke avoidant individuals to build up realistic expectations about their relationships.

Findings related to Hypothesis 3 indicated that both anxiety and avoidance alone and with a joint effect had a significant effect on the dependent variable. These two variables affected the dependent variable in opposite ways (Table 2).

Proceeding on theoretical explanations will make it easier to interpret and understand this finding. According to Bowlby (2012), a behavior emerging as a result of an activation caused by a behavioral system (here, it is the observation of attachment behaviors as a result of the activation of attachment system) could be compatible, incompatible or somewhat compatible with a behavior caused by another system activation (for the present study, it is the cognitive distortion of interpersonal misperception which occurs as a result of the activation of cognitive system). In this case, a wide variety of consequences might arise. Behavioral contingencies could be as follows; both behavioral patterns may be exhibited, only one may be exhibited or neither of them may be exhibited. Keeping this in mind, it is noteworthy that seeking security and secondary strategies are connected with this topic, as evidenced in recent studies.

Table 2. Results of the multiple regression analysis regarding the predictive power of the ındependent variables on dimensions of cognitive distortions.

Predicted Variable	Predicting variable	B	Standard deviation	β	t	p
	(Fixed)	10.99	1.06		10.35	0.00
	Anxious Attachment	0.01	0.01	0.05	0.97	0.33
Interpersonal rejection	Avoidant Attachment	0.13	0.01	0.44	9.50	0.00
	Multiple R= 0.45 R^2=0.20					
	Adj R^2 = 0.20 F $_{(2, 410)}$ = 51.73, p=0.00< 0.05					
	(Fixed)	18.13	1.17		15.45	0.00
	Anxious Attachment	-0.06	0.02	-0.17	-3.69	0.00
Unrealistic relationship expectations	Avoidant Attachment	0.14	0.02	0.44	9.51	0.00
	Multiple R= 0.43 R^2=0.18					
	Adj R^2 = 0.18 F $_{(2, 410)}$ = 45.89, p=0.00< 0.05					
	(Fixed)	9.00	0.53		17.11	0.00
	Anxious Attachment	-0.02	0.01	-0.15	-2.92	0.00
Interpersonal misperception	Avoidant Attachment	0.03	0.01	0.19	3.77	0.00
	Multiple R= 0.21 R^2=0.04					
	Adj R^2 =0.04 F $_{(2, 410)}$ = 9.06, p=0.00< 0.05					

*$p< 0.05$.

The dimension of anxiety is approached as hyperactivating strategies and the dimension of avoidance as deactivating strategies (Mikulincer and Shaver 2005; Hazan and Shaver, 1987). An anxiously attached individual who uses hyperactivating strategies reacts at a high level of stimulation when getting organized to increase proximity in order to regain the sense of security. In this case, the presence or accessibility of the attachment figure could be perceived as more vital than what the attachment figure is thinking. This way, the use of hyperactivating strategies might have overshadowed and negatively affected the cognitive distortion of interpersonal misperception.

On the other hand, avoidant deactivating strategies are attempts of suppression to keep the attachment system deactivated to avoid further distress in the event that the attachment figure is inaccessible (Mikulincer et al., 2003; Hazan and Shaver, 1987; Çalışır, 2009). This way, it is likely that the attachment system that overshadows the cognitive distortion of interpersonal misperception has become deactivated and a positive relationship might have been observed between attachment avoidance and interpersonal misperception.

In brief, attachment system and cognitive system are likely to be stimulated by internal and external stimuli at the same time. In this case, emotional inputs related to the stimulus overactivate the attachment system for the dimension of anxiety while they passivize the cognitive system which serves to feed into the cognitive distortion of interpersonal misperception. On the other side, the

same stimulus might be passivizing the attachment system while it overactivates the cognitive system for the dimension of avoidance.

This study involves certain limitations in terms of study population, theoretical framework and measurement tools. Study population was made up of unmarried young adults. The results therefore can only be generalized to similar samples. The dependent variables in the study were limited to cognitive distortions of "Interpersonal Rejection", "Unrealistic Relationship Expectations" and "Interpersonal Misperception". Attachment orientation was measured dimensionally. No categorical measures were performed. Inventory-type tests were used to measure adult attachment.

CONCLUSION AND RECOMMENDATIONS

The results of the study show that attachment anxiety and avoidance are important predictors of the cognitive distortions in relationships. Avoidance alone significantly accounts for all of the cognitive distortions in relationships (interpersonal rejection, unrealistic relationship expectations and interpersonal misperception). Anxiety alone can explain the cognitive distortions of unrealistic relationship expectations and interpersonal misperception, whereas it cannot significantly explain the interpersonal rejection.

Further research can investigate the relationships between adult attachment patterns and core beliefs,

intermediate beliefs and automatic thoughts. Using diverse research methods, the multidimensional exploration of the relationship between cognitive schemas and internal working models will especially make significant contributions to the literature.

Based on the study results, it is suggested that the psychological counselors who serve the university students include the attachment history of university students into the therapeutic process and take it as a reference when working with their cognitive structures.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Full Length Research Paper

Effectiveness of using group story-mapping strategy to improve reading comprehension of students with learning disabilities

Nada Alturki

Department of Science in Special Education, Southern Illinois University Edwardsville, USA.

The purpose of this study was to examine the effectiveness of using group story-mapping of English as a second language (ESL) on students with learning disability while reading comprehension. The researcher focused on a specific graphic organizer in this study, called group story-mapping. This strategy required students with learning disabilities involving reading comprehension to identify the five main areas for recording a narrative story: setting, characters, problem, solution, and opinion. This strategy can also help students to visualize the connection between the ideas, and the teachers can have the advantages from the Group Story-Mapping Strategy to determine the strengths and weaknesses of their students' while reading comprehensions. Four participants from sixth grade class were selected to participate in this study. This research used a post-test-only design implementing a control group and an experimental group. Three data collection devises were used to determine the effectiveness of using group story-mapping to improve reading comprehension of students with learning disabilities. The result of this study showed that using the Group Story-Mapping Strategy helped students with learning disabilities to comprehend the text more easily.

Key words: Intervention, identification, reading comprehension, reading improvement, learning disabilities, teaching methods, concept mapping.

INTRODUCTION

In schools across the United States, many learners receive special education services because of reading deficits such as reading comprehension.

In an intermediate school in a Midwest state, the researcher participated in a practicum in sixth grade classroom that had four students that studied English as a Second Language (ESL), and they also had reading comprehension issues. These ESL students appeared to

have difficulties in comprehending what they read in the text or story. They had difficulties in perceiving the main idea of the text, understanding the meanings of words in the text, and recognizing the main idea of the paragraph and how it was progressing in the body of the passage. They also did not have the ability to keep following the coherent flow during reading and connect the ideas while they read the paragraph in pieces, which lead to

incomplete understanding of the text.

Each person needs to understand what he or she reads because reading is an essential skill contributing to one's success in life. Improving comprehension skills can allow ESL students with learning disabilities in reading comprehension to read very well, recognize the main events and elements in the passage, and demonstrate the ability to do the homework and tests. Educators can develop their teaching technique by providing an appropriate tool such as graphic organizers. Stenson (2006) defined graphic organizer as a visual aid to demonstrate and concentrate on the important information that allows the student to maintain more knowledge so he or she can improve his or her reading comprehension. The student with a learning disability can improve his or her reading comprehension skills and enjoy the reading task if the educator uses effective strategies during the instruction time.

Many reliable researchers have discussed the effectiveness of using graphic organizers such as Group Story-Mapping Strategy to improve reading comprehension skills (Boulineau et al., 2004; Jiang and Grabe, 2007; Stetter and Hughes, 2011). Group story- mapping strategy is a tool or strategy that utilizes a graphic organizer to support learners to recognize the story components such as the main character, setting/time, and solution (Boulineau et al., 2004). It utilizes visual representations to support students and give them a chance to understand what they read easily (Jiang and Grabe, 2007).

The students can sort the important information proficiently from the paragraph through following Group story-mapping. When they have this proficiency, they can split the passage into many parts. Some of these parts could be setting, theme, problem, solution, etc. Group story-mapping strategy allows the learners to raise and improve their reading comprehension from a position of struggle into an area of reasonable sorting of information, with confidence included. It also gives the learner the ability to comprehend the text more precisely.

The result of Ciascai (2009) tests the effect of using graphic organizers on educational instruction and concluded that the use of group story- mapping strategy empowers students to understand what the text is about by sorting and modeling many ideas in the passage. group story-mapping strategy shows how organizing the text can help the students to be able to comprehend the text easily.

The purpose of this research study is to examine the effectiveness of using Group Story- Mapping Strategy on ESL students with learning disability in reading comprehension. The study's question is this:

What impact does Group Story-Mapping Strategy have on students with disabilities in learning and reading comprehension skills?

The hypothesis of this study is that using the group story-mapping strategy will help students with learning disability to comprehend the text easily.

LITERATURE REVIEW

Many theories have proposed to discuss what improves reading comprehension. Although the literature covered a wide variety of such methods and issues, this study focused on three significant themes which, frequently appear in the literature reviewed. These themes are learning disabilities, reading strategies, and group story-mapping.

Learning disability

"A learning disability, according to the Individuals with Disabilities Education Act (IDEA), is a disorder in one or more of the basic cognitive abilities involved in understanding or using spoken or written language" (Adebisi et al., 2015). An individual with a learning disability may not have the appropriate skills that allow him or her to do well in speaking, reading, writing, or doing well in math (Acosta and Ferri, 2010). It means the individual who has perceptual handicaps, brain injury, minimal brain dysfunction, developmental aphasia, or reading difficulty are considers as students with learning disability.

Reading is the gate to have the knowledge and new information, and the core to have the best lifestyle. Berkeley (2007) mentioned in her study that almost 11% of learners in the USA public schools attend special education classes because of having specific learning disabilities such as having reading difficulty. Reading difficulty is a huge issue for students with learning disabilities who may experience the challenge to decode the words or utilize phonic skills.

The difficulty in reading may also lead the learners to lose track of their thoughts and understand the text or read it fluently (Mahapatra, 2016). Also, the absence of the essential skills such as realizing the meaning of the word, utilizing strategies, and relating the previous knowledge to the new acquaintance produce the phenome of reading difficulties (Akyol et al., 2014). The difficulties to read the text lead the students to be less interested in understanding what they read from different resources which incapacitate them from succeeding in other classes. The inability to read affects the students' performance in all of their academic classes, such as writing and math classes (Acosta and Ferri, 2010; Isikdogan and Kargin, 2010).

Alnahdi (2015) provided the relationship between the intelligence quotient level (IQ) and the ability to read, and

how the low IQ level plays a significant role to experience a hardness or difficulty during the reading time or reduce the child's ability to read. Therefore, reading performance of the students with reading difficulties is not similar to the reading performance of their chronologically same-aged peers, but the students who have reading problems can read at the same level of the readers from the lower grade level (Zascavage et al., 2012).

The Common Core State Standards (CCSS) demand educators to encourage their students through creating and providing strategies that works, to improve reading skills of students with learning disabilities (Pittman and Honchell, 2014). It is essential for each student to have the capacity to understand what he or she reads to success in his or her education and life as well.

Therefore, numeral studies mentioned that the special education educators have to implement explicit reading instruction to eliminate learning issues (İlter, 2016; Acosta and Ferri, 2010; Berkeley, 2007; Zascavage et al., 2012). The special education educators most create strategies to encourage each student with learning disabilities to use the tool that helps him or her to read efficiently.

Reading strategies

The National Reading Panel (2000) specifies that the use of explicit and systematic classroom reading instruction must include comprehension strategies to be considered best practice (Zascavage et al., 2012). Some researchers emphasized the importance of using the strategies that is based on evidence-based practices (EBPs) in the schools to reach the excellence of educational services (Hornery et al., 2011).

The evidence-based practices reflect the fact that the intervention needs to be supported by a substantial research to end the intervention with a positive result (Littek, 2013). It is also the specific instructional strategy, teaching the program, or the intervention which helps the learners with disabilities to improve the desired skills (Hornery et al., 2014). Some researchers coincided that the main reason for implementing reading strategies is to improve learners' reading comprehension (Norato and Cañón, 2008; Isikdogan and Kargin, 2010).

Reading comprehension refers to the cognitive and linguistic procedures that are based to understand the meaning of the word, sentence construction, and phrases (Omar and Bidin, 2015). Acosta and Ferri (2010) found in their study that using the reading strategies to stimulate prior information, activate predictions, complete graphic organizer, and respond to the questions with sufficient materials can enhance the students' desire to read and understand what they read. Omar and Bidin (2015) also discussed the importance of activating visual support strategies into the instruction and how it worked on helping students with learning disabilities to be able to understand and complete the assignment.

This study implemented a graphic organizer as a strategy to develop retention and thus the reading comprehension of the students with learning disabilities. Graphic organizer strategies are tools given to the student with learning disability to complete an academic assignment until he or she masters the skills to work on the task by himself or herself (Stenson, 2006).

According to Özmen (2011), "graphic organizers are defined as visual or graphic displays that show visual interrelationships of superordinate and subordinate ideas using spatial arrangements, geometric shapes, lines, and arrows to portray the content structure and demonstrate key relationships between concepts" (p. 786). Sadeghi et al. (2016) presented a Vygotskyan view which stated that graphic organizer strategy should include into special education classrooms to encourage learners' comprehension. Furthermore, Stenson (2006) concluded in his study that providing graphic organizer strategy to students with learning disabilities can raise the ability to comprehend the text (18%).

There are numerous studies that concurred with the advantages of using a graphic organizer on reading comprehension (İlter, 2016; Özmen, 2011; Isikdogan and Kargin, 2010; Stenson, 2006; Omar and Bidin 2015). They believed that graphic organizers could help students with learning disabilities to organize and combine the information with their prior knowledge, improve thinking processes, increase the ability to focus on the essential element of the text, and recall the connection between the events in the novel. They also demonstrated graphic organizers as the most efficient instructional tool to improve reading comprehension and develop education through scaffolding student learning.

However, Jiang and Grabe (2007) found in their study that using graphic organizers have positive effects to improve reading comprehension. They meant that the beneficial effects of using the graphic organizer depend on the way the educator provided it. They emphasized the importance of teaching how to use graphic organizers explicitly and allow the student with learning disabilities to practice them on reading comprehension over and over, using different texts.

There are many types of graphic organizers. One of these types is group story-mapping, and this study will implement it during the intervention. Stenson (2006) stated that students with learning disabilities perform better academically when they utilize graphic organizers like Group Story-Mapping Strategy to improve reading comprehension.

Group story-mapping

There are several definitions of group story-mapping strategy in the literature. One of those definitions stated

that Group Story-Mapping Strategy provides a visual-spatial show of vital information to enhance learner with reading difficulty to realize the story's elements and remember them (Boulineau et al., 2004). Group story-mapping strategy displays a schema teaching technique that works on relating the story's parts with each other and clarifies the essential elements of the story in line with the learner with reading difficulty (Isikdogan and Kargin, 2010).

Beneficial instructional strategy for students with a specific learning disability in reading must concentrate not only on a students' weakness, but also on their strengths and utilize multisensory instructional approach such as visual spatial to deliver information through various ways to the brain (Zascavage et al., 2012). Story maps could be utilized effectively before reading the text to extract previous knowledge and simplify the discussion. It could also be utilized during reading the text to guide the reader and remember pertinent information about the topic or after reading the text to review the given information in the text (Boulineau et al., 2004). However, Özmen (2011) compared the effectiveness between filling the story map after and before reading the passage. The result of his study proved that filling the story map after reading the text is more effective than providing it before reading the text.

Furthermore, Teo et al. (2016) indicated that teachers must provide the text or story that has an apparent chronological order to assist learners with learning disabilities to understand the essential elements such as characters, problem, and solution from the story without feeling confused. Several researchers found that group story-mapping technique provided a positive effecti on improving reading comprehension of students with learning disabilities (Alnahdi, 2015; Isikdogan and Kargin, 2010). Besides, Boulineau et al. (2004) empathized that the educators should use Group Story-Mapping Strategy to teach the story elements because it helps to improve and preserve students' comprehension skills even if the educator discontinued the instruction.

METHODOLOGY

The study question addressed in this research was: What impact does Group Story- Mapping Strategy have on learning disability students' comprehension skills?

A post-test design was implemented in this research study to discover the impact of using group story- mapping strategy on learning disability for students' comprehension skills. The participants were randomly assigned to either the experimental group or the control group. A post-test was utilized to compare the result between post-test scores of the experimental group and the control group. The experimental group received the intervention using the group story-mapping strategy. The control group did not receive the intervention using the group story-mapping strategy. At a later date, the control group would receive the same intervention through using another nonfiction story. The Group Story-Mapping

Strategy in this study contained five main areas for recording a narrative story's (a) setting, (b) characters, (c) problem, (d) solution, and (e) opinion.

Participants

The participants in this research were students in a special education daily oral language classroom for sixth-grade students, with a specific learning disability in a public school in small mid-western town in the United States of America. The school consists of 63.2% Caucasian students, 20.6% of the Hispanic students, and 11.2% African American students. The school considered low-income, with 49.4% of the demographics who are eligible for free or reduced lunch. The intervention was provided in a special education classroom, where the educator to the student ratio was one to four. Participants, ranging in age from eleven to thirteen, included two females and two males whose native languages were Spanish. All of the participants qualified for special education services had specific learning disabilities. They participate in the special education setting for 450 minutes per week for Language Arts and participate in the general education setting for 675 minutes per week for math, science, and social studies. Before this study, all of the participants' performance in reading comprehension is below their grade level. Therefore, the researcher used the group story-mapping strategy which was recommended from reliable studies to improve reading comprehension of students with learning disability.

Participants 1

Yovan is an eleven-year-old-boy who was diagnosed with specific learning disability. Yovan has been receiving special education services since 2009. Yovan participated in the general education setting for 675 minutes weekly and resaved reading instruction in the special education setting. Yovan had difficulty with grade level reading. Yovan is in the 10th percentile for a sixth grader.

Participants 2

Kevin is a thirteen-year-old boy who was diagnosed with specific learning disability. Kevin has been receiving special education services since 2013. Kevin participated in the general education setting for 675 minutes weekly and resaved reading instruction in the special education setting. Kevin had difficulty with grade level reading. Kevin is between the 10th and 25th percentile for a sixth grader.

Participants 3

Jennifer is a twelve-year-old girl who was diagnosed with specific learning disability. Jennifer has been receiving special education services since 2007. Jennifer participated in the general education setting for 675 minutes weekly and resaved reading instruction in the special education setting. Jennifer had difficulty with grade level reading. Jennifer is between the 10 and 25th percentile for a sixth grader.

Participants 4

Hilary is an eleven-year-old-girl who was diagnosed with specific learning disability. Hilary has been receiving special education

Table 1. Self-assessment comprehension skills survey.

Variable	Sex		Age			Grade
	Female	**Male**	**11**	**12**	**13**	**6th**
Experimental group	1	1	1	1	-	2
Control group	1	1	1	-	1	2
Total	2	2	2	1	1	4

services since 2010. Hilary participated in the general education setting for 675 minutes per a week and resaved reading instruction in the special education setting. Hilary had difficulty with grade level reading. Hilary is between the 25th and 50th percentile for a sixth grader.

Procedures

The study took place in a special education classroom for students with specific learning disabilities. The students were randomly assigned into two groups- a control and an experimental. The first group served as an experimental group (2 students, 1 male and 1female) and the second group served as a control group (2 students, 1 male and 1female) (Table 1).

A survey about comprehension skills was provided for the control group and the experimental group (see Appendix A). The researcher read each statement in the survey to the participants in both groups so they could provide a variety of information related to their reading comprehension skills. Then, the researcher provided both groups with the same nonfiction story called *A Hero's Name*, which was selected from the reading A-z program.

The story was an appropriate reading level text for the participants based on their special education teacher recommendation. Since the participants had a specific learning disability in reading comprehension, each passage of the story was displayed with a picture to help the participants remember the story elements. In addition, both the experimental and control groups were asked to answer the same questions that were presented on the reading comprehension test that was related to the selected story (Appendix B). However, the experimental group answered the comprehension test after implementing the intervention using the group story-mapping strategy while the control group answered the comprehension test without receiving the intervention.

Control group

The control group was given small group reading instruction by the researcher during the scheduled reading time. Initially, the researcher presented the nonfiction story to the control group. The researcher asked the students to read aloud the passage of different lengths until they completed reading the story. The researcher gave verbal praise for students who followed the requirements of this session. Then, the researcher provided the comprehension test to the control group and asked them to answer the questions independently (Appendix B). Then, the participants in the control group were interviewed by asking them 5 questions to assess their learning experience that was related to reading comprehension difficulty (Appendix D).

Experimental group

The experimental group was also given small group reading

instruction by the researcher during the scheduled reading time. At first, the researcher presented the nonfiction story to the experimental group and asked them to read aloud the passage of different lengths until they completed reading the story. The researcher gave verbal praise for students who followed the requirements of this session.

Then, the researcher displayed the elements of the group story-mapping strategy (Appendix C) and explained each component individually. The researcher explicitly taught the elements of the story by presenting the group story-mapping strategy in the poster to help the participants in the experimental group to do the guided practice. The researcher first instructed the learner to describe what each component of the story map meant and responded to student answers by summarizing the meaning of each component. Then, the researcher and the participants in the experimental group discussed instances of each component in the group story-mapping strategy. Each participant was asked to read a part of the story aloud after explaining the group story-mapping strategy. When they completed reading the story, the researcher asked them to complete their story maps independently.

The researcher later provided the comprehension test to the experimental group and asked them to answer the questions independently (Appendix B). Finally, the researcher interviewed the participants in the experimental group by asking them 10 questions to assess their learning experience that is related to reading comprehension difficulty and the intervention using Group Story-Mapping Strategy (Appendix E).

After the study

The researcher provided the intervention using group story-mapping strategy to the control group after this study was over. The researcher provided another nonfiction story from the reading A-z program. The story was an appropriate reading level text for the participants based on their special education teacher recommendation.

Data collection

The researcher focused on three multiple points of data throughout in order to examine the effectiveness of using the group story-mapping strategy. The first data was utilizing the comprehension skills survey (Appendix A) before reading the story to have the participants in the control group and the experimental group evaluates their comprehension skills. The comprehension skills survey was utilized to determine each comprehension skill:

1. Always existed (3),
2. Sometimes existed (2),
3. Or never existed (1).

The second data was collected after reading the story. A comprehension test was given to the participants in the control

group (Appendix B). The comprehension test that the researcher used was created by program reading A-Z. In addition, the researcher provided the comprehension test after providing the intervention to the participants in the experimental group. The researcher modified the test in order to make it easier for the participants with difficulties in reading comprehension because of their learning disability. For the participants' Individualized Education Program IEP, the researcher decreased the multiple answers and eliminated one question that is related to the vocabulary and instead added a question that is related to the story's setting. The third data was gotten from the interview of both groups, the control and the experimental group, by asking them open- ended questions. The control group was asked five questions to describe each participant's learning experience that is related to reading comprehension difficulty (Appendix D). Then, the experimental group was asked 10 questions after providing the intervention using group story- mapping strategy to describe the participants' learning experience that is related to reading comprehension difficulty and group story-mapping strategy. This latter interview data allowed the investigator to check the opinion of each participant in the experimental group regarding the intervention (Appendix E).

Analysis of data

The implemented design for this research study was a post-test design; this design is used to examine the impact of using group story-mapping strategy on the comprehension skills of students with learning disabilities. After the comprehension skills survey was given to all of the participants in the study to evaluate their comprehension skills, the researcher quantitatively analyzed the data by looking collectively at how the participants scored themselves for each comprehension skill. First, the participant individually assessed their skills by selecting always existed (3), sometimes existed (2), or never existed (1) on the survey. Then, the researcher calculated the mean by adding the four participants' scores of each comprehension skill and divided it by the total number of the participants. The mean of the participants' scores on each comprehension skill was figured.

After the comprehension test given to the participants, the researcher scored their correct answers out of ten and compared the number of correct answers between the experimental and the control group posttests. The comprehension test scores of the participants in the experimental group were compared to the comprehension test scores of the participants in the control group. The correct answers out of ten were figured.

Following the comprehension test, the researcher interviewed each participant in this study to enhance and triangulate the data from the means on the survey, comprehension test answers, and students' interview responses. After interviewing the participants, the researcher looked for consistency of comments and analyzed the interview data based on how the participants evaluated themselves in the comprehension skills survey, and if it made sense to the participants on how they did in the comprehension test. Thus, the researcher could see if there was consistency across all of the three measures.

RESULTS AND DISCUSSION

This research attempted to study what impact group story-mapping strategy has on the students with learning disability and reading comprehension skills. The result of this study demonstrated that using the group story-mapping strategy helped students to comprehend the text

easily. The finding of the comprehension skills survey was figured before implementing the intervention using group story-mapping strategy. The chart illustrated the means of the four participants' scores on each comprehension skill, and illustrated nine comprehension skills survey questions (Figure 1).

The graph presented the mean scores of the four participants, Hilary, Yovan, Kevin, and Jennifer. The researcher agreed that the participants in this study could remember why they read and kept this goal on their mind. Based on the previous observation, the participants had their own purpose to read. For example, when the teacher required the students to read, they read in order to answer the questions that are related to the text and have the opportunity to earn some candies. They tried to maintain their purpose of reading in their mind to have the advantages of it.

On the second question which was the ability to determine if the story was fiction or nonfiction, the participants scored themselves 2.25 out of 3. The researcher agreed that the participants could accurately determine if the story was fiction or nonfiction because all of the participants answered the question correctly that is related to this skill on the comprehension test. Moreover, during the interview, Yovan said, "If I have a choice to read a story, I prefer to read a fiction story because I enjoy reading it; it is easier for me to read it and understand it." Kevin, Jennifer and Hilary gave similar responses. Jennifer added to her response that she preferred to read fiction stories similar to Amulet books.

For the third question, regarding the ability to use their prior knowledge that related to the story, the participants scored themselves 2.5 out of 3. The researcher expected that their score would be below 2 because of the participants' performance in the reading class. Based on the previous observations, all the participants had no ability to use their prior knowledge and relate to the story. When the teacher reviewed with the class and asked them what they remembered about the story, no one responded. On the fourth question, which focused on the ability to find the characters of the story, the participants scored themselves 2.25 out of 3. The researcher discerned that the participants could find the characters of the story because all the participants correctly answered the question on the comprehension test related to the skill.

The fifth and sixth questions emphasized the ability to find when and where the story happened, and the seventh and eighth questions determined the ability to find the problem and the solution of the story. The participants scored themselves 2.5 out of 3 on the fifth and sixth questions, 2.25 out of 3 on the seventh question, and 2 out of 3 on the eighth question. Based on the participants' responses in the comprehension test, the researcher determined that the participants' actual scores were less than what they scored themselves because
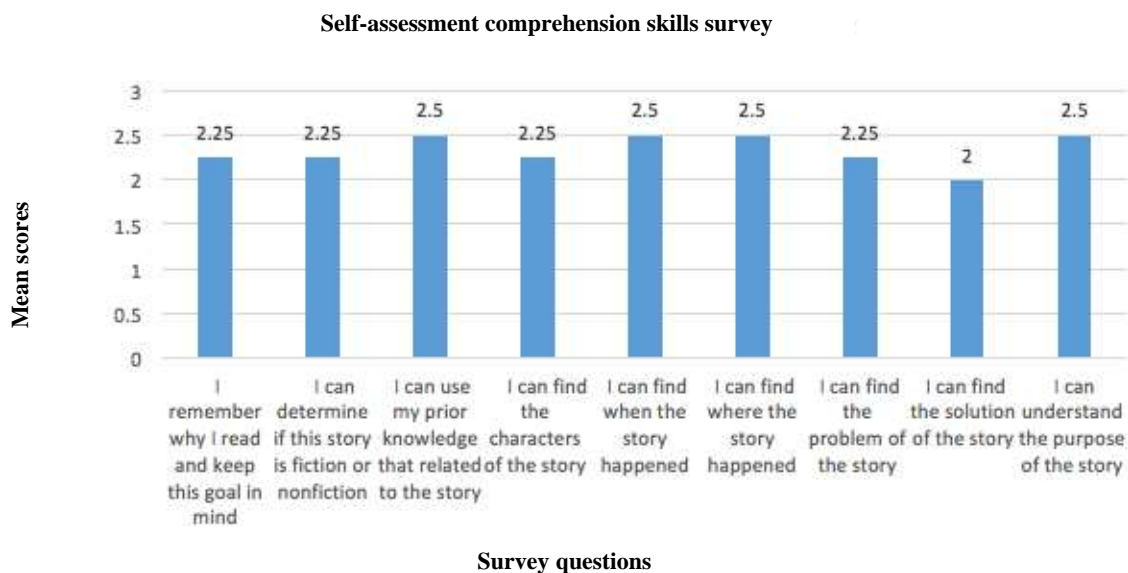
Self-assessment comprehension skills survey

Figure 1. Comprehension skills test.

individuals Kevin and Jennifer, who were the participants in the control group, did not correctly answer the questions on the comprehension test that is related to these questions. However, Hilary and Yovan, who were the participants in the experimental group, answered the questions on the comprehension test that is related to these questions because of the use of group story-mapping strategy.

For the ninth question which featured the ability to understand the purpose of the story, they scored themselves 2.5 out of 3. The researcher believed that the participants' actual scores were below what they scored themselves on this skill. Based on the participants' responses on the interview, Kevin said, "When I tried to read each word correctly, I suddenly lost the purpose of the text." All of the participants in the study gave the same response. The findings of the comprehension test were displayed in the following graph as a proof of the impact of using Group Story-Mapping Strategy regarding comprehension skills of students with a learning disability. The graph showed the difference between the performance of the participants in the experimental group who received the intervention and the performance of the participants in the control group who did not receive the intervention. It displayed each participant's individual correct score out of 10 in each group (Figure 2).

The chart indicated low performance of the participants in the control group. Jennifer and Kevin gained the same score on the comprehension skills test with only 5 correct answers out of 10. However, the figure indicated higher performance for the participants in the experimental group who were given the comprehension skills test after the intervention. Yovan got 7correct answers while Hilary got

10 correct answers out of 10.

The interview data showed that the participants in the control group had trouble understanding what they read. When the investigator asked what each one knew about reading comprehension, both Jennifer and Kevin stated that reading comprehension was "too hard" because they had difficulty in understanding the main idea or the purpose of the text which led them to answer the comprehension test questions incorrectly. Jennifer said, "I like reading, but I feel frustrated when I try to understand what each word in the text means." Quite interestingly, Kevin said, "I do not like to read because when I tried to read each word correctly, I suddenly lost the purpose of the text." When the investigator asked what they think would help them better understand the text, both Jennifer and Kevin stated that they need to read the text many times in order to understand it.

The interview data showed that the participants in the experimental group preferred using group story-mapping strategy and believed that it helped them understand what they read. When the investigator asked whether or not the participants had trouble understanding what they read before using group story-mapping, Hilary mentioned that she did not like reading because it is too hard to understand some words in the text while Yovan stated that sometimes he thought of different things such as football games instead of paying attention on the reading text.

The participants agreed that using group story-mapping strategy was useful, and it helped them organize their thoughts, memorize all the elements of the text, and answer the comprehension questions correctly. When the investigator asked if the participants thought that group
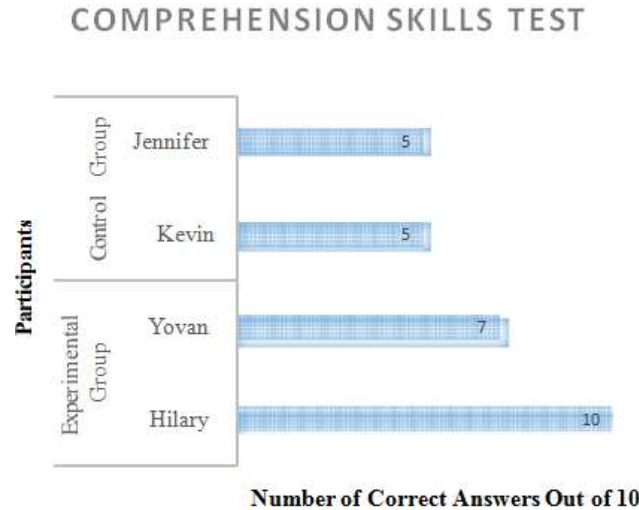
COMPREHENSION SKILLS TEST

Figure 2. Participants performance in both groups.

story- mapping strategy assisted them to comprehend the story better, both participants said yes. They stated that the questions on the group story-mapping strategy allowed them to focus on the important information that they needed to know from reading the story. Hilary said, "Group story-mapping strategy helped me to organize my thoughts and helped me remember when I wrote the answers down." Yovan agreed with Hilary and added that it was "too easy" to answer the questions after using the group story-mapping. Both participants said that using group story- mapping strategy helped them to answer the comprehension questions more easily. When asked if they would use the Group Story-Mapping Strategy in the language class, they said, "Yes, if the teacher in the language class would let us. We think it would help us improve our reading skills"

The participants were also asked if they wanted to use Group Story-Mapping Strategy when reading even if they do not have to use it. Yovan responded that he wanted to use Group Story- Mapping Strategy if there was a comprehension test on a specific text but did not want to use it for each text he read because it took a long time; Hilary said she wanted to use it because it makes reading the story easier.

Conclusion

The main purpose of this research was to examine the effectiveness of using group story-mapping on ESL students with learning disability in reading comprehension. Based on the results of this study, the participants in the experimental group demonstrated considerable improvement in reading comprehension

after being provided with the intervention of using group story-mapping strategy.

Thus, the finding suggested the use of Group Story-Mapping Strategy in order to assess ESL students with learning disabilities in their comprehension of the text due to its usefulness in providing them with a method to organize their thoughts and recognize the story elements such as the main character, setting/time, and solution. This finding is consistent with previous research studies on group story-mapping (Boulineau et al., 2004; Isikdogan and Kargin, 2010).

It was found in the results of this study that the participants' scores in the experimental group who received the intervention using group story-mapping was indeed higher than the participants' scores in the control group who had not received the intervention using group story-mapping. However, Hilary, a participant in the experimental group, benefited from the Group Story-Mapping Strategy more than Yovan who was her peer in the same group. This might signify that some students need to be motivated to be interested to read the text or the story. For example, Yovan said, "I do not like reading." Based on the participant's response, the educators should utilize a rewards system and inform the students with learning disabilities that there is a reward for each one who focuses on what he or she reads and then performs well on the test. The researcher wondered if the reward would encourage Yovan to be focused, interested, and motivated to read and gain 10 correct answers out of 10 on the comprehension test. Another reason might have kept Yovan from getting a full mark on the comprehension test. For instance, some students have poor visual skills which mean that some students cannot recognize the information that is stated in a visual aid

such as group story mapping.

Therefore, it is recommended to teach students with learning disabilities using various visualizing skills and group story-mapping to improve their students' comprehension skills. If there is an opportunity for the researcher to do another study in the future, it would involve the positive impact of using video games to improve visual skills of students with learning disabilities.

In addition, only four participants were involved in this study. The small size of participants in this study led the domain of the potential data to be narrowed, constituting a weak portrait for analysis. Despite the limitation, this study demonstrated that using group story- mapping is an effective strategy to improve comprehension skills of students with learning disabilities.

Through working in this study, it was learned that action research should focus on one issue to increase the chance to solve it. Furthermore, this action research gave the researcher a better understanding on how to analyze the collected data and how it is important to analyze the study's data before taking an action in order for the researcher to avoid any kind of changes in the procedure section. Moreover, reading more than 15 studies to know what other researchers found enhanced this researcher's knowledge with various perspectives and valuable information that is related to reading strategies such as group story-mapping.

The most important lesson the researcher gained after this study was that there is need to make plan for courses in Saudi Arabia schools with the aim to train new educators on how to use group story- mapping strategy to improve reading comprehension of students with learning disabilities. When the new educators become aware of both the advantages of using group story-mapping strategy and the positive results of it from the previous studies, they will have the desire to gain more information on how to use it to help their students with reading difficulties to comprehend the text more easily.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Appendix A: Survey

Name:
Date:

Reading comprehension skills	Rating scale		
	1	2	3
I remember why I read and keep this goal in mind	-	-	-
I can determine if this story is fiction or non-fiction	-	-	-
I can use my prior knowledge that is related to the story	-	-	-
I can find the characters of the story	-	-	-
I can find when the story happened	-	-	-
I can find where the story happened	-	-	-
I can find the problem of the story	-	-	-
I can find the solution of the story	-	-	-
I can understand the purpose of the story	-	-	-

1= Never; 2= Sometimes; 3= Always.

Appendix B: The comprehension test

Name:

Date:

Instruction: Read each question carefully and choose the best answer.

1. What was the main problem between Frank and Bobby?

(A) Frank picks on bobby a lot.
(B) Bobby picks on Frank a lot.

2. Frank signed his name as Francis, which means he--------------.

(A) Wrote his name on something.
(B) Was well known.

3. Three of the sentences below are supporting details. Which sentence tells the mean idea?

(A) There was famous explorer named sir Francis Drake
(B) There were many king named Francis
(C) Saint Francis was famous for talking to animals.

4. Many important people had the name Francis.

Read this sentence: Frank was embraced when his teacher called him Francis. Dose this sentence tells a problem or a solution?

(A) It is a solution.
(B) It is a problem.
(C) It is both problem and solution.

Name:
Date:

1. Which of the following sentence tells an opinion?

(A) Frank is a nickname for Francis
(B) Francis is a wonderful name.

2. How did Frank's teacher create a solution?

(A) She called Bobby's parents in for a conference.
(B) She asked the students to present oral reports about their first name.

3. How did frank feel about his name at the end of the story?

(A) He was proud about his name.
(B) He wanted to be called Frank all the time.

4. How did other students learn about Frank's full name?

(A) Frank decided to tell everyone his real name
(B) A different teacher called class roll and did not know Frank's nickname. 9-   What type of book is *A Hero's Name*?
(C) Fiction
(D) Non-fiction

5. When did this story take place?

(A) On Friday
(B) On Thursday

Appendix C

Name:
Date:

Group story-mapping

What was the title of the story?

Where and when did this story

take place?

What did you learn from
reading this story?

Who were the characters?

Who created the problem?

Who created the solution?

What was the problem?

What was the solution?

Appendix D

Name:
Date:

Control group interview questions

Interview questions	Responds
What do you prefer to use during the reading time the highlight or your finger? Why?	
How do you feel about reading?	
What does reading comprehension mean to you?	
Do you have trouble understanding what you read? Why?	
What do you think would help you better understand the text? Why?	

Appendix E

Name:
Date:

Experimental group interview questions

Interview questions	Responds
What do you prefer to use during the reading time the highlight or your finger? Why?	
How do you feel about reading?	
What dose reading comprehension means to you?	
Do you have trouble understanding what you read? Why?	
How do you feel about doing group story mapping strategy? Explain?	
Do you think that you understand the story better after doing the group story mapping? Why?	
What do you like about group story mapping? Can you explain?	
What do you not like about group story mapping?	
Will you use group story mapping by your self while I am not around? Why?	
Do you wish that other teacher use the group story mapping? Why?	

Full Length Research Paper

Value tendency differences between pre-service social studies teachers within the scope of the East and the West

Ahmed Emin Osmanoğlu

Department of Sociology, Bingöl University, Bingöl, Turkey.

This study aims to comparatively examine the values that the students of the Department of Social Studies in Education Faculty at two universities located in the Eastern and Western parts of Turkey desire to find in people they interact with. Multiple methods, including quantitative and qualitative methods, were used in this study. The research was first shaped through content analysis method based on the qualitative research model and then through relational and statistical analysis based on the quantitative research model. The participants of this study were 84 students in total, 47 students from Marmara University in Istanbul from Western Anatolia and 37 students from Kafkas University in Kars from Eastern Anatolia. 48 of the students were female and 36 were male. The data were collected via questionnaires given to senior students at both universities. The qualitative data were analyzed through content analysis while the quantitative data were analyzed by Pearson Chi-Square, Yatest Chi-Square (Continuity Correction) and Fisher's Exact Test techniques. The statistical significance level was taken as P <0.05. The findings obtained from this research can be summarized as follows: students who participated in the study desire to find the values of effective communication, peace, honesty, maturity, sharing, unity, intellectuality, intelligence, personal care, culture and Atatürkism in the people they interact with. The pre-service social studies teachers are in compliance with the values included in the curriculum of the Department of Social Studies to a great extent. The findings of the present research have some similarities and differences compared to the studies of Spranger, Rokeach, and Schwartz. They desire to find values different in gender; there are some similarities and differences between the values found by the research findings and the values included in the curriculum. Almost all female students and majority of male students initially look for the value of Effective Communication in people they interact with and the value of Unity is not important for the students at either of the universities. Peace values are important for the students in both universities; almost half of the Eastern and Southern Anatolians and some of the Western Anatolians desire to see the value of honesty in people they interact with. There are no general differences between the value preferences of the Eastern and Western people.

Key words: Social studies teaching, value orientations, value education, university youth, eastern-western difference.

INTRODUCTION

Throughout history, people have created or accepted beliefs, paradigms, and values about what is right and what is wrong; what they need to do and avoid in order to maintain their individual and social lives; to get what they want and to get away from their fear. These beliefs, values and paradigms that they have created or accepted

sometimes cause expected or unexpected consequences. People search for ways to avoid unexpected situations, improve and sustain positive consequences through philosophy, art, ideology, science, and particularly social sciences. Thus, values became a subject of research conducted through scientific methods in social sciences in 20th century (Bas, 2014).

The concept of value has been used first by social scientists by way of remaining loyal to the Latin etymology of the word, *"valere",* which refers to be strong and valued. The first sociological definition of values was made by Thomas and Znaniecki (1918). According to them, value is an observable reference point that brings a sense of meaning to the objective of the action which is first accepted and performed by all members of a social group. According to this definition, a food item, instrument, coin, poem, school, legend and a scientific theory can be a value. Value is a concept that instigates human behaviors, expresses the characteristic feature of a group or unique feature of an individual, determines the way, means and purposes of an action and is internalized by the actor of the action. A complete sociological theory of the concept of value was created by Parsons et al. (1962) (Korkmaz, 2013).

Value is also defined as all kinds of social, humanistic, ideological or divine feelings, thoughts, behaviors, rules and assets that are accepted and lived by among people (Celikkaya, 1999). The common feature of values at all times and in societies is the fact that values ensure the continuity of a given community or society. Values specify what is good or bad, what is important, in short, how the individual should live with people in the society (Akbas, 2008). Values shortly direct behavior and people's behavior towards each other (Baysal and Samanci, 2009).

According to these definitions, it can be understood that values are principles and beliefs that help individuals guide their lives, establish social relations, determine priorities, and make social life possible and meaningful, both to distinguish between and harmonize societies (Yazici, 2013). In addition, they are effective factors in guiding the behaviors of people and in shaping their lives. Values have great importance in explaining human behaviors (Yel and Aladag, 2009)

Rokeach (1973) argues that the concept of value should be placed at the center of social sciences. According to him, this concept is an intervening variable, which promises to combine the seemingly different interests of all the sciences related to human behavior more successfully than others. It is very important to examine and understand values as they reveal themselves in every aspect (Rokeach, 1973).

Spranger (1928) collects values from six groups: aesthetic, theoretical, economic, political, social and religious values. In 1960, Allport et al. (1960) turned this into a scale (Akbas, 2004). In 1974, Keskin, 2016 classified values as personal values, group values, and social values. In 1992 and 2006, Schwartz (1992) identified 10 core value groups and ranked 56 values corresponding to these groups. Value groups identified by Schwartz (2006) are power, success, hedonism, alertness, self-orientation, universalism, benevolence, tradition, conformity and security. Apart from these classifications, there are also other classifications (Keskin, 2016, Mehmedoglu, 2007, Kusdil and Kagitcibasi, 2000). Taking stand from different points of view, values are categorized according to a varieties such as general and special, universal and local, sacred and profan, primary and secondary (Schwartz, 2006; Emre and Yapi, 2015 as cited in Schwartz, 2006).

These values and others can be gained by individuals during the process of effective education and training process in consideration of genetic factors and environmental conditions. Acquisition of values also takes place among the functions of education which aims to acquire knowledge, skills, attitudes and positive habits. It is expected from education and training processes that many humanistic, moral, social, national, religious, scientific personal qualities and values such as responsibility, diligence, honesty, objectivity, aesthetics, philanthropy, giving importance to family unity, cleanliness, patriotism and fairness are acquired through education.

The most important functions of education, socialization and transferring the value judgments of the society to the next generation will thus be accomplished (Ulusoy and Tay, 2011; Akbas, 2008; Zabun, 2013; Keskin, 2015; Eksi, 2003).

To prevent material, spiritual, individual and social problems caused by alienation and fed by modernity brings an importance to values and the place of these values in education. For this reason, curricula have begun to emphasize values (Ozturk and Balci, 2009). In Turkey, Regulation on Primary Education Institutions issued by the Ministry of National Education's (MoNE, 2013) aims to develop and respect the national and universal values of education among other aims of primary education. Furthermore, the values that should be acquired by students are listed in 2004 Social Studies Curriculum (MoNE, 2004).

According to Kan (2010), social studies is a course for value education. The content of the social studies course is important in terms of value teaching because this course includes a historical feature. It tells different

cultures and life stories, and it has a multidisciplinary structure. Carrying the responsibility of social engineering, the Social Studies course has a duty to improve our disrupted culture and values. Social studies education has a responsibility to provide individuals with democratic values, attitudes and beliefs, to raise awareness towards values they have and to make them aware of the impact of these values on their interactions with other people (Kan, 2010; Bagci, 2007; Doganay, 2011). Problems such as widespread violence tendencies, substance dependence, proliferation of suicidal tendencies, decrease in the awareness of individual and social responsibility, the attack of local values in the process of colonial globalization and the dependence of the national existence and presence of political power to the protection of mutual value system in modern societies in this day and age, increase the importance of value education (Deveci et al. 2009; Cavdarci, 2002).

Values education include the full range of activities that are carried out to train people, such as understanding one another, tolerating one another, and developing social sensitivity (Eksi and Katilmis, 2011). In addition, the values of the teachers who will give this training become very important. Teachers are expected to be role models in the classroom, to create a common social texture and to bring various values to the students (Dilmac, 1999).

As much as making these values a part of teaching programs, it is also important to what extent the students can acquire and translate these values into reality. In this scope, the detection of to what extent the values are acquired by the students and how they can transfer these values into life can contribute to the more effective education on values. At the same time, the description of the current situation in values education, the identification of problems experienced during the education and bringing suggestions for the solution of these problems can shed light on the organization of future practices (Guven et al., 2014).

Vocational education institutions attract the attention of social scientists as places where knowledge and skills, as well as values and attitudes related to that profession are first acquired. Studies investigating the effect of education on student attitudes date back to ancient times (Kasapoglu, 1992). In this study, the value orientations of the students in the department of social studies teachings were determined.

METHODOLOGY

This study aims to comparatively examine the values that the students of the Department of Social Studies Teaching at Kafkas University located in the east and Marmara University located in the west of Turkey, desire to find in people they interact with.

Research design

In this study, multiple methods including quantitative and qualitative methods were used. It is possible to acquire in-depth knowledge in the social environment with the qualitative method, and to determine the causality relation between variables, statistical probabilities and definite results with quantitative methods (Boke, 2009). The pattern used in qualitative research is a strategy that determines the approach of the research and guides the consistency of the various stages within the framework of this approach. The qualitative research design guides the researcher while carrying out the research activities in a coherent and appropriate manner (Yildirim and Simsek, 2008). In this context, the present study was first carried out by means of content analysis based on the qualitative research model and then by the relational and statistical analysis based on the quantitative research model.

Main problem and sub-problems of the research

The main research question of the study is:

What are the values that students of the Department of Social Studies Teaching want to find in people they interact with?

Sub-questions of the research are as follows:

1. What are the values that students of the Department of Social Studies Teaching in Faculty of Education at Marmara University and Kafkas University want to find in people they interact with?
2. Do the values that students of the Department of Social Studies Teaching in Faculty of Education at Marmara University and Kafkas University want to find in people they interact with differ by gender?
3. Do the values that students of the Department of Social Studies Teaching in Faculty of Education at Marmara University and Kafkas University want to find in people they interact with differ by university?
4. Is there any difference between the students who were born in Western Anatolia and those who were born in Eastern and Southeastern Anatolia in terms of the values they want to find in people they interact with?

Participants of the research

Fourth grade students expected to graduate in 2016 from the Department of Social Studies Teaching in Faculty of Education at Marmara and Kafkas participated in the research. The students of the department have taken courses on Value Education, which is included in the content of the social studies course, and the concept of value has not been missing in their curriculum throughout the education process. For this reason, these students were assumed to be appropriate participants for a study on values. These are students from Marmara University located in Istanbul, west of Turkey, and the students of Kafkas University located in Kars, east of Turkey.

Marmara University was founded in 1883 and Kafkas University was founded in 1992. While Marmara University is regarded as a well-established and developed university in Turkey, Kafkas University is considered relatively developing in terms of the quantity and quality of its staff and students. İstanbul, where Marmara University is located, is a developed city while Kars, where Kafkas University is located, is underdeveloped and deprived of socio-economic means.

A minimum of 393 points was required for registering into the Department of Social Sciences Teaching in Faculty of Education at Marmara University and 360 points was required for registering into Kafkas University from the university entrance exam in 2012, when the students of both universities started their university education (ÖSYS, 2012). For this reason, Marmara University students represent the more successful mass. In this way, it is aimed to

measure whether value orientations differ by success and equipment factors of the universities.

A total of 84 students, being 37 from Kafkas University in Eastern Anatolia and 47 students from Marmara University in Western Anatolia, participated in this study. 48 of the students are female and 36 are male. Selecting participants from different genders is to measure whether gender is an effective variable in value preferences.

Of all participants, 43 students were born in Eastern and Southeastern regions of Turkey and 37 students were born in Western Anatolia Region. In this way, it is planned to measure whether the birth place of students is an effective variable in the value preference.

Data collection

The data were collected via questionnaires given to senior students at both universities. The questionnaire has two sections. In the first section, information on students' gender, university, grade and place of birth are included. The second section includes the question;

"What are the characteristics you want to have in people you interact with in your daily life, either by will or compulsorily?

In order not to use any restriction, the value word was particularly not used in the question.

Data analysis

In this research, qualitative and quantitative research methods are used together. There is no single methodological framework in the analysis of qualitative data. Analysis can be carried out in different ways (Neumann, 2008; Punch, 2005). In this framework, content analysis study was conducted on the questionnaire forms distributed to the students. This analysis is a method of examining the contents of texts within certain rules in order to analyze the dimensions of current communication and make inferences about certain dimensions of social reality that are not available in the text (Gokce, 2006). In other words, it is a research method that allows the textual content, themes or patterns within the text to be coded, defined, and subjectively interpreted within the systematic classification process (Zhang and Widemuth, 2009 as cited in Hsieh and Shannon, 2005). The main purpose of content analysis is to reach concepts and associations that can explain the collected data. It is to find out the facts that may be hidden in data by defining them (Yildirim and Simsek, 2008). The sub-questions or objectives extracted from the research question in the content analysis constitute the basic backbone of the research. Each stage of the research is explained, from the viewpoint of the research questions (Gokce, 2006). In this context, this study is structured based on research questions.

Forming category system

Forming the category system is the first and most important step in the transformation of the research question into a systematic method of analysis. Berelson (1952) indicates that the main structure of content analysis is the categories. The answers given by the students in order to form the mentioned categories were coded with a concept of value. Then, the value categories to express common coding were established. When similar value categories appear, these categories were also linked to a higher category. In this way, top and sub value categories were formed. The top value categories and their sub-value categories are presented in Table 1.

As presented in Table 1, the categories of effective communication, unity, peace and peace values have created top value categories, which are linked to sub-value categories. The top-value category of effective communication consists of the sub-value categories of interest, proper speaking, sincerity, cordiality, assertiveness and optimism. The top-value category of unity consists of sub-value categories of patriotism, family, conformity, love and responsibility. The top-value category of peace consists of sub-value categories of reconciliation, respect, kindness, tolerance and unifying. The top-value category of honesty consists of sub-value categories of Honesty, consistency, morality, bravery, fairness, and virtuousness. Other value categories which do not have any sub-value categories are the categories of maturity, sharing, intelligence, intellectuality, personal care, culture, and Atatürkism values.

The categories used in this study were formed by the inductive analysis approach taking stand from the answers of the students to the relevant questions. The categorization was finalized by reaching a consensus of the researcher and two experts from the field.

Reliability test and validity

Reliability in content analysis depends on whether or not people who keep tally understand text in the same way. Performing the tasks of categorization of coding by one person increases the reliability. In this case, the correlation between the tallies kept by the same person at different times must be high. In addition, the coding is to be tested by experts in the field and the consensus between them is checked. A consensus at the rate of 80% indicates the reliability/consistency of the study (Inal, 2004).

In this study, the procedure was conducted by a single researcher. At the time of categorization, the opinions of 2 experts in educational sciences were also consulted and the experts reached a consensus. In case of every inconsistent code recognized during the coding or the decision change related to the coding, the coding procedure was reversed by canceling. Once the coding style was consistent, it was re-encoded after one week. A full coding partnership was detected between the two encodings.

In order to ensure the internal validity and credibility of the study, the coding was conducted once again by 2 educational sciences experts without taking any samples. A minimum of 88% of consensus was achieved for each category in all of the coding. By discussing the differences, a full consensus was achieved. Thus, the credibility and credibility (internal validity) of the coding and categorization conducted accordingly were ensured.

Gokce (2006) states that in the content analysis of textbooks, there is no other validity measure other than the definitions of the categories. If the categorizations are made publicly identifiable and thus form an opinion that the research scale actually measure what it actually aims to measure, then the validity of the study will be ensured. In this research, the categories were not previously formed, yet created according to the data obtained in accordance with the nature of the research questions. Table 1 shows the associations between categories and codes.

Coding of the data and formation of the findings

At this stage, the entire data collection forms were read over and over again. Each coding was recorded in the excel chart. In this way, code lists were created to work in more detail. The words or concepts in the code lists were under a value category and it was whether or not subcategories would be created when the coding is finished. In the study, the weightless scores of the categories are presented as frequency (f) and percentage (%). The part of the research that applied the quantitative method was structured according to the research questions regarding the variables of

Table 1. Top and sub-value categories and relevant codes.

Value category	Codes of the category
Sub-value categories of the top category of effective communication value	
Category of interest value	Good listener, eye contact, not interrupting one's speech, care, appreciation
Category of proper speech value	Speak properly, speak briefly but to the point, speak fluently, not speaking implicitly, adjusting tone, using body language, not speaking rudely, being pleasant to chat with, introducing himself/herself, using "you" language, not mocking
Category of sincerity value	Sincerity, not being involved in a relationship based on self-interest
Category of cordiality value	Being friendly, fun, appealing
Category of assertiveness value	Assertiveness, self-confidence, not being attached to details
Category of Optimism Value	Being positive, optimism
Sub-value categories of the top category of unity value	
Category of patriotism value	Loving the homeland, having national values
Category of family value	Caring about the family
Category of conformity value	Reflectiveness, sharing the same idea
Category of love value	Love
Category of responsibility value	Responsibility
Sub-value categories of the top category of peace value	
Category of reconciliation value	Reconciliation
Category of respect value	Respect to opinion, respect to human right
Category of modesty value	Not judging people, knowing thy self, knowing one's place
Category of kindness value	Kindness, politeness, not being rude
Category of tolerance value	Tolerance, understanding, thoughtful, sensitive, empathic, not being sensitive, sacrificing, being well-intentioned, benevolent, religious sensitivity
Category of unifying value	Not being racist, not being discriminative, being satisfied with the environment
Sub-value categories of the top category of honesty value	
Category of honesty value	Being frank, not being a liar, not changing ideas according to the medium, keeping promises, reliability
Category of consistency value	Consistency in feeling, thought and speaking
Category of moral value	Having moral, being honorable, sense of shame
Category of bravery value	Not being a gossiper
Category of fairness value	Being fair, being conscientious
Category of virtuousness value	Being virtuous
Category of maturity value	Seriousness, formality, maturity, manner, being calm, being civilized, decency, making too many hand and arm movements, not being involved in private areas of people
Category of sharing value	Not being selfish, sharing problems, benevolence, generosity
Category of intelligence value	Practicability, planning, programming, regularity, problem solving, intelligence
Category of intellectuality value	Reading books, being intellectual, multidimensional thinking, being open minded, critical thinking, resistance to suppression, being knowledgeable, having vision, being ideal, possessing a fascination
Category of personal care value	Dental health, compatible dressing
Category of culture value	Listening to classical music, being interested in culture, being interested in art
Category of Atatürkism value	Loving Atatürk

gender, school and birth regions. Statistical analysis methods were used to answer these questions. To this end, IBM Statistical Package for Social Science 21.0 (SPSS, Chicago, IL) program was used. Pearson Chi-Square, Yates Chi-Square (Continuity Correction), and Fisher's Exact Test techniques were applied for the analysis of the dataset. Statistical significance level was taken as $P < 0.05$.

FINDINGS

The values that students want to find in people they interact with?

Findings related to the first sub-question of the research

Table 2. Frequency and percentage distribution of desired values according to categories.

Value	Frequency (f)	Percentage
Values of effective communication	77	29.62
Values of peace	70	26.92
Values of honesty	35	13.46
Values of maturity	20	7.69
Values of sharing	16	6.15
Values of unity	14	5.38
Values of intellectuality	12	4.62
Values of intelligence	8	3.08
Values of personal care	5	1.92
Cultural values	2	0.77
Value of Atatürkism	1	0.38

Table 3. Frequency and percentage distribution of the value of effective communication by gender.

Gender	Preference of the value		Total	
	Frequency (f)	Percentage	Frequency (f)	Percentage
Female	47	97.92	48	100
Male	30	83.33	36	100

are presented within this section. To this end, the answers of Marmara and Kafkas University students were assessed through content analysis. The values that students want to find in people they interact with are collected under eleven top categories. These are presented in Table 2. According to Table 2, the students stated that they primarily want to find the following values in people they interact with; effective communication for 77 times (29.62%); peacefulness, 70 times (26.92%); accuracy, 35 times (13.46%); maturity, 20 times (7.69%); sharing, 16 times (6.15%); unity, 14 times (5.38%); intellectuality, 12 times (4.62%); intelligence, 8 times (3.08%); personal care, 5 times (1.92%); cultural values, 2 times (0.77%); and Atatürkism, 1 time (0.38%).

The variation in the values that students want to find in people they interact with by gender

Findings related to the second sub-question of the research are presented in this section. Pearson Chi-Square test was applied between gender and the preferred values to detect whether the desired values differ by gender. A significant relationship was found between gender and the value of effective communication (p = 0.039). The results of females and males preferring the effective communication are presented in Table 3. According to Table 3, 47 (97.92%) of the female students and 30 (83.33%) of the male students want to find the value of effective communication in the people they interact with. Effective communication is a prioritized value for both genders. However, female students' preference of this value is significantly higher than that of male students. There is a significant relationship between gender and intellectuality (p = 0.039). The results of the females and males preferring the effective communication are presented in Table 4. According to Table 4, 2 of the female students (4.17%) and 10 of the male students (27.78%) prefer to find the value of intellectuality in people they interact with, 46 of the female (95.83%) and 26 of the male (72.22%) did not prioritize this value. The value of intellectuality does not have a high priority for either genders. However, female students' preference of this value is significantly lower than that of male students. While there is a difference between the values of effective communication and intellectuality by gender, the preference of other values does not differ by gender.

Variation of values between the students of Marmara and Kafkas Universities

Findings related to the third sub-question of the research are presented in this section. Whether or not there is a difference in the values desired by the students of two universities was analyzed. Significant relationships were found between the universities in terms of the values of unity (p = 0.049) and peace (p = 0.049). Findings regarding the comparison of the universities in terms of

Table 4. Frequency and percentage distribution of the value of intellectualism by gender.

Gender	Preference of the value		Total	
	Frequency (f)	%	Frequency (f)	%
Female	2	4.17	48	100
Male	10	27.78	36	100

Table 5. Frequency and percentage distribution of the value of unity by university.

University	Preference of the value		Total	
	Frequency (f)	Percentage	Frequency (f)	Percentage
Marmara	4	8.51	47	100
Kafkas	10	27.03	37	100

Table 6. Frequency and percentage distribution of the value of peace by university.

University	Preference of the value		Total	
	Frequency (f)	Percentage	Frequency (f)	Percentage
Marmara	43	91.49	47	100
Kafkas	27	72.97	37	100

the value of unity are presented in Table 5. According to Table 5, 4 (8.51%) of the students at Marmara University and 10 (27.03%) of the students at Kafkas University desire to primarily find the value of unity in people they interact with. The value of unity is not very important for students of both universities. However, Kafkas students' preference of this value is significantly higher than that of Marmara students. Findings regarding the comparison of the universities in terms of the value of peace are presented in Table 6. According to Table 6, 43 (91.49%) of the students at Marmara University and 27 (72.97%) of the students at Kafkas University desire to primarily find the value of peace in people they interact with. The value of peace is not very important for the students of either universities. However, Marmara students' preference of this value is significantly higher than that of Kafkas students.

Value preferences of the students by birth regions

There is a significant relationship between students from the Eastern and Southeastern Anatolia and those from the Western Anatolia in terms of the value of peace (p = 0.019). Findings regarding the comparison of regions in terms of the value of peace are presented in Table 7.

According to Table 7, 31 (72.1%) of the students from the Eastern and Southeastern Anatolia and 35 (94.6%) of the students from the Western Anatolia attach importance to the value of peace in people they interact with. Students from both universities attach importance to the value of peace. However, preference of this value by the students from the Western Anatolia is significantly higher than that of the students from the Eastern and Southeastern Anatolia. There is a significant relationship between students from the Eastern and Southeastern Anatolia and those from the Western Anatolia in terms of the value of honesty (p = 0.034). Findings regarding the comparison of regions in terms of the value of honesty are presented in Table 8.

According to Table 8, 24 (55.8%) of the students from the Eastern and Southeastern Anatolia and 11 (29.7%) of the students from the Western Anatolia desire to find the value of honesty in people they interact with. The preference of this value by the students from the Eastern and Southeastern Anatolia is significantly higher than that of the students from the Western Anatolia. There are differences between the priorities of the students in terms of the values of peace and honesty by birth regions. There is no difference in value preferences among the other value categories.

DISCUSSION

The values that were desired most intensively by the students in people they interact with are; effective communication, peace, honesty, maturity, sharing, unity,

Table 7. Frequency and percentage distribution of the peace value preference of students from the Eastern and Southeastern Anatolia and students from the Western Anatolia.

Region	Preference of the value		Total	
	Frequency (f)	Percentage	Frequency (f)	Percentage
Student from the Eastern and Southeastern Anatolia	31	72.1	43	100
Student from the Western Anatolia	35	94.6	37	100

Table 8. Frequency and percentage distribution of the honesty value preference of students from the Eastern and Southeastern Anatolia and students from the Western Anatolia.

Region	Preference of the value		Total	
	Frequency (f)	Percentage	Frequency (f)	Percentage
Students from the Eastern and Southeastern Anatolia	24	55.8	43	100
Students from the Western Anatolia	11	29.7	37	100

Table 9. Matching the values in the curriculum with the values in the research finding.

Value in social studies curriculum	Values in the research findings
Caring about family unity	Value of family
Being fair	Value of being fair
Independence	Value of patriotism
Peace	Value of peace
Freedom	Value of patriotism
Objectivity	Value of intellectuality
Solidarity	Value of sharing
Sensitivity	Value of kindness, value of tolerance
Honesty	Value of honesty
Aesthetic	Value of personal care, cultural value
Tolerance	Value of tolerance
Hospitality	Value of sharing
Love	Value of love
Respect	Value of respect
Responsibility	Value of responsibility
Cleaning	Value of personal care
Patriotism	Value of patriotism
Benevolence	Value of sharing
Diligence	(N/A)
Caring about health	(N/A)

intellectuality, intelligence, personal care, cultural values and Atatürkism, respectively. When these values are compared with the values in the Social Studies Curriculum of the Ministry of Education which was enforced in 2017 as presented in Table 9.

According to Table 9, there is a significant similarity between the values that the students of the pre-service Social studies teachers want to see in people they interact with and the values included in the Social Studies curriculum. This similarity can be explained by the fact that pre-service teachers are influenced by their curriculum and the mentioned values, except for Atatürkism, are universal human values.

As presented in Table 9, pre-service teachers did not emphasize the value of diligence and caring about health. This is about asking pre-service teachers about the values they expect the people they interact with. The diligence and health of the other person is not about the person who is interacting with him/her. For this reason, these two values could not be detected in this study. If

Table 10. Comparison of value categories in this research and Spranger (2005) value categories.

Spranger (2004) value category	Value categories in this research
Social value	Values of interest, patriotism, family, love, consociationalism, respect, humility, kindness, tolerance, unifying, honesty, braveness, being fair and sharing
Aesthetic value	Values proper speech, compliance, consistency and personal care
Being politic	Value of assertiveness
Religious Value	Tolerance
Economy	Intelligence
Speculativeness	Intellectuality

Table 11. Comparison of value categories in this research and Rokeach (1973) value categories.

Rokeach (1973) value category	Value categories in this research
Values of happiness, joyful, affection	Value of cordiality
Values of independence, bravery	Value of assertiveness
Value of freedom	Value of patriotism
Value of family safety	Value of family
Value of love	Value of love
Value of responsibility	Value of responsibility
Value of courtesy	Value of kindness
Value of afterlife	Value of tolerance
Value of honesty	Value of honesty
Value of reasonableness	Value of consistency
Value of self-control	Value of maturity
Value of real friendship and benevolence	Value of sharing
Values of wisdom, intellectuality and open-mindedness	Value of intellectuality
Value of cleaning	Value of personal care
Values of pleasure and world of beauty	Value of culture

the questions were about the values that people want to have themselves, these two values could be expected to be found as well. It is a suggestion of this study to add this problem to any further study. In this way, the core values and the other expected values can be determined comparatively.

The values of interest, proper speaking, sincerity, cordiality, assertiveness, optimism, conformity, consociationalism, humility, consistency, morality, bravery, virtuousness, maturity, intelligence, and Atatürkism found in the research findings are not included in the curriculum. However, some of these values that are not included in the curriculum, such as assertiveness and proper speaking values are included in the scope of the skills.

In addition, the interest and conformity value categories included in the findings are not included in the curriculum, but they are included in the unit of human relations and communication in the ministry's 7th grade social studies course book. There are many communication values such as positive approach, kindness, lack of prejudice, listening carefully, empathizing, respecting, listening carefully, paying attention to mimic and gestures, using

open speech and not using ordering sentences while communicating in this unite (MoNE, 2016). This can be explained by the fact that the values are mostly given as top value categories in the curriculum. Whether or not other values found in the research findings take place in course books can be detected only through a detailed course book content analysis. This case also takes place within the recommendations of the study. The value of Atatürkism is included as a separate section in the curriculum. For this reason, the curriculum does not include the value of Atatürkism in the list of values.

The comparison of these categories with the six value categories in Spranger (1931, as cited in Caliskur and Aslan, 2013; Samur, 2011; Ozguven, 2003; Gungor, 1998) values assessment test is presented in Table 10. Table 10 presents the comparison of value categories. However, the value categories of maturity, culture and Atatürkism, sincerity, cordiality, optimism, responsibility, morality, and virtuousness are not found in Spranger (1931) categories.

Similarly, the values in Rokeach (1973) values inventory and its comparison with the value categories in this study are presented in Table 11. Table 11 presents

Table 12. Comparison of value categories in this research and Schwartz (2005) value categories.

Schwartz's value category	Value categories in this research
Value of safety	Values of patriotism, personal care (Cleaning is listed within the context of security value in Schwartz (2005) categories) and family
Value of conformity	Value of conformity
Value of benevolence	Values of responsibility, honesty, sharing and tolerance
Value of universality	Values of peace and virtuousness
Value of conformity	Values of respect, tolerance, and kindness
Value of success	Value of intelligence
Value of self-tendency	Value of intellectuality
Value of Hedonism	Value of culture

the comparison of value categories. However, the value categories of interest, proper speech, sincerity, optimism, conformity, consociationalism, respect, humility, unifying, morality, braveness, virtuousness, intelligence, and Atatürkism are not found in Rokeach (1973) categories.

Similarly, the values in Schwartz (2005) values inventory and the comparison of it with the value categories in this study are presented in Table 12. Table 12 presents the comparison of value categories. However, the value categories of love, unifying, consistency, morality, bravery, being fair, maturity and Atatürkism related to the top value category of effective communication in this study are not listed in Schwartz (2005) list of values. The abovementioned studies, which are the main references in the literature regarding the studies on values and the differences in the value categories of this study, can be explained primarily through the differences between nations indeed, what shape societies are their historical processes. These processes make the nations different from each other in terms of their perceptions, understandings, feelings and cultures, and ideographic them. The second reason for the differences is the difference in the width and socio-demographic characteristics of the sampled groups. The abovementioned studies were conducted on larger masses with random sampling method while this study was conducted on social studies teaching students from only two universities with purpose sampling technique. The third reason for differences is the timing of the studies. The changing effect of time on human societies is inevitable, even when it has a modifying effect on matter. It is perhaps inevitable that a society is expected to exhibit different approaches in the same subject over time.

In this study, it was found that almost all of the female students and majority of the male students want to find the value of effective communication primarily in people they interact with. Effective communication is a prioritized value for both genders. This finding suggests that the students are most likely to experience communication deficiencies in their social lives. Effective communication

is a social problem. In every field, studies must be conducted to resolve this problem. The female students' preference of this value is significantly higher than that of male students. This finding can be explained by more sensitive and fragile emotional worlds of females. In addition, this finding suggests that preference intensity of some values may differ by gender. This finding is parallel with the findings of Feather (1979), Prince-Gibson and Schwartz (1998), and Schwartz and Rubel (2005), suggesting that gender is an important variable for value orientations.

Rokeach and Ball-Rokeach (1989) concluded that men are more achievement-oriented and intellectually oriented than women are. This finding is also consistent with the result of this study in the same value category. As a matter of fact, while 2.8% of female in this study gave importance to the value of intellectuality, it was 27.8% for male. On the other hand, the value of intellectuality does not have a high priority for either genders. While there is a difference between the values of effective communication and intellectuality by gender, the preference of other values does not differ by gender.

It was found that students of Marmara University rarely and students of Kafkas University partially want to find the value of unity in people they interact with. The value of unity is not very important for the students of both universities. This can be explained by the fact that there is no problem in the minds of the students related to unity.

Almost all of the students at Marmara University and majority of the students at Kafkas University, that is almost all of the students from the Western Anatolia and majority of the students from the Eastern and Southeastern Anatolia, desire to primarily find the value of peace in people they interact with. This can be explained by the importance of peace values for students of both universities and regions.

The preference of this value by the students from Marmara University and Western Anatolia is significantly higher than other students. This result can be explained by the fact that peace values are needed socially and this

need is higher in the Western Anatolia. As a matter of fact, Western Anatolia was exposed to the influence of modernity earlier compared to the Eastern and Southeastern Anatolia, and has evolved into a heterogeneous and chaotic social structure through immigrants with the individual and selfish life style of capitalist culture earlier compared to the East.

According to the result from the study, almost half of the students from the Eastern and Southeastern Anatolia and some of the students from the Western Anatolia desire to find the value of honesty in people they interact with. This can be explained with the similar assessment aforementioned. There is the greater need for honesty in the social experiences of people from the East and Southeast, and thus they are more aware of the lack of this value. However, these deficiencies will find an answer in a further study to reveal the map of Turkey's social value orientations.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Full Length Research Paper

Effects of family educational background, dwelling and parenting style on students' academic achievement: The case of secondary schools in Bahir Dar

Melaku Anteneh Mekonnen

Department of Pedagogical Science, Mizan-Tepi University, Mizan, Ethiopia.

This study predominantly focuses on investigating the respective impacts of family educational background, dwelling background and parenting styles on students' overall academic performance with respect to governmental secondary schools in Bahir Dar town, Ethiopia. A descriptive survey method was employed. 'A 42-item questionnaire was constructed and pilot tested. The computed reliability coefficient was 0.76. Moreover, data on students' academic achievement were obtained from the archive offices of sampled schools. While proportionate sampling was employed to determine representatives of each school and grade level, systematic random sampling technique was used to identify individual samples; making a total of 240 students. The methods of analysis employed were t-test and analysis of variance (ANOVA). ANOVA and t-test results with regards to the impact of family educational background and residence upon students' overall academic achievement was found non-significant at F=0.59, df = 3 and 209, α=0.05 and at computed t- value of 1.35, and critical t- value (1.96) respectively. Whereas, parenting style had been found statistically significant to impact on academic achievement at (F=6.4, df= 3 and 209, α=0.05). In an attempt to identify the parenting style conducive for better performance, Tukey test or Honestly Significant Difference (HSD) test had been employed, and the results revealed that authoritative parenting is far better over the rest three parenting styles.

Key words: Family educational background and parental residence, parenting styles, academic achievement.

INTRODUCTION

According to science educationists, educational achievement of school children can be either poor, average or high depending upon many contributing factors such as parenting style, parental educational background and level of involvement, family structure and social status, peer influence, school environment related factors (teachers quality, availability of school educational facilities, quality of the curriculum…), family economical background, student's preschool educational experiences, their self-efficacy and effort and the likes (Yalew, 1997; Gutman et al., 2000; Amare, 2001; Megan, 2002; Admasu, 2004).

The feeding, smoking or non-smoking and drinking habits, emotional, health and psychological status of the

mother during prenatal and post natal stages significantly impact the overall personality development of the child. In a family, the mother took the upper hand roles for the development of trust in the newborn baby. The trust developed at this age level does have considerable positive impacts later in life. Later on, the role for the healthy social as well as educational development of the child will be shared among the father and more probably elderly family members. The degree of involvement is of course affected by a number of factors such as: family educational background, parental residence and parenting style the parents are adhered to (Bempechat, 1992; Dandapani, 2001; Sheila, 2005).

Partnerships among families and schools are essential for two basic reasons. First, children spend the vast majority of their time throughout their lives outside of school, and families heavily influence this out of school time. Second, families are among the most important determinants of children's attitudes, learning, behavior, healthy development and overall wellbeing (Eccles and Harold, 1996; Hoover- Dempsey and Sandler, 1997; Epstein, 2001; Henderson and Mapp, 2002; Jeroen, 2007).

One study of parental involvement based on a model of children reading to parents found that children who read to their parents on a regular basis made greater gains than children receiving an equivalent amount of extra reading instruction by reading specialists at school (Tizard et al., 1982). Aeurbach (1989) also shows that "indirect factors including frequency of children's outings with adults, level of maternal outings, emotional climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities and parental involvement with the school had the stronger effect on many aspects of reading and writing than did direct literacy activities, such as help with homework".

A growing body of research suggests that; how parents rear their children may be more important than the parents' occupation, income or educational level (Heath, 1983; Taylor and Dorsey-Gaines, 1988; Snow et al., 1991). In relation to the parental influence on students' academic achievement, Henderson and Berla (1994) argued that, the most accurate predictor of students' academic achievement is the degree to which families encourage learning or get involved in children's education which varies across parenting styles. The more the family members communicate with mutual understanding and the more their expectations (authoritativeness) goes in parallel with children's actual potential the better the child's success in education and social life.

Likewise, according to Sarah (2006), pure authoritative families (high on authoritativeness and low on permissiveness and authoritarianism) had the highest mean grades while inconsistent families that combined authoritarianism with other parenting styles had the lowest grades.

It is general truth that, the family's role in the children's

education varies in degrees and types from family-to-family and from culture-to-culture. The roles may either be fulfillment of basic needs and learning material requirements or may include these needs and requirements plus direct engagement in: scheduling study programs, doing home works and assignments, tutorial provisions, rewarding and pushing for better achievement and still may extend to arranging for extracurricular activities such as field trips and refreshment programs (Bempechat, 1992).

In relation to the impacts of family's educational background on children's academic achievement, Dandapani (2001) underlined that, parents with high level of educational qualification are likely to create an environment that is intellectually stimulating for their child in education and social life. In addition, this high level of educational qualification could make parental support systematic, proper and timely. This kind of support provision is regarded as "hidden curriculum" by him and this contributes too much for the betterment of their children's academic achievement.

In relation to the second concern of this research, with the effect of parental residential background on academic achievement, there is a considerable body of literature that support this (Broomhall and Johnson, 1994) DeYoung (1985) concludes that rural students perform less well than urban students on standardized tests of educational achievement. One hypothesis for the existence of this condition is that; expenditure on education does matter, and they are smaller in rural areas than in urban areas (Mulkey, 1993; Reeder, 1988; DeYoung, 1985).

A second hypothesis for the existence of the difference in educational achievement between rural and urban students involves the relationships between the values in use of particular inputs and the level of such achievement (Hanushek, 1991). And, the third hypothesis is that differences by location in attitudes of individuals, parents and peers about education exist and result in the observed differences in educational achievement by location (Broomhall and Johnson, 1994; Hanson and Ginsburg, 1988).

On the other hand, social psychologists such as Vygotsky argued that; human beings are highly influenced by social life. The smallest of such social groupings, the family, does have paramount impacts in the child's personality development-such as in education. As has been indicated in PSEA (2007) professional learning exchange advisory paper (2007), decisions parents make about diet, entertainment, health care and discipline correlate with different (high or low) outcomes in terms of students' learning.

According to this study, many schools in America provide parent education and support programs to help parents build more effective, and develop more appropriate parenting skills. According to the writer's belief, this kind of intervention program is utmost minimal

or none existent in Ethiopia. There is no at least consciously designed intervention program to address the influence of poor parenting style in children's educational life.

Parents are both legally and socially responsible to play key and primary roles in developing self-confidence, trustworthiness, awareness and interest in their children. In this connection, Santrock (1998) argued that; parental scaffolding behavior serves too much for child's success. He further noted that, parental scaffolding behavior serves to support children's efforts, allowing them to be more skillful than they would be if they relied only on their own abilities.

Stringer and Neal in Santrock (1998) underlined that, scaffolding is not just confined to parent-infant interaction; rather it can be used by parents to support children's effort at any age. For instance, parents can support children's achievement-related efforts in schools by modifying the amount and types of support they provide to best suit their children's developmental stage. The home environment like that of the school environment has got an increasing recognition as an important institution in socializing and educating the child. Cognitive, social and recent developmental theorists argued that; the home or the family and the school are important institutions in the holistic personality development of the child (Jeroen, 2007).

Studies in the area of parental influence on students' academic achievement have come up with positive effects of parental engagement in their child's education. For instance, Fehrman et al. (1987) asserted that, if parents encourage their children, monitored daily activities and the progresses made, and provide conscious academic guidance and support, students would get high academic grades. Ferguson (1991) on his part argued that, parental education accounted for about 24% of the variance in students' test scores, while socioeconomic status accounts for about 26%. Other researchers contend that dysfunctional home environment, low parental expectations, ineffective parenting, language differences and high level of mobility might account for lower level of academic achievement (Frymier and Gansneder, 1989).

In the Ethiopian case, Admasu (2004) concluded that; proper parental involvement in their children's education resulted in better academic achievement. Kassahun (2005) in his part evidenced that parenting style is significantly associated with school performance. Furthermore, Habtamu (1995) in reviewing previous studies underscored that, authoritarian parenting style which is not conducive for the development of entrepreneurial characteristics is found to be the dominant parenting practice in Ethiopia.

Further searches for research works ensured that; there are no recent attempts on the impacts of family educational background and dwelling (residence) on academic achievement in and nearby Bahir Dar Town.

Moreover, with regards to the impacts of parenting practices, there are only few attempts such as the study of Abesha (1997) and Kassahun (2005).

The writer had a belief that, parental involvement; which is significantly influenced by educational background, dwelling place (rural and urban) of parents and parenting practices is poor, and what has been done by schools in creating awareness is not yet encouraging. Moreover, parents seem to employ strict rules in their home management which do have adverse impact on student's school performance. These issues had instigated the researcher to investigate the respective impacts of family educational background, residential area and parenting style on students' academic achievement, so that, constructive actions will be taken to curve or at least lessen the negative impacts. This research was aimed at addressing these basic research questions:

1. Do children from families with better educational acquaintance level outsmart those children from families with low educational acquaintance level in academic achievement?
2. Does rural versus urban parental dwelling have considerable impact on students' overall academic achievement?
3. Does parenting style have impacts on academic achievement? Which one is better for better academic achievement?

Objectives of the study

The general intent of this study is to make an investigation upon the impacts of family educational background, parental residence and parenting style on children's academic achievement. Specifically, the study aims at:

1. Examining the impact of parenting style on academic achievement.
2. Investigating the impact of parental residence (dwelling) on students' academic achievement; and
3. Assessing the impact of family educational background on students' academic achievement.

Significance of the study

This study is expected to have certain immediate and /or long term academic implications to the different stakeholders of the study area. Thus, the findings of this research are hoped to:

1. Make parents aware of the vital parenting roles to play for the betterment of their children's academic

achievement.

2. Serve as an input for schools: teaching staff and the administrative bodies, to work towards awareness creation through the bondage they have and in planning compensatory measures.

3. Make students change agents in introducing good parenting styles into the community.

4. Initiate the municipality's education bureau and desk to take valuable actions in alleviating parental malpractices and discouraging engagements in their children's educational achievement.

5. Provide some insights for other researchers who do have interest in the area.

MATERIALS AND METHODS

Design

In order to properly answer the basic research questions and meet the purposes well, both qualitative and quantitative research approaches were used. Descriptive survey method was employed, for it helps to illustrate the current situations related to the variables of this study as they were.

Study population, sample and sampling techniques

The study had focused on secondary schools found in the Amhara regional State capital, Bahir Dar Town. In the capital, there are three government secondary schools namely: Tana Haik Compulsory Secondary School, Gion Secondary School and Fasilo General Secondary School which were rendering educational services to secondary school students of the town and nearby rural dwellers. The researcher had targeted 9 and 10th graders who were enrolled in the three schools since 2008. These students are heterogeneous in their background; such as in dwelling (some from rural areas and others from urban areas), economic and social status. Since the rate of dropouts was not recorded, the writer was forced to consider the initial figure as population size for this study.

Determination of sample size

Because of the difficulty to collect data from the whole population, a need arises to determine samples for the study. The sample size was thus determined by employing the formula suggested by Israel (2008). According to him, whenever the target population size is beyond the capacity of an individual researcher to manage, he or she can employ the following formula to determine sample size:

$$n = N / (1 + N (e)2)$$

Where; n = Sample size; N = total population size; and e = level of precision (0.05).

Accordingly, the sample size becomes 240.

Sampling method employed

In identifying the respondents for this study, stratified, proportionate and systematic random sampling methods were employed. In employing these methods, students were categorized into three levels of academic achievement: high, medium and low achievement categories. The target schools as well as grade levels had different size of student enrollment.

Thus, for the sake of having fair data, the schools and grade levels were required to have proportional representations. Consequently, each stratum of academic achievement had been proportionally represented on the basis of the theoretical normal distribution curve.

According to Koul (2003), about 68% of a given population will fall under medium or average category of a specific character such as academic achievement. Roughly speaking, the rest 32% will fall proportionally in two sides of medium category (16% under high and 16% under low category). Subjects of the study were identified employing systematic random sampling technique. For this, the 'K' value was computed and the 'Kth' subjects in each category were considered as informants.

Data gathering instruments

In obtaining the desired data for this study, the researcher had administered a few open-ended and alternative type questionnaires. Moreover, students' average academic achievement was taken from the archive office of respective sample schools by referring the students' mark list (Roster) in order to see the impacts of family educational background, parental residential background, parenting style upon the dependent variable and academic achievement.

The major sources of information for this study were questionnaires administered to students. The questionnaire administered consisted of three parts. The first part was composed of two major items emphasizing on family educational background and residence background (1-item in each case).

The second and third parts of the questionnaire were composed of 20 items each. These items were used to identify the most preferred parenting style from students' perspective and to label the actual parenting style experience of each student under the four categories: authoritarian, authoritative, indulgent and neglectful. These items were adapted from previous research (Kassahun, 2005).

Students were required to put their parents' realistic parenting practice into one of the four parenting styles. In order to determine the parenting style of each sample student, the researcher had considered the highest frequency of parenting style characteristics tick marked by a student as an indicator.

Data analysis and reporting

Descriptive and inferential statistics were used for analysis purpose. The means and standard deviations of the two grade levels of each sample school were used to single out the three achievement groups (above average, average and below average). Then, analysis of variance (one-way ANOVA) was employed to compare the mean scores of students' academic achievement with reference to family educational background and parenting style independently. Moreover, t-test had been used to test the impact of parental residence (dwelling) on same dependent variable, and academic achievement.

Pre-test of the instrument

Before the research instrument was used for collecting data from the respondents, it was found essential to conduct a pilot study as suggested by Schnetler (1989) for the sake of checking the reliability of the instrument, in order to see whether or not refinement is needed (Oppeheim, 1992). Such a pretest is recommended to be done upon a few representative subjects of the

study before launching the actual investigation (Koul, 2003).

Having this literature background, the instrument was pilot tested in same site of the study. Before launching this preliminary test, the face and content validity levels of the instrument were evaluated by someone who had research engagement in the area and by the advisor in charge. To ease data collection, the questions were transcribed into Amharic language, mother tongue to participants and official language of Ethiopia, and had been evaluated by a language expert for correction. The questionnaire on parenting style was pretested upon 50 student subjects selected from Fasilo General Secondary School.

The responses gathered were scored and the reliability coefficient was computed employing Kuder-Rechardson's KR_{20} formulae ($KR_{20}=k/k-1$ $(1-\sum pq/s^2)$). Where; k= the number of questions in the questionnaire, p=the value obtained by dividing the number of students who rated 1 for each question to the total number of students who filled the questionnaire, q=1−p and s^2=standard deviation.

According to Kassahun (2005), previous studies in Ethiopia have reported reliability of alpha (Markos, 1996), 0.83 and 0.81 (Kassahun (2005), 0.87 and 0.90 (Abesha, 1997), and 0.91 and 0.78 in his case for the warmth/love and control/demandingness sub-scale respectively. In this study, the questions were not divided into sub-scales and thus, reliability of 0.76 was obtained. On the basis of the pilot test, instructions were further clarified and some vague items were made clearer for final administration.

Data collection procedures

The questionnaire prepared was administered in respective sample schools during regular learning days at rest time. In collaboration with unit leaders, informant students were made to bear in a safer place of respective schools and provided short explanations about the purpose of the study, and on how to fill the questionnaire. Moreover, they were made clear not to discuss on the items and fill out independently in order to avoid the interference of one over the other.

The questionnaire was administered on 240 students of the three sample schools. However, the analysis was made on the basis of the data gathered from 213 respondents. This was so because, 27 questionnaire sheets were discarded as a result of; having nothing at all (8), being incomplete (9) and been inappropriate in the information they contained (7). The rest 3 were absentee informants.

RESULTS

In this part, the gathered data are organized, tabulated and analyzed. As noted in part one, the main concern of this research was to examine corresponding impacts of the three independent variables; namely, family educational background, parental residence and parenting styles on academic achievement of 9 and 10th graders of government secondary schools in Bahir Dar town, Ethiopia.

Background of the respondents

Primarily to the statistical analysis, the data on the sources of variation, proportion of informants under sub categories, academic scores of corresponding categories and informants overall mean academic achievement are presented to have general overview about the informants (Table 1).

Since family members of any one could not necessary fall under one level of education, the level with the greater proportion of members was assumed as the educational background level of the students' family. The families educational background labeling employed during data collection were the ones noted in Table 1. The data presented in Table 1 revealed that children from families; who attended their secondary school education and/or 1-year certificate, diploma and above, pre-primary and full cycle primary took the first, second, third and fourth ranks in average academic achievement respectively.

The other aspect studied was the identification of the proportion of participants parenting styles employed in and around Bahir Dar Town. The data in Table 4 reveals, authoritative parenting style as it had been the dominant one followed by authoritarian, neglectful and indulgent respectively. This finding coincides with Abesha (1997) on one hand but, contradicts with the research findings of Habtamu (1995) on the other hand. According to Habtamu (1995) finding, the parenting style dominantly exercised at Bahir Dar nearby rural areas was authoritarian parenting style. This implies that; there is no static nature of parenting indorsed by people of similar culture across different times, which had been probably impacted by education and experience.

Impact analysis of family educational background on students' academic achievement

In examining whether or not family educational background had statistically significant impact on students' academic scores, ANOVA test was employed. In applying this statistical method, SS_b, SS_w, SS_t, MS_b, MS_w, and F were computed. These values are summarized in Table 2. The finding presented in Table 2 revealed that there existed no statistical significant difference between the scores of students resulting from been different in families level of educational acquaintances at (F=0.59, df = 3 and 209, α=0.05). This is so because, "F" computed (0.59) is less than table value of "F" (2.64).

Impact analysis of parental residential background on academic score using t-test

The second most important area of concern in this research was examining the effect of parental residence background; particularly being urban or rural, on academic achievement. t-test was employed to test the statistical significance level of residence on academic achievement, and the analysis made had been

Table 1. Sources of variation for academic score, and comparison of group average and overall means.

Sources of variation	Proportion of students per category		Average mean per category	Overall mean of all categories
	Number	Age (percentage)		
Family educational background				
Pre-school education	85	39.91	63.95	
Attended grades 1 to 8	33	15.49	63.30	64.36
Attended grades 9 to 12 and /or get 1 year certificate	56	26.29	65.84	
Have diploma and above qualifications	39	18.31	64.05	
Parenting styles				
Authoritarian parenting	69	32.39	62.01	
Authoritative parenting	78	36.62	67.55	64.36
Indulgent parenting	30	14.09	59.91	
Neglectful/uninvolved parenting	36	16.90	61.60	

Table 2. ANOVA summary table for students from different family educational background.

Source of variation	Sum of square	df	Mean squares	Computed 'F'	Table 'F'
Between groups	177.62	3	59.21		
Within groups	20,994.79	209	100.45	0.59	2.64
Total	21,172.43	212	-		

*$P < 0.05$.

Table 3. Means, standard deviations and t-test values for urban and rural children.

Source of variation	N	Mean	Std. deviation	df	Computed t- value	t-critical value
Urban	112	63.26	9.53	211	1.35	1.96
Rural	101	65.58	10.12			

*$P < 0.05$.

summarized and presented in Table 3. The result summarized in Table 3 revealed that; the computed t-value (1.35) is less than the critical t- value (1.96). Thus, no statistical significance difference was found in average academic score of students resulting from being urban or rural in their parental dwelling background. That means, urban and rural children did not show considerable difference in overall academic performance in and around Bahir Dar Town.

Parenting style preference of students

The parenting preference of sampled students of Bahir Dar Town secondary schools is summarized in Table 7 to see whether or not there is a match between students'

personal understanding of good parenting and their parents' child rearing styles (Table 4).

People do have different preferences for diet, clothing, friendship, field of study, job, recreation and the likes. Likewise, we do have different personal preferences of parenting style as per to our individual perception. For such a purpose, sample students were requested to rate their preferred parenting style in order to see the gap between the "actual practice"-(according to students self-rating) and ideal or preferred practice.

Table 4 revealed that; authoritative parenting comes first in the rank order of both cases (under students' preference and "actual practice"). But, there exists a big mismatch in the number of informants between preferred and actual parenting practices (84.51 to 36.62%, respectively). While authoritarian parenting got the

Table 4. Comparison of students' parenting style preference and actual practice (as to the students' rating).

Parenting style	Students' preference			Actual practice as to students' rating		
	N	Age in percentage	Rank	N	Age in percentage	Rank
Authoritarian	13	6.1	3	69	32.39	2
Authoritative	180	84.51	1	78	36.62	1
Indulgent	20	9.39	2	30	14.09	4
Neglectful	-	-	4	36	16.9	3

Table 5. ANOVA summary table for students from different parenting background.

Sources of variation	Sum of square (SS)	Degree of freedom (df)	Mean square (MS)	Computed F value	Critical F value
Between groups	1,780.44	3	593.48		
Within groups	19,406.8	209	92.86	6.4	2.64
Total	21,187.24	212	-		

*P < 0.05.

second rank in the "actual practice" case, it got the third in case of students' preference.

Consequently, indulgent parenting got the second and fourth ranks and that of neglectful had got 4th (with no voice) and 3rd in cases of preference and actual parenting practices respectively. The salient point here is that authoritative parenting which scholars considered the most effective one for academic success was also regarded as the most effective one by informants.

Impact analysis of parenting style on students' academic score using ANOVA

The other main concern of this research was conducting an investigation on the impacts of parenting styles on academic achievement. In determining the significance level of any independent variable upon the dependent variable using ANOVA, computing SS_b, SS_w, SS_t, MS_b, MS_w, and F is mandatory and these values were computed employing corresponding formulae and their summary is presented in Table 5.

Table 5 revealed that there is statistically significant mean difference in the achievement of students reared by different parenting style. This shows that some parenting styles enhance academic performance of students as compared to others (F = 6.4, df= 3, 209, α= 0.05).

The test on the effect of parenting on academic achievement was found significant because, the computed F value (6.4) is significantly greater than the critical F value (2.64) at α 0.05 and between 3 and 209 degree of freedom. Here, one can raise the question "which parenting style/s is/are better for better academic achievement and which ones negatively (adversely) affect academic achievement?" In seeking solution for

this vital question, the writer had employed the method "multiple comparisons" among means. Among many options to be used to check whether or not there is considerable difference, Tukey test or Honestly Significant Difference (HSD) test had been chosen. The formulae suggested to be applied when respondents are grouped and the group size is varied is:

$$\text{HSD} = q\ (\alpha,\ k,\ \text{dfw})\ \sqrt{\frac{MSw(\frac{1}{n1}+\frac{1}{n2})}{2}}$$

Where, HSD = Honestly Significant Difference; q = table value at α = 0.05 significant level and 209 degree of freedom; k = number of groups; dfw = degree of freedom of the denominator (N-K) - N(sample size); MSw = mean square within and n_1 and n_2 = number of students of corresponding groups under comparison.

Table 6 revealed that; there is mean score difference ranging from 0.41 to 7.64 among children reared by different parenting styles. The lowest difference was recorded between children of authoritarian and neglectful parents and the biggest between children reared by authoritative and indulgent parents (Table 7).

Tables 6 and 7 are complementary tables in determining (picking out) the best parenting style for better academic achievement. As we can see from Table 9, the mean differences with a star indicate that; the values are significant at corresponding Honestly Significant Difference (HSD) values. As a rule, in order to accept the mean value differences as significant, these values should be greater than or equal to corresponding HSD value (Yalew, 2006). Hence, as we can read from

Table 6. Pair way mean comparison table of students from different parenting.

Means	x_1=62.01 authoritarian	x_2=67.55 authoritative	=59.91 indulgent	x_4=61.6 neglectful
X_1=62.01 authoritarian	0	-	-	-
X_2=67.55 authoritative	5.54*	0	-	-
X_3=59.91 indulgent	2.1	7.64*	0	-
X_4=61.6 neglectful	0.41	5.95*	1.69	0

*$P<0.05$.

Table 7. Table of HSD and group mean difference comparison.

Variable	Mean difference between groups					
	Between x_1 and x_2	Between x_1 and x_3	Between x_1 and x_4	Between x_2 and x_3	Between x_2 and x_4	Between x_3 and x_4
HSD	5.54*	2.1	0.41	7.64*	5.95*	1.69
	4.09	5.41	5.09	5.31	4.98	6.11

Table 7, while the differences between authoritative and authoritarian, authoritative and indulgent and authoritative and neglectful parenting styles become significant at corresponding HSD values, the mean differences among authoritarian, indulgent and neglectful were not found significant.

DISCUSSION

In this part of the report, the findings are going to be discussed in detail and justification be given. The discussion is organized into sections corresponding to the three major findings in this study:

1. The effect of family educational background on students' academic achievement
2. The effect of parental dwelling (residence) on academic achievement and
3. The impact of parenting styles on academic achievement.

Family educational background as a factor to influence students' academic score

In examining the impacts of the family's level of educational qualification upon students' overall academic performance, ANOVA test had been employed and 'F' computed (0.59) had been found less than the critical value of 'F' (2.64) which questioned the statistical significance of family educational background on academic achievement.

Even though family educational background is among the key factors for better involvement of family members in the education of the other member which consequently positively affect academic achievement, the examination of ANOVA test revealed that the effect was not statistically significant. This implies that, students from families of varied educational qualification levels achieved similar mean scores. This is so because, higher educational qualification level of the family by itself did not necessarily imply or guarantee better involvement.

The lack of significance may be attributed to mediating factors such as; level of family involvement and students' own efforts resulted from intrinsic motivation among others. In connection to the mediating impact of involvement against the impact of higher level of educational qualification, Stevenson and Baker (1987) asserted that the relation between parental education and school performance can be almost entirely mediated by parents' level of involvement.

Moreover, what is important for academic success is what parents do in their home and at school not students' family background (Kellaghan et al., 1993). Heath (1983), Taylor and Dorsey-Gaines (1988) and Snow et al. (1991) on their part asserted that what is more important for academic success is how parents rear their children than the parents' occupation, income or educational level. Others such as Stephen et al. (1997), claim that academic success is achieved only if family background resources can be accessed to maximize the association between family influences and outcome.

By the way, the finding on the impact analysis of family educational background on academic achievement in some ways contradicts with what Dandapani (2001) had argued. According to this scholar, parents with high level of educational qualification are likely to create an environment that is intellectually stimulating for their children's academic success.

Surprisingly, the finding fully contradicts with the ideas

of some social theorists such as Coleman et al. (1966) and Heyns (1978). They have noted that a family background factor, parental educational status, is important in predicting school achievement. According to Heyns (1978), educated parents actively "invest" their time, energy and money for their children's schooling.

Moreover, the finding of this study contradicts with the ideas of Taylor et al. (1993). They documented that, the educational level of parents influences children's school performance more than the other variables like (income and occupation). Hence, why the finding contradicts requires further in-depth investigation.

Residential background as a factor influencing students' academic score

The impact of rural versus urban living place (or parental dwelling background) on academic achievement was the second interest area for this study. Parental dwelling background as a factor to influence students' academic achievement was t-tested and found non-significant in case of Bahir Dar Town secondary schools (t=1.35, df=211 and α =0.05).

This implies that, both urban and rural children achieved similar mean scores. Though the writer did not come across with what local research findings are about, the limited international literatures referred are found contradicting with this finding. For instance, Broomhall and Johnson (1994), Herzog and Pittman (1995) and Xitao and Michael (1999) noted that; there is significant difference between urban and rural children in academic achievement. These scholars concluded that rural students in parental background perform less well than their urban counterparts. This considerable difference may be attributed to a number of factors such as; access to varieties of learning opportunities, motivational differences, pre-primary and primary educational background, and the type of help they receive and the likes.

In this connection, Fabiyi and Fagbamiye (2001) asserted that; children from more privileged homes usually attend private primary institutions where all round educational foundation is ensured, they thus end up in secondary schools with adequate educational resources and a record of good academic performance. This is true as to the actual life experience of the researcher in that; life in rural Ethiopia is un-conducive and/or more challenging as compared to rural ones.

However, there are times when hardships instigate students to work hard for success instead of giving hands to challenges.

Parenting style as a factor to influence students' academic achievement

The impact of child rearing practice was the third interest area for this research work. To investigate the impact of parenting style on academic achievement, the analysis was done by employing ANOVA test. The finding of this study, as indicated in Tables 6 and 7 suggest that parenting style has statistically significant effect on academic achievement (F=6.4, df= 3 and 209, α = 0.05).

Therefore, this finding indicated that the different parenting styles used to raise children had differential effects on the achievement of students. Literature says that there are parenting practices which hampered children's moral, physical, mental and social developmental characteristics which significantly affect their successes in education as there are parenting practices considered ideal ones for successes in education.

For this purpose, an extended investigation was made to identify the parenting style/s conducive for better academic achievement by applying Tukey test or HSD test. The comparison made between mean differences and computed HSD values as summarized in Table 7 indicate that authoritative parenting is the best of the rest in creating conducive conditions for better academic achievement. This is because, while the mean differences between students from authoritative and authoritarian, authoritative and indulgent and authoritative and neglectful parents are greater than corresponding HSD values, the differences among students from authoritarian, indulgent and neglectful parents was found less than the corresponding HSD values. Hence, the study shows that; if we wish to improve the performance of students we need to follow authoritative parenting practice which is greatly associated with better academic achievement. The finding of this study goes in line with the findings of previous local researches such as Kassahun (2005), Markos (1996), Amare (2001), Abesha (1997) and Admasu (2004), and what international literature says. For instance, Leung et al. (1998) asserted that authoritative parenting is typically associated with higher academic achievement.

Moreover, Dornbusch et al. (1987) in their extended research conducted upon diverse ethnic groups noted that; students from a wide range of background tended to get lower grades when their descriptions of parental behaviors indicated more authoritarian, more permissive or less authoritative.

Parenting is noted as the most important influential social factor in determining children's academic achievement. This is because, school going children including high school ones spent most of their school life time with their parents, guardians or care givers at home compared to the time spent at school. Hence, it is understood that the home environment is by far important than the school environment in influencing academic achievement.

In this connection, Castle in Aggarwal (2004) argued that; it is the home (parenting practices) than the school which determines the quality and direction of any child's educational life. He further noted that; this major influential factor either fulfills or destroys teachers' work

in the education of any child. This is the case that parent–school or parent–teacher links are being credited in the New Ethiopian Education and Training Policy.

Conclusion

On the basis of the findings of this study, the following conclusions had been drawn. The finding on the impact analysis of family educational background as an influencing factor on students' academic achievement was not found statistically significant. From this, it can be concluded that family educational background is not best predictor of academic achievement.

Likewise to that of family educational background, the test for significance on the impact of parental dwelling background on academic achievement was found non-significant, signifying that both urban and rural children achieved similar overall mean scores.

Another conclusion one can make on the basis of the finding of the research was that there is huge mismatch between the number of informants who preferred authoritative parenting style and the rating as their parents "actual practices" are. The ratio for preferred to "actual" was 180 to 78 in Bahir Dar town secondary schools. According to the students self-rating, authoritative and authoritarian parenting styles took the lion's share of respondents (78 and 69 respectively).

The proportion difference between these two parenting styles was so slight and promoting authoritative parenting remains a big assignment. On the other hand, neglectful and indulgent parenting styles got the third and fourth ranks with a share of 36 and 30 informants respectively. From this, one can conclude that the three (authoritarian, indulgent and neglectful) parenting styles which scholars considered not conducive for better academic achievement highly dominate the population distribution. 135 of 213 or 63.38% of the samples were in these categories.

More importantly, an examination of ANOVA on the effect of parenting style on academic achievement showed that parting style did have significant impact upon the dependent variable (academic achievement). International literatures considered authoritative parenting the most conducive style for better academic achievement. Having this literature background, Tukey test or HSD test had been used to identify which parenting style is conducive. The test had determined that authoritative parenting is advisable to be exercised for better academic achievement.

Consequently, students who rated their parents as authoritarian, indulgent and neglectful in most cases were found poorly performing.

The comparison of differences made among the arithmetic mean scores of students of such parents was so minimal too. Therefore, it is possible to conclude that authoritative parenting is an ideal one for better performance over the rest three.

RECOMMENDATION

On the basis of the findings and the conclusions of this study, the writer made the following recommendations.

1. Concerning the impacts of family educational and parental dwelling backgrounds, because there are gaps between the findings of this study and what literature says, the writer recommend that the study be replicated in a future study that includes a large sample randomly selected from multiple geographic locations.
2. The regional education bureau in collaboration with school principals, the municipality's education desk and the regional mass media should set FM radio and Television programs to promote positive parental practices and discredit mal practices.
3. The writer strongly recommends schools to set programs and provide the necessary information for parents, guardians or care givers during school opening and closing festivals or events. Moreover, they should establish clubs on good parenting to create awareness and promote authoritative parenting. These awareness creation centers in turn help the school community to test their own leadership style and take self-corrective measures.
4. It is generally accepted that, no individual is identical to anyone else and thus, the writer strongly recommends teachers to establish firm touch with students so that; they can meet the individualized needs of students. Consequently, they can come up with knowing the students' home related problems (mal parenting patterns) and solve the problems through dealing with parents.
5. Different literatures considered the home environment as the most decisive factor for the success of children in both education and social life. The writer therefore; strongly recommends parents to be aware of the impact of own child rearing style on their child's academic achievement, and be committed to improve mal parental practices to guarantee better academic performance.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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