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Full Length Research Paper

The level of social acceptance of children with autism spectrum disorder integrated in regular schools from the point of view of parents and teachers in Jordan

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The present study aimed to determine the level of social acceptance of children with autism spectrum who are integrated into regular schools from the parents' and teachers' perspectives in Jordan. The researcher built a scale of social acceptance of children with an autism spectrum disorder. It consists of (34) items distributed in three dimensions; it was applied to an exploratory sample from outside the study sample consisting of (22) parents and teachers to verify the indications of validity and reliability, as the indications for content validity and construction validity were reached. The indications of reliability were reached through the restoration and the internal reliability of Cronbach Alpha. Finally, the tool was applied to the final study sample, which consisted of (74) teachers and (74) parents of children with autism spectrum disorder, the social acceptance dimension related to the school and the family. The results indicated that the level of social acceptance was moderate. It also indicated no statistically significant differences for the variables of gender and degree of infection, as the study came out with a set of research and educational recommendations.

Key words: The autism spectrum, social acceptance, children with autism spectrum integration.

INTRODUCTION

Autism spectrum disorders are a group of various disorders characterized by impairments in social behavior and communication. Others represent an atypical pattern of activities and behaviors, such as difficulty moving from one activity to another, absorbed in details, and unusual reactions to sensations. The abilities and needs of people with autism vary and can develop over time. Some people with autism may lead independent lives, but others have severe disabilities and need lifelong care and support. Autism often affects education and employment

opportunities. In addition, their families may have an increased burden of care and support. Societal behaviors and the support of local and national bodies are essential factors in determining the quality of life for people with autism <https://www.who.int/ar/news-room/fact-sheets/detail/autism-spectrum-disorders>.

The field of special education witnessed a remarkable development in the second half of the last century, where this development included knowledge of individuals with disabilities, identifying their problems, and addressing

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them. So, it was necessary to study their characteristics, detect and diagnose them accurately, and develop their treatment programs. Autism spectrum disorder is classified as one of the special categories, which has begun to pay attention noticeably recently due to the effect of this disorder on the manifestations of child development. Autism is a neurodevelopmental disorder that affects development in three primary areas: communication, social skills, and visualization. Autism appears in all parts of the world and different nationalities and social classes. The prevalence of autism in all its degrees ranged between 5 and 15 out of every 10,000 births, while it was estimated at 5 out of every 10,000 births with severe autism. Also, in the Diagnostic Statistical Manual, in its fifth edition, the age of onset of symptoms has been increased to 8 years, whereas he was in the fourth edition at the age of 3 years, so the current diagnosis of autism included a wider segment of children (Al-Jabri, 2014).

The causes of autism differ from one person to another, as one reason does not apply to all autistic people, but most of the possible causes of autism are Heredity, metabolic disorders, mother exposure to chemicals, and diseases during pregnancy. Autism affects the behaviors of children with autism spectrum disorder, as the child cannot express himself through speech, which leads him to express himself through screaming and crying, and the child's lack of understanding of speech limits his ability to learn from his environment. Also, the child cannot understand social laws. They have difficulties understanding the surrounding spaces, where the child appears lost and tense, and it is difficult for him to move from one place to another. The child appears appropriate behaviors in a proper educational environment that considers the difficulties that children with autism spectrum disorder are exposed to (Shami, 2004).

To reach an appropriate educational environment that takes into account the difficulties faced by children with Autism Spectrum Disorder, and to know their characteristics and needs and take them into account, we must research the level of social acceptance of community members represented by the family, school, and community. To identify the level of their acceptance of individuals with autism spectrum disorder, thus providing services and providing programs that help children with an autism spectrum disorder to adapt and integrate with community members as much as possible. It is the responsibility of the community to develop all developmental aspects of children with autism spectrum disorder, as most community institutions pay great attention to the mental, cognitive and physical aspects. However, the social aspect in which the child suffers from clear deficiencies did not receive enough attention, as in some studies, the attention was focused on developing the linguistic aspect, communication, and the social aspect of children with an autism spectrum disorder. However, interest in the issue of social acceptance of

children with an autism spectrum disorder in society has not received - as far as the researcher knows - sufficient attention. Knowing the level of social acceptance of children with autism spectrum disorder enables us to provide appropriate services. Also, it helps to achieve successful and effective integration into society and also helps to achieve comprehensive integration in the right way where society's acceptance of children with autism spectrum disorder reflects positively on the family's treatment and acceptance of the child, as well as providing all possible facilities for autistic children to practice their various activities in their community and their natural environment.

Study problem and its importance

The education of children with an autism spectrum disorder in Jordan has witnessed an evolution in the last three decades by opening a group of centers concerned with the education and rehabilitation of children on the autism spectrum. And also providing various training programs to develop the skills of children on the autism spectrum in all developmental aspects, precisely the social aspect in which children of the autism spectrum suffer from clear deficiencies; with the emergence of inclusion, it became necessary to develop the social skills of children with the autism spectrum, as well as to educate society about the characteristics and capabilities of children to achieve social acceptance of children in preparation for their integration in regular schools and society in general, and to achieve success and academic and social benefit for students integrated into traditional schools, attention to this topic came to answer the following questions

The study problem is represented in the following two questions:

- 1) What is the level of social acceptance of children on the autism spectrum who are integrated into regular schools from the point of view of parents and teachers in Jordan?
- 2) Are there statistically significant differences at the level of significance ($\alpha = 0.50$) in the level of social acceptance of children of the autism spectrum who are integrated into regular schools from the parents' and teachers' perspective due to the degree of injury and gender variables?

The theoretical significance of the study:

- 1) Its importance stems from the enrichment of Arab libraries in the social acceptance of children with autism spectrum in public and private schools.

- 2) The importance of acceptance and social interaction in adapting to society
- 3) The association of social acceptance with self-esteem in children with autism.
- 4) The importance of acceptance and social interaction and its effect on all aspects of personality
- 5) The importance of acceptance and social interaction and its effect on the family, its stability, and acceptance of the child
- 6) Lack of Arabic studies on the social acceptance of children with an autism spectrum disorder.

The importance of the study in practice

- 1) The study contributes to building a measure of the social acceptance of children with autism spectrum, which has psychometric characteristics of the Jordanian environment, which may benefit educators and researchers in special education and all who need to determine the level of social acceptance of children with autism spectrum.
- 2) Modify society's attitudes towards children with autism.
- 3) Present a set of recommendations to faculty members in the Jordanian public and private schools regarding activating attention to the social aspect of children with autism spectrum to facilitate the integration process in public and private schools.

Study objectives

- 1) Knowing the level of social acceptance of children with autism spectrum who are integrated into regular schools from the point of view of parents and teachers in Jordan.
- 2) Know the effect of gender on the level of social acceptance of children with autism who are integrated into regular schools from the point of view of parents and teachers.
- 3) Know the effect of gender on the level of social acceptance of children with autism who are integrated into regular schools from the point of view of parents and teachers
- 4) Know the effect of the degree of injury on the level of social acceptance of children with autism who are integrated into regular schools from the parents' and teachers' perspectives.

Theoretical and procedural definitions

Social acceptance: (Theoretically): It means accepting that other people are indicating that they want to include in their groups and their relationships.

Social acceptance (procedural): Social acceptance occurs on a continuum of situations (Leary, 2010). It is the score that a child with autism spectrum disorder gets

on the social acceptance scale.

Autism spectrum (theoretically)

It is a neurodevelopmental disorder, whose members are characterized by impaired communication and social interaction in different situations, and they also display limited and repetitive behavioral patterns, interests, and activities, and these symptoms must appear in the early life period (DSM - 5, 2013).

The autism spectrum (procedurally) is children diagnosed with autism spectrum disorder by private and government schools that implement inclusion.

Integrated children (procedurally): They are the children diagnosed with autism spectrum disorder and integrated with normal children in regular schools.

Ordinary schools (procedurally): They are the schools that provide educational services to students who are not classified in one of the special education categories, and they learn by traditional educational methods.

Study limits

Spatial limits: The study is limited to schools that apply inclusion for autistic children in Jordan.

Temporal limits: The study is limited to the second semester of 2019/2020.

Human limits: The study is limited to parents and teachers for children with an autism spectrum disorder in schools that apply inclusion.

Objective limits: The study is limited to studying the level of social acceptance of children with an autism spectrum disorder in schools that implement inclusion in Jordan and the effect of both sex and degree of injury on the level of social acceptance of children in society.

Study limitations

How accurate are the respondents in responding to the social acceptance scale.

Theoretical framework and previous studies

This chapter presents a group of topics related to the topic of the current study. It begins with a presentation of the historical development of the concept of autism spectrum disorder from the point of view of parents and teachers in Jordan, an explanation of the different characteristics of children with autism, and the role of the family and society as a whole.

Historical development of the concept of autism spectrum disorder

There were many definitions of autism spectrum disorder based on theories that explained the disorder, some of which focused on genetics, social and emotional impact, educational issues, family relationships, and various other factors.

The French physician Kanner is considered the first to describe autism in 1943. Where he referred to the characteristics of the autistic child, such as adherence to routine and resistance to change, deficiencies in social communication, language weakness, and a lack of imaginative games, these symptoms are required to occur during the first (thirty months) of the child's life (Rutter and Schopler, 2012).

The National Institute of Child Health and Human Development defines it as "neurodevelopmental disorders that begin in childhood and persist throughout an individual's life, and affect one's actions and interactions with others, communication, and learning" (Health and Human Development, 2016). In the fifth statistical and diagnostic manual (DSM-5), a new perception of autism spectrum disorder was presented in terms of concept, definition, categories, and diagnostic criteria. This category was placed in the category of neurodevelopmental disorders, and the subdivisions present in (DSM-4-TR), which included five categories of general developmental disorders, were canceled and replaced with one category, which is an autism spectrum disorder. The Statistical and Diagnostic Manual (DSM-5) defines autism spectrum disorder as "a neurodevelopmental disorder characterized by impaired social interaction, verbal and non-verbal communication, and by restricted and repetitive behavior patterns" (DSM-5, 2013).

The number of children with autism spectrum disorder has varied in recent years due to the increase in awareness and education among community members and the development of specialized measures of autism spectrum disorder as well as the environmental variables that have contributed to the change in the number of children with autism spectrum.

The steady increase of autism spectrum disorder is due to the changes that have occurred in the field of diagnosing the disorder, the development of personal measures, and the increase in community awareness of this disorder, and the financial dues allocated by the state to individuals diagnosed with the disorder (Zureikat, 2016).

Indicators of autism spectrum disorder among children (18-24) months

- 1) Does not use gestures.
- 2) He does not express acceptance and rejection with the

movement of the head.

- 3) He does not indicate something that he cares about.
- 4) He loses social or verbal communication after making simple sounds or words and loses interest in others.
- 5) He isolates himself from people, does not care about others, and is in his private world (Zureikat, 2016).

Characteristics of autism spectrum disorder

Individuals with autism spectrum disorder are heterogeneous, and the difference between individuals may be more than the similarity between them. Among these characteristics:

First: the characteristics of communication

Communication disorders are one of the basic characteristics that individuals with autism spectrum disorder suffer from, and specialists rely on in diagnosing autism spectrum disorder. It includes a group of verbal and non-verbal communication disorders that vary in severity and form (Al-Jalamda, 2015).

Communicative characteristics refer to deficiencies in social interaction, poor ability to establish social relationships, and poor verbal communication and sentence formation, where deficiency in the social field is the most critical problem faced by individuals with autism spectrum disorder, as individuals with autism spectrum disorder suffer from difficulties in establishing and maintaining friendly relationships.

They prefer to play alone for long periods and cannot play imaginative play, and most children with autism spectrum disorder prefer to stay alone and not care about those around them (Heflin and Alaimo, 2011).

Second: the behavioral characteristics

Children with autism spectrum disorder show many stereotypical and repetitive behaviors such as flapping hands and shaking bodies. The stereotypical behavior may take an aggressive form, such as hitting or destroying property, or it may be in the form of self-harm. Individuals with autism spectrum disorder also exhibit many stereotypical or motor behaviors, such as movements that are characterized by some movement rituals such as spinning, spinning things, or clapping hands. There is an important characteristic that children with autism spectrum disorder are characterized by, which is an excessive preoccupation with things and the presence of a specific range of interests, in addition to above, children with autism spectrum disorder show a formal play style, and they may play a game or perform a specific activity for several hours at a time, in a particular manner of ritual. As they stick to routine, they are upset

by any change in the environment around them (Hallahan et al., 2009).

Third: the cognitive characteristics

Children with autism spectrum disorder have difficulty coding and classifying information or classifying it, understanding things in literal terms, and remembering things according to their location in place and not based on their understanding of its overall picture (Rutter and Schopler, 2012).

Fourth: Social characteristics

Children with autism spectrum disorder face difficulty in the social aspect from an early age, which is evidenced by limited joint attention and social attention. The difficulty of playing and imitation, the inability to use many non-verbal behaviors that appear in eye contact, and the use of gestures and facial expressions appropriate to the emotional state, in addition to problems in forming and maintaining friendships and social relationships (Alzureikat, 2016). That deficiency generates inappropriate social responses that increase others' rejection. Furthermore, their display of non-adaptive behavioral patterns, such as crying and crying, self-directed aggression, and aggression directed at others, impede the child's opportunities for learning and social interaction, which requires therapeutic intervention to ensure the development of their abilities (Nasr, 2002).

The role of the family and school in developing the social skills of children with autism spectrum disorder

Autistic children fail to build social bonds with others, and therefore most therapeutic efforts are directed towards building relationships between children and their parents, as parents, teachers, and children with autism spectrum disorder learn together, as social skills are an essential component of social interaction with others, social skills enable the individual to conform and respond to environmental stimuli. Therefore, parents must be trained to encourage the child's sibling to interact with him socially and on the social initiative of the child. Also, the family must train the child on social courtesies through role play. It is also the responsibility of teachers to train children with an autism spectrum disorder to play and talk with their peers of the same age group, whether through participatory play or individual play. In individual play, the teacher has to teach the child the correct use of the game, teach him how to play, and encourage him to discover things around him. Also, train the child to greet others, the family and school must also provide a safe

environment for the child to play, observe the child and guide him when playing, teach the child through music and use stories in education, stimulate different senses, and strive as much as possible to integrate the child into the regular school and obtain social acceptance for them by peers and society (Mustafa and El-Sherbiny, 2014).

Integration

It is the participation of students with special needs in the general educational process, and these students are considered integrated if they had the opportunity to spend any time of the school day with students without disabilities (Al-Khatib, 2016).

Inclusion means providing various educational services that people with special needs need in normal environmental conditions, just like their ordinary peers, and working as much as possible not to isolate them in separate places. James and Lizannsm (2003) believes that the proper integration process must include identifying the capabilities of the disabled child by conducting a comprehensive survey of all his abilities. And it may not be beneficial to integrate all disabled children with normal children, as the education of some disabled children with normal children may harm the performance of both disabled and normal children.

Integration types

Spatial integration: This type refers to placing people with special needs in classes attached to regular schools, and they get services in it.

Social integration: It refers to the situation of people with special needs with their ordinary peers in extra-curricular activities such as trips, plays, and art education, which leads to increased communication and social interaction and the strengthening of relations between them.

Functional integration: It refers to placing sighted students and those with special needs in one classroom in the school, and in which they receive all classroom and extra-curricular activities and provide support means such as teacher counseling special education.

Societal integration: It refers to providing the opportunity for people with special needs to practice professional and living life in the housing and the community in which they live (Al-Khatib, 2016).

Requirements for a successful integration

There are a set of requirements necessary for successful integration, and they are:

1) Adopt policies and procedures that allow all students to fully participate in activities and benefit from the

services within the regular school.

- 2) Provide material and moral support for children with special needs and their families whenever possible to ensure comprehensive education for them.
- 3) Planning for the comprehensive integration, defining its objectives, the categories it will include, and the type of integration that will take place.
- 4) The appropriate choice of the school in which the integration will take place.
- 5) Provide sources of financial and human support and assistance to the school.
- 6) Pre-preparation for all school personnel, regular children and parents before starting the integration process.
- 7) Teachers must be adequately prepared and train them during service on the appropriate way to work in an effective manner with children with special needs within the regular classroom (Jenkins et al., 1991).

Acceptance and social interaction for children with autism spectrum disorder

Acceptance and social interaction mean the relationship between the disabled and their colleagues, characterized by positive interaction, the normal child's perception that a disabled child is acceptable as a colleague at play or work, and routine integration in the classroom and the playground. Interaction refers to the education of the disabled with their non-disabled peers in government schools, which includes the achievement of three overlapping elements, namely: Temporary interaction within the regular classroom and educational interaction, which is intended to participate in the educational environment, and social interaction, which is the disabled feeling that his classmates accept him. And when the merging process, consideration must be given to the process of social interaction between peers, as social development plays a major role in childhood and affects the individual's adaptation in all stages of his life, the individual also learns social, cognitive, and physical skills through interaction with peers, and social development affects the child's ability to interact and form friendships (Hepler, 1994). And sharing positive relationships with peers is not considered easy, as it requires the provision of many skills that can be provided to the child through the play process. Where when providing the skills necessary for interaction with normal children.

Poor social development in childhood has serious negative effects that may extend into adulthood, and these effects may include academic and behavioral problems in school. In addition, weak social growth affects emotional growth and personal growth, a functional adjustment in maturity and for the integration process to be successful and social acceptance to be achieved, this requires parents to be in direct and frequent contact with the educators and provide all the

educational and social needs of the child (Parker and Asher, 1987).

The effect of inclusion on social acceptance

One of the most essential benefits of inclusion is increased acceptance by ordinary children of their classmates with special needs in the regular class; successful social integration requires the availability of three main factors: positive trends, sources, and approaches, and in the field of social interaction. Unfortunately, some studies have shown that ordinary children do not interact with children with special needs unless they are reinforced and prepared for interaction (Guralnick, 1999).

Methods for increasing acceptance and social interaction

There is a need to increase the acceptance and social interaction of students with disabilities by their ordinary peers, as these programs took two forms:

- 1) Teaching students with disabilities the social skills that will encourage others to accept them through formation and problem-solving.
- 2) Modify the attitudes of ordinary students towards people with special needs through methods of role-playing, simulation, and training by peers (Al-Khatib, 2016).

Previous studies

Many studies have dealt with the social aspect of children with autism spectrum, which is represented by adaptation and social compatibility and social integration. However, in terms of preparing descriptive programs or surveys, the issue of social acceptance of children with autism spectrum has not received enough attention, as the author found that Arab studies are very few compared to foreign studies related to the subject.

As the researcher decided to divide the studies into:

- 1) Studies dealing with training programs related to social skills in children with autism spectrum.
- 2) Studies dealt with the social acceptance of children with disabilities.
- 3) Studies on the integration of children with disabilities.

First: Studies dealt with training programs related to social skills for children with autism spectrum

The study by Kamps et al. (1992) entitled the

effectiveness of teaching social skills to children with autism increases and facilitates social interaction with their peers in the first stage classes. The study aimed to verify the effectiveness of social skills in facilitating and increasing social interaction. Social skills appeared in training children with autism and their ordinary peers to join one group and maintain interaction within the group by exchanging greetings with others, talking about various topics and expressing social courtesies in different situations, and using the skills of request and participation, and seek help from others and integrate with them in activities. The study sample consisted of 3 autistic children and their regular peers, their average age was seven years, and they were attending one of the integration classes in the first grade of primary school. The study tool consisted of the training program with four sessions per week. The results showed an improvement in the social interaction of children with autism and in the response of children and peers to each other; interactions also continued to improve when following the children by observing their behavior and providing them with feedback on social performance during group play.

Theeb (2004) also conducted a study aimed at designing a training program to develop communicative, social, and autonomous skills for autistic people and measure its effectiveness and the researcher followed the one-case study approach. The research sample consisted of 4 male autistic children. The training program was applied for a period of 13 months; the study results showed the development of the four children's communication, social, and self-independence skills, numeracy, and reading skills to varying degrees. The decrease and disappearance of many non-adaptive behaviors and the change in the diagnostic description of their cases positively changed at the end of the program. In addition, they benefited from social and academic integration to a large extent and the pronunciation of many functional words.

Ben Siddiq (2005) conducted a study to test the effectiveness of a proposed program to develop nonverbal communication skills among a sample of autistic children or its effect on their social behavior. The researcher followed the experimental approach of the study, where the study sample consisted of (38) autistic children from Riyadh; they were divided into two groups (control (20) children and experimental (18) children) between the ages of 4 to 6 years. To achieve the objectives of this study, the researcher prepared a list to estimate the nonverbal communication skills, which were represented in: joint attention, sight communication, imitation, listening, and understanding, referring to what is desired; understanding facial expressions, distinguishing them, and their voice tone and a list was prepared to assess social behavior. The study results showed the effectiveness of the experimental program in developing non-verbal communication skills.

Ghazal (2007) conducted a study to test the

effectiveness of a training program to develop social skills in a sample of autistic children in Amman. The researcher followed the methodology of the experimental study, where he selected two samples (control and experimental), each consisting of 10 male children with autism. Their ages ranged between (5 to 9) years, and the researcher developed a list of estimating social interactions for autistic children for the study, and the results concluded that the experimental program had proven its effectiveness towards autistic children.

Al-Zureikat and Al-Najadat (2016) conducted a study to identify the effectiveness of training in functional communication in reducing unwanted behaviors and developing social skills among a sample of autistic children in Jordan; the researcher followed the experimental study approach. The study sample consisted of 20 autistic children whose ages ranged between (6 to 10) years, and to achieve the objectives of the study, the researcher has prepared three scales: a scale for estimating unwanted behaviors, a scale for assessing social skills, and a program for job communication training to reduce undesirable behaviors and develop social skills. The results have shown the effectiveness of job communication training in reducing unwanted behaviors and developing social skills.

Second: Studies that dealt with the acceptance and social interaction of children with disabilities

Abdel-Halim Fathy's study (1980) entitled the effect of vision loss on self-concept formation, a comparative study between the visually impaired and the sighted in Kuwait. The study sample consisted of (53) people who were totally blind, (57) partly blind, and (59) who were visually impaired. And a control group (87) from the sighted, the study tool was to choose an adult self-concept that consists of a realistic self-concept, an ideal self-concept, an average person concept, a divergence scale, a self-acceptance scale, and a others' acceptance scale. The results indicated that the partially blind are more self-accepting than the sighted, while the visually impaired are the least self-accepting groups; visually impaired people of all degrees of disability are less accepting of others than the sighted. The visually impaired are more distant in the sighted group than the average person.

Driggers' study (1983) entitled the relationship between the behavior of a blind child with low vision at the elementary school level and the social acceptance by his sighted peers. The study aimed to investigate the relationship between inappropriate behaviors of blind and partially sighted children and the social acceptance of their peers and sighted children in the ordinary classroom. The sample consisted of (16) blind and visually impaired and (191) sighted children. A social measurement was performed for each individual to

determine their social acceptance level, and the researcher used the observation method; the study found that the blind suffers from a lack of social acceptance by their sighted peers in the ordinary classroom. It was found that there are inappropriate behaviors by the blind that are considered a cause of social unacceptability by sighted persons.

The study of (Huurre et al., 1999) aimed to determine the extent of the difference in self-esteem and social support provided by family and friends between the blind and their sighted peers. In the United States of America, the study sample consisted of (115) blind and partially sighted participants of both genders and (607) sighted participants. The results showed no difference between sighted males and blind males. Also, the social support provided to the sighted was greater than the social support provided to the blind. The results also showed that the blind's feeling that their peers accept it increases their self-esteem.

The Phillip and Marilyn (2000) stated the need to use intensive longitudinal intervention in developing social skills: A tracer study for children with autism. The study aimed to use an intensive longitudinal intervention in developing social skills and to evaluate the effectiveness of this intervention in alleviating the symptoms of autism. The study sample consisted of 6 autistic children with an average age of 6 years. These children were trained for a period of 2 to 3 years to learn many social skills, including welcoming the appropriate words, sharing and learning how to ask others, passing things to peers with mentioning their name, and touching peers with mentioning their names, and saying goodbye to others using the word bye, and the goals set for each child differed according to their abilities. The study tools consisted of the Childhood Autism Rating Scale (CARS), Learning Achievement Profile (LAP), direct observation of behavior, social interaction, review of educational history, and parents' interview. The results indicated that the children's scores on the autism rating scale decreased from a mean of 35 to a mean of 22, this indicates a decrease in the symptoms of autism among these children, and the children have also made remarkable progress on the learning achievement profile. A behavioral improvement was also observed in social interaction, where the average positive interaction was 3%, and upon completion of the program, it was 23%. The results of educational history also indicated that five of the six children were able, after obtaining the program, to enroll in regular classes while sometimes providing them with simple services.

A study by Christina et al. (2006), entitled Indirect (Accompanying) Effects of Continuous Attention Training on Positive Social Intervention on the Effect of Imitation and Spontaneous Talking in Children with Autism. The study aimed to study the effectiveness of a training program for developing shared attention and its effect on social indoctrination and verbal imitation of a sample of

autistic children. The study sample consisted of (10) children with autism. The researcher used tools for the study, which are the training program, attention scale, and observation form. The study results showed that teaching young children with autism that preoccupation with shared attention increases untargeted social communication behaviors. Furthermore, after these children participated in the program, the untargeted behaviors were changed, and positive changes were observed in social indoctrination, imitation, play, and spontaneous talking. The results support the assumptions that teaching shared attention skills leads to improvement and development in many other skills.

Al-Manaseer and Alzariqat (2019) conducted a study to identify the level of social and behavioral functioning of children with autism spectrum disorder and children with mental disabilities using a descriptive approach. On a sample consisting of (144) children (73) with mental disabilities and (71) with autism spectrum disorder, their ages ranged between (6 to 13) years; they were randomly selected. The results indicated that there were statistically significant differences between the average of the two groups in social performance in favor of children with mental disabilities and those who enjoyed interactive social behaviors such as communication and emotional interaction with others, its level outweighs the social behaviors shown by people with an autism spectrum disorder. The results also showed statistically significant differences between the sample members in the behavioral performance in favor of children with mental disabilities.

Third: Studies that dealt with inclusion for children with disabilities

Hussein's study, El-Daly (1979) entitled the effect of integration among the visually impaired on their personal and social compatibility in Algeria, as the study aimed to know the effect of integration of the blind in schools of the sighted, according to their personal and social compatibility. The study sample consisted of (100) students, who were divided into two groups: (A) the integrated group, and it included (50) students, of whom (25) were students in the preparatory stage and (25) in the secondary stage, A group of non-integrated students includes (50) students, of whom (25) are in middle school and (25) in high school, where their ages ranged between (14-20) years, the study found that the inclusion of the blind in schools of the sighted increases their personal and social compatibility, and that the expansion of the education of the blind in private schools increases their social and emotional compatibility.

In a study by Enell (1982) entitled the effect of inclusion in regular classes for special education students with visual, auditory, physical, and mental disabilities in California, the study aimed to determine the success of

Table 1. Distribution of study personnel.

Variable		Number	%
The degree of autism	Low	32	43.2
	Average	42	56.8
Gender	Male	52	70.3
	Female	22	29.7
Overall		74	100

the integration programs for special education students and the school interaction with comrades. The study sample consisted of (40) students from elementary, middle, and higher education levels. The study found that teachers' attitudes were negative, but students with special needs felt welcome and comfortable in regular classes, and sighted students unanimously confirmed approval with children with disabilities, and their attitudes were positive.

A study by Kenndy et al. (1997) aimed at comparing individuals with disabilities who are integrated into normal classes and between individuals with disabilities who are not integrated in terms of social interactions in New York State, the study population consisted of (16) students distributed equally among ordinary schools and special education centers. The study found that students with disabilities who study in regular class interact with students and form friendships compared to students with disabilities in special education centers.

Summary of results of previous studies

Most of the studies talked about adaptation and social interaction in general, such as the study (Driggers, 1983), (Hussein Al-Daly, 1979). The studies dealt with various training programs to develop social skills, such as the study of Ben Siddiq (2005) Sheikh Theeb (2004).

The current study was characterized by focusing on the topic of acceptance and social interaction of children with an autism spectrum disorder in the family, school, and community, as providing social acceptance for children with autism spectrum disorder helps the child adapt to the family, in school, and the community. Also, the social acceptance of children with autism spectrum disorder achieves the child's family adaptation in society, where the impact of this adaptation is reflected in the interaction of family members with the child, and also on the family's security, stability, activities, and social activities with community members, this, in turn, is reflected in the self-concept of autistic children, as the feeling of social acceptance is reflected in the feeling of self-satisfaction and thus self-concept. The social acceptance of children with an autism spectrum disorder in society achieves success in the integration process, specifically comprehensive integration.

METHODOLOGY

The method and procedures include a description of the study curriculum and its community, a description of the study tool and how to prepare it, indicators of validity and consistency, the procedures followed by the study, and the statistical methods used in it.

Study approach

The nature of the current study required the use of the descriptive and analytical approach to achieve the study's objectives and answer its questions.

Study population and sample

The study population consists of parents and teachers of children with autism spectrum disorder who are enrolled in private and government schools in Jordan.

The final study sample

The study sample was chosen by a simple randomized method, where the sample consisted of the parents and the teachers of (74) children with autism spectrum disorder who were integrated into public and private schools in Jordan, where the answer was on the scale from their teachers in the school dimension. In the family and community dimension, the answer was made by parents and teachers, and Table 1 shows the distribution of study members according to the variables of gender and degree of autism.

Study tool

The study tool was built with the help of:

- 1) The theoretical literature on the subject, such as (Al-Shami, 2004).
- 2) Arab and foreign studies were used to social acceptance of people with disabilities (Deeb, 2004).
- 3) Some scales were used in special education (Schenikat, 2014).
- 4) Use of some tools used for evaluation (Adaptive Behavior Scale).
- 5) Seeking help from individuals working with children with autism spectrum in private centers.
- 6) All paragraphs were counted and then were distributed to appropriate dimensions according to the subject of the study.
- 7) The scale was presented to a group of specialized arbitrators in universities and centers for people with the autism spectrum, and an amendment was made to the language wording of some

Table 2. The correlation coefficient of each item with the dimension to which it belongs and the dimensions with the total score as an indicator of the validity of the construction.

The first dimension: Social acceptance by the family					
Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number
0.493*	9	0.597**	5	0.583**	1
0.680**	10	0.689**	6	0.621**	2
0.720**	11	0.694**	7	0.778**	3
0.411*	12	0.559**	8	0.563**	4
The second dimension: Social acceptance by the school					
0.555**	9	0.567**	5	0.589**	1
0.591**	10	0.541**	6	0.584**	2
		0.456*	7	0.599**	3
		0.532*	8	0.532*	4
The third dimension: Social acceptance by society					
0.828**	9	0.601**	5	0.453*	1
0.662**	10	0.676**	6	0.712**	2
0.645**	11	0.607**	7	0.436*	3
0.466*	12	0.580**	8	0.736**	4

Significant at 0.05 level ** Significant at 0.01 level.

paragraphs.

8) The final image of the scale, after taking the comments of the judges, consisted of (34) paragraphs distributed in three dimensions, namely: The first dimension is social acceptance from the (family) viewpoint and consists of (12) paragraphs. The second dimension is social acceptance of children with the autism spectrum from the school's point of view, which consists of (10) paragraphs, the third dimension: Social acceptance from the viewpoint of (society) consisting of (12) items.

Signs of validity and reliability

Signs of honesty were reached through the following:

The validity of the content was extracted by presenting the scale to ten referees from among the faculty members of the Jordanian universities (Islamic Sciences University, Al-Balqa Applied University, Amman Arab University) and teachers working with children with autism spectrum disorder, where they were asked to evaluate the suitability of the paragraphs to what they were designed to measure, and the clarity of the wording of the items, after informing them of the objectives of the scale, and then suggest appropriate adjustments. Based on the opinions of the specialized arbitrators, some paragraphs were amended in terms of linguistic wording, where the percentage of arbitrators' agreement reached (80%).

Validity of construction

To verify the validity of the construction, the Pearson correlation coefficient was calculated for the scale paragraphs with the dimension to which they belong (discrimination coefficients). These results are presented below.

It is evident from Table 2 that the discrimination coefficients for

the scale paragraphs were high, as the value of all the discrimination coefficients for the scale items was higher than (0.20), which indicates the effectiveness of the scale paragraphs.

Reliability

Signs of reliability were found through the following:

Reliability by repetition:

Where the scale was applied to a sample of (25) children from outside the study sample, then the scale was re-applied to the same sample with an interval of two weeks between the two applications. Then the correlation coefficient between the first application and the second application was calculated, and the results were as shown in Table 3. The Table shows that the reliability coefficient for the scale as a whole reached (0.67), while the dimensions that comprise the scale were the highest coefficient of reliability for the family social acceptance dimension (0.81). Then the social acceptance in the community (0.79), then the social acceptance in the school (0.60). Therefore, these reliability coefficients are acceptable and meet the purposes of the current study.

Reliability in the two half-segmentation methods and Cronbach Alpha

To calculate reliability with internal consistency, the Cronbach alpha equation was used to calculate reliability for the overall degree and for the dimensions that consist of the scale, and this is based on the same sample in which the reliability is calculated by repetition. The following is a presentation of these results.

Table 4 shows that the reliability coefficient for the scale as a whole reached (0.83). As for the dimensions that make up the scale, the highest reliability coefficient for the dimension of family

Table 3. Stability coefficients for repetition of the Social Acceptance Scale for children with autism spectrum disorder who are integrated into regular schools.

Number	Dimension	The reliability factor by repeating
1	Family	0.81
2	School	0.60
3	Society	0.79
	Overall	0.67

Table 4. The stability factor of the scale by the two half-segmentation methods and the Cronbach-Alpha equation.

Number	Dimension	Reliability with the Cronbach Alpha equation
1	Family	0.83
2	School	0.66
3	Society	0.75
	Overall	0.83

social acceptance was (0.83), then social acceptance in society (0.75), then social acceptance in school (0.66), and these reliability coefficients are acceptable and fulfill the purposes of the present study.

Correction criteria

The following criteria were adopted to judge the level of social acceptance, as these criteria were reached by dividing the range of relationships into three equal categories:

- 1-3 Low
- 3-2.1 Medium
- 1-4 High

Scale correction method

All items of the scale were responded to on a four-scale. The responses were given the following scores: (Applies to a high degree = 4, Applies to medium degree = 3, Applies to low degree = 2, Not applicable = 1), as for the negative paragraphs in the scale, which is item (12) in the family dimension, and paragraphs (4- 12) in the community dimension. The responses to them were given the following marks (Applies to a high degree = 1, Applies to medium degree = 2 Applies to low degree = 3, Not applicable = 4) since the scale consisted of (34) items, the maximum possible mark on the scale is equal to 136, and the lowest mark on the scale is 34, so the more scores on the scale this indicates an increase in social acceptance, and the less the mark on the scale shows a decrease in social acceptance.

Study procedures

- 1) The literature on the subject matter of the study and the tools available in the same field were reviewed.
- 2) Defining the study terms and determining the dimensions of each scale to develop the scale, and then presenting it in the initial form to a number of specialized referees to evaluate the phrases until the final images of the scale.
- 3) The scale was finalized.

4) The scale was applied to an experimental sample to extract the scale's indications of validity and reliability.

5) Official approvals were taken to implement the study tool.

6) The scale was applied to an experimental sample to extract validity and reliability indications.

7) The scale was applied to the final study sample, where parents and teachers answered the scale.

8) Collect and check questionnaires and enter data into a computer.

9) Subject them to statistical analysis in accordance with the study questions.

Statistical processors

To answer the first question

To answer the first question, the arithmetic means and standard deviations of the responses of parents of children with autism who are integrated into regular schools were calculated on the scale as a whole and on the three sub-scores and for each item of the scale.

To answer the second question

To answer the second question, the arithmetic averages and standard deviations of parents' responses on the acceptance level scale were calculated for the total score and the three scale areas (family, school, community). According to the heterosexual and the degree of autism, the binary analysis of variance was used to study the differences in the level of social acceptance according to gender and the degree of autism. The analysis of (Two Way MANOVA) to study the differences in the level of social acceptance in the sub-domains of the scale according to the gender variables, the following is a presentation of these results.

RESULTS

To answer the first question, arithmetic averages and standard deviations were calculated for the responses of parents of children with autism who were integrated into

Table 5. Arithmetic average and standard deviations of parents 'and teachers' responses to the social acceptance scale domains of children with autism who are integrated into regular schools.

Domain	Arithmetic average	Standard deviation	Acceptance level
The level of social acceptance in the family	2.61	0.78	Average
The level of social acceptance in the school	2.18	0.53	Average
The level of social acceptance in the community	2.58	0.54	Average
The total social acceptance level	2.47	0.43	Average

* Paragraphs (4 to 12) in the dimension of society were reversed to become positive paragraphs.

regular schools and teachers on the scale as a whole and the three sub-scores and for each of the scale paragraphs, the following is a presentation of these results.

It is evident from Table 5 that the estimation of parents of children with autism spectrum who are integrated into regular schools and teachers for the level of social acceptance of their children, in general, was average with a mean of (2.47) and a standard deviation of (0.43). Parents 'assessment of the level of social acceptance was average in two areas, namely the family and society (parents were the ones who filled the paragraphs in the family and community dimensions, while teachers filled the items of the school dimension). Also, the teachers 'assessment of the social acceptance of children in the school was average, where the highest estimate was for the level of social acceptance in the family with a mean of (2.61) and a standard deviation of (0.78). Then the community with a mean (2.58) and a standard deviation (0.54), then the school with an arithmetic mean (2.18) and a standard deviation (0.53).

The following is a presentation of the results related to the sections of the Social Acceptance Scale for children with autism who are integrated into regular schools.

The level of social acceptance in the family

It is evident from Table 6 that the parents 'estimate of the level of social acceptance in the family for the child with autism spectrum was average in all paragraphs of the family domain, where the arithmetic averages of the items ranged between (2.74-4.41). The most manifestations of social acceptance in the family were an item (9) which states: "The family takes the child to family social visits." with an arithmetic average of (2.74) and a standard deviation of (1.09). On the other hand, item (10), which states, "We introduce the child to the guests," with an arithmetic mean (2.73) and a standard deviation (1.08), as for the least manifestations of social acceptance in the family, it was in item (2), which states, "His brothers share their games with him" with arithmetic mean of (2.41) and a standard deviation of (1.07). Item (6) states: "He is allowed to perform his various activities inside the house," with an arithmetic average (2.50) and a

standard deviation (1.06).

The level of social acceptance in the school

It is evident from Table 6 that the teachers 'assessment of the level of social acceptance in the school for a child with autism spectrum was average in seven items and low in three paragraphs, where the arithmetic means of the paragraphs ranged between (2.42 -1.88), and the most common manifestations of social acceptance in the school was the paragraph number (8), which states: "Others get upset that their children are playing with my child.," with an arithmetic average (2.42) and a standard deviation (0.86) and paragraph (3), which states, "Colleagues sit with him most of the time," with arithmetic mean (2.38) and a standard deviation (0.79), as for the least manifestations of social acceptance in the family, it was in item (7), which states: "Teachers support the child's participation in school broadcasting," with a mean (1.88) and a standard deviation (0.96). Item (4) states, "His classmates share his academic assignments," with arithmetic mean (1.89) and a standard deviation (0.80).

The level of social acceptance in the community

It is evident from Table 6 that the parents 'estimate of the level of social acceptance in the community of the child with autism spectrum was average in all paragraphs, where the arithmetic averages of the items ranged between (2.97 to 2.38), and the most manifestations of social acceptance in society was the paragraph number (2), which states: "Others ask questions about the child's condition." with an arithmetic average (2.97) and a standard deviation (0.92), and item (3) which states: "Others try to get close in order to get to know him." with an arithmetic average (2.73) and a standard deviation (0.78), as for the least manifestations of social acceptance in society, it was in Paragraph 11, which states, "I suffer from the integration of my child in kindergarten." with an arithmetic average (2.38), a standard deviation (1.11), and paragraph No. (6), which states s: "We are subjected to criticism from others when the child's owners to public places" with an arithmetic average (2.43) and a standard deviation (1.02).

Table 6. Arithmetic average and standard deviations of parents' responses to the paragraphs of the Social Acceptance Scale for children with autism who are integrated into regular schools.

N	Items	Arithmetic average	Standard deviations	Acceptance level
The level of social acceptance in the family				
9	The family accompanies the child to the family social visits.	2.74	1.09	Average
10	We introduce the child to the guests	2.73	1.08	Average
3	His brothers eat with him	2.69	1.18	Average
8	The family is trying to control the problem of stereotyped movements	2.68	1.17	Average
5	His brothers sit with him for long hours	2.66	0.94	Average
7	The family provides the necessary services to improve the child's skills.	2.62	1.16	Average
12	His actions with others embarrass us	2.61	1.00	Average
11	We take him to public places such as (restaurants, lounges, stadiums).	2.57	1.17	Average
4	The siblings of an autistic child help their mother to help him	2.55	1.12	Average
1	His brothers initiate talks to him	2.51	1.09	Average
6	He is allowed to perform various activities inside the house	2.50	1.06	Average
2	His brothers share their games with him	2.41	1.07	Average
The level of social acceptance in the school				
8	His colleagues greet him	2.42	0.86	Average
3	Colleagues sit with him most of the time	2.38	0.79	Average
5	His colleagues play with him	2.38	0.73	Average
2	His colleagues help him	2.30	0.77	Average
1	His Colleagues take the initiative to talk to him	2.24	0.79	Average
9	They encourage him to participate in school trips	2.24	0.92	Average
10	They encourage him to join educational groups in the classroom.	2.14	0.98	Average
6	The teachers encourage the child to participate in school committees	1.97	0.96	Low
4	His classmates share his academic assignments	1.89	0.80	Low
7	Teachers support the child's participation in the school broadcasting	1.88	0.96	Low
The level of social acceptance in the community				
2	Others ask questions about the child's condition	2.97	0.92	Average
3	Others try to get close to get to know him.	2.73	0.78	Average
1	Others smile at him in public places	2.65	0.91	Average
10	Neighbor's kids don't want to play with him	2.64	0.96	Average
7	Some are bothered by his presence in public places	2.59	1.01	Average
4	The others look at him with astonishment.	2.58	0.99	Average
5	It seems to others the fear of the child	2.54	0.98	Average
8	Others get upset that their children are playing with my child.	2.54	0.95	Average
12	Some schools refused to accept my child	2.49	1.11	Average
9	I feel like he's not accepted into society	2.46	1.01	Average
6	We are subjected to criticism when the child's owners to public places.	2.43	1.02	Average
11	I suffer from integrating my child into kindergarten	2.38	1.11	Average

Are there differences in the level of social acceptance of children with autism spectrum integrated into regular schools from the viewpoint of parents and teachers in Jordan due to the child's gender and degree of autism?

To answer the second question, the arithmetic averages and standard deviations of the responses of parents and

teachers were calculated on the acceptance level scale for the total score and the three scale areas (family, school, community) according to the heterosexual and the degree of autism, the binary analysis of variance was used to study differences in the level of social acceptance according to the variable of gender, and the degree of autism and the analysis of the two-way multivariate variance (Two Way MANOVA) to study the differences in

Table 7. Arithmetic averages and standard deviations of the level of social acceptance of children with autism spectrum from the viewpoint of their parents and teachers according to the variables of sex and degree of autism.

Variable	Categories	The total social acceptance level		
		Number	Arithmetic average	Standard deviation
Gender	Male	52	2.52	0.42
	Female	22	2.55	0.48
The degree of autism	Low	32	2.55	0.51
	Average	42	2.51	0.37

Table 8. Results of the analysis of binary variance to indicate differences in the level of social acceptance of children with autism spectrum according to the heterosexual and degree of autism.

Source of variation	Sum of squares	Degrees of freedom	Average of squares	P	The level of significance
Gender	0.01	1	0.01	0.05	0.816
The degree of autism	0.03	1	0.03	0.13	0.719
Error	13.77	71	0.19		
Overall	13.80	73			

the level of social acceptance in the sub-domains of the scale according to the two variables of gender, and the following is a presentation of these results:

The total score

It is evident from Table 7 that there are apparent differences between the arithmetic averages of the level of social acceptance of children with autism spectrum from the viewpoint of their parents and teachers according to the variables of sex and degree of autism, and to find out whether these differences are statistically significant at the level of significance ($\alpha = 0.05$), a two-way ANOVA analysis was performed. The following is a presentation of these results.

It is evident from Table 8 show no significant differences in the level of social acceptance of children with autism who are integrated into schools from the point of view of their parents and teachers according to two variables:

- 1) Gender, where the p-value was (0.05), which is not statistically significant at the significance level ($\alpha = 0.05$).
- 2) The degree of autism, where the p-value was (0.13), is not statistically significant at the level of significance ($\alpha = 0.05$).

Sub-domains

The social acceptance of children with autism spectrum in the three sub-domains of the scale (family, school, and community) from the point of view of their parents according to the variables of sex and degree of autism,

and to find out whether these differences are statistically significant at the level of significance ($\alpha = 0.05$), Two Way MANOVA was performed. Table 9 shows Arithmetic means and standard deviations of the level of social acceptance in the three sub-domains of the scale (family, school, community) for children with autism from the viewpoint of their parents and teachers according to the variables of sex and degree of autism.

It is clear from Table 10 that there are no significant differences in the level of social acceptance of children with autism spectrum who are integrated into schools from the point of view of parents in any of the sub-fields of the scale (family, school, society) according to two variables.

- 1) Gender, where the Hölling value was (0.002), is not statistically significant at the significance level ($\alpha = 0.05$).
- 2) The degree of autism, where the Hölling value was (0.098), is not statistically significant at the level of significance ($\alpha = 0.05$).

DISCUSSION

The study results will be discussed in a manner consistent with the study questions and in order:

What is the level of social acceptance of children with autism who are integrated into regular schools from the point of view of parents and teachers in Jordan?

The results showed that the estimate of parents of

Table 9. Arithmetic means and standard deviations of the level of social acceptance in the three sub-domains of the scale (family, school, community) for children with autism from the viewpoint of their parents and teachers according to the variables of sex and degree of autism.

variable	Variable classes	The level of acceptance in the family			The level of acceptance in the school		The level of acceptance in the community	
		Number	Arithmetic average	Standard deviation	Arithmetic average	Standard deviation	Arithmetic average	Standard deviation
Gender	Male	52	2.39	0.75	2.80	0.55	2.41	0.51
	Female	22	2.41	0.88	2.85	0.46	2.43	0.63
The degree of autism	Low	32	2.32	0.90	2.79	0.59	2.58	0.61
	Average	42	2.45	0.69	2.83	0.47	2.30	0.46
Overall		74	2.39	0.78	2.82	0.53	2.42	0.54

Table 10. Two way MANOVA analysis of differences in the level of social acceptance of children with autism spectrum in the three sub-domains of the scale (family, school, and society) according to the variables of sex and degree of autism.

The source of the contrast	Domain	Sum of squares	df	Average of squares	F	Sig
Gender Huling = 0.002p = 0.04 Significance level = 0.988	The level of acceptance in the family	0.01	1	0.01	0.02	0.899
	The level of acceptance in the school	0.04	1	0.04	0.13	0.716
	The level of acceptance in the community	0.001	1	0.001	0.003	0.957
The degree of autism Huling = 0.098 P = 2.26 Significance level = 0.089	The level of acceptance in the family	0.36	1	0.36	0.57	0.453
	The level of acceptance in the school	0.03	1	0.03	0.11	0.744
	The level of acceptance in the community	1.42	1	1.42	4.99	0.029
Error	The level of acceptance in the family	44.36	71	0.62		
	The level of acceptance in the school	20.09	71	0.28		
	The level of acceptance in the community	20.19	71	0.28		
Overall	The level of acceptance in the family	44.73	73			
	The level of acceptance in the school	20.16	73			
	The level of acceptance in the community	21.61	73			

children with autism spectrum disorder integrated into regular schools of the level of social acceptance of their children, in general, was average. Also, the parents' estimate was average in the two fields: the family and society. And the most common manifestation of social acceptance in the family was in item (9), which states: "The family accompanies the child to family social visits' Paragraph 10, which states, "We introduce the child to the guests." As for the least manifestations of social acceptance in the family, it was in item (2), which states: "His brothers share their games with him." also, the teachers' assessment of the level of social acceptance in the school for a child with autism spectrum disorder was average in seven items and low in three items. And the most manifestations of social acceptance in the school were item (8), which states: "Colleagues sit with him most of the time", as for the least manifestations of social acceptance in the school, it was in item (7), which states:

"Teachers support the child's participation in the school broadcasting." The results related to social acceptance in the community also showed that the parents' estimate of the level of social acceptance in the community for the child with autism spectrum was average in all paragraphs. The most manifestations of social acceptance in society were item (2) which states: "Others ask questions about the child's condition," and item (3), which states, "Others are trying to get close to getting to know him." as for the least manifestations of social acceptance in the family, it was in Paragraph 11, which states: "I suffer from the integration of my child in kindergarten" and item (6), which states: "We are subject to criticism from others when the child's friends go to public places. The researcher attributes the result to the family's orientation to integrate children with an autism spectrum disorder in regular schools, which means their acceptance of their children. Consequently, the level of

social acceptance of children, being integrated, came to an average level, and the most manifestations of social acceptance in the family was in the paragraph which states: "The family takes the child to family social visits," while the paragraph "His brothers share their games with him" was the slightest manifestation of social acceptance in the family, this is because children with autism spectrum disorder lack communication, which hinders their participation in playing with their brothers.

As for the level of social acceptance in the school, the paragraph "His colleagues greet him," which states "Colleagues sit with him most of the time," is the highest manifestation of social acceptance, as, for the slightest manifestations of social acceptance in the school, it was in the paragraph which states, "Teachers support the child's participation in the school broadcasting." The researcher explains this result to the linguistic characteristics and the difficulty of communicating and applying instructions for children with autism spectrum disorder, which hinders their participation in various activities and even radio activities.

As for the level of social acceptance in society, the highest manifestation of social acceptance was in the paragraph which states: "Others ask questions about the child's condition." The item, which states "others trying to get closer to know him," As for the least manifestations of social acceptance in the family, it was in the item which states, "I suffer from integrating my child in kindergarten." Where the researcher explains the result to the progress in services and programs provided to students with disabilities in general and children with an autism spectrum disorder in particular, as inclusion has become one of the leading programs applied in schools in Jordan in its various forms, and this has led to a change of attitudes towards children with an autism spectrum disorder. Also, the availability of specialized cadres to provide services to children with autism spectrum disorder helped the development of social skills and thus the social acceptance of children into society. The current study agrees with Philip and Marilyn (and the study of Christina et al., 2006).

Are there differences in the level of social acceptance of children with autism spectrum who are integrated into regular schools from the parent's point of view in Jordan due to the variables of gender and degree of autism?

The results showed no statistically significant differences in the level of social acceptance of children with autism spectrum disorder who were integrated into schools from the point of view of their parents and teachers according to the gender variable and the degree of autism. The researcher attributes the result to the characteristics of children with autism spectrum disorder: communication difficulties, difficulty building social relationships, and the presence of stereotypical movements. But in degrees

ranging from simple to severe, language and eye contact are essential matters for communicating with others and thus achieving social acceptance. Therefore, the researcher believes that the result is logical, as it agrees with the characteristics of children with autism spectrum disorder, and this result is consistent with the study of (Kenndy et al., 1997), which indicated that disabled students who study in regular school interact with students and they made friends compared to students with disabilities who are in special education centers.

Recommendations

- 1) Conduct more research studies on social interaction with friends in a regular school.
- 2) Conduct more studies on providing programs to develop social interaction in the school and community.
- 3) Conduct studies on the effectiveness of inclusion for children with an autism spectrum disorder in different regions.

Educational recommendations

- 1) Provide training courses for teachers to develop social skills for children with an autism spectrum disorder.
- 2) Begin to integrate at an early school stage.
- 3) Provide educational programs for the community related to the characteristics of people with an autism spectrum disorder to understand them and thus accept them.

CONFLICT OF INTERESTS

The author has not declared any conflicts of interests.

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Full Length Research Paper

Influence of marital communication on family stability of married teachers in Nsukka education zone

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This study examined the influence of marital communication on the family stability of married teachers in the Nsukka Education Zone of Enugu State. It was guided by two research questions and two hypotheses. The population comprised 1688 married teachers in Nsukka Education Zone secondary schools. A correlation design was adopted for the study. The sample was 455 respondents. Proportionate stratified sampling techniques were used to select the sample from the parent population. The instrument for data collection was a questionnaire. The instrument has been validated by two experts from the Educational Foundations and one from the Faculty of Education, University of Nigeria Nsukka, Measurement and Evaluation. The reliability of the instrument's internal consistency was developed using Cronbach Alpha statistics. Mean and Standard Deviation were used to answer research questions one while the Pearson product-moment correlation coefficient was used to answer research question two. T-test statistics was used to test the two null hypotheses. There is a significant positive relationship ($p < 0.05$) between marital communication and family stability of married teachers. Recommendations and implication were made based on the study results. Married teachers should not align family issue to types of communication in the prevailing situation amongst others.

Key words: Marriage, communication, marital communication, family stability, married teacher.

INTRODUCTION

Marriage is a very important event in the life of any individual. Marriage is strongly supported in Nigerian and African culture because people believe that it is an institution ordained by God as well as our various cultures. Marriage is a sacred union between a man and a woman, and it is a lifelong relationship between married couples since marriage is better or worse right from the beginning (Onovo, 2016). Marriage is recognized by our society as a transaction or contract between a woman and a man which gives them a continuing claim to the right of sexual access to one another, eligibility to bear

legitimate children. Salami (2007) views marriage as the final stage of love between the opposite sex, devoid of disunity; and makes them take full responsibilities for themselves and the environment for better or worse till death take them apart.

Marriage is a sacred condition that is meant to be a special life partnership and to merge the husband and wife harmoniously into being one person. Both parties are expected to be helpful to each other so that good understanding should exist between them to promote Mutual trust (Nnadozie, 2014). Marriage requires both

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husband and wife to communicate ideas, perceptions and views to grow the family. Uwakwe (2008) stated that communication is the bedrock of all interpersonal relationships and involves a meeting between individuals who are constantly conscious of each other for an intentional sharing of emotions, ideas, values, feeling and general experience.

Marital communication refers to the verbal and nonverbal exchange of information between spouses. It is the process of sending and receiving messages between husband and wife as they interact in the marriage relationship (Nnadozie, 2014). It helps the partners to know, share and understand a lot of things in common which includes: their thoughts, emotions, past experiences and weaknesses within and outside the relationship. Nnadozie (2014) believes that effective marital communication is the live-wire that links husband and wife together, strengthens the bond of relationship and so propels all activities in the family. Marital communication has been studied most widely in the context of heterosexual relationships. Most frequently with comparisons being made in communication behaviors associated with relationship satisfaction between the communications behaviors of satisfied and dissatisfied couples.

Marital communication helps to build up courage which is one of the character traits in any successful marriage. Couples can hold on to the viewpoint of the other in marital affairs despite influence from the significant outsiders. It takes effective communication to make different individuals (husband and wife) with different ideologies to live together. When they come together they know each other very well through various ways of communication. However, communication enhances the understanding, clears up those doubts that have already occurred, promotes the decision-making process in the home and as well offers mental and creative expressions by the couples over the performance of their domestic responsibilities and duties (Okorodudu, 2010). The researcher views marital communication based on character traits (such as trust, love, oneness of mind, and honesty in marital relationship and courage in the lives of family members) as well as style of communication (The use of more expressive, tentative and polite language by women than men, especially in the situation of conflict) can lead to family stability.

Family stability is referred to as a family that has a good marriage relationship where the married couples love one another, think alike, share common goals, interest, joy and work out problems together (Eze, 2012). The married couples are really good friends, able to talk to one another. When a family is coping with issues related to in-laws, family finance, providing family needs, doing their domestic chores, interpersonal communication, sexual relationship, emotional adjustment, health problems among others, there will be family stability. The stability of the family is believed to

occur in families whose parents are stable and receive money. Though, many issues may arise leading to a disagreement between family members occasionally and then resolve it peacefully without experiencing housing changes. Family unity members live together for immigration and job-seeking purposes, with no unusual divorce and remarriage or few separations (Patterson and Yoevger, 2002). There are several effects of family stability on children; family stability leads to more successful child care and parental control, less family conflict, and more family unity.

Family stability is defined as the level of day to day family events as the predictability and consistency of family activities and routines measured with the stability of activities in the family environment (Okonkwo, 2006). The family is the basis of societal sustainability. The stability of the family is relatively proportional to the stability, peace and orderliness of the society. Tambuwal (2007) defined family stability as consistency in activities or events expected in the family setting by all the members of the family. This comes to be as a result of concerted effort and concentrated desire of the couples to accomplish marital success. The physical, mental, social, emotional, financial and spiritual difference has been blended into a harmonious relationship within the family bond. There is a high level of marital adjustment by the couples and to their children. Every member of the family: father, mother and children bring about this needed peace or stability.

In this study, family stability is seen as a situation where there is mutual understanding, love, care, fair treatment, fidelity and where the married couples enjoy family bliss. Families can be united where the couple develops a spirit of tolerance, love and consideration. In the absence of these, there is much tension which may lead to family instability that will need the intervention of the family counselor. When a family is stable, it means that male and female in the family are responsible.

Statement of the problem

Many teachers' marriages and families by extension in contemporary times in Nsukka are experiencing instability as revealed from literature. This has resulted in cases of infidelity, dishonest, distrust, spousal separation, and poor academic performance of the children, exposures of children to social vices due to parental conflicts or even total divorce in marriage. Communication builds up understanding and beats down differences that may lead to strange behavior. Hence, in the absence of effective marital communication, mutual understanding, acceptance, a free exchange of ideas and family cohesion will be lacking, unified action may not be possible between the husband and wife, and the offspring in such a family. Experiences have shown that ineffective marital communication generally may cause human

mishaps and brings most family unhappiness and family instability among others.

Purpose of the study

The main purpose of this study is to investigate the influence of marital communication on the family stability of married teachers in the Nsukka Education Zone of Enugu State, Nigeria. Specifically, the study investigates:

- (1) The pattern of marital communication flow employed by married teachers;
- (2) Relationship between marital communication and family stability of married teachers.

Research questions

The following research questions were raised to guide the study:

- (1) What are the patterns of marital communication flow employed by married teachers?
- (2) What is the relationship between marital communication and family stability of married teachers?

Hypotheses

The following null hypotheses formulated were tested at a 0.05 level of significance:

Ho1: There is no significant difference between patterns of marital communication flow employed by a married teacher based on gender.

Ho2: There is no significant relationship between marital communication of married teachers and family stability.

METHODOLOGY

Design of the study

The thesis followed the analyzed style of a correlation survey. According to Nworgu (2015), the research design for correlation surveys is the type of study that seeks to determine the relationship between two and more variables.

The population of the study

The population of the study comprised 1,688 married teachers in the public secondary school in Nsukka Education Zone Enugu State, 342 for married males and 1,346 for married females (Nsukka - 1153, Igbo Etiti - 357 and Uzo-Uwani 178), according to Post Primary School Management Board Nsukka Area Workers Population (PPSMB 2017/2018).

Sample and sampling techniques

The survey for the Nsukka Education Zone research was 455

married teachers. The sample size consists of 162 married males from Nsukka Education Zone and 293 married females. The study adopted proportionate stratified random sampling techniques at 27% in order to arrive at 455 married teachers from all the public secondary schools in Nsukka Education Zone.

The instrument for data collection

The instrument for data collection was a structured questionnaire developed by the researcher to elicit a response that guided answers of the research questions and test the hypotheses. The questionnaire was structured from the literature reviewed. The instrument comprises two sections, A and B. Section "A" is concerned with demographic information of the respondents while section "B" elicit responses on general issues on Marital Communication and Family Stability (MCFSQ) concerning the research questions and hypotheses. MCFSQ has 16 items comprised cluster A and B, seeking information on marital communication and family stability. The respondents responded to the questionnaire items on four-points rating scale with response option of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1, respectively.

Validation of the instrument

The face validity of the instrument was done by three experts in the fields of Guidance and Counseling and Measurement and Evaluation. Two of the experts are from the Guidance and Counseling Unit, while one is from the Measurement and Evaluation unit all in the Faculty of Education, University of Nigeria, Nsukka.

Reliability of the instrument

The questionnaire on teacher's marital communication and family stability were subjected to trial testing using 30 respondents in Community Secondary School, Obollo Eke in Udenu Education Zone which is outside the study area, in order to determine the instrument's internal consistencies.

The response of the respondents from the trial test was subjected to reliability analysis using the Cronbach Alpha method. Cronbach Alpha System is chosen because the instrument was scored polychromous. Based on the analysis, reliability indices of 0.82 and 0.88 for marital communication and family stability questionnaire were reached respectively.

Method of data collection

The questionnaire on marital communication and family stability was administered to the married teachers by three (3) research assistants. The researchers had educated the research assistants about the purpose of the study and how to administer the questionnaire. The researchers and the research assistants administered the questionnaire to the respondents and these were collected on the spot to ensure a high return rate.

Method of data analysis

The data collected was analyzed using mean (\bar{x}) scores and standard deviation and Pearson Product Moment Correlation Coefficient with the use of a statistical package for social science version 21 (SPSS). T-test was used to test the null hypotheses one to two at 0.05 significant levels. The mean (\bar{x}) above 2.50 was considered acceptable, while any item below 2.50 was rejected.

Table 1. Mean and standard deviation ratings of male and female married teachers on the patterns of marital communication flow they employ.

Item statement	Gender	N	Mean	Std. Deviation	Decision
1. My partner and I communicate through telephone set when we are away	Male	160	3.24	0.72	Agree
	Female	295	3.20	0.74	Agree
2. My partner and I express our feeling without fear	Male	160	3.08	0.90	Agree
	Female	295	3.06	0.91	Agree
3. I and my partner do not allow third party in our family discussion	Male	160	3.08	0.71	Agree
	Female	295	3.03	0.70	Agree
4. We avoid poor parent-children communication	Male	160	3.01	0.74	Agree
	Female	295	3.05	0.73	Agree
5. I freely share ideas with my partner on daily basis	Male	160	3.00	0.73	Agree
	Female	295	2.99	0.74	Agree
5. My partner and I avoid veto power to take decision	Male	160	3.05	0.68	Agree
	Female	295	2.99	0.71	Agree
6. We use eye contact when we communicate	Male	160	3.24	0.77	Agree
	Female	295	3.16	0.80	Agree
1. The respect of each other's opinion helps in our marital communication	Male	160	3.18	0.75	Agree
	Female	295	3.12	0.78	Agree
Overall Mean	Male	160	3.11	0.50	Agree
	Female	295	3.07	0.52	Agree

Table 2. Likelihood associated with the estimated value of t (0.709) for the disparity in mean ratings between male and female married teachers on marital communication flow patterns.

Gender	N	Mean	Std. Deviation	Df	t-cal	Sig. (2-tailed)
Male	160	3.11	0.50	453	0.709	0.479
Female	295	3.07	0.52			

RESULTS

Research question one: What are the patterns of marital communication flow employed by married teachers?

Table 1 reveals that the mean ratings of both male and female married teachers to items 1, 2, 3, 4, 5, 6, 7, and 8 are more than the criterion means of 2.50. It indicates that both male and female married teachers are committed to the claims in items 1 through 8 as patterns of marital communication flow employed by married teachers.

Ho1: There is no significant difference between male and female married teachers' mean ratings on the patterns of marital communication flow employed by married teachers.

Table 2 shows that the likelihood associated with the estimated value of t (0.709) for the disparity in mean ratings between male and female married teachers on marital communication flow patterns employed by married teachers is 0.479. Since the probability value of 0.479 is greater than the 0.05 level of significance, the null hypothesis was not rejected. Thus, there is no significant difference between the mean ratings of male

Table 3. Pearson's correlation analysis of the relationship between marital communication and family stability of married teachers.

		Family stability	Marital communication
Pearson Correlation	Family Stability	1.000	0.613
	Marital Communication	0.613	1.000
Sig. (1-tailed)	Family Stability	-	0.000
	Marital Communication	0.000	-
N	Family Stability	455	455
	Marital Communication	455	455

and female married teachers on the patterns of marital communication flow employed by married teachers.

Research question two: What is the relationship between marital communication and family stability of married teachers?

Table 3 proves that the coefficient of association between marital communication and married teacher family stability is 0.613. This suggests a moderate positive relationship between marital communication and married teacher family stability; thus implying that the more married teachers communicate, the more stable their family becomes.

Ho2: There is no significant relationship between marital communication and married teacher family stability.

Table 3 shows that the probability associated with the calculated r (0.613) for the relationship between marital communication and family stability of married teachers, is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected implying that there is a significant positive relationship ($p < 0.05$) between marital communication and family stability of married teachers.

DISCUSSION

The pattern of marital communication flow employed by married teachers

The findings of the study concerning research question one and hypotheses one showed that both male and female married teachers agreed to a pattern of marital communication flow which includes: communication through telephone when they are away, expressing feelings without fear, not allowing the third party in the family discussion, avoiding poor parent-children

communication, freely sharing ideas with ones partner on daily basis, avoiding veto power to make a decision, using eye contact when communicating among others. It was further found that there is no significant difference between the mean ratings of male and female married teachers on the patterns of marital communication flow employed by married teachers. Most of the married teachers both male and female communicate through telephone set. It was noted also that the mean of married teachers who freely share ideas on daily basis is lower compare to other patterns of marital communication flow.

The result of the study revealed that communication is inevitable in marriage especially among married teachers. The study's results are in line with Nnadozie (2014) who found that communication is very vital for family stability. The findings of this study also support Eseré et al. (2011) who found that most of the respondents agreed that lack of effective communication is the bane of marital stability.

Relationship between marital communication and family stability of married teachers

The findings of the study concerning research question two and hypotheses two showed there is a significant positive relationship between marital communication and family stability of married teachers. The positive relationship between marital communication and family stability of married teachers implies that effective use of marital communication makes the family stable. The findings of this study are against Usoroh et al. (2010) who reported that couples differed in modes of communication with a majority following a leveling approach. The analysis also showed that educational qualification was the specific variable that had a major effect on both communication styles and marital stability.

Conclusions

Based on the findings of the study, the following conclusions were drawn. This study showed that both

male and female married teachers in Nsukka Education Zone agreed to the pattern of marital communication flow. The study also shows that there is a significant positive relationship between marital communication and family stability of married teachers in Nsukka Education Zone.

EDUCATIONAL IMPLICATIONS

The findings showed that marital communication through the telephone is a pattern of communication. This implies that teachers should always make use of their telephone for marital improvement. The study also revealed that married teachers have a major positive relationship between marital communication and family stability. This implies that the teacher's marital communication relates to family stability.

RECOMMENDATIONS

This study recommends that as a pattern of communication, a married teacher should not adhere strictly to one type of style, rather identifying the best pattern in the prevailing situation. Guidance counselors, psychologists, State and Federal Ministries of Education, should arrange marital communication conferences, workshops and symposia for married teachers. Guidance and counseling units should organize workshops on the relationship between marital communication and family stability.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Full Length Research Paper

The situation of French as a second foreign language in secondary education institutions in Turkey

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This study aims to quantitatively analyse the situation of French as a second foreign language in secondary education institutions in Turkey. Regarding presenting a comparative analysis, the study is limited to German as a second foreign language, currently included in the curriculum of secondary education institutions in Turkey, and are excluded fewer common languages such as Chinese, Spanish, Italian, etc. The research was carried out with the descriptive survey model. The questionnaire prepared within the scope of the study was sent to the Ministry of National Education, the Strategy Development Unit. Since the situation of French and German teaching programmes of the universities in Turkey should be determined, the Higher Education Undergraduate Curriculum Guidelines and Placement Results, published by the Student Selection and Placement Centre between the years 2010-2021, were analysed in terms of various variables. The data were subjected to descriptive analysis and presented in Tables. According to the results, it was determined that French teaching programmes are located in fewer universities than that German, and the number of quotas at universities is lower than in German teaching programmes. Additionally, the number of schools with French as a second foreign language is significantly behind German, and there are significant differences between the number of French and German teachers. As a result, it can be claimed that the need in the field is met with paid teachers due to the lack of appointments to existing positions.

Key words: French as a second foreign language, Ministry of National Education (MEB), Student Selection and Placement Centre (ÖSYM), secondary education institutions, Higher Education Council (YÖK).

INTRODUCTION

Globalization is the greater integration of the world in the political, economic, social, and cultural fields by making distance less critical in every area (Yücel, 2019). In line with the new needs revealed by globalization and the decisions taken on the road to membership of the European Union, it has become more critical for country to implement unique language teaching and learning regulations. Genç (2004) stated that knowledge of foreign

languages is a prerequisite for international cooperation in diplomacy, science, and economics. It is almost a key for opening these roads. Moreover, the Common European Framework of Reference for Languages, which serves as a guide for educators and language users in the foreign language education process, emphasizes the need to implement several educational criteria to ensure and develop linguistic and cultural diversity among

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countries (Council of Europe, CEFR, 2001). At this juncture, when a series of innovations in second and even third foreign language education has become imperative, Turkey has, based on practices around the world, increased compulsory education from 8 to 12 years to increase the average duration of education and to provide the guidance required for the interests, needs, and abilities of individuals, and has decided to offer language lessons from the second grade onwards.

Furthermore, in Circular No. 2010/30 published by the General Directorate of Secondary Education on 06.05.2010, the "Conversion of General High Schools to Anatolian High Schools" was brought to the agenda (MEB Circular, 2010). All public high schools were gradually converted to Anatolian high schools from that date. With the conversion of public high schools into Anatolian high schools, it is aimed that the quality of education will increase, the quality of public high schools will reach the level of Anatolian high schools, and when the project is completed, and all public high schools will provide education at Anatolian high school standards.

As a result of these conversion endeavours, Regulation No. 28758 was published in the Official Gazette on September 7, 2013 (MEB Regulation, 2013) It was stated within the scope of Article 7(1) of this Regulation, regarding foreign language education in high schools, that "the ability of students to learn a foreign language at a level where they can follow the developments and changes in the world" was targeted. In other articles of the Regulation related to foreign language education, the primary purpose is to provide students with listening, speaking, reading, and writing skills and enable them to express themselves both in writing and orally in the language they have learned. Consequently, with the extension of general high school education to 4 years, the preparatory class was removed, and the weekly class hours of primary foreign language English courses were increased. While determining today's education policies, the decisions taken regarding foreign language education are affected to a large extent by the scientific, economic, political, social, and cultural needs of countries (Haznedar, 2015). When Turkish-French relations are investigated, it is seen that the first mutual interaction began with commercial agreements, followed by activities in the fields of education, culture, and the military. Through the established strong relations, the first foreign language learned in this geographical area was French, and it continued to dominate in later periods. Indeed, as quoted by Gökmen (2011) from Kreiser (1986), Ottoman Turkey was interested in Germany's technical and military equipment from the second half of the 20th century onwards. Still, to follow the developments in this field, the German sources were translated directly into Turkish via French. This reveals how strong the position of the French was at that time and that Germany was far from being able to compete with the French. On the other hand, it is stated that after the First World War, as the

political-economic balances began to change and due to the rise of the United States on the world stage, the French and German languages gradually lost their influence in every field. Furthermore, since the balance of power in Europe and the world completely changed after the Second World War (Uçarol, 1985), the first foreign language taught in our country now became English, whose influence and the currency continue up to the present day.

When the literature was reviewed, it was seen that many descriptive studies chronologically present how French has lost its privileged place and importance in Turkey (Özpekcan, 1993; Güven, 2001; Gökmen, 1999a, 1999b, 2011, 2017; Örmeci, 2016; Akçay, 2016; Çakmak, 2017). Additionally, it was observed that postgraduate theses examined the anxiety and professional motivation of students studying in French language education faculties of universities (Atmaca, 2019; Sarılıyıldız, 2021). Among these, the master thesis of Özpekcan (1993) deals with the political relations of the Ottoman Empire with France between the years 1525 to 1921; Akçay (2016)'s article is about France's Turkish-French relations during the Sarkozy period and Turkey's membership process to the European Union. In his article Güven (2001) handled the contribution of mutual interaction and relations with France during the Ottoman Empire to the education system and the modernization process. This study was limited to the military, technical and medical schools established in the Ottoman period. The researches of Örmeci (2016) and Çakmak (2017) appear as studies that evaluate the relations between the two countries with their political, economic, commercial, social, and cultural dimensions.

Gökmen (1999a, 1999b, 2011, 2017) evaluated the situation of the French in the light of historical information. However, unlike the studies above-mentioned, her studies present the numerical data of students and educational institutions studying French in secondary and high schools from 1950 to 2005, revealing the decline of French compared to English and German. Sarılıyıldız (2021) prepared a master thesis to determine French teacher candidates' future concerns at education faculties in Turkey. To base her research on a certain foundation, she presented the place of French teaching in primary and secondary education in Turkish education system from 1950 to 2018 in a chronological order with numerical data.

It can be suggested that the studies reached in the literature are concentrated around the phenomenon of "France-Turkey relations" in the general framework. As France is one of the countries with which Turkey has historically had the most political relations in Europe since the Ottoman Empire, it seems inevitable that it will be the subject of many studies. However, it is observed that the problems that have been going on for years between the two countries may have negative consequences in the political, economic, and commercial

fields and education. Moreover, from the above studies, it is understood that French has lost its feature of being the first foreign language in Turkey. It lags behind German as a second foreign language in secondary education institutions, and students studying French teaching graduate with the anxiety of not being able to find a job.

However, the absence of research in the literature revealing the situation of French as a second foreign language in secondary education institutions as of 2019 necessitated the preparation of this study. This research has gained importance in dealing with the latest situation of French as a second foreign language in secondary education institutions in Turkey with current and numerical data to reveal the existing problems in the field of second foreign language education and offer solutions. In order to conduct a comparative study, it was concluded that it would be appropriate to evaluate it with German, which is taught as another foreign language in secondary education institutions. In determining the current status of French as a second foreign language, compared to that of German, the analysis of the French and German teaching departments of universities in Turkey is of great importance because the teachers who are to be appointed to secondary education institutions graduate from these programmes.

In this context, this study aims to make a quantitative analysis of French as a second foreign language in secondary education institutions in Turkey between 2019 and 2020 and 2020 and 2021 academic years. To carry out a comparative study in this area and better show the situation of French as a second foreign language, German, which is taught as another second foreign language in secondary education institutions, will be evaluated based on the same variables.

In line with the purpose mentioned above, answers to the following research questions will be sought:

- 1) From 2010 to 2021, what is the distribution of French and German teaching programmes in Turkey in terms of the general quota, the number of placements, and the highest and lowest placements scores?
- 2) What are the institutions providing education in French and German as a second foreign language in Turkey between 2019 to 2020 and 2020-2021 academic years, and what is the distribution of these institutions according to school types?
- 3) What is the distribution of French and German teachers working in secondary education institutions between 2019-2020 and 2020-2021 academic years according to their number, gender, and employment status?
- 4) What is the number and gender distribution of students studying French and German as a second foreign language in secondary education institutions between 2019 to 2020 and 2020 to 2021 academic years?

It is anticipated that the study will be critical in drawing attention to the current situation of French as a second foreign language in secondary education institutions,

emphasizing its differences compared to German, and revealing the problems identified in the field of French as a language. It sheds light on second foreign language teaching and possible studies in the coming years.

METHOD

Research model

The research is a survey study that aims to describe the current situation of French as a second foreign language in secondary education institutions in Turkey. The survey method is conducted to examine a wide field of issues, populations, programmes to measure or describe any generalized features (Cohen et al., 2007). The descriptive survey is beneficial to gathering data on a one-shot basis, representing a broad target population, generating numerical data and making generalizable comments (Morrison, 1993). Since French as a second foreign language is tried to be analysed quantitatively compared to that of German within the scope of schools where they are taught, teachers working, and students studying, descriptive survey model, one of the survey models, was deemed to be appropriate for this research.

Study group

Students who entered the Higher Education Institutions Examination (YKS)¹ and Foreign Language Test (YDT) and were placed in the French and German teaching programmes in the language score type constitute the research study group. As the aim is to reach all of the students in these programmes, no additional sample was taken. In this context, the Guidelines for the Higher Education Programmes and Quotas and the Guidelines for Higher Education Undergraduate Programmes Accepting Students with Central Placement published by the Student Selection and Placement Centre (ÖSYM) between 2010 to 2021 were subjected to deep scrutiny in terms of Universities with the French and German teaching programmes, the special conditions of these programmes, and the general quota and the number of placements. Since this research is to reveal the current situation of French essentially as a second foreign language in secondary education institutions in Turkey, based on quantitative data, compared to that of German, the documents in the archive of the Ministry of National Education General Directorate of Secondary Education Strategy Development Unit, which is the source where the data can be directly obtained, were examined within the scope of research questions. Thus, information about the schools whose second foreign language is French, the types of these schools, their teachers working and their students studying was reached.

Data collection and analysis

In this research, the data on French and German programmes of the universities were obtained by surveying the guidelines available on the official website of ÖSYM, in line with the specified variables. The surveying process was started by entering the keyword "French Teaching". First of all, it was determined that one year of compulsory preparatory education is applied in both programmes, and thus

¹ It is an exam system consisting of three sessions, which was started to be implemented by ÖSYM in the 2017-2018 academic year in Turkey. This system was called as Higher Education Transition Exam (YGS) between the years 2010-2017. (Wikipedia YGS, 2022).

Table 1. Information about French teaching programmes and their special conditions.

University	Region	City	Programmes	Exam entry language	Medium of instruction	Situation
Anadolu	Central Anatolia	Eskişehir	Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Atatürk	Eastern Anatolia	Erzurum	Kazım Karabekir Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Bursa Uludağ	Marmara	Bursa	Faculty of Education	German, French, Arabic, Russian, English	French	Open
Çukurova	Mediterranean	Adana	Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Dicle	South-eastern Anatolia	Diyarbakır	Ziya Gökalp Faculty of Education	German, French, Arabic, Russian, English	Turkish	Closed
Dokuz Eylül	Aegean	İzmir	Buca Faculty of Education	German, French, Arabic, Russian, English	French	Open
E. Binali Yıldırım	Eastern Anatolia	Erzincan	Faculty of Education	German, French, English	Turkish	Closed
Gazi	Central Anatolia	Ankara	Gazi Faculty of Education	German, French, Arabic, Russian, English	French	Open
Hacettepe	Central Anatolia	Ankara	Faculty of Education	German, French, Arabic, Russian, English	French	Open
Hakkâri	Eastern Anatolia	Hakkari	Faculty of Education	German, French, English	Turkish	Closed
İstanbul	Marmara	İstanbul	Hasan Ali Yücel Faculty of Education	French	French	Open
Marmara	Marmara	İstanbul	Atatürk Faculty of Education	French, English	French	Open
Ondokuz Mayıs	Black Sea	Samsun	Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open

the academic year is five years in total. Table 1 shows that French teaching programmes are included in 13 universities. On the other hand, due to the closure of relevant programmes by Dicle, Erzincan Binali Yıldırım and Hakkari Universities, it was determined that French teaching programmes are currently open in a total of 10 universities in Turkey. It was observed that these programmes are mostly and equally found in the cities Marmara Region (İstanbul and Bursa) and Central Anatolia Region (Ankara and Eskişehir).

Moreover, only İstanbul University stipulate the requirement to enter the foreign language exam in French, while others leave this optional. In other words, students can take the exam in one of German, French, Arabic, Russian, English languages. Finally, it was seen that the universities with the medium of instruction in French were Bursa Uludağ, Dokuz Eylül, Gazi, Hacettepe and Marmara Universities (Table 1).

From Table 2, it was determined that German teaching programmes are found in 19 universities in Turkey. However, due to the closure of the programmes in Çanakkale Onsekiz Mart, Erciyes and Selçuk Universities, this number is currently 16. German teaching programmes are primarily located in the cities of the Central Anatolia

Region, such as Ankara, Eskişehir, Kayseri, Konya and Nevşehir. In addition, Dokuz Eylül, İstanbul, Hacettepe and Marmara Universities stated that the students must be take an entrance exam in German, while the others explained that it could be entered with one of the languages specified within the scope of Article 163 of German, French, Arabic, Russian, English languages. Finally, it was seen that the medium of instruction of 6 German teaching programmes (Dokuz Eylül, Hacettepe, İstanbul, Marmara, Muğla Sıtkı Koçman and Trakya) was German. As for Nevşehir Hacı Bektaş Veli University, it was determined that the medium of instruction was at least 30% German.

The numerical data for evaluating the position of French as a second foreign language compared to that of German were obtained as a result of scanning the archives in the Strategy Development Unit of the General Directorate of Secondary Education. Archives, which are the unit where documents such as unpublished records, decisions, reports, letters, petitions and memoirs are stored, are not directly open to the public or researchers; there is an obligation to obtain special permission (Karasar, 2012). For this reason, during the preparation process of the study, the relevant unit was contacted and was obtained information about how the procedure to be applied for

sharing the requested data. At the request of the institution, the researcher was asked to write a petition describing the work to be done and send it. The permission petition prepared by the researcher and the questions regarding the requested data were sent via e-mail. The data collected by survey model from the guidelines accessed from the official site of ÖSYM and the documents in the archive of the Strategy Development Unit, were analysed by descriptive analysis technic and presented with Tables and interpreted with statistical evaluations.

RESULTS

The distribution of the quota and the number of placements in the French teaching departments of universities in Turkey from 2010 to 2021 are presented in Table 3. From the data obtained, it was seen that the number of quotas has been in a decreasing trend over the years.

It was observed that the secondary education programme did not open as of 2011, the quotas

Table 2. Information about German teaching programmes and their special conditions.

University	Region	City	Programme	Exam entry language	Medium of instruction	Situation
Anadolu	Central Anatolia	Eskişehir	Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Atatürk	Eastern Anatolia	Erzurum	Kazım Karabekir Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Bursa Uludağ	Marmara	Bursa	Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Ç. Onsekiz Mart	Marmara	Çanakkale	Faculty of Education	German, French, English	Turkish	Closed
Çukurova	Mediterranean	Akdeniz	Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Dicle	South-eastern Anatolia	Diyarbakır	Ziya Gökalp Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Dokuz Eylül	Aegean	İzmir	Buca Faculty of Education	German	German	Open
Erciyes	Central Anatolia	Kayseri	Faculty of Education	-	-	Closed
Gazi	Central Anatolia	Ankara	Gazi Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Hacettepe	Central Anatolia	Ankara	Faculty of Education	German	German	Open
Hakkâri	Eastern Anatolia	Hakkari	Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
İstanbul	Marmara	İstanbul	Hasan Ali Yücel Faculty of Education	German	German	Open
Marmara	Marmara	İstanbul	Atatürk Faculty of Education	German	German	Open
M. Sıtkı Koçman	Aegean	Muğla	Faculty of Education	German, French, Arabic, Russian, English	German	Open
Necmettin Erbakan	Central Anatolia	Konya	Ahmet Keleşoğlu Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
N. Hacı Bektaş Veli	Central Anatolia	Nevşehir	Faculty of Education	-	Minimum 30% German	Open
Ondokuz Mayıs	Black Sea	Samsun	Faculty of Education	German, French, Arabic, Russian, English	Turkish	Open
Selçuk	Central Anatolia	Konya	Faculty of Education	German, French, English	Turkish	Closed
Trakya	Marmara	Edirne	Faculty of Education	German, French, Arabic, Russian, English	German	Open

Table 3. The quota of the department of French teaching and the number of placements.

	French	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Quota	Formal education	627	451	467	478	478	442	395	375	375	400	380	385
	Evening education	104	52	0	0	0	0	0	0	0	0	0	0
	TRNC students	0	0	0	0	2	2	2	2	2	2	2	0
	Top scoring students	22	17	17	18	18	17	14	13	13	14	13	13
	Total	753	520	484	496	498	461	411	390	390	416	395	398
Placement	Formal education	436	429	456	466	475	422	390	375	373	393	393	381
	Evening education	22	34	0	0	0	0	0	0	0	0	0	0
	TRNC students	0	0	0	0	2	2	1	2	0	1	0	0
	Top scoring students	1	0	1	1	0	1	1	1	0	0	0	0
	Total	459	463	457	467	477	425	392	378	373	394	393	381

Table 4. The quota of the department of German teaching and the number of placements.

	German	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Quota	Formal education	916	916	1002	1002	950	812	725	755	780	750	760	760
	Evening education	300	300	0	0	0	0	0	0	0	0	0	0
	TRNC students	0	0	0	0	2	2	2	2	2	2	1	0
	Top scoring students	31	30	32	31	30	27	24	25	26	28	29	30
	Total	1247	1246	1034	1033	982	841	751	782	808	780	790	790
Placement	Formal education	889	897	986	933	936	812	749	759	800	749	788	699
	Evening education	237	256	0	0	0	0	0	0	0	0	0	0
	TRNC students	0	0	0	0	2	2	2	0	1	2	1	0
	Top scoring students	0	1	1	0	0	1	0	2	1	1	0	1
	Total	1126	1154	987	933	938	815	751	761	802	752	789	700

Table 5. Lowest and highest placement score to French and German teaching departments of the universities.

Years	French teaching				German teaching			
	University	Lowest score	University	Highest score	University	Lowest score	University	Highest score
2010	İstanbul	225,75500	Bursa Uludağ	524,37800	Marmara	237,32900	Dicle	505,35100
2011	Dicle	224,09700	Dicle	482,20000	Hakkari	217,68600	Dicle	484,79800
2012	İstanbul	200,83735	Marmara	520,26709	Hakkari	208,53982	İstanbul	497,40790
2013	İstanbul	198,68462	Marmara	483,88922	Hacettepe	196,12225	Dicle	506,87487
2014	İstanbul	204,06377	Dokuz Eylül	451,28304	Dokuz Eylül	199,19318	Erciyes	473,09814
2015	İstanbul	212,89666	Dokuz Eylül	455,59049	Dokuz Eylül	220,79030	Bursa Uludağ	483,82708
2016	İstanbul	199,13677	Dokuz Eylül	502,71501	Dokuz Eylül	225,88850	Bursa Uludağ	474,80795
2017	İstanbul	223,4436	Çukurova	479,21339	İstanbul	201,02036	Çukurova	473,59890
2018	İstanbul	199,69989	Marmara	475,01334	Dokuz Eylül	199,20082	M. Sıtkı Koçman	469,10509
2019	Atatürk	231,16863	Marmara	481,15937	Dokuz Eylül	217,00233	Çukurova	472,33876
2020	İstanbul	200,39955	Marmara	447,27936	İstanbul	193,64566	Bursa Uludağ	510,79395
2021	Atatürk	231,74033	Marmara	442,89301	İstanbul	201,68522	Marmara	445,95858

Table 6. Distribution of institutions providing second foreign language education in French and German.

	Public institutions		Private institutions		Total	
	French	German	French	German	French	German
2019-2020	2,787	5,840	1,296	2,808	4,083	8,648
2020-2021	3,747	6,129	1,677	2,460	5,424	8,589
General total					9,507	17,237

opened for TRNC students covered the years 2014-2020, and the number of allocations for the first graders gradually decreased.

In Table 4, it was found that the number of quotas for German teaching departments was about twice as much as for French teaching. As in French teaching departments, it was observed the quota and the number of placements decreased over the years. Despite this the occupancy rate reached an average of 95%.

The lowest and the highest placement scores for the

departments of French and German teaching between the years 2010-2021 are shown in Table 5. It was indicated that the lowest scores of French teaching programmes are primarily in Istanbul University, while the highest ones belong to Marmara University. Schools providing second foreign language education in French and German in Turkey in the 2019 to 2020 and 2020 to 2021 academic years are classified under two categories, namely public and private education institutions. Their numerical distributions are presented in Table 6.

Table 7. Distribution of public institutions providing second foreign language.

Types of high schools	2019 to 2020		2020 to 2021	
	French	German	French	German
General high schools	1,707	2,893	2,152	2,919
Vocational and technical high schools	864	2,145	1,237	2,299
Religious high school	216	802	358	911
Total	2,787	5,840	3,747	6,129

Table 8. Distribution of private institutions providing second foreign language.

Types of high schools	2019 to 2020		2020 to 2021	
	French	German	French	German
General high schools	1,224	2,633	1,577	2,277
Vocational and technical high schools	72	175	100	183
Religious high school	0	0	0	0
Total	1,296	2,808	1,677	2,460

When Table 6 was reviewed, it was recorded that the number of institutions whose second foreign language is German in the 2019-2020 academic year was more than twice that of French. It was also found that the total number of institutions whose second foreign language is French in the 2020 to 2021 academic year increased by 32.8% compared to the previous year, and the difference between institutions whose second foreign language is German slightly decreased.

According to the current Turkish education system, secondary education encompasses Anatolian, Science, Fine Arts, Sports, and Social Sciences high schools; vocational and technical secondary education schools and institutions that conduct Vocational and Technical programmes; and Anatolian Imam Hatip high schools (Turkish Education System, 2017). The types and quantitative distributions of public institutions are presented in Table 7, while those of private institutions are shown in Table 8.

Although it was seen that German as a second foreign language is preferred in all high schools in the 2019 to 2020 academic year, it was noted that high schools with French as a second foreign language achieved a higher increase than German with 34.4% in the 2020 to 2021 academic year, it was also determined that the number of high schools whose second foreign language was German increased by only 4.9% compared to the previous year and thus followed a low rate compared to French. However, according to the available total, the number of high schools whose second foreign language is German is nearly twice as high as French.

The first finding obtained in Table 8 is that second foreign language instruction was not provided in Anatolian Imam Hatip high schools, where religious

education is given. On the other hand, the second finding is that the number of private schools whose second foreign language is German was twice as high as French in the 2019 to 2020 academic year. In the 2020 to 2021 academic year, the number of schools with French as a second foreign language increased by 29.4 percent and reached 1,677, while the number of private schools with German as a second foreign language decreased by 0.9 compared to the previous year, from 2,808 to 2,460. However, the available total indicates that the number of private schools whose second foreign language is German is approximately one and a half times higher than private schools with French.

The latest regulation regarding contracted teacher positions in Turkey was prepared in accordance with the provisions of the Civil Servants Law No. 657, the Decree Law No. 652 of the Ministry of National Education on Organization and Duties dated 25/08/2011, and the Principles Regarding the Employment of Contracted Personnel, which came into force with the Decision of the Council of Ministers numbered 7/15754 and dated 06/06/1978 (MEB Regulation, 2016) For the appointment of contracted teachers, the teacher candidates must have obtained a minimum score or above from the Public Personnel Selection Examination (KPSS) and the Teaching Field Knowledge Test (ÖABT), should not have received a penalty that requires dismissal from the civil service or teaching, and should score 60 or more in the oral exam. Those who are successful in the candidacy process by completing the four-year working period as required by the contract are appointed to the permanent teaching staff in the educational institution where they work, upon their request. This being the case, in the study, the employment type of second foreign language

Table 9. Status of French and German teachers as a second foreign language in secondary education institutions.

Type of employment	Second foreign language	2019 to 2020			2020 to 2021		
		Total	Female	Male	Total	Female	Male
Tenured	French	776	525	251	712	490	222
	German	6,130	4,403	1,727	5,996	4,359	1,637
Contracted	French	11	4	7	11	4	7
	German	695	537	158	812	616	196
General Total	French	787	529	258	723	494	229

Table 10. Status of students studying second foreign language in secondary education institutions.

Year	French			German		
	Girls	Boys	Total	Girls	Boys	Total
2019 to 2020	205,680	172,540	378,220	823,936	703,370	1,527,306
2020 to 2021	261,922	220,098	482,020	621,798	559,637	1,181,435
Total			860,240			2,708,741

teachers is grouped into two classes as tenured and contracted².

In Table 9, it was determined that 98.6% of French teachers as a second foreign language were tenured, and 1.4% were contracted teachers in the 2019 to 2020 academic year. Furthermore, it was observed that out of 776 tenured teachers working as French teachers, 525 were female, and 251 were male, that 4 of the 11 contracted teachers were female, and 7 were male. In this case, it was inferred that approximately 3 out of every five tenured French teachers were women, and 2 out of every three contracted teachers were men. On the other hand, it was found that the number of German teachers as a second foreign language was approximately nine times more than that of French teachers. It was also seen that the number of tenured German teachers, consisting of four digits, is 7.9 times higher than that of tenured French teachers and 63.2 times greater than that of contracted teachers.

In the 2020 to 2021 academic year, it was found that the number of contracted German teachers increased by 16.8% compared to the previous year to 812, while that of contracted French teachers did not change. Finally, it was determined that 3 out of 5 tenured French teachers were women, similar to the previous year, and 2 out of 3 contracted teachers were male teachers in 2020 to 2021. As for the German teachers, 2/3 of the teachers working

in both categories were female.

In Table 10, it was determined that there was a difference of more than four times between the students who learn French as a second foreign language (378,220) and those who learn German as a second foreign language (1,527,306) in the 2019 to 2020 academic year. However, it was seen that the difference slightly decreased in the 2020 to 2021 academic year. Namely, the number of French learners reached 482,020, increasing 27.4%, but that of German learners decreased by 22.6%. Even so, the number of German learners (1,181,435) is relatively high compared to French learners (482,020). Moreover, the fact that the total number of French learners (860,240) is 3.1 times behind those who learn German (2,708,741) confirms this situation. When evaluated in terms of the gender variable, it was determined that there were more girls than boys and that approximately 1 out of every two students was female.

DISCUSSION

In this study, prepared to show the situation of French as a second foreign language in secondary education institutions in Turkey, the data were interpreted with statistical evaluations within the framework of research questions. In this context, the data related to the first question of the research are presented as follows: The number of French teaching programmes that are currently open and accepting students in Turkey is 10, whereas that of German teaching programmes is 16. According to the data obtained from the Higher Education

² Although the President stated at the 20th National Education Council on December 2nd, 2021, that contracted teacher status would be abolished and that the distinction that existed between them and tenured teachers would disappear, a classification was made in the current study in line with the latest regulation and status in force at the time.

Information Management System, the total number of universities in our country is 207, of which 129 states, 74 are foundation and 4 are foundation vocational schools (Higher Education Information Management System, 2021). In this period when learning a second or even a third language gained importance, it can be stated that French teaching programmes, which represent only 4.8% of universities in Turkey, are inadequate compared to the number of all universities and that of German teaching (7.7%).

It was found that the number of French teaching quotas in universities is more diminutive than in German. Although it was observed that the number of placements for the two programmes is gradually decreasing, it was seen that the quotas for German teaching programmes are twice as high as for French teaching programmes, and the occupancy rate of these programmes is relatively high. On the other hand, before selecting French and German teaching programmes, it is necessary to consider the conditions specified for them. For instance, only Istanbul University requires taking the foreign language exam in French for a French teaching programme. Similarly, Dokuz Eylül, Hacettepe, İstanbul, and Marmara Universities require candidates to take the exam in German for German teaching programmes. Apart from these universities, students can enter the university and programme they want with English, German, French, and other languages specified. This being the case, it is possible to point out that students primarily consider job opportunities and assignment status when selecting one of these programmes. Indeed, Lafçi (2018), in his research on the difficulties students face in choosing a profession, revealed that the young leave their interests and desires aside and choose with the concern of getting a job quickly and being appointed. In this case, the number of placements in French teaching programmes is clearly behind German can be explained by the fact that students make choices depending on country they lived and economic conditions.

In addition, it was determined that the universities that accept students with the highest score for the French teaching program are Marmara (Istanbul), Hacettepe (Ankara), and Dokuz Eylül (Izmir). The preference for universities in big cities can be explained by the fact that there are more job opportunities in French. This being the case, these preferences directly affects the increase in the scores of the universities in question. On the other hand, İstanbul (Istanbul), Dicle (Diyarbakır), and Atatürk (Erzurum) are the universities that accept students with the lowest scores. As stated above, the placement with the lowest score in İstanbul University may be related to the fact that students take the foreign language exam in French. Moreover, the score of the student who is accepted in last place in the previous year affects determining the base scores of universities in Turkey. The student who entered the latest program is taken as

the base score of the following year. Therefore, the students' preferences explain the fact that the scores of universities in the Anatolian region are lower than those of the Marmara and Aegean. Atatürk University, whose French teaching program was closed between 2011 and 2018, accepted students with the lowest scores in 2019 and 2021, which may be due to such a reason. Significantly of the universities in Anatolia, it was seen that there are universities that did not open a quota for a while or closed the programme entirely. As Kartal (2017) emphasized in his research, the reason for this situation is that the programmes are randomly opened without prior planning and insufficient instructors. Finally, it was determined that students were admitted to the German teaching programmes of universities with lower scores compared to French. This difference can be stated that the number of quotas for German teaching programs is higher than for French teaching. As the number of students applying to these programs increases, the score scale changes accordingly.

The findings for the second question of the study showed that German as a second foreign language was outnumbered in both public and private schools. Nevertheless, within the years, the number of public and private schools with French as a second foreign language has increased higher than German. There has even been a decrease in private schools with German as a second foreign language. Therefore, it can be concluded that there has been a steady increase in the number of schools where French is the second foreign language compared to German. The reason why German as a second foreign language is more common in secondary education can be explained by the fact that there are hardly any appointments to the French in line with the norm staff situation of the schools and the policies adopted by the Ministry. When the contracted teacher appointment lists published from February 2016 to September 2021 by the Ministry of National Education are examined (MEB Archive, 2021), it has been determined that 27 quotas for French and 1525 quotas for German have been opened. These data prove that there are significant differences between the two branches.

The findings regarding the third question of the study, in which French and German teachers working in secondary education institutions were examined in terms of various variables, show that the number of contracted teachers remained the same in 2019 to 2020 and 2020 to 2021 academic years, which once again confirms that there is no appointment in French. Moreover, it is understood from the available data that this difference will increase over the years. Because while there was an 8.5-fold difference between the number of French and German teachers in the 2019 to 2020 academic year, it was determined that this difference increased to 9.5 times in the next academic year (2020 to 2021).

The data on the last question of the study, in which the

learners of French and German as a second foreign language were evaluated in terms of different variables, support the data for the second and third research questions to some extent. Namely, it has been concluded that there is a difference of more than four times between the students who learn French as a second foreign language (378,220) and those of German (1,527,306) in the 2019 to 2020 academic year, but the difference between them decreases slightly in the 2020 to 2021 academic year. In addition, it was determined that the number of students learning French increased significantly compared to the previous year, while the number of students studying German decreased. However, when the total is taken into account, it is seen that the number of German learners is considerably higher than that of French learners.

Conclusion

French as a second foreign language is still in demand and is preferred considerably in secondary education institutions, training and employment of second foreign language French teachers is vital. In this direction, it is necessary to establish a committee in which representatives of the Ministry of National Education, school stakeholders, and faculty members working at universities will work in cooperation, especially for the solution of the appointment of the French teachers as a second foreign language and for other problems identified in the field.

Based on the study' findings of the situation of second foreign language French teachers, it has been determined that scarcely any appointments are far from meeting the needs in the field. In this case, it has been concluded that either teacher from different branches or teachers who work for course fees are called "Paid Teachers" take charge. In this context, it is recommended to conduct studies with different cities and sample groups to determine the problems of paid second foreign language French teachers working in public and private schools affiliated with the Ministry of National Education.

Finally, it is thought that students' demands should be considered when choosing a second foreign language in secondary education institutions. Moreover, it is known that a similar implementation has already been put into practice for visual arts and music lessons. In the article on the Weekly Course Schedule for Secondary Education Institutions published by the Board of Education and Discipline with the Decision No. 56 dated 19.02.2018, it was announced that visual arts and music courses, which act as joint courses, could also be taken as elective courses in line with the interests and wishes of the students and the facilities of the school. For instance, in a class with 40 students, some students will be able to choose visual arts, while others will select music. In this implementation, not the number of students but the course hours is taken into account; therefore, the norm

remains constant. The performance of such a practice for French and German could be beneficial both to meet the demands of students and to solve the current appointment problem.

CONFLICT OF INTERESTS

The author has not declared any conflicts of interests.

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Full Length Research Paper

Case study of the out of school Teenage Mothers' lived experiences and perceptions on education in Rusororo sector, Rwanda: A back to school framework

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This study purposed to investigate the lived experiences of out of school teenage mothers during pregnancy, and post-delivery in Rusororo Sector, Gasabo district, Kigali City. It is a qualitative study that used case study design to investigate the school teenage mothers (participants) on their perceived school experience with fellow students, teachers and school leaders, study courses, and parents; the psychological and socio economic effects, and their future education perceptions. Purposive sampling was used to select the sample size participants and the area of study. Convenience sampling and snowball sampling were used to reach the available participants. Semi-structured interviews were used to collect data. Thus, using interviews, data was collected through note taking and voice/audio-recording. In data analysis, data was analyzed through manual comparative and thematic analyses. Results showed that teenage mothers view of further education is attainable through vocational training; pregnancy had psychological effects of depression, loneliness, self-denial on them; pregnancy had social effects of parental denial and expulsion and economic effects of hard living and doing manual work for survival; its educational effects include dropout and study retardation; teenage mothers lived a sorrowful experience of single living without support and most attempt suicide while pregnant. Solutions to curb pregnancy among teenage girls include forum discussions, sex temptation identification, parent-daughter discussion, counseling services and offender punishment. It was concluded that teenage mothers lived a sorrowful and unsupported life that make them academic dropouts. The study provided broad insights and a framework on the teenage mothers' lived experience and their education.

Key words: Teenage pregnancy, teenage mothers, out of school teenage mothers, education, sector.

INTRODUCTION

Teenage pregnancy is a challenge that is affecting teenage girls whether in or outside school, in all countries across the globe, including Rwanda. The World Health

Organisation (WHO) defines teenage pregnancy as the pregnancy in women aged between 10-19 years. It is one of the recent global emerging challenges affecting girls'

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education, health and future life (WHO, 2018; CLADHO, 2016; Mang'atu and Kisimbii, 2019; Koklukaya, 2019). In most rural developing countries, 95% of births are accounted to teenage mothers. Besides, 2 million girls give birth and become young mothers before reaching the age of 15 (CLADHO, 2016; Vaz et al., 2016; Koklukaya, 2019; WHO, 2018). Studies also reveal that Africa has 18.8% prevalence rate of teenage pregnancy, while East African region where Rwanda is located emerged the highest with 20.5% (Kassa et al., 2018). In Ethiopia, teenage girls are becoming victims of unwanted pregnancy due to their vulnerability and exposure to the influence of the media, role modeling, and poor guidance (Abebe, 2020). Such vulnerability and exposure has led Kenya' Narok county to have 40% of teens bearing children, which stands higher than the national average of 18% (Obwoye et al., 2019).

For the case of Rwanda, statistics indicate an increase in the rate of teenage pregnancy. For example, 19,832 pregnancy cases were reported country wide in 2018 compared to 17,557 in 2017 (Mutanganshuro, 2019). It also increased from 6.1% in 2010 to 7.3% in 2015, signifying an alarming situation regardless of strict legal measures to combat it (NISR, 2016; Reseau des Femmes, 2018).

The causes of this teenage pregnancy issue is highlighted in various studies (Stoner et al., 2019; Abebe, 2020; CLADHO, 2016; Yakubu and Salisa, 2018; Patino and Gordon, 2019; Ochiaka and Ani, 2019; Endale and Fenta, 2020; Kauts et al., 2020; Reseau des Femmes, 2018; Safari, 2016). Its effects and lived experiences include: school dropout, abortion, death, becoming young mothers un-prepared, post-delivery complications, poverty, malnutrition of their children, get mocked or rejected by their families and friends, hence they experience emotional, physical and psychological torture, depression, discrimination, and live a hopeless life (CLADHO, 2016; Yakubu and Salisa, 2019). These affect the psychosocial and emotional feelings and cause the teenage mothers to feel viewed as incompetent mothers who are unworthy for support. Out of 37 female teenagers with age 15-19 surveyed, 8.5% had experienced physical violence while pregnant (NISR, 2016).

Psychological experience-stress, and negative thoughts (Stavropoulou and Gupta-archer, 2017), discrimination, stigma, and blame (Laurenzi et al., 2020), depression and conduct disorders (Corcoran, 2016), social isolation, poor education attainment, school dropout, repeated pregnancy, drug abuse, poverty, limited job opportunities, and underperformance (Potgieter and Zuma, 2019). Xu et al. (2014) categorized teen mothers' lived experience as social (stigma and discrimination, low self-efficacy and financial difficulties); emotional (guiltiness and sadness, ashamed, angry, confused and hopeless); and physical (sleeping difficulties and self-care problem).

Early girls' marriage was attributed to lack of girls'

education prioritization in the households' investments in Indonesia (Susanti, 2019). Parents' reactions towards school teenage pregnant girls had significant psychosocial problems that had negative repercussions on the pregnant teenagers' educational aspirations in Cameroun (Peter and Emade, 2020). Education was found as relevant to the female children' future welfare, economic independence and security in Za'atari camp-Jordan (Mrayan and Saleh, 2020). Oparah et al. (2019) found guidance and counselling services not sufficiently provided to the girls in Imo state, Nigeria. Child labour, socio-cultural barriers and parents' economic status were found as the main factors demotivating school girls in the slums of Karachi (Sultana, 2019).

Such experiences have caught attention from the government and other stakeholders to concert their efforts for raising the awareness and preventive measures that ensure the girl child attain education for future well-being as well as punish their victimizers (Mang'atu and Kisimbii, 2019; MIGEPROF, 2018). Such efforts are embedded in empowerment theories-education empowerment theories, economic empowerment theories, community empowerment theories and policy empowerment theories. These theories have been found to be effective in reducing teenage pregnancies and supporting education attainment (Avis, 2016; Enricho et al., 2020). Education empowerment theories view education in two-fold: the formal schooling where girls attend the normal classes and learn through the designed curricular, and the sex education that is designed in both curriculum and extra-curricular activities where teenage girls are taught reproductive health. The resultant impact is the reduced pregnancy rate among the teenage girls (Kaphagawani and Kalipeni, 2017).

Economic empowerment theories believe that teenage girls need economic support so as to attend to their basic needs. Studies reveal low socio-economic status as linked to adolescents' first child birth, while risky sex behaviors linked to poverty (CLADHO, 2016). Community empowerment theories assert that the community is made of the parents, relatives, and neighbors and peers (Enricho et al., 2020). The ways adolescents interact with the community greatly affect their education and reproductive health (Biney and Nyarko, 2017). A supportive community helps girls to grow up with morals and values that lead them to mature adults without causing shame and embarrassment to the community (Eweniyi and Omotere, 2019; Raj, 2010; Viner et al., 2012). On the other side, Patino and Gordon (2019) found that communities react to these teenage pregnancy challenges in a manner that denunciate and castigate them (teenagers) in what they view as their failure rather than in the manner that responds to their needs.

Policy empowerment theories advocate for compulsory formal education, sex education with emphasis to contraceptive use, legal instruments that protect child and

girls' human rights, economic policies that aim at boosting the incomes of poor families (Enricho et al., 2020; Chandra-Mouli et al., 2017). Education is a universal right to children of all genders. Specifically, it helps the girl child to develop their potential as well as raise awareness on all life domains (Sultana, 2019), benefits the society in that family health improves due to increased family earnings (Coleman, 2017), responds to individual and society needs, assist people to alter the conditions of their lives and the society as well as make individuals aware of their rights and equip them with informed choices (UNICEF, 2018). The UNFPA (2014) asserts that the education sector has a responsibility to protect the rights of girls, to support their retention in school and to educate parents and communities about the health risks and rights violations. Ridgeway et al. (2020) found some girls changing behavior after the intervention measures had boosted household economic status and family financial support.

Despite the strength of these empowerment theories, each cannot stand out to work alone to be successful in mitigating girls' education. This is because each theory has its own limitations. For example, adolescent girls pregnancy rate is on high increase among teenage school girls who attend both formal education, receive sex education, get education about moral values from school, as well as from the community. Various governments are channeling their budgets to establish developmental/economic activities so as to eradicate poverty. Even some girls from the high economic status families are seen also to have unintended pregnancies the same way girls from the impoverished families. Again, policy measures like punitive laws have been established in all countries but still defilers are impregnating the teenage girls (Enricho et al., 2020)

Despite education being a human right, it is not accessed by the majority of children, especially girls the same way boys do, based on the social disparities (UNICEF, 2018). Those who struggle with the chance to attain education, become victimized through various violence means; hence a disastrous brow to their future wellbeing (Therese, 2018). Obwoye et al. (2019) advise that in order to save the education and the welfare of the teenage girls, educators, care providers, parents, public health officials, and communities have to collaborate so as to create health and education environments for these teenagers for future better living. Lack of concerted efforts by all the stakeholders to promote girls' education strongly contributes to the education imbalances (CLADHO, 2016; Atieno, 2019; Mutanganshuro, 2019; Stavropoulou and Gupta-archer, 2017; Nsengiyumva, 2019, Janviere, 2019). Pillow (cited in Maria, 2013) asserts that until teen pregnancy is addressed as an education issue, teenage school pregnant/mothers will not obtain the education they deserve. Reseau de Fammes (2018) proposed more comprehensive research that analyses the situation and needs of teenage mothers

for appropriate response to their education. This signifies that little is highlighted about the out of school teenage mothers' life experience and their perceived views on their future education. Thus this study aimed to fill that void by analyzing how teenage mothers in Rusororo Sector Rwanda viewed their education; how are they and their education viewed by the fellow students, teachers, school principals, and parents; what effect does pregnancy have on their education, psychological, social and economic well-being; their lived experience with pregnancy and motherhood; what can be done to help them continue with their education; as well as their views on pregnancy prevention among school teenagers.

METHODOLOGY

The study area was Rusororo Sector (one of the local government administration entities) found in Gasabo District, Kigali City. It is a semi urban area with communities living varying urban and rural life economic status. It is located at 20 km from Kigali City Center. Like other regions in Rwanda, the area faces the challenge of girls who drop out of school due to varying reasons, including pregnancy and mothering. The area was also selected because it was within the researcher's accessibility and financial capacity, as the study was self-sponsored. In scope, the study explored the life experiences of the out of school teenage mothers and the perceived view of their education.

The research used case study design to collect and analyse data from the participants. The case study design provides deeper understanding of the lived experience of the participant as the experience is individually felt (Guetterman, 2015). The study population was all the out of school teenage mothers in the Rusororo Sector, Gasabo district, Kigali City. Purposive sampling technique was used to select a sample size of 5 participants. This sample size was selected based on Creswell (Guetterman, 2015) who advises a smaller sample of 4-5 in a case study qualitative research while Morse (Guetterman, 2015) advises a sample of 6. Also, Patton (2015) stipulates that purposively selecting a smaller sample depends on the limited resources. Both convenience and snow ball sampling techniques were employed to reach the 5 participants.

In-depth interview guide was designed to solicit responses. In order to achieve that, semi-structured interview instrument was used to collect data. Its items were objectively formulated based on the study questions and were designed in semi-structured manner. Its design also allowed room for collecting unstructured responses. The tool's items collected data on the respondents' background information, their lived experience with pregnancy, nursing the baby, as well as their perceived future education. An observation checklist was developed to record the body language of the participants as they narrated their lived experience. To ensure the tool solicits the needed information from the participants, it was subjected to validity test. In this case, the researcher designed the items based on each research question, then submitted it to two experts (lecturers at the University of Eastern Africa, Baraton) for examining its accuracy. Therefore, both content and face validity were used to test the accuracy of the tool. A data collection authorization permit from the research supervisor from the department of Education Administration was obtained. Two research assistants were hired and trained to facilitate in the data collection exercise. Then, researchers presented themselves to the AEE authorities (an NGO supporting vulnerable people working in Rusororo Sector, Gasabo District, Rwanda) so as help trace the out

Table 1. Participants' demographic information (1).

No.	Current age	Age at pregnancy	Duration outside school	Education level	Current education status	Current status
1	23	18	5 years	Primary level/P.4	Dropout	Hawker
2	23	16	6 years	Ordinary level/Sec	Dropout, completed month vocation training	Manual Jobs
3	20	18	2 years	Ordinary level/sec	Dropout	Hawker
4	21	20	1 year	Ordinary level/sec	Dropout	Manual jobs
5	18	16	<3 months	Ordinary level/sec	In school	Schooling while nursing the baby

Source: Primary data.

of school teenage mothers/participants. Luckily, one participant was found among the beneficiaries of the AEE project. She then helped to identify other participants through snowballing. After identifying all participants, an interview schedule was set with each participant on a different day. Each participant was told the purpose of the study and requested to participate voluntarily. The researcher himself conducted and modulated the interview, while the two research assistants took field notes as well as audio-recording of what was being said so as to not miss any data. Observation analysis was performed so as to measure the physical and emotion state of the participant. After their consent to volunteer to participate in the study, participants were requested to sign the consent forms (for those who were 16-20). They were assured that the data they provide would be kept confidential by the researcher and nobody would access them.

During data analysis, ethics was also considered. That is, every word recorded was coded and analysed to establish its relationship with other words and reported objectively. It was also ensured that no word would be altered and meanings would be provided as they were collected. Thus, the collected data was transcribed verbatim, coded, categorized and analysed using thematic analysis. Therefore, in order to get more understanding of the content, the researcher familiarized with data through reading it and developing codes several times (constant comparative data analysis), while transcribing every word recorded and developing meanings from codes, categories from which themes emerged (thematic analysis). The analysed data was then presented in tables thematically and narratively as shown in the following sections.

RESULTS AND DISCUSSION

This section presents the study results in tables and in narrative form on the participants' demographics, perceived views on their future education, as well as the psychological, socio-economic and physical lived experiences. The obtained results are then corroborated with the existing literature for validation purposes.

Demographic information

This section presents findings on the participants' demography with regards to age, education, duration outside the school, family, religion, residency, and reason for pregnancy. Table 1 illustrates participants' demographic information on their current age, the age at the time of conception/pregnancy, duration/time spent

outside school, education level, current education status and current occupation status. It is evident from the table that majority of the participants became pregnant while teenagers (age black) and this forced them to drop out of school and get engaged in both manual jobs (washing clothes, field cultivation, mopping/ cleaning houses) and hawking (mobile selling of fruits and vegetables) to sustain their babies. On the education issue, most participants became pregnant while in the lower secondary/ordinary level, despite having only one participant in form four (p.4) in the primary level.

Table 2 indicates the participants' demographic information on the family status, religion, reason for pregnancy, justice obtained from punishing the offender, and the satisfaction of the punishment offered by justice. As illustrated in the table, most participants lived in a family of single parent especially single mother. In regard to religion, all participants belonged to well-known religious institutions-protestants, Adventists, Islam, etc. On the reason for pregnancy, almost all participants conceived due to coerced sex, meaning that they had sex without their consent. Only one participant, however, became pregnant voluntarily. On whether their offenders were punished justly, all participants indicated that justice was not given as their offenders went unpunished, some escaped while others still loam around in the neighborhoods. However, only one participant noted that her offender was not probed for justice because she willingly had sex with him thus no intention of getting him punished. Her parents wanted to seek justice for her but she blocked them to do so. On whether they got satisfied with justice provided, most participants indicated that they were not satisfied at all. This is because, some never knew where to get justice from, others highlighted no efforts by the parents/ local administrators and concerned authorities to prosecute the offenders.

Out of school teenage mothers' views of their education

Under this study question, participants' view of their education was analysed and their views were organized

Table 2. Participants' demographic information (2).

No.	Family status	Religion	Reason for pregnancy	Justice obtained	Satisfaction with justice provided
1	Both parents	SDA	Job enticement	Victimizer escaped without punishment	Not at all satisfied
2	Single parent/mother	Redeemed church	Coerced sex/rape	No justice, victimizer not punished/did not know where to report him	Not at all satisfied
3	Both parents	ADEPR	Voluntary sex	None/ I did not want him to be punished	Satisfied
4	Single parent/mother	Protestant	Coerced sex	NO justice, victimizer escaped	Not satisfied at all
5	Single parent/mother	Islam	Coerced sex	No justice, victimizer not punished	Not satisfied at all

Source: Primary Data.

in the following themes.

Vocation education

Assessing how participants viewed their education, all of them concurred that before pregnancy, they were supported by their parents in terms of scholastic material provision and tuition payment. In terms of performance, some were performing well while others were not. After conception, most participants' living worsened as they were tortured and did not get support from their parents. Those who were supported and not tortured lost motivation for studying. The only education they felt they could attain was vocational. *Vocational education is the best because it takes little time to complete as well as few hours of study. This helps me to get self-employment where I can sustain my child.* One participant retorted. Relatedly, other participants indicated that vocational education was the best because it enables them to get time to do manual jobs where they get food and rent fee since they are self-accommodating without support compared to formal education. *"I cannot get a person to stay with my child if I go for formal education."* Another participant noted. From observation analysis, participants opted for vocational education even if they got sponsorship for formal education. This is because the majority was living singly with their babies with no other helper to stay with the baby. Again they do not feel their baby would be in safe hands of a helper if they stayed long hours in formal schooling.

Shameful education

One participant who had chance to continue studying while pregnant and after delivery viewed her education as *"shameful."* She felt ashamed to leave her school mates during break hour to go nurse the baby and come back. She sometimes felt like dropping out of school. She noted: *"When I finish the Ordinary level, I will resort to*

vocational education because my child needs to be supported." From the observation analysis, the participant was deeply ashamed with studying while as a young mother. She could not fit in with her school mates, especially telling them that she is going to breast feed and come back. Again, she was concerned with leaving her baby behind without enough support and care until she returns back from school. Such experience is what led other participants to abandon school, despite parents' support for education.

Other people's view of the out of school teenage mothers' education

On the question that assessed other peoples' (parents, students, school leaders, teachers, community) views on the teenage mothers' education, convergent and divergent opinions were collected. For example, some fellow students sympathized and motivated them to carry on studies while pregnant or come back for studies after delivery. On the other side, other students could boo them: *"wooooo you are a young mother and wife who cannot complete school."* On the side for parents, the majority saw their daughter's education has come to an end. One participant asserted that *"My parents though annoyed with my pregnancy, wanted me to continue even after delivery. When I refused, they gave up and told me to "establish my own life."* When the researcher probed for vocational training support, she said *it is expensive and cannot afford it compared to formal education."* Other experiences indicate that some parents never wanted their daughter to continue education before she got pregnant. *"When the school sent me back home to bring school fees, my mother said I should go and graze the cows of my father or cultivate and drop out of school."* Despite the commitment to continue with studies, there was no tuition support" (noted one participant). Observational analysis show that the mother refused to pay tuition not because she had no capacity but did not value her girl's education.

For the community, some community members were sympathetic and provided courage for continuing education after delivery. However, not all had the same view. Some had other intentions under the cover of sympathy. One participant who noted above that her mother did not want her to continue, a man from the neighborhood volunteered to sponsor and with the acknowledgement of her mother. However, before giving her tuition to return back to school after she had been chased home by her mother, he brought her soda (soft drink) and mixed it with sleeping tablets so as to make her unconscious and have sex with her. The result was pregnancy which made her completely drop out of school. Other narrations from her story indicate that the man never provided the promised tuition fee. On the side of the teachers and school directors, they motivate the teenage mothers to complete schooling. Some participants noted that when the school authorities knew they were pregnant, they approached and counseled them and advised to stay in school until delivery, or stay home and come back after delivery so that they can complete school. *“When the school chased students to go and bring school fees, I was among them while pregnant. My parents said they cannot sponsor me when I am pregnant. The school director advised me to stay home until delivery, maybe my parents’ anger will have subsided and allow my return to school after delivery”*. On another experience, one participant indicated that the school director told her to continue studying even without paying tuition but she refused due to hardship. This means that the school authorities and teachers understand the relevance of education but the home environment circumstances force the pregnant teenagers to abandon school. The responses on how education is viewed are summarized in Table 3.

Out of school teenage mothers’ lived experience

The lived pregnancy experience of teenage mothers was assessed based on the parents, school leadership, teachers’ and students reaction. Findings indicate differences and similarities in each participants’ lived experience. These experiences are highlighted in the following emerged themes.

Self-accommodation

According to the findings, the majority of participants share similar experience like being chased away by their parents to wander and live a single life by accommodating themselves without support. *“After parents acknowledged that I was pregnant, they chased me away. I went to rent a house with hope of support from the offender (the man who impregnated me). He did not provide support. I failed to pay rent, landlord chased*

me away. I begged to work for him as a maid and he accepted.” Accounted by one participant.

Hard living

Hard living was realised when the majority participants decided to leave where they were staying with families to accommodate themselves and do manual work for survival. Doing manual work while pregnant like cultivating fields, washing clothes, fetching water, etc. without proper feeding drastically affected their lives. *“Some people in the neighborhoods sympathized and offered manual work so that I get food. Some days I could feel hunger pains with nowhere to get support.”* One participant noted.

Depression

Depression in all participants arose from the feeling of shame, hard living, lack of parental support, hurting words spoken to them, spitting while with friends at school, lack of accommodation, etc. One participant revealed that *“Some of my school mates someday uttered “you are stupid. You should know how to value yourself. Never do it again.”* She perceived this assertion as being condemned guilty by her mates. She became deeply depressed. In another situation, a participant who was verbally tortured by her mother stressed that *“I was highly depressed and stressed when my mother wanted me to abort. When I refused, she went to the doctor and wanted to bribe him and forcefully make me abort. The doctor refused.”* From such experience, it is evident that teenagers with unintended pregnancies live a really depressing life.

Suicide commitment

“I decided to commit suicide but never implemented it.” A participant retorted, explaining that the decision came up due to harassing words from her mother. Another participant after knowing she was pregnant attempted suicide by taking acid but was rescued by the old woman who had accepted to accommodate her when the mother had chased her away to stay with a man who impregnated her. *When mother disowned me based on false tells of my step mother, I felt rejected. Exacerbated by the man who accommodated me and made me semi-conscious for sex purpose impregnated me, life became meaningless other than death. Hence decision for suicide.*

Contempt

Contempt emerged as a theme from all participants due

Table 3. Other People's View of Teenage Mothers' Education.

Code	Before pregnancy	During pregnancy	After pregnancy	Role/views of parents	Role/views of school	Views from friends/community
1	Poorly performing	Wished to continue while pregnant	Wished vocational education so as to have time for baby caring	Parents halted sponsorship after knowing I am pregnant and chased me out of home	Chased out of school for tuition payment, school director and teachers advised me to stay home and come back after delivery may be parents' anger will have subsided	Sympathized, encouraged me to return back to school, some begged parents to pardon me but in vain
2	Good performance, enjoyed studying, parent not willing to pay tuition	Struggled with life seeking where to reside	Wish vocational education	Parent's lack of interest in my education, halt sponsorship	School director and teachers advised me to return back to school. The school director even offered to sponsor me but I rejected due to stressing life situation	They advised me to return to school but rejected
3	Performing was not good, well supported by parents	Wished to continue while pregnant, felt ashamed studying with pregnancy	Vocation education. Cannot go back to formal education	Parents refused and forced me to stop, sister advised to return to school but I refused	teachers, school director encouraged me to return to school	Friends saw me with contempt
4	Well supported and performing well	Continued studies up to 3 months, forced myself to stop	Vocation education	Parents encouraged me to return but I refused	School leadership and teachers encouraged me to return to school but I refused	Some sympathized, others not
5	Well supported by the Organization, performance good	Continued studies while concealing pregnancy	Still studying formal education but wish to switch to vocation after ordinary level completion	Mother tortured me, Organization continued funding	Mother harasses me	Friends at school could sympathize and give me fruits, others could laugh and scorn me

Source: Primary data.

to experience they passed through. One participant noted that *"my mother gives me food with contempt accompanied by hurting words. I feel sad since my pregnancy was forced."* Asserted one participant. Similarly, a narration from another participant indicates that then she was forced to be married by the offender, the offender started bringing three prostitutes every night and they could, together with her, sleep on the same bed. *"He did this as a sign of hurting me and showing that I have no say."*

Irresponsible parents

Throughout the interviews conducted, it was found that majority of the parents were irresponsible and less concerned on what befell their daughters. In one account, a participant narrated that *"my mother continued to interact with my offender yet he did not provide any support throughout pregnancy and after delivery. She cannot even prosecute him."*

Domestic violence

Domestic violence as an emerged theme is one of the

factors teenage girls face and its results include pregnancy, rape and physical harm. This is evidenced in the following recounted in the following narration by a participant. She narrates that they lived happily with father and mother and all education support was provided. However, when her mother started misbehaving, father peacefully went away to live in another place so as to avoid confrontation with mother. Mother then brought another husband and they lived together. When she was chased from school due lack of school fees, her mother told her go to tend cows or till the garden and forget about school. When the mother went to the market, she peeled potatoes to cook; subsequently, the step father came and asked her to go to their bed. She refused. With shame, he came out and beat her. *"The knife I was using cut my thigh and I bled."* With shame, he called my mother to hurry back home. On arrival, he explained what happened. Her mother fumed and rebuked her without listening to her explanation. The step father immediately retorted that *"I should leave and go or mother leaves and goes to another place."* Her mother said *"go and leave us alone."* *"Where should I go?"* She asked. Her mother replied that she should go to the man in the neighborhood who had previously indicated interest of volunteering to pay for her tuition. Worried about where to go and thinking about

mother's irresponsible decision, she got out of the gate and stood aside weeping without understanding what befell her.

Coincidentally, the man who had promised to pay for her tuition was passing by and saw her and asked why she was sad. He went and enquired from her mother. A couple of minutes later, he came back and requested her to go to his home for accommodation as it was already dark. *"I suspected his intention of sleeping with me. Since I had no alternative but developed an idea of going with him, but will not enter his house but stay and sleep at the veranda."* She said. Reaching his house, she sat at the veranda. The man opened the door and welcomed her in. She refused to enter. Acknowledging her psychological status, he prepared supper and asked her to enter and eat. *"I will eat at the veranda."* She said. He got annoyed and brought the food to the veranda. Seeing that his intention of having sex with her was failing, he decided to go and buy soda and mix it with sleep tablets/ medicine without her notice. He brought it and gave it to her in a glass.

Immediately after drinking it, she fell asleep and semi-conscious for a period of two days. He carried and laid her inside on his bed and quenched his sexual lust. Her mother never made follow-up of her daughter's whereabouts. When she regained her conscious after two days, she never understood the place she was in and whether mother had come to check on her. The man recounted what he did to her. *"I got shocked, and run away weeping back to our home. She narrated. When mother saw me, she rebuked me and said go back to where you have been. It was a shocking experience."* Puzzled with what to do, she decided to beg for accommodation from an old woman in the neighborhood. It was granted. She managed also to return to school for a while. After one month, she started feeling stomach pain. The old woman took her to a nearby hospital for pregnancy test. Results showed she was pregnant. To her life became meaningless and hopeless. *"I decided to commit suicide by drinking some acid."* She narrated. Immediately she felt serious pain. The old woman brought her milk to neutralize the consumed acid. She then took her to hospital for treatment. After getting healed. She was forced to get married to the man who molested and sexually abused her. *"Whenever I call my father to intervene, he could say I should be patient with the life circumstances."* After her husband saw that she was helpless, he started torturing her through beatings. He could even bring prostitutes home and share the same bed with her. Such a humiliating experience made her to leave and accommodate and sustain herself through manual jobs. At delivery she never received assistance from parents or the father of the baby. This narrative indicates serious domestic violence and irresponsibility on the side of parents. It also shows the teenage girls' ignorance of seeking help from the local authorities.

Torture

Both verbal and physical torture were experienced by the participants. In the above narrative, for example, it is highlighted how the participant was tortured by the man who impregnated her. Another participant accounted that when she conceived, she hid the pregnancy for four months without her mother's awareness. When her mother came to know about it, she resorted to verbal torture with abusive, hurting words. She quotes her mother as saying: *"I never sent you to bring children. Support yourself when you deliver. I shall not support you."* Such words constantly uttered made the participant decide to leave home and abandon school for two weeks and do house maid work.

Pregnancy concealment

Under this theme, two participants indicated that they lived by concealing the pregnancy before it was known to their parents and at school. For example, one participant narrated that when she knew she was pregnant, she continued studies without revealing it to her mother and school leadership. Her Mother came to know it after four months. She stressed that *"when you are in public and pregnancy is visible while a school teenager, you fill unfit. In order to fit in public, you have to hide it. However, when it grows to the advanced stages, you become uncomfortable physically and mentally finally it becomes publicly known."*

Legal rights ignorance

Concerning legal rights, all participants except one were ignorant of their right to justice. Their offenders went unpunished. They did not understand the legal process of how to file petition against their defilers. In a probing question that asked whether their offenders were legally punished and justice obtained, one participant highlighted that *"my offender is living without a problem and I do not know how to start the petition process. Even my parents have done nothing to prosecute him. I wish he can be prosecuted at least for four years."* This means that teenagers succumb to sexual victimization and remain silent with adverse effects. Furthermore, parents are not doing enough to help their daughters obtain justice.

Measures to help the out of school teenage mothers continue with their education

Participants' views on what measures can be put in place to help them continue their education was also analysed. Their views are indicated in the following themes: education sponsorship, vocation training, start-up capital,

sponsorship for the baby day care centres to allow room for further studies. The theme of education sponsorship emerged because, majority of participants, after conceiving, lost sponsorship from their parents. Through the manual work they did to sustain themselves and their children, they thought the only attainable education was vocational training which takes short time when financially sponsored. In case they obtain sponsorship, the preferred vocational training allows them time to easily get employed as well as attend to their children. Startup capital was also highlighted because they believed that after finishing vocation, they can establish their own business like tailoring where they need to buy a tailoring machine. One participant asserted that *"I completed a vocation course tailoring under the African Evangelistic Enterprise sponsorship. But after completion, I do not have capital to buy the tailoring machine."*

The above results reveal how the out of school teenage mothers' education is perceived at family, community, school and individual levels. They also show the physical, social, economic and psychological lived experiences, and what can be done to help them attain education. Such results concur with the existing literature. For example, majority of the pregnancies (*demographic information table 2*) were coerced sex, sexual acts from family members and from neighborhoods due to parental neglect, which is in line with findings by Stoner et al. (2019), CLADHO (2016) and Yakubu and Salisa (2018). Similarly, scornful words experienced by the teen mothers such as stupid girl, the girl who did not value herself, etc., support the findings of Kelly (2000).

Furthermore, the findings on lack of counselling and guidance on how to avoid sexual temptations, on counselling after conception and delivery, as well as getting harsh treatment complements Oparah et al. (2019) and Patino and Gordon (2019). The results however, provide unique insights on individual perceived participants' lived experience which is rarely covered in the existing literature as highlighted in the above narratives in the analysis sections above.

Conclusion

This study investigated the teenage mothers' lived experience, view of education, perceived effects of pregnancy, perceived solution to attain further education and the perceived measures to curb pregnancy among teenagers. Using the qualitative method of the case study design with in-depth interviews collected on 5 participants and analyzing data thematically, findings were summarized in the following ways. Teenage mothers viewed their further education as only attainable through vocational sponsored education. Vocational training was viewed as achievable if start-up capital was provided. Formal education was viewed as not achievable because it did not provide time to attend and support their children.

Psychological effects included, depression, loneliness, self-denial, shame, and feeling hated. Social effects included family/parental denial, living a single life (self-accommodation), loneliness, contempt, scorn, loss of parental affection. Economic effects included manual work for survival, house maid chores, hawking business. Education effects included school dropout, lack of sponsorship for vocational training. The teenage mothers' lived experience was sorrowful and constituted domestic violence, torture, pregnancy concealment, irresponsible parents, legal rights ignorance, contempt, suicide commitment, hard living, and self-accommodation. Education sponsorship, vocation training, start-up capital, sponsorship for the baby in the day care centres were the viewed perceptions that could ensure teenage mothers further their education. Parents should discuss with children. Parents need to know their daughters' needs, advice on men's temptation/tricks, counselling services, Girls' forum discussions, temptation identification, poverty eradication, and punishment of the offenders. Based on the above findings, the study concluded that teenage mothers' further education was attainable through vocational training; pregnancy had psychological effects of depression, loneliness, self-denial; pregnancy had social effects of parental denial and expulsion; pregnancy had economic effects of hard living and doing manual work for survival; pregnancy had education effects of dropout and study retardation; teenage mothers lived a sorrowful experience of single living without support and suicide attempt while pregnant; solutions to curb pregnancy among teenagers include girls forum discussions, sex temptation identification, parent-daughter discussion, counselling services and offender punishment. Thus, teenage mothers live a sorrowful and unsupported experience that make them academic dropouts.

Implications

This study on teenage mothers' lived experience has provided broad insights into their lived life during pregnancy and after delivery as young mothers. The study has shown how these teenage mothers are affected without concern and attention from their families/parents and the community. Despite the government efforts to return them to school, the life challenges especially single living, cannot allow them to be back in formal schools. This therefore, calls for high attention to make them have brighter future. The study, however, was limited to the case study design and qualitative methods of gathering, analyzing and presenting data. Hence a small sample data and area of study, which implies that the findings cannot be generalized. Based on those implications, the following recommendations serve as a back to school framework that ensure teenage mothers fully attain the aspired

education for their bright future.

Recommendations

This study recommends that the government and other funding organizations should identify the vocational study needs of the teenage mothers and sponsor them. Start-up capital should be provided by the government, funding organizations and parents to teenage mothers who opt for vocation training so that they get the required equipment to establish their own business. Parents should not expel their daughters because of pregnancy. Instead, they should counsel them and support them with love throughout pregnancy and after delivery. Parents who expel their daughters due to pregnancy should be punished by the law enforcers. Also, parents and the community should help the law enforcement to punish the offenders. Parent-daughter discussions should be prioritized so as to help girls avoid falling into sex temptations. Girls' forum discussions should be established in schools and at community levels and be educated on the reproductive health as well sex temptations. This would help them to be aware of their offenders' sex traps. Law enforcement agencies (RIB, Police, and Prosecution Authority, Community Leaders) should be effective in implementing the prosecution of the offenders. Future studies should use mixed methods to cover a large population of teenage mothers on the same topic in other regions.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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