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LEADERSHIP FOR ALL  
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## Continuing Education in an Era of Globalisation<sup>1</sup>

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### Abstract

Globalisation is just one of the current phenomenon that is making the need for continuing education and lifelong learning ever greater. Yet at many universities – and across many countries – there has been a continuing failure to respond adequately to this increasingly important need for adult education, with the required investment and political commitment. This might be thought paradoxical, as indeed it is. Yet no more paradoxical than the fact that, as I argue here, there has been a general failure to respond adequately to *any* of the increasingly important challenges posed by globalisation – from rising inequality to environmental change; and from tax evasion and avoidance on an industrial scale, to whole sections of society being ‘left behind’.

This paper is structured as follows. First, by way of introduction, I report on what we are doing at the University of Oxford to promote continuing education and lifelong learning. Second, I discuss the concept and phenomenon of globalisation. Next, I consider the International Financial Crisis of 2007-2008, and the resultant global recession. Section 4 analyses the policy responses, and Section 5 the alternative policies with which we should have responded – and should do now. And finally, I consider the future for adult education, both to try to overcome the damage wreaked by globalisation and the international financial crisis, and to seek to minimise the danger of such events causing such damage again in the future.

### 1. Introduction: Continuing Education at Oxford

The University of Oxford was at the forefront of the ‘University Extension Movement’, when ‘Dons’ (as Oxford faculty members were often referred to) would travel to towns and cities that had no university, to give public lectures – and in those days very few towns and cities outside Oxford, Cambridge and London would have had a university. In this sense, Oxford’s Department for Continuing Education (as it is currently termed) dates back 140 years. Summer Schools were then introduced in Oxford aimed at those who would generally not have had the opportunity to study at the University for a degree – largely women, and working class men. These are still running successfully, 100 years since they were launched, now as the Oxford University Summer School for Adults, with an additional programme aimed particularly at overseas students, namely the ‘Oxford Experience’ summer school – along with a large number of bespoke summer schools, usually run in collaboration with overseas universities, mostly from the USA.

In 1919, a Royal Commission was established to report on the Universities of Oxford and Cambridge, and one of the recommendations of this Asquith Commission, reporting in 1922, was that both Universities should have departments for continuing education, and that those departments should be based centrally. Hence the purchase by the University of Oxford in 1927 of Rewley House as the home for their Department for Continuing Education, where we continue to be based today – still at the centre of Oxford, and increasingly at the centre of the University of Oxford, as the University’s centre of gravity moves away from the old undergraduate colleges on the High Street, and towards the site of the old hospital in the centre of town, just by Rewley House, which the University bought – with the hospital moving to a larger site on the edge of town – and is developing as, for the first time in

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<sup>1</sup> An earlier version of this talk was presented to the 4<sup>th</sup> International Conference on Lifelong Education and Leadership of All, in July 2018. I am most grateful for helpful comments and interesting questions from the conference participants, and in particular from the conference organiser, Dr Osman Titrek.



the University's 800 year history, what might be seen as a central campus, with new buildings already constructed for Mathematics, and for the new Blavatnik School of Government.

While the historic summer schools are still running, as are the ten week courses that seek to engage members of the public in serious study, these activities have been added to over the years with the introduction of part-time degrees, Continuing Professional Development courses (bespoke and open), online courses, and collaborations with Oxford University Press and others.

Up until 1990, it was not permitted as an Oxford student to undertake paid work during term time. Sometimes when I report this to visiting delegations they will retort that this cannot be true, since one can't have a Business School without an Executive MBA, which permits the Executives to continue with their careers whilst gaining their MBAs, to which I have to explain that whilst Harvard Business School had been enjoying success since 1908, and London Business School and Manchester Business School since the 1960s, Oxford in 1990 most certainly did not. It was only in 1990 that Oxford finally agreed to permit part-time degrees at postgraduate level, and what is today called Kellogg College was formed to support such students, and the Department for Continuing Education began to introduce part-time degrees, the first two being in Software Engineering, and Evidence-Based Healthcare. These remain the largest two programmes at Kellogg College, which thanks to the success of these and other part-time degrees introduced subsequently – including by the Business School, once such was permitted – has grown steadily over the years to become today the most international and largest of Oxford's 38 colleges.

Across the country and internationally 'Continuing Professional Development' courses grew to be more common, and indeed became a requirement for many careers, and Oxford responded through their Department for Continuing Education. Such courses are designed bespoke for individual clients, and taught wherever their organisation may be based, as well as being run in Oxford, and often open for general enrolments rather than closed to a commissioning organisation.

Technological developments enabled the standard ten-week courses to be offered in an additional format, online – thus making them accessible to those unable to attend in Oxford, whether these are students from other parts of the country, or from other parts of the globe. Increasingly, the whole range of the Department for Continuing Education's offerings are available through both routes – face-to-face teaching and via online access.

Finally, the Department for Continuing Education has been collaborating with a growing number of partners within the University of Oxford and externally, with these collaborations being local, regional, national and global. One such is with Oxford University Press (OUP), with for example courses aimed at school teachers who use OUP's books for their teaching. And again, these courses are taught in Oxford and globally, and are taught both face-to-face and online. These collaborative programmes are growing, as are the online ones, as well as student enrolments overall, with currently over 17,000 students a year and 23,000 enrolments, as some students will enrol on more than one course in the space of a year.

The Department for Continuing Education's vision is to be 'An internationally-recognised centre of excellence for continuing and professional education, extending Oxford's engagement with the local community and wider world through innovative, accessible and flexible programmes'.

## **2. Globalisation: what could possibly go wrong?**

The extent and nature of globalisation is often exaggerated, but there is no doubt that the phenomenon is real. However, it is widely misunderstood, and departments of continuing education or adult learning have a responsibility to put this right. Globalisation is not determined by technology, nor indeed by any other single causal



factor; on the contrary, citizens and electorates across the world have choices over the type and nature of 'global' activities and relations.

I have argued all this personally in a series of books and other publications over the years, including most recently in a short and low-priced book, available online as well as in printed form, *An Advanced Introduction to Globalisation* (2017, Edward Elgar). This book is the compulsory text for Oxford's online course on globalisation: <https://www.conted.ox.ac.uk/courses/globalisation-online?code=O18P369SOV>

Leading authors from economics, politics, international relations, management & business, law, and sociology are brought together to analyse Globalisation in the Edward Elgar Handbook by that title (Michie, 2003, 2<sup>nd</sup> Edition 2011, 3<sup>rd</sup> Edition 2019). And I brought all the key readings together into a major three-volume collection, also published by Edward Elgar, *Globalisation & Democracy* (Michie, 2017).

Not wishing to repeat what I have already set out in detail in the above books, I will simply stress that the view widely held on the eve of the 2007 Global Financial Crisis, that globalisation was an inevitable historical phenomenon which electorates simply had to accept, was wrong then and remains wrong today. That 2007 form of globalisation was one formed and shaped by those economic and business interests which stood to gain from them; and those who proclaimed it as inevitable and to be welcomed – or at least to be accepted – were generally rewarded handsomely for their services.

### **3. The 2007-2008 International Financial Crisis and 2009 Global Recession**

The form of globalisation that led to the 2007-2008 International Financial Crisis was created initially by the Thatcher and Reagan regimes, though their programmes of privatisation, deregulation, financialisation, and demutualisation; promoting free-market policies, and a 'greed is good' culture in society and business, where Mrs Thatcher was able to proclaim 'there is no such thing as society', and that the key lesson from the Bible's Good Samaritan parable was that the Good Samaritan was rich; and both creating and celebrating increased inequality of income and wealth. These policies created the conditions for the 2007-2008 Global Financial Crisis. The increased inequality led to the 'left behind' communities coming to rely increasingly on credit and debt, with the wealthy (or 'High Net Worth Individuals' as they liked to call themselves) demanding ever-higher returns which required ever riskier 'financial products'. And the deregulation allowed this increasingly risky behaviour to spread nationally and globally.

That International Financial Crisis led to the first global recession in 2009 since the Great Depression of the 1930s, whereby even though China and other economies had continued to expand strongly, the total output, income, and consumption of people across the planet fell.

### **4. The Policy Response: the brief reintroduction of Mr Keynes**

Things could have been much worse, and would have been had it not been for the brief reintroduction of Mr Keynes. John Maynard Keynes is often thought of as the greatest of all economists. It was he who warned that the financial settlement being imposed at the end of World War One was wrong and would prove disastrous for Germany economically and politically, in his *Economic Consequences of the Peace*. Keynes was ignored, so Germany faced reparations it couldn't pay without printing money, and consequently Mr Hitler. It was Keynes who warned that Winston Churchill's policy as Chancellor of the Exchequer of putting the pound sterling back onto the gold standard at the pre-World War One overvalued level was wrongheaded, would cause economic hardship and industrial strife, and would prove unsustainable, in his *Economic Consequences of Mr Churchill*. Keynes was ignored, so the UK got unemployment, their only ever General Strike, and eventually the policy was reversed (with a Government Minister subsequently saying 'I hadn't realised we could do that?'). It was Keynes



who published his *General Theory of Employment, Interest and Money*, in 1936, at the depth of the great depression, arguing that capitalism did not automatically guarantee full employment. And it was Keynes who led the UK negotiators to create the post-World War Two international arrangements, in which Keynes would have laid the responsibility on the strong countries to expand when and if the international economy faltered; and when the USA – the strongest of the strong countries – said they wanted the opposite, Keynes’s response was ‘So because the Americans won’t listen to sense, you propose to talk nonsense?’.

America got its way, so when the international economy faltered in the 1970s, there was no Keynesian mechanism to come into play. Instead, we got the Thatcher/Reagan response of ‘capitalism unleashed’, followed by the 2007-2008 International Financial Crisis and 2009 Global Recession, followed by a lost decade of austerity.

### **5. What should have been done: promoting corporate diversity and the environment**

What should have been done is we should have listened to Keynes in 1945, we should have rejected the Thatcher/Reagan era of capitalism unleashed, and we should have avoided the lost decade of austerity. Starting from 2008, though, the international turn to Keynes, whereby there was a coordinated boost to government spending to prevent a spiral into a 1930s-style global depression should have been maintained, and the other lessons from Keynes should have been learned, about the need to regulate the casino-style financial markets. In most countries, and globally, there were many fine commitments made to undertake radical reform, to prevent any repeat of the run up to the 2007-2008 International Financial Crisis. In the UK, this included Government pledges to take policy action on banking reform; rebalancing the economy away from financial speculation towards manufacturing; promoting a greater degree of corporate diversity, especially in the financial services sector; and ensuring regional balance.

Instead, none of these reform plans were pushed through with anything like the degree of seriousness that was required. Instead, Keynesianism gave way to a return to orthodoxy, with austerity driving cuts in public spending, choking off the recovery from recession. Ten years later, the failure to have properly reformed leaves the global economy prone to further crises – whether in five, ten, or twenty years from now.

The 2010-15 UK Coalition Government pledged to introduce greater corporate diversity in financial services, including by promoting mutuals, that is, member-owned financial institutions, owned by their customers rather than by external shareholders. But the Government failed to introduce any *measure* of corporate diversity, so there would have been no way of knowing whether they were succeeding in achieving their policy pledge. So instead I developed such a measure myself, in collaboration with Professor Oughton. We found that rather than the degree of corporate diversity improving, it actually deteriorated:

<https://www.cefims.ac.uk/cgi.bin/research.cgi?id=109>

The case for promoting such member-owned organisations, and for enhancing the degree of corporate diversity, is argued in detail by the various authors from across the globe in Michie, Blasi & Borzaga, *The Oxford Handbook of Mutual, Co-operative, and Co-owned Business* (2017).

What we need is globalisation *for a purpose*, to promote environmental and social sustainability – locally, regionally, nationally, and globally – combined with *corporate* purpose, with appropriate corporate ownership models, and corresponding values and policies, for long-term stewardship and sustainability.

### **6. The future for Adult Education**

Following the International Financial Crisis, Queen Elizabeth II famously asked, when visiting the London School of Economics, ‘Why didn’t you see it coming?’. The honest answer would have been that their economics had



been too narrow, too restricted, too restrictive. Some of us had been warning, but we were ignored. Which takes us nicely to both the need for Adult Education, and its future. First, because adults need to be educated about the economy and economics, to understand it, and use that when considering the claims made by politicians and others. And second, because adult educators and adult students tend naturally to take a more realistic view of the world.

During World War One the British Government was planning the reconstruction that would be needed following the military, economic, social and political carnage of the previous four years. Their Ministry of Reconstruction established an Adult Education Committee whose 1919 Final Report argued:

That the necessary conclusion is that adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early [adulthood], but that adult education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong. (Letter to Lloyd George from the Chair, Arthur Smith)

To celebrate the centenary of that Report, the universities of Oxford and Nottingham are collaborating with the Co-operative College and the Workers Educational Association on a programme of activities to consider the provision for, and possibilities of adult education, and to make recommendations; undertake a series of research and education projects around the history and record of adult education; archive and digitise adult education records, to make them more publicly accessible; and draw up a programme of activities, educational and 'knowledge exchange' which engage various public organisations in discussions about the role and significance of adult education.

The Chief Economist of the Bank of England argued recently that:

It has become rather trite to talk of the need for 'life-long learning'. But never has the need for such learning likely to have been greater given the longer span and greater volatility in future career paths...

... existing universities and colleges ... do not appear to be ideally suited to meeting either of these secular shifts in education and training need. By and large they are not currently configured as centres for life-long learning...

... the future university ... may need to cater for multiple entry points along the age distribution ... a 'multiuniversity' rather than a 'university'. (Haldane, 2018)

Departments for Continuing Education need to rise to this challenge, to modernise their universities to make them fit for delivering the education of the future, over the whole life-spans of their citizens.

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## Teachers' Perceptions on Their Social Responsibilities: *Their Awareness and Efforts*

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### Abstract

School has a dual role in any other system in the world as well as in the Turkish educational system. One of these roles is academic/teaching role which usually focuses on regular educational core tasks. The other role is their social role which is assigned with a wide range of social tasks besides teaching responsibilities. In such a school system, although teachers are believed to have crucial roles, there is a tendency to restraining this role with a “technical role”. Through their technical roles, teachers are expected to go to their classes, only transfer their knowledge to their students, and leave there regardless paying any attention to other things happening around the class such as students’ personal or private problems, consultation with parents, and some other tasks that teachers traditionally used to carry on. It is considered that this technical role limits teachers to dealing with these social responsibilities. Most probably especially young teachers may not be aware of these social responsibilities. Therefore, the current research purposes to determine teachers’ perceptions of their awareness regarding their social responsibilities and their efforts to realize these roles. The research employed a qualitative research design and the data were gathered with an interview technique from 30 participant teachers chosen with maximum sampling method in 2017-2018 academic year. In the data analysis process, content analysis method was used. Results of the research revealed that teachers are mostly aware of their social responsibilities, and they also put too much efforts to realize these responsibilities. As a result of this research, it is recommended that teachers be informed and trained about their social responsibilities in pre-service education process.

**Keywords:** Teachers, social responsibilities, roles,

### Introduction

Education is a social process and it requires an analysis of the social relations before, after or during the educational processes. In this regard, knowing the importance of the social responsibilities of the teaching role can help to many factors as well as the learner's academic and social development.

The role of the teacher has been changing recently. In this changing process, their responsibilities have been redefined, which is essentially a technical or clerical worker. In their new role definition, teachers are supposed to meet academic demands like distributing, collecting, and scoring tests or other materials, entering grades, recording pupil progress, accounting for texts, and other work of a clerical nature. In this sense, Wayland (1961) found in his research that “teachers are essentially white-collar technicians rather than professionals with social their roles. In both cases, their role is highly professional (Laux, 2017). In addition, with the new flux of professionalism movement, teachers are solely considered as their roles of delivering lessons (Smilie & Smilie, 2014).

Even in this nature of the role, social interaction between the teacher and the student should be significant in the learning process. However, neither teachers nor decision-makers have done much to understand these responsibilities. Recently, a number of studies have focused on teachers’ professional identity, which focuses on the importance to teacher-student relationship (Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004). Teachers play several roles while teaching, ranging from being an interpersonal expert who interacts and builds a relationship with students to an instructor teaching a specific subject which is called one’s role identity (Burke & Stets, 2009). Their interpersonal role identity emerges in three specific situations such as starting lesson, reacting to student misbehavior and reacting to positive student behavior. In this regard they can be steering, friendly, understanding, accommodating, uncertain, dissatisfied, reprimanding and enforcing (Want, den Brok, Beijaard, Brekelmans, Claessens & Pennings, 2015).





Teachers interact with their students in two different ways. *First*, some indifferent teachers stay away from their students and maintain a certain social distance from them. This type of relationship can be called as dictatorial attitude. In this behavioral role, they are known as dictators. *Secondly*, some teachers attempt to associate with the student as a companion and helper in a democratic type of relationship, which results in the greater and more desirable learning on their school process by maintaining friendliness, congeniality, helpfulness and fairness (Brookover, 2017).

As far as teaching and learning environments are considered, it is necessary to mention pedagogical ecology, which contains a set of defined social roles and normative expectations concerning behaviors performed by the “actors” of social processes and events taking place in class. Institutionalization of the social space, namely the pedagogical ecology of class is related to a set of institutionalized social practices which may be called pedagogical isomorphism (Jaffee, 2003). It means that educational, social and cultural processes occurring in the contemporary virtual classroom are universal (Juszczuk & Yongdeog, 2015).

Teachers’ responsiveness in classrooms and their professional commitment are highly influenced by their ability to perform socially and emotionally in classrooms and to provide positive social–emotional learning environments for kids, which is defined as social and emotional capacity. Here a teacher’s current and potential capability to create warm and supportive teacher–child relationships, effective and attentive classroom management, emotional responsiveness, consistent and stable classroom routines are essential (e.g., turn taking and problem solving, emotional awareness and understanding, behavior regulation (Buettner, Jeon, Hur & Garcia, 2016; Denham, Blair, DeMulder, Levitas, Sawyer, Auerbach-Major & Queenan, 2003; Dowsett & Livesey, 2000; Rubin & Rose-Krasnor, 1992).

Moreover, Smilie and Smilie (2014) underline that teachers have dual roles. The first role is their life outside of the school doors and their roles at school. Teachers in this age are considerably more visible within their social environments by visiting their students’ homes, interacting with parents and their students, which is benefitted by both teachers and students (Coleman, 1988; Smilie & Smilie, 2014). Furthermore, Berge (1995) and Hussein (2010) have identified four dimensions of a teacher’s role: pedagogical, technical, social and managerial roles. Especially in their social roles, teachers are responsible in creating a friendly and social environment to promote learning (Beezer, 2017; Umar & Rathakrishnan, 2012).

Many research acknowledge the importance of interpersonal relationships and social interaction for continuous school improvement and organizational change (Carmichael, Fox, McCormick, Procter, & Honour, 2006; Hopkins & Reynolds, 2001; James, Dunning, Connolly, & Elliot, 2007; Moolenaar, Slegers, Karsten, & Zijlstra, 2009b). In addition to all roles, Achinstein (2002) define teachers as a “group of people across a school who are engaged in common work; share to a certain degree a set of values, norms, and orientations towards teaching students, and schooling; and operate collaboratively with structures that foster interdependence.

It is important that teachers’ perceptions of their social roles are analyzed and understood, as they play a key role in the performance of the social mission. Therefore, this qualitative research question is designed as: ‘Are teachers aware of their social roles and are they able to perform their roles in this manner’ as a part of their professional identity. For this reason, the current research purposes to determine teachers’ perceptions of their awareness of their social responsibilities and their efforts to perform these roles. Since little is known about teachers’ perceptions of and ideas about their own social mission, this study can be important to help administrators and policy makers to understand teachers’ roles better to enhance the management systems.

## Method

The current research was conducted with a phenomenological research design. These kinds of researches provide in-depth knowledge about a topic (Creswell, 2002; Denzin & Lincoln, 2005; Marshall & Rossman, 2006). These



kinds of researches are also used for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behavior, beliefs, and language that develop over time among teachers. The research was carried out with 30 teachers chosen with maximum variation sampling method from different schools in the 2017/2018 academic year in Turkey. The idea behind this method is that it is possible to look at a subject from all available angles, thereby achieving a greater perspective. This method is also known as heterogeneous sampling which involves selecting candidates across a broad spectrum relating to the topic of study (Bailey, 1994).

### Study Group

The participants of this study were 30 teachers from different schools in the 2017/2018 school year in Turkey. The participants were determined with maximum variation sampling method. When using a maximum variation sampling method, the researcher selects a small number of units or cases that maximize the diversity relevant to the research question. The idea behind this method is to look at a subject from all available angles, thereby achieving a greater understanding. This sampling method was also known as "Heterogeneous Sampling which involves selecting candidates across a broad spectrum relating to the topic of study (Bailey, 1994). The participants' demographics are as followed:

**Table 1.** The Teachers' Demographics

Age		Gender		Total Experience		Education	n
	n		n		n		
25-35	12	Male	12	1-5 years	9	Graduate	20
36-46	10	Female	18	6-10 years	11	Masters	8
47-57	3			11-15 years	8	PhD	2
58+	5			16-20 years	2		
				21 +	0		
Total	30		30		30		30

As presented in Table 1 above, most teachers are young and middle-aged (n=22), only 8 of them were over 47 years old. As far as experience is considered, most teachers are experienced in total (n=21). Regarding education, while most teachers (n=20) have graduate degrees, 10 of them have master's degree and only two of them have PhD degrees (n=2).

### Data Collection and Analysis

The data were collected by using constructed interview method which can best be characterized as a semi-structured interview. By using this method, the respondents are confronted with a triad of elements and then asked to specify some important ways in which two of the elements are alike and, thereby, different from the third (Bailey, 1994; Kerkhof, 2006). Teachers' opinions were collected through with semi-structured questions. In this method, the participants express their thoughts freely around particular topics. In order to collect data, first, in an e-mail, the teachers were informed about the purpose of the study, and they were asked if they could participate in this research voluntarily. The participant teachers were consented after being assured of the confidentiality of the data to be obtained from them. They were promised that their identities would be kept in secret and their names would not be mentioned in any part of the study or shared with anyone else. Then, an interview was planned on an agreed-upon day, and they were visited on that date. The interviews were both recorded and noted with their permission and each took approximately 30-40 minutes.

The data were analyzed with the content analysis technique. This technique usually purposes to analyze similar data on a topic and comment on it (Mayring, 2000). Firstly, the data were organized. In this regard, the researcher revisited each interviewer and listened to each recorded audiotape while reviewing the transcripts to ensure the accuracy of the data. Each participant's interview transcript was later analyzed according to the data analysis procedures described by Bogdan and Biklen (1998), which call for development of coding categories, mechanical



sorting of the data, and analysis of the data within each coding category. In this respect, each teacher's interview was coded separately according to their views on their social responsibilities/roles. Through this research, emerging themes and repeated themes were grouped into coding categories in three steps as category definition, exemplification, and codification regulation. In this regard, first, the answers to each question were separated into meaningful categories, named, and coded.

Secondly, the conceptualized statements were gathered. Thirdly, it was aimed to avoid repetition. Lastly, the identified results were explained and related to each other. It was also purposed to build a cause-and-effect relationship among the separate parts. In this respect, the teachers' views were coded as T1, T2, T3, and T4...

In the process of organizing and analyzing the data, the constant comparative approach was used. This method results in the saturation of categories and the emergence of theory. Theory emerges through continual analysis and doubling back for more data collection and coding (Bogdan & Biklen, 1998; Glaser, 1992). Through this method, each set of collected data were revisited in terms of key issues, recurrent events, or activities. Each participant's data were reviewed several times for confirmatory and contradictory statements until the data were organized into satisfactory categories and sub-codes to address the research question. In order to fulfill the aforementioned purpose, the following semi-structured questions were raised:

- 1. Is teaching a profession which involves a technical or social role? Are teachers aware of their social roles/responsibilities?*
- 2. Do teachers have to develop an awareness in their students against the problems the society face and provide solutions for these problems?*
- 3. Do teachers support their students for their social and economic problems they encounter?*

### **Validity and reliability**

In order to provide trustworthiness and rigor, some precautions were taken. First, the interviewer played the role of facilitator and listener by simply asking questions and recording the answers without leading the participants. In addition, the questions were reviewed by four field experts to provide content validity. The final forms of the questions were developed with these experts' views. Moreover, the participants' were content enough with the confidentiality of the research to get in-depth answers without any hesitation. The places were chosen out of the schools to avoid being affected by power relations. The precautions taken to ensure the validity and reliability were as followed:

- a) While preparing interview form, the related literature was examined to create a contextual frame to increase the internal validity. Member checking was also done. Furthermore, the teachers were able to express their views freely and sincerely as their identities were promised to keep secret.
- b) Research process was described in detail to increase external validity. The design, working group, data collection, and data analysis. The raw data and coded data were preserved by the researcher and other researchers are welcomed to examine them.
- c) All of the data were transcribed without any interpretation to provide internal reliability. Also, another academic having experience on qualitative research methodology coded the data. This code was compared with that of the researcher and the consistency was calculated (88 %) (Miles & Huberman, 1994).

### **Limitations**

There are a number limitations of this research in terms of transferability to the population. First of all, the sample was composed of volunteers and they are not necessarily representative of other teachers within other institution. For this reason, the results are limited to this studied group and while inferring about the results, more caution should be exercised. In the second place, the researcher was the main instrument of data analysis. The analyses and comments are a product of the researcher's interpretation of the data. It is clear that a different researcher may



identify different features of importance within the same data sets (Bogdan & Biklen, 1998; Creswell, 2002). Lastly, even though, the researcher aimed at interviewing equal gender representation, it was impossible because of the high representatives of teachers.

## Findings

This study was conducted to investigate teachers' awareness about their social roles and their efforts to perform these responsibilities. In this part of the research, these findings are presented below each main theme:

Before starting the main analysis, first of all, it is clear that in general most teachers liked their profession (n=27). Only two of them claimed (n=2) that they were forced to be teachers by their family, but later they started to like the work as well. One teacher (n=1) said he was not sure.

### 1. Is Teaching a Profession which Involves a Technical or Social Role and Their Awareness about Their Work?

In this part, the participant teachers were asked if teaching a profession which involves a technical or social work and what their awareness about their work was. Their responses were presented below:

**Table 2.** Teachers' Views on Teaching Work and their Awareness of the Work

	Sub Theme	n	%
Teaching Work	Technical work	2	
	Social work	18	
	Both technical and social work	10	
Teachers' Awareness about their work	Aware of the role expectations	30	
	Not aware of the role expectations	-	
<b>Total</b>		<b>30100</b>	

As can be seen in the table, most teachers consider teaching as a social work (n=18) while one-third of the participants accept the work as both social and technical work (n=10). Only two of them claim that teaching work is technical work (n=2).

A teacher claims, *"As the work requires a convenient communication and technical knowledge, it is a technical work (T1/T2)*. However, most teachers accept it mostly as a social work. They underline that teaching is crucial in order to transfer cultural, social and moral values to the next generation. For that reason, this work is a social work rather than a technical role. In this respect, a teacher says, *"I cannot only teach. I must be a model socially, morally and also guide them, because we are the most effective group who have a great influence kids (T3)."*

Another teacher says, *"A doctor may kill one person with his/her mistake, an engineer may kill 100 people. But a teacher may kill a generation with his/her mistake (T7)."* A teacher claims, *"For me social side is more important, but these days technical side is valued more (T9)."* Some teachers state, *"This profession requires self- sacrifice. We have the responsibility to train good citizens and teach values as well ((T12/T13/T15)."*

On the other hand, one-third of the participants accept the work as both a social and technical work (n=10). They state, *"The work requires both technical and social responsibility. We play important roles to train human resources of a country and transfer values of a society. We have more influence on children after families as they are role models (T2/T3/T7)."*

A teacher emphasizes, *"If the main purpose of education is to train good citizens, then ethics, moral values and developing norms must be our basic responsibility (T11)."* Another teacher states, *"Teaching work is like a cloth you wear on you. Students should look at us and it is our duty to adapt students to the society in which they live by*



*being role models (T15)."*

As can be seen evaluations made above, teaching work is usually accepted mostly as social. Also some teachers consider the work both technical and social work. The participant teachers mostly emphasize their social roles as transferring ethical, moral values and adapting their students to the society they live in. In this respect, teachers are considered as role models for their students. As far as their awareness of the work is considered, it can be said that all participant teachers are aware of the expectations of teaching work and behave accordingly (n=30).

## **2. Do teachers have to develop an awareness in their students against the problems the society face and provide solutions for these problems?**

It is expected that teachers should go to their classes to do their technical or pedagogical role, which is known as instructing. To some extent, these expectations are true. It is considered that these expectations are not only developing the students' academic achievement, but they are also social roles that they should perform besides teaching. In this part, it is researched if teachers have to develop an awareness in their students against the problems the society face and provide solutions for these problems.

**Table 2.** Teachers' Views on Developing an Awareness against Problems and Provide Solutions

Main Theme	Sub Theme	f	%
Developing an awareness and provide solutions	Developing different points of view	12	
	Developing critical thinking	5	
	Being a practical guide in life	10	
	Making them adapt change	2	
	Developing and awareness in environmental problems	1	
<b>Total</b>		<b>30</b>	<b>100</b>

As can be seen at the table above, many teachers (n=12) try to develop different points of views in their students. One-third of teachers (n=10) also develop their students by being a practical guide in life.

Most teachers state, *"Our basic role is to develop an awareness of students' against the problems the society face by changing their points of view. We also make them provide solutions to the problems by informing them about actual things, because they are the ones who will be important individuals in this society (T3/T4/T13/T25/T30)"*

Some teachers underlines, *"By developing their awareness, we can help them adapt changes happening around. We can do this by developing critical and reasonable thinking in them. Only in this case we can create creative, sensitive and good individuals for the future (T6/T7/T9).*

A teacher emphasizes, *"It is expected that we should only improve our students' academic development. This is true but, our sole role is not this. We have some social roles as well. (T11). Some other teacher say, "It is absolutely our role to develop an awareness of our students about the problems they face. We can connect real life problems to the classroom settings and develop an awareness to environmental, technological, economic and social problems (T14/T16)."*

Some teachers put, *"We can guide them to acquire consciousness about the problems the society experience and provide solutions to these problems. Teachers are the ones who can direct them to find their ways as role models. By doing so, we can help society solve problems more efficiently (T16/T17/T29).*

In general, it is seen that most teachers accept that they can develop an awareness by developing different points of view. Some teachers (n=5) state they develop their students' critical thinking skills by letting them question anything they hear. Once their points of views are changed and their critical thinking is developed, they



can analyze problem the society face and provide solution. They also try to be a practical guide in life to provide solutions to the problems the society face. They also struggle to adapt their students to the change and develop an awareness about environmental problems. It is necessary for teachers to change their students' points of in a good way and make them think critically. By doing so, their students can welcome conflicting points of views and learn to respect these differing views. Finally, they can reach a good decision by analyzing their own opinions by comparing all these differing points of views. Sometimes students accept ideas as have been taught without criticizing. If they do so, they cannot develop quality decisions. For that reason, as role models, teachers should respect conflicting views to develop this behavior in their students, which is also a social role that a teacher should conduct carefully.

### 3. Do teachers support their students for their social, economic and family problems?

It is expected that teachers should support their students for their social, economic and family problems they encounter by doing many things. Nonetheless, this is a different role that a teacher should carry out. In this part, it is researched if teachers support their students about their social, economic and family problems they face.

**Table 2.** Teachers' Views on Supporting their students for their social, economic and family problems they encounter

Main Theme	Sub Theme	f	%
Social problems	Following student attendance	8	
	Providing interaction among different students	6	
	Providing their participation in social life	5	
	Following their diets	1	
Economic problems	Inform them about opportunities (loans/financial)	2	
	Help them find business network	1	
Family Problems	Negligence	3	
	Violence	3	
	Keeping them away from crime	1	
<b>Total</b>		<b>30</b>	<b>100</b>

Teachers are the ones who should support their students for their social, family and economic problems they encounter by doing many things.

In this respect, when the responses are analyzed, most teachers claim, *"Although it is not directly our responsibility, we cope with their social, family and economic problems as well as their academic development problems. For example, we follow our students' attendance. When we notice their long period absenteeism, we inform our principal and sometimes we pay visits to the families to learn the reason for it (T12/T19/T25/T10/T11).* A teacher says, *"I am especially careful about their social interactions. Sometimes students from different background or gender have a great hesitation and prejudice about each other. At this point, I organize academic study groups from differing gender, background and ideology in order to get know each other better and break these prejudice. I am happy to see that they become better friends despite their difference (T4).*

Another teacher underlines, *"A teacher must be aware of poor students and provide solutions to their problems. They may not solve these problems but they may find ways to solve it. For example I had a female student and their family was a conservative one and they were against the girl's educational goals. I went to the girl's house and I convinced them to send her back to school (T7)"*

Three teachers who work at the same school say, *"I went to my principal and asked me to help bring famous*





*factories and companies business executives to our school. He accepted and they all came to our school. We also visited these companies. Now our 4 students do their training in these factories thanks to these opportunities we provided. We must be guides for our students to find their way (T8/T9/T18).*

*A teacher underlines, "I had a student who had a tendency to commit crime. He was poor and was usually strange people. I wanted to help him. First, he rejected and refused my proposal. Then I insisted and I told him that I had a friend to provide him a part time work. One day, he came and wanted me to provide the work. Now he works after school and he earns his pocket money and his behaviors have completely changed. I am really happy to see that (T14). Some teachers state, "As we work in a disadvantaged environment, our students need more care. They are neglected in their families and we can see it easily. We are social workers here (T19/T29).*

*However, a teacher emphasizes, "Teachers have a lot to do. We cannot overcome these problems. It is the government's responsibility to solve these kinds of problems (T16)."*

When the findings are analyzed, in general, it can be understood that most teachers of this sample support their students in their social, family and economic problems. Teachers do not only have technical roles, but they also have social roles. In their social roles, they help their students to find their ways by helping them to overcome social, family and economic problems. Moreover, teaching is not a simple role, it is a more complex role which requires sensitivity and care.

### **Results, Discussion and Recommendations**

This qualitative research aimed to determine teachers' awareness about their social roles and their efforts to meet these responsibilities and a number of results were obtained in this regard. One of the results of this research shows that teachers are mostly aware of their social roles and they carry out a lot of duties accordingly. It was also understood that all the participant teachers (n=30) know what their social roles are besides their teaching responsibilities. Their awareness rate of their social roles is even about 80%. It is valuable because as Yavuzer (1997) found out in his study, children's social development is basically supported by teachers' caring social and academic behaviors. In fact, schools are places in which students socialize formally and informally. In this regard, teachers are the ones who can provide this socialization process by being aware of their roles and behaving accordingly. Sometimes, only academic expectations are prioritized and students' social development is neglected. The research was conducted relatively at socio-economically disadvantaged schools. In these regions, there are students and inhabitants mostly from disadvantages families. Therefore, students have more serious problems both culturally and economically. For this reason, teachers should be more aware of their social roles. By being aware of their roles, they may observe the problems they face directly around the school as well. This is social side of the teaching work. At this point, teachers should give importance to their students' social difficulties while conducting their duties. However, Hooge, Honingh and Langelaan (2011) found in their study that although teachers are aware of a 'normative pedagogical social mission' and a 'broad social mission', the majority are not aware that they are expected to perform a 'broad social mission'. In another study, Korthagen (2004) found that teachers are neither aware of their pedagogical role nor social role.

According to another result of this study, most teachers accept they can develop an awareness by improving different points of view, critical thinking in their students, being practical guide in life, adapting them to change and environmental problems. It is considered that once their points of views are changed and their critical thinking is developed, they can analyze problems the society face and can provide solutions to these problems. Moreover, it is important to change students' points of view in a good way and making them think critically at this age. In this regard, it can be helpful for students to hear many different points of views, respect these differing views and analyze their own opinions by comparing to these conflicting views. In this respect, teachers should be role models by accepting conflicting views with respect and care to develop these behaviors among their students. This is also a social role that a teacher should conduct carefully. Similarly, Çakır (2006) and Gibson, Rimmington &





Landwehr-Brown (2008) claim that developing an awareness in students may have good effects on society.

Another result of this study proves that teachers perform their roles by supporting their students in their social, family and economic problems. In this regard, it is understood that they even worry about their students' attendance. Sometimes some conservative families do not want to send their female children to school. Here, when their students do not attend to school regularly, they pay visits to their students' families' especially female students and try to solve the problem in harmony with school administration. On the other hand, Turkenburg (2008) found in his research that although school boards appear to consider social tasks as their mission, schools and teachers do not have to respond to all the requests and demands that are put to them. Also, Rothi, Leavey and Best (2008) discovered that despite the duty teachers feel in general to fulfil a social mission, they are concerned by the changing nature of their responsibilities, as they feel inadequately prepared and supported to assume the responsibilities of this evolving role.

Another issue is students' social interaction problems. In this research, it was found out in this study that most teachers of this sample organize academic and social groups consisting of students from different genders, economic and social backgrounds. By doing so, teachers try to provide interaction among their students and develop an understanding about each other. As sometimes students avoid gathering in a group socially, these organizations may help them to overcome their social participation problems. Furthermore, it can be seen that teachers also keep their students away from some crimes. As mentioned above, teachers of this sample work in a disadvantaged region and their students may be engaged in some illegal organizations. Teachers try to help their students to avoid from these negative results with their sensitive behaviors. In this regard, they define themselves as social workers. However, Edwards, Daniels, Gallagher, Leadbetter, Warmington (2009) point out that on the individual level, teachers need support and training in inter-professional collaboration and skills to refer pupils to the appropriate services.

A final result of this study shows that teachers of this sample also inform their students about social networks by bringing different business executives to schools and taking their students to some companies. As a result of these efforts, they help their students to develop a vision. Teacher also inform their students about many things ranging from their daily diets, smoking habits to physical and physiological violence they may encounter. By informing their students about these issues, teachers influence their lives in a positive way. This was supported by some studies. In one of them, Hart (1996) found that 80 percent of 3725 high school seniors considered the teacher whom they liked best as their best teacher. Among the most frequently mentioned reasons for liking the teacher mentioned best were such things as (a) is helpful with school work, (b) good-natured, sense of humor, (c) human, friendly, companionable, one of us. Teachers are leaders in a society in this era. They form the future with their roles and responsibilities inside or outside the school. They have a dual role in the society. One of the roles is meeting students' academic expectations while the other role requires meeting students' social expectations in-school roles and out of school roles. The recommendations reached through this study are below:

- Teachers should be supported and trained in inter-professional collaboration and skills on the individual level.
- Teachers' social roles should be more emphasized in their pre-service education.

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## The Effects of Leadership Styles on Employees' Resilience Level

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### Abstract

The purpose of this study was to observe whether managers' leadership styles are related to the level of resilience of employees, considering their demographic characteristics. The Multifactor Leadership Questionnaire [MLQ], was applied to 680 academic and administrative workers belonging to one of the most important University of Colombia. The results showed that the perception of leadership style of subordinates is not significantly related to their level of resilience, which highlights the importance of studying whether resilience should be understood as a feature or as a state. Moreover, analysis of the difference between groups showed that the styles of transformational and transactional leadership engaged the middle and upper resilience level. If sociodemographic variables are related to leadership styles, then leadership is an interactional process that depends of the manager's opinion of his subordinates. The analysis supports the conclusion that the combination of high transformational and transactional leadership style with low levels of Passive / Avoider style improved organizational performance which were measured by high levels of extra effort, effectiveness and satisfaction. Other studies show that the measurements of styles of employees and managers are necessary; our results confirm these studies should incorporate instruments that measure resilience like a trait and resilience like a status. Also, these studies should include different and similar cultures, whether within a sector or different sectors to determine the potential impact of culture in the relationship between leadership styles and the subordinates' resilience level.

Keywords: leadership styles, resilience of employees, full range leadership theory, psychological capital, organizational performance.

### Introduction

Leadership styles affect personal abilities of subordinates and, consequently, their behavior, which can affect their performance and the organization's performance too (Nguyen, Kuntz, Näswall & Malinen, 2016; Iqbal, Anwar & Haider, 2015; Quang, Khuong, & Le, 2015; Tims, Bakker & Xanthopoulou 2011). Within these personal skills, Resilience is one of the most important given its effect on organizational performance. The leadership styles affect the employees' resilience level, and the employees' resilience level affects organizational performance (Tims et al., 2011).

Among the several types of leadership that have emerged throughout the historical evolution of the term there is the Transformational Leadership, which is considered one of the most conceptually solid (Quang et al., 2015). Bass (1985), taking the original proposal of Burns (1978) in leadership, designed a model that proposes the existence of two types of leadership styles: Transactional and Transformational (Contreras & Barbosa, 2013).



The Transactional leader focuses on clearly communicating to his followers the tasks and functions to be executed by identifying what their needs are and guaranteeing the satisfaction of them through proper execution of the tasks and achieving the related objectives (Nguyen et al., 2016). Whereas, the transformational leader aims to inspire their employees so that they are fully committed to the interests of the company, transforming their visions and getting them to commit to the achievement of organizational objectives through the development of individuals; Transformational leaders must have charisma (Iqbal et al., 2015)

Avolio and Bass (1991) propose the Full Range Leadership Theory which added to the two categories mentioned above, the Behavioral Passive / Avoider, also called *laissez-faire*, which is equivalent to the lack of leadership. This category refers to those managers who avoid influencing their subordinates, evade their duties of supervision and distrust their abilities to lead.

One of the more important issues in the leadership research is the impact that the manager's leadership style have in the organizational performance. The relation between leadership and psychological resource of the employees is one of the most important aspect at the present.

In the context of scientific psychology there is the positive psychology, which proposes moving the focus of traditional interest of psychology - the negative aspects of human beings - to the positive qualities of people (Seligman & Csikszentmihalyi, 2000).

The application of positive psychology to the organizational world has enabled the emergence of Positive Organizational Scholarship - POS (Salanova, Martínez & Llorens, 2005; Cameron, 2004), and the Positive Organizational Behavior - POB. Psychological capital is another emerging concept from positive psychology that is composed of four variables: self-efficacy, optimism, hope and resilience (Delgado & Castaneda, 2011; Luthans, Youssef, & Avolio, 2007; Avey, Patera & West, 2006). Resilience, in particular, has been a variable of great interest in the business world, because it has been found that the level of resilience of the members of an organization can be crucial to develop their capacity to cope with the vicissitudes of the environment (Burnard & Bhamra, 2011). Moreover, resilience is critical for the professional development of individuals in achieving personal goals, perceiving welfare and obtaining leadership positions (Pulley & Wakefield, 2001).

The concept of resilience has been applied not only to the administration (from organizational psychology) but has also been studied in several fields such as ecology and engineering (Bhamraa, Daniab, & Burnard, 2011). Regardless of the field in which it is applied, the term resilience has an universal meaning, it is important to consider going to its etymological roots. Originating from Latin, it means to "jump back, rebound, be repelled, arise" with the prefix "re" indicating repetition. "Resiliar" so having suffered a stroke or experienced a traumatic event it would bounce, revive, go forward (Cyrulnik et al, 2004). This description matches the dictionary of the Royal Academy of Language's definition of resilience: "the ability of a material to restore to its initial state after being perturbed", it is a concept that expresses the ability of a material to recover its original shape after being subjected to high pressures. In applying this concept to companies, the term refers to the system's ability to recover its stability having faced disruptive processes, which implies the ability to succeed in developing the organization (from individual and collective processes) to generate adaptive responses to enable it to cope with turbulence and systematic environmental discontinuities (Bhamra et al, 2011).

On the other hand, when the term is applied to the human sciences it refers to an individual's ability to overcome painful or difficult situations and leave them even stronger. Cyrulnik et al, (2004) defines it as "a contract with adversity." From the perspective of psychological capital this ability is not only related to negative events, it is also required to deal with highly positive situations that can generate progress for people, but it also implies greater levels of responsibility (Luthans, 2002). In this research the term resilience is assumed as a psychological capital capacity.



Understanding the organization as a system in which the leadership processes emerge from the interaction between the agents that it is composed of, requires a priority consideration on how these processes can potentially enhance or inhibit individuals' resilience levels (Quang et al., 2015). Today's leaders face unprecedented changes that challenge the organization's capacity for adaptation, which is determined by the internal and external environmental conditions in which they operate (Hannah, Avolio, Luthans, & Harns 2008; Lord & Hall, 2005; Hooijberg, Hunt, & Dodge, 1997). These changes require leaders with strengths in psychological resources to enable the organization to dynamically adapt to the environment. Recognizing the importance of these resources will allow leaders and collaborators to face the change effectively (Tims et al., 2011; Harland, Harrison, Jones, & Reiter-Palmon, 2005).

Also, it has been observed that at the present time, which is highly demanding, subordinates with adequate levels of resilience can be better prepared to handle stress and the constant changes that occur in the workplace. Therefore, Craddock (2009) and Doe (1994) state that favoring the development of resilience of subordinates in organizations it is favored a better addressing to changes and crisis that occur, as people with high levels of resilience are usually more productive in times of crisis and are less likely to leave the company. Based on the above, this study aims to observe how a manager's leadership style affects the employees' resilience level, considering their socio demographic characteristics.

### **Methodology**

In this study participated workers linked to one of the most relevant private University of Colombia with 1,017 employees. The study included a sample available of 680 workers (36% women, 64% men), distributed in the different hierarchical levels and located in three city campus.

The behaviors of managers were evaluated through the Multifactor Leadership Questionnaire [MLQ], which was developed by Bernard Bass and Bruce Avolio (Bass & Avolio, 2000; Bass, 1985). The version used is composed of 45 items, which evaluated three first order variables: Transformational Leadership, Transactional Leadership, Behavior Passive / Avoider. The first two are correlated while the third is independent; together they measure nine variables second order; plus, three organizational leadership effects (Van Eeden, Cilliers, & van Deventer, 2008) are estimated. The distribution is as follows:

- a) Transformational Leadership:
  - Idealized Influence Attributed
  - Idealized Influence Behavior
  - Motivational Inspirational
  - Intellectual Stimulation
  - Individualized Consideration
- b) Transactional Leadership:
  - Contingent Reward
  - Active Management by Exception
- c) Behaviour Passive / Avoider:
  - Passive Management by Exception
  - Laissez Faire
- d) Effects on Organizational Performance:
  - Extra Effort
  - Effectiveness
  - Satisfaction





The level of resilience was evaluated with the Resilience Scale developed by Wagnild and Young (1993). The Spanish version, which belongs to Heilemann, Lee and Kury (2003), was used in this study. The instrument consists of 25 items with Likert format seven points ranging from 1 (I disagree) to 7 (I agree). The scale assesses resilience through two factors:

- Personal Competition
- Acceptance of self and life

A registration questionnaire was developed to collect data on sociodemographic variables that could have an effect on the level of resilience.

Regarding the research procedure the survey starts with a descriptive section which allowed further characterization of the participants, identifying the leadership profiles of the University and the description of levels of resilience in the employees. It is about a general profile and the survey guarantee the anonymity.

Second, the characterization of leadership behaviors of managers and the level of resilience and Collaborators Were Made by a correlational analysis. Later, analysis of the relationship of sociodemographic variables with leadership and resilience was made through nonparametric techniques. Finally, the effects of perceived leadership styles on Extra effort, effectiveness and employee satisfaction, Were Analyzed.

## **Results**

Managers' leadership have been described through perception of their employees. Subsequently the resilience level of the employees were described. Then the relationship between socio demographic variables and leadership styles are analyzed. Later, the role of sociodemographic variables were studied in the leadership styles of managers and resilience level is analyzed, and the role of sociodemographic variables studied in the resilience levels of the employees are described. Finally, the relationship between the perception of leadership styles and measures used in the assessment of organizational performance (effectiveness, extra effort and satisfaction) is analyzed.

The scores obtained by participants in styles are on a scale of 0-4 points for factors and effects, which corresponds to the provisions of the instrument. Within this range the score obtained by management practices by employees in relation with their boss had on average 1.25 for Laissez Faire and 3.01 for Inspirational Motivation factor. These results are consistent for the three styles of leadership because the Transformational is the one with the highest average, near is the Transactional, and far off is the Passive / Avoider behavior.

Regarding the Resilience Scale results, there are higher levels for most of the employees (66) of the university, while only a few reported low levels (2%). Figure 1 shows the consolidated of resilience levels.



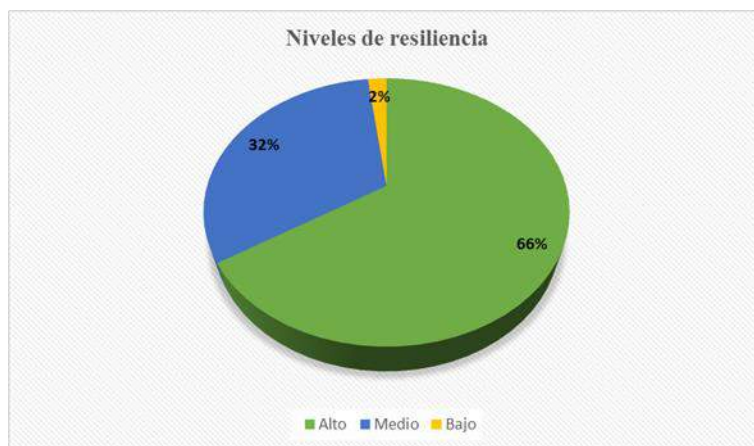


Figure 1. Resilience level for all participants

Correlations between the measurements of leadership defined by the MLQ-5X and the ones given by the scale of Resilience were estimated. The results are shown in Table 1 in which it is clear that their associations are significant in the majority and, with a force of very weak association, none surpasses the level of 0.20

**Table 1.** Pearson correlation between measures of leadership and Resilience levels of the sample

	RS	RS1	RS2	RSC1	RSC2	RSC3	RSC4	RSC5
MLQ-LTF-II(A)	.064	.073	.028	.032	.075	.021	,089*	.043
MLQ-LTF-II(B)	,107**	,129**	.038	,082*	,083*	.049	,120**	,097*
MLQ-LTF-IM	,085*	,097*	.039	.052	,090*	.029	,097*	,078*
MLQ-LTF-IS	.072	,095*	.009	.047	.047	.026	,102**	.064
MLQ-LTF-IC	,100**	,119**	.037	.075	,089*	.042	,104**	,093*
MLQ-LTR-CR	,101**	,119**	.039	.067	,085*	.048	,115**	,091*
MLQ-LTR-MBEA	,115**	,125**	.063	,091*	,094*	.075	,121**	,080*
MLQ-CPE-MBEP	-.040	-.053	-.007	-.023	-.031	-.004	-,082*	-.022
MLQ-CPE-LF	-.074	-,089*	-.026	-.070	-.068	-.009	-,093*	-.062
MLQ-EE	,097*	,106**	.051	.051	,090*	.065	,128**	.052
MLQ-EEF	,112**	,124**	.057	,085*	,104**	.062	,127**	.073
MLQ-SAT	,106**	,116**	.055	.071	,098*	.057	,130**	.068
MLQ-LTF	,092*	,111**	.033	.062	,083*	.036	,111**	,081*
MLQ-LTR	,115**	,131**	.054	,084*	,096*	.065	,126**	,092*
MLQ-CPE	-.064	-,080*	-.018	-.053	-.056	-.008	-,097*	-.048

\*\*. The correlations is significant in the 0, 01 level (2 tails).

\*. The correlations is significant in the 0, 05 level (2 tails).

The leadership profiles are significantly different for the three groups of participants according to their level of resilience (low, medium and high). In particular, it is identified that in the dimensions of Transformational Leadership, Behavior Idealized Influence, Inspirational Motivation and Individualized Consideration, the group differences Low Resilience is statistically significant in relation with the groups with medium levels and high. This means that people who have low resilience tend to report lower Transformational Leadership as managers. The same applies to the dimensions of Transactional Leadership.



When examining the variables of organizational effects of leadership: Extra Effort, effectiveness and satisfaction, it is observed that these three effects are less developed in the group of employees who report low levels of resilience. This means that people with low resilience tend to have a lower positive impact of leadership behavior, when this behavior is transformational or transactional, in relation with their coworkers that reported high and medium levels of resilience.

The dimensions of Transformational Leadership and Transactional Leadership are directly related to levels of resilience so that high levels of resilience are related to higher scores of Transformational and Transactional Leadership styles; consequently, low levels of resilience correspond with lower scores of leaderships in these styles. The relation for lower resilience levels and Passive / Avoider style is different because higher scores of this leadership style are related with lower levels of resilience.

### Discussion

The resilience level that the workers reported covers the full range of possible scores; however, the average employee is at the high level (66%) and medium level (32%). According to the scholarship, high levels of resilience promote the workers' quality of life, their level of satisfaction (Stajkovic & Luthans, 1998; Seligman, 1998; Snyder, 2000; Luthans, 2002) and also improves their performance level (Luthans & Youssef, 2004, Salanova et al, 2000). High and medium levels of resilience are a valuable resource for the institution as this feature is part of the organizational psychological capital, which is developed through the policies and actions of human resources (Seligman & Csikszentmihalyi, 2000; Luthans, 2002a; Luthans, 2002b; Luthans, Youssef, & Avolio, 2007)

Although the relationship between perceived leadership styles and resilience levels was not significant, when analyzing these groups (low, medium and high resilience) there was a different leadership profile for each group, which indicates that the level of Resilience of the employee can have an effect on how s/he perceives the leadership style of the manager. This was found in Transformational and Transactional Leadership dimensions, where group differences of low level resilience were significantly different from the groups with high and medium resilience levels. This means that people with low resilience tend to report lower transformational and transactional leadership in their bosses (Harland et al, 2005).

Regarding the Effort Extra, Effectiveness and Satisfaction, as effects of perceived leadership behavior, it was identified that the group of employees with low resilience tended to have lower levels in the three effects set, when compared to the groups with medium and high levels of resilience.

These results show that the leadership behaviors of managers reported by the employees at the University are related with organizational effects associated with the leadership style and the resilience levels of the workers. Employees with low resilience levels reported lower levels of Transformational Leadership and Transactional perceived, and less impact of the favorable effects of transformational and transactional leadership in their performance. These findings are relevant because allow identify which leadership style could be pertinent nowadays in some organizations.

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## Evaluation of the Metaphoric Perceptions of Pre-Service Teachers Concerning Life-Long Learning Concepts

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### Abstract

People can continue their lives healthily if they can largely adapt to the extent possible to the change in their communities and socialize. Socialization of a person and their adaptation to the community and self-improvement is basically realized with effective education and learning. Education is provided at schools in a planned manner or in the community of the person; in both ways, it ensures changes in the terminal (targeted) behaviors. Today one of the basic requirements for people to exist and prove themselves and continue their lives as qualified staff is lifelong learning. Considering that some knowledge provided by education institutions in today's information societies constantly change and that even some of that knowledge becomes entirely invalid, the inevitability of lifelong learning becomes clearer. At present time when being knowledgeable is accepted as a great advantage, the need for learning is increasing on a daily basis and the requirement that people should develop themselves is seen as the most basic requirement of life. Especially the rapid changes in science and technology show that lifelong learning should be given special importance in all areas of society. Preservice teachers who are the teachers of the future can be sensitive towards lifelong learning skills and acquire these skills only if the faculty members at education faculties create awareness in this area. This study will identify and classify the metaphoric perceptions of junior and senior students at different departments of education faculties concerning life-long learning concept. In addition, based on such classification, the awareness level of preservice teachers studying at various departments concerning life-long learning will be displayed.

**Keywords:** Life-long learning, teacher, student, knowledge, society, metaphor.

### Introduction

Lifelong learning is a concept that we encounter in recent years both in Turkey and in the world. Lifelong learning primarily includes the education received at school; however, it also consists of education received at every area of life based on the education provided at school regardless of the age and place. Dinevski - Dinevski (2004) defined lifelong learning as a concept which can be realized at home, work and school and everywhere where the learner is found, and claimed that it can eliminate inequalities of opportunity caused by the place, time, location and various demographic features (Dinevski & Dinevski, 2004: 227; Günüş & Odabaşı & Kuzu, 2012:310).

Humankind is faced with rapid changes in every field of life in the globalized world especially due to the impact of technology. Lifelong learning is provided for ensuring that humankind is prepared in the face of the mentioned change. "Rapid developments experienced in information and communication technologies made the improvement of knowledge and qualifications of individuals imperative. In this context, one of the skills that individuals must possess if they want to keep pace with the needs of their community and the time is lifelong learning" (Özgür 2016: 22). Unfortunately in Turkey and in Northern Cyprus, which applies an education model which is very similar to Turkey, the education offered to students is far from meeting the mentioned needs. Students are raised in an education system which is based on memorizing and they become unable to and unsuccessful in solving problems when they begin to work. Reinsch (2007, cited in Konokman and Yelken, 2014: 268) claimed that education system had to raise individuals who learn lifelong and that, in addition to education system, companies and industry needed lifelong learning and those individuals had to be able to perform their own learning. Therefore, it is inevitable that today both the young people as well as adults need lifelong learning. Lifelong learning indicates that leaning life continues through lifetime and is an extremely effective application which includes all education processes. In other words, the basic principle of lifelong learning which means that individuals develop themselves





through their entire lives is to continue learning deliberately throughout lifetime. UNESCO explains the concept of lifelong learning in the document known as Learning to Be or Faure Report in five items: “popularization of education services outside age limits, increasing the interest which sees education as an instrument that increases quality of life, development and underlining of education areas related to the needs of daily life, inclusion of employees, parents and members of society in the decisions related to education, and emphasizing the necessity of being open-minded in planning, management and target determination” (Güleç & Çelik & Demirhan, 2012: 36).

In today’s societies individuals must always activate lifelong learning and renovate themselves in order to exist. A lifelong learning model directed towards the skills and acquisitions that they need in particular must be developed. The 8 competency areas identified by European Union Commission (2006) for lifelong learning can be listed as follows: “competency for communication in native language: 1.The ability to express feeling and opinions in native language in verbal and written form. 2. Foreign language competency: ability to use a foreign language in written and verbal form, ability to read and comprehend a text written in a foreign language. 3. Competencies related to mathematics, basic science and technology: ability to solve problems encountered in daily life using mathematical thinking, and ability to follow developments in the field of science and technology. 4. Digital competency: ability to effectively use information and communication technologies, effectively use computers and communicate through internet. 5. Competencies related to learning to learn: ability to organize learning processes by effectively using time and knowledge. 6. Competencies related to social responsibility: ability to participate in social life more effectively. 7. Cultural competencies: ability to express emotions and opinions in written and visual media, branches of art and literature and to develop creative ideas. 8. Entrepreneurship: the ability to put one’s ideas into practice, creativity, planning and management” (Yılmaz 2016: 255).

The metaphors which preservice teachers relate the concept of lifelong learning, which especially claimed an essential place in the lives of people in the 21<sup>st</sup> century, is remarkable as a topic which deserves cogitation. It can be believed that the perception and opinions of preservice teachers who spend an essential part of their lives by receiving education concerning lifelong learning can be seen more clearly through metaphors and, in a parallel fashion that assistance can be provided to educationists in some regulations as regards lifelong learning in the future.

While people are trying to perceive a certain concept they liken it to another concept or cite the similarities between two concepts. This method ensures that metaphors which are seen as essential elements of reasoning recently become more popular. The word metaphor is derived from the Greek word *metapherein* (Meta: over, beyond; pherein: transport) which means “transporting from one place to another” (Kararımak & Güloğlu, 2012, 122). An examination of its meaning in Turkish shows that the concept is met with the concept “metaphor” in the updated glossary of Turkish Language Institution. In terms of understanding life and giving it some meaning, metaphors are strong mental mapping and modeling instruments (Uyan Dur, 2016: 123-124). Therefore, they have an essential place especially in the learning of abstract concepts. “The importance of using metaphors for constructivist approach is remarkable. Especially when offering the education programs prepared according to constructivist approach, students use metaphoric thinking method consciously or unconsciously. It is also essential that using metaphors has a positive impact on language and expression skills” (Özkan-Taşkın, 2014: 891). According to Lakoff and Johnson (2005) who have very critical studies on metaphors, metaphor includes understanding and experiencing a phenomenon with another phenomenon. As a leading perception instrument, metaphor consists of the transfer of knowledge from a known area to a new/unknown area (Güveli & İpek et al, 2011, 140).

The sentence “lifelong education is like/similar to ..... because.....” in the written interview form which is the data collection tool of this study was meant to ensure that preservice teachers relate lifelong education with a



metaphor and give reasons as to why they establish such a relation. Preservice teachers tried to display which element was effective in picturing lifelong learning based on their emotions, opinions and experiences and then attempted to explain why they thought in that way. Thus, an effort was paid to obtain metaphors which preservice teachers matched with lifelong learning concept.

## **Method**

### **Method of the Research**

In this study, phenomenology pattern which is a qualitative research strategy was used and an effort was paid to “display the experiences and perceptions of individuals concerning a phenomenon and the meaning they attach to it” (Yıldırım and Şimşek, 2013, 84). This pattern “focuses on the phenomena that we are aware of but about which we do not have an in-depth and detailed understanding” (Yıldırım and Şimşek, 2013, 78). “Content analysis” approach was employed in the analysis of qualitative data and the data obtained in the end of data collection process were summarized and interpreted according to the determined themes (Yıldırım and Şimşek, 2013, 259).

### **Objective of the Study**

The purpose of this study is to explore whether there is difference between metaphors of preservice teachers related to lifelong learning concept. For this purpose answers were sought to the following questions:

1. What are the metaphors displayed by preservice teachers concerning lifelong education who are enrolled at various departments in TRNC?
2. Which conceptual categories are created by these metaphors?
3. What are the opinions of preservice teachers concerning lifelong learning?

### **Population-sampling**

Eighty preservice teachers studying at various departments of education faculties in TRNC constitute the sample of this study. Sample groups were chosen randomly among students who studied at different departments.

### **Data Collection Tools**

Open-ended interview forms were used as data collection tools. The measurement tool used in data collection was prepared by examining the literature by researchers, expert opinions were obtained concerning the tool and it was organized into its final form according to these opinions. With the purpose of collecting data, the preservice teachers were asked to provide suitable phrases in the blank areas in the expression “lifelong education is like/similar to ..... because.....”. With this method the metaphor and reasons for choosing that metaphor were obtained (Yıldırım and Şimşek, 2013, 242).

### **Analysis Techniques**

As this research is a qualitative study, content analysis, percentage and frequencies were used in the analysis of data. In addition, the metaphors displayed by the participants concerning lifelong education concept were analyzed by dividing into conceptual categories.

### **Reliability and Validity of Data**

In order to obtain reliability in this study, written opinion forms, justifications and conceptual categories were presented to an expert in education sciences. After metaphors and categories were matched, these data were compared with the matching made by the researchers. At the end of this comparison, reliability = agreement / agreement + disagreement” formula was used in order to determine reliability (Miles and Huberman, 1994) and the reliability calculated for preservice teachers who participated in the study was calculated as  $73/73+7= 0.91$ . The obtained results were found satisfactory for the reliability of our study.





## Findings

Here the findings obtained from the form “lifelong education is like/similar to ..... because.....” were examined under different titles. The findings were examined in two different tables. In the first table the categories of metaphors, student numbers and percentages were indicated whereas in the second table the categories of metaphors displayed by preservice teachers, metaphors, student numbers and their percentages are provided.

**Table 1.** Conceptual categories, student numbers (f) and percentages (%) of metaphors displayed by preservice teachers concerning “lifelong education” concept

Conceptual categories		f	%
a.	Activity-job	4	5.47
b.	Place	4	5.47
c.	Technology	4	5.47
d.	Things	5	6.84
e.	Life	4	5.47
f.	Nature	11	15.06
g.	Family members	7	9.58
h.	Education-school	14	19.17
i.	Physical need	20	27.39
<b>TOTAL</b>		73	99.92~100

It is observed that the categories that preservice teachers are mostly concentrated on are physical need (27.29%), education-school (19.17%) and nature (15.06%). Other mentioned categories can be listed as family members (9.58%), things (6.84%), life (5.47%), place (5.47%) and activity-job (5.47%). An examination of the table above shows that preservice teachers are mostly concentrated on the physical need category. This shows us that in general preservice teachers have positive opinions about lifelong education. 27.39% of preservice teachers thought that lifelong education was among the physical needs of humankind just like eating and drinking. 19.17% of preservice teachers related lifelong education naturally with education and school metaphor and thought that the education they received at school was a part of lifelong education.

**Table 2.** Metaphors, conceptual categories, student numbers (f) and percentages (%) of metaphors displayed by preservice teachers concerning “lifelong education” concept

Category	Metaphors within the category
a. Activity-Job	Activities that we conduct throughout the day – a job which requires constant endeavor – a boring job (2).
b. Place	Developed countries (2) – Switzerland – a rich country.



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c. Technology	Technology – computer – internet (2).
d. Things	A car out of fuel – a working machine – television - clock (2).
e. Life	Human life (4).
f. Nature	Growing of a sapling - flower – an unknown sea – ocean – weather forecast – river – stream - tree (2) – seed.
g. Family members	Moher / father – mother – child – father – grandma / grandpa – sibling - brother.
h. Education-school	Philosophy class – school (2) – class (2) – pen – book (2) – university (2) – mathematics – reading – private school – private tutoring.
i. Physical need	Renewal – breathing 6) – breast milk – Growing (developing) – nutrition – oxygen – development – water (2) – food - freedom (2) – eating – drinking - sawing.

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It is believed that through metaphors given above important inferences and analysis can be made. For example, the fact that preservice teachers think lifelong learning as a physical need such as breathing, breast milk, nutrition and water is one of the most basic indicators that the mentioned education model should be implemented at all costs. Knowledge plays an essential role in the shaping of the century that we are living in. In the study, a majority of preservice teachers saw lifelong education as a physical need which shows that they have certain awareness in this sense.

Lifelong learning is the name given to the learning activities which continue in all stages of human life and play an essential role in the development of the person. The education received at school is naturally a part of lifelong education. An important portion of the preservice teachers who participated in the study related lifelong education to such metaphors as school, class, university and book and displayed positive opinions in this sense. For example: “school is an important part of lifelong education as it prepares us for life.”, “the classes that we take at school and prepare us for life are very important in terms of lifelong education.”, “one of the most important requirements for lifelong education is books as we overcome the difficulties we encounter in life with the help of the things we learn from books.” or “universities are an essential part of lifelong education as people who receive a good university education attain success in life to a great extent.”

Another category where preservice teachers are concentrated is nature. 15.06% of students who participated in the study related lifelong education with such elements as the growth of a sapling, flower, tree, an unknown sea and ocean which are related to nature and offered positive opinions. For example, “a person grows and develops like a sapling thanks to lifelong education”, “lifelong education is like a sea of knowledge whose end is unknown.”,



“Lifelong learning is like an ocean as the treasury of knowledge in lifelong education is enormous like the water in ocean.”

Some preservice students preferred relating lifelong education to family members and displayed positive opinions. In this category preservice teachers displayed such metaphors as mother – father – grandma – sibling and presented the following opinions: “just like our mother and father, lifelong education displays important contribution to our development. Lifelong education is a basic need just like a grandma and sibling.

In the “things” category some preservice teachers displayed negative opinions concerning lifelong education. The preservice teacher who likened lifelong education to a car which ran out of gas stated that due to the exhaustion caused by the long education provided at school, having education for a lifetime was meaningless. Another preservice teacher found lifelong education as unnecessary as television and emphasized that the education received at school was adequate for living on. In addition to these opinions, there are some positive views in “things” category. Those who presented positive opinions likened lifelong education to clock and a working machine. Just like a working machine, lifelong education was a must so that humans could always renovate themselves; other preservice teachers believed that lifelong education always carried people forward.

Preservice teachers attracted attention with their positive opinions in “life” category. In this category, human life (4) was displayed as a metaphor for four times and lifelong education was found as valuable as human life. Two of the preservice teachers saw lifelong education as an inseparable part of human life.

In technology category, preservice teachers produced four metaphors, namely computer, technology and internet (2). Preservice teachers who saw internet as an essential element of lifelong education thought that computer was a precondition for lifelong education and related technology with lifelong education. According to preservice teachers, “Lifelong education is similar to technology as people who receive this education improve every day just like technology”.

In the “place” category four more metaphors were displayed and positive opinions were presented related to lifelong education. Preservice teachers related lifelong education with developed countries, Switzerland, and a rich country. Accordingly, preservice teachers stated that people who received lifelong education would improve like developed and rich countries and become knowledge-rich individuals.

Preservice teachers displayed negative opinions generally in “activity and job” category. Lifelong education was defined by some preservice teachers as a boring job which requires constant occupation who also thought that the education received at school was adequate. Only one preservice teacher in the mentioned category evaluated lifelong education as an activity which had to be conducted during the day for improvement and presented a positive opinion.

### **Conclusions and Recommendations**

Preservice teachers have essential roles to play in this process which continues from the cradle to the grave so that individuals can acquire the knowledge, skills and competencies required to that they can continue their lives and become useful to their societies. It is a precondition that teachers who give the social life its direction have awareness of lifelong education so that this education can be continued healthily. As known, teachers have to be in lifelong education constantly as a requirement of their profession and innovate themselves.

In this study, preservice teachers displayed 73 metaphors in total 54 of which were unique. A majority of these metaphors were related to positive opinions concerning lifelong education. Only 5 of the preservice teachers who participated in the study displayed negative opinions concerning lifelong education. This result shows us that



preservice teachers mostly have awareness concerning lifelong education and its benefits. Studies should be conducted on the education of preservice teachers who lack such awareness. Especially the academicians who lecture at education faculties should raise awareness among the preservice teachers of the future.

Lifelong learning includes all kinds of learning such as purposive-non purposive and official-non official; thus, it has a wide area of learning. For this reason, lifelong learning has to be supported both by private sector and the government sector so that it can be successful and reach its objectives in a country. Especially government must provide the necessary financial support for the success of the mentioned education and take the initiative for the awareness-raising in the society.

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## Strategies and Challenges of Internationalization of Firms in Sub-Saharan Africa: A Case of Nigeria

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### Abstract

In the last three decades, fresh breeds of business corporations from emerging markets known as Emerging Multinational National Corporations (EMNCs) have been appearing in many industries and are increasingly becoming the growth drivers of the global economy. Despite their spectacular growth in numbers, proportions and robustness, at least within the context of their own circle, they are faced with stiff competition and numerous challenges. This could be attributed to their comparative newness compared to more established MNCs as well as their lack of international experience in navigating the global business terrain. Thus, the major objective of this paper is to examine the prevailing challenges faced by the EMNCs and the most successful strategies they could employ to enable them capable of challenging established MNCs from advanced economies. The paper adopts explanatory survey of existing literature on the subject matter under review. The study relies on information garnered from online journal articles and publications that are duly acknowledged. Findings from the literature revealed that some of key challenges include political risk, lack of coherent economic policies, technical constraints, deteriorating economic condition, lack of productive culture and weak investment climate and doing business indicators. In addition, innovation is identified as key component of any successful strategy, while global mergers and acquisition, strategic alliances, partnership, collaboration are said to be among the most widely applied strategies for a global market penetration and growth.

**Keywords:** Companies, competition, franchising, internationalization, multinational corporations, strategy, turnkeys

### Introduction

The forces of globalization continue to shape the pattern, magnitude and direction of the conduct of international business. The shift from industrial economies to knowledge- and information-based service in the developed economies has made manufacturing activities to be moving to low-wage countries (Laudon & Laudon, 2014). This fundamental shift in the global business arena has provided opportunity for growth and expansion that result in the internationalization of many firms in emerging economies. Companies across all sectors seem to be involving in internationalization and view it as a way to achieve further growth (Bianchi & Ostale, 2006).

Most debate surrounding internalization and more so globalization in the field of international business largely focus on large European and US firms. This is because most of the firms play significant role in global integration (Amal, Raboch, Awuah, & Andersson, 2010). However, available evidence, so far, shows that focusing solely on European and American firms does not portray a holistic view of the global business arena, as new firms from emerging markets and other developing countries are also important global players as well. In the last three decades, fresh breeds of multinationals from emerging markets known as Emerging Multinational National Corporations (EMNCs) have been appearing in many industries and are increasingly becoming the growth drivers of the global economy (Aré et al., 2010).

Meier and Schier (2001) defined multinational corporations (MNCs) as an enterprise which possesses at least a unit of production in a foreign country. Therefore, it is no longer the ownership of overseas assets that determine the multinationality of a specific firm but rather its direct involvement in overseas value-added activities. It should be noted that a firm cannot be considered real MNC if it only participates in cross-border trade or serves as a contractor to foreign firms. Hence, a firm can metamorphose into MNC by negotiating international cooperation agreements (ICAs) with firms in other countries instead of engaging and participating in foreign direct investment



(FDI) in the countries (Dunning, 1992). Usually, firms are considered to be more multinational when: (i), they have many foreign affiliates or subsidiaries, (ii), they operate in different countries across the globe, (iii), the share of assets, revenues, or profits accounted for by overseas operations relative to the total assets, revenues, or profits accounted for by domestic operations is high. Alos, (iv), the employees, shareholders, owners, and managers are from many different countries, and (v), their overseas operations go beyond sales offices to a full range of manufacturing and research and development activities. Amal, Raboch, Awuah, & Andersson (2010) noted that developing countries have become important global players in determining the flow of Foreign Direct Investment (FDI) across international boundaries.

Despite the growing level of instability in the Sub-Saharan Africa, recent reports have documented further evidence of growing interests of global firms from North America, Europe and Asia in different sectors of the African economy such as oil and gas, telecommunication, banking and finance, energy and power, transportation, manufacturing among others (P. Dupoux, Ivers, Niavas, & Chraïti, 2018). On the other hand, a fresh breed of ambitious multinational is rising on the world view, facing both challenges and opportunities from established MNCs global players. These new contenders hail from seemingly unlikely spots, from nations such as Brazil, China, India, Russia, Egypt and South Africa. They are shaking up entire industries, from farm equipment and refrigerators to aircraft and telecom services, and changing the rules of worldwide competition (Aulakh, 2007). Emerging multinationals from developing economies are not a new phenomenon as they have existed and persisted for at least the last half century. These firms rose from being niche players associated with an economic growth of their home markets to global competitors challenging established multinationals from advanced economies (Hassan, 2013).

Since the early 1990s, developing countries have been the quickest-developing markets in the globe for most products and services. With large populations and increasing incomes, as well as talented manpower with low monetary values, emerging economies are providing more goods and services to the world than in the past (Berrill & Mannella, 2013). Recent report by the Boston Consulting Group indicates that some Nigerian firms which include Dangote Group, Globacom, Guaranty Trust Bank, United Bank for Africa, Nigerian Breweries, and Jumia Nigeria among others, have been driving the African economy on a massive unprecedented scale thereby establishing track records and contributing to further integration of the continent (Dupoux et al., 2018).

Although there is an increased involvement in research linked to emerging markets and multinational corporations (MNCs), however, most of the studies performed were on globalization versus regionalization debate (Berrill & Mannella, 2013). Emerging markets MNCs have recently put up interest among researchers and little has been written specifically on Emerging MNCs global strategies. Likewise, little research has been presented to guide the Emerging MNCs in their strategic selection of various strategies that are available for Emerging MNCs from growing economies like Nigeria. Therefore, the main objective of this paper is to examine the strategies and challenges that militate against the expansion of EMNCs into the foreign markets particularly in the context of Sub-Saharan Africa.

### **Literature Review**

A number of scholars have contributed in one way or the other in elucidating the dynamics of internalization processes of firms in both developed and developing economies. Aykut and Goldstein (2006) noted that multinational corporations from developed economies have facilitated influx of capital, technology, marketing connections and state-of-the-art managerial expertise that have played significant role in economic growth and transformation that have been experienced by many emerging economies. Consequently, some firms from emerging economies have acquired sufficient capital, knowledge and technological know-how to invest abroad on their own and claim the status of emerging multinationals (EMNCs). Many of these firms have been ranked among the 500 Fortune companies and the trend is likely going to continue in the foreseeable future. While more attention





is focused on BRIC countries – Brazil, Russia, India, and China – available evidence have shown that other developing economies are homes to many firms that are key global players. Aykut and Goldstein identified some of the challenges facing EMNCs to include difficulties in creating a sustained competitive edge over well-established incumbents and in managing complex operations that require both foreign adaptation and cross-border integration.

Amal et al., (2010) conducted a study on the differences and similarities of the determinants and patterns of internationalization among firms in both developed and developing countries using qualitative method where multiple case studies of MNCs from countries with different levels of development were selected. They found that learning is the most important in the early phases of MNCs international development while networks and location advantages are more important in later stages. However, while this study was conducted on firms in Brazil and Sweden with higher level of economic development than most countries in Africa, the findings in the study may provide insight on how African firms can leverage learning, networks and location to promote their international presence atleast within the confine of the continent. In addition, further research effort may be focused towards better understanding why there are significant differences between foreign and domestic firms' knowledge search and deployment efforts.

In another study, Andreff (2009) examined outsourcing in the new strategy of multinational companies. Specifically, the study was on outsourcing in relation with foreign direct investment and international subcontracting process, as well as with some connected issues such as fragmentation of the production process, international production relocation, de-industrialization in developed countries and industrialization in newly industrializing, now coined emerging countries. He also examined how global strategy differentiates from traditional MNC strategies and how much outsourcing fits with such global strategy. The study concluded that outsourcing has grown faster than world trade in the past two decades and has skyrocketed during the very last years because it is a cornerstone of a new global strategy adopted by multinational companies since the late 1980s. Despite the prevalence of outsourcing as strategy for internationalization of firms in many emerging economies, there is still little evidence on the extent to which EMNCs in Sub-Saharan Africa utilize outsourcing strategy. Therefore, more studies on outsourcing strategies in the context of Sub-Saharan may likely open further avenue for academic discuss.

Bianchi and Ostale (2006) carried out study on unsuccessful internationalization efforts by four multinational retailers in Chile. Findings from the study show that the retail firms have failed to understand the dynamics of the local context. Therefore, they defied local institutional pressures from consumers, suppliers, competitors, retail executives, and the business community. The management executives of the firms did not entrench themselves in the broader social network of the context within which they operate. It was also apparent that competitors had anticipated and responded to MNCs sources of competitive advantage. In addition, the economies of scale of the MNCs were not adequate enough to command any advantages in the supply chain network. While this study was conducted on established MNCs, the findings have provided future direction for EMNCs and lessons on how to compete effectively against MNCs from developed economies and win in the global market. However, it still remains unclear whether EMNCs in Sub-Saharan Africa have been able to embed themselves in the broader social network of the context within which they operate.

In a different study, Jaffe, Nebenzahl, and Schorr (2005) conducted study on strategic options of home country firms that are faced with MNC entry. Using the response strategies to MNC entry of 78 Israeli firms, tracking their reactions from 1993 to 1999, as significantly more MNCs entered the market. The results of their study reveal that firms competing in global markets, barely half of those with strong assets chose to 'contend' with MNCs. The rest chose a 'cooperator' strategy, as did all firms with weak assets. While firms competing locally, the majority with strong assets followed the predicted 'contester' strategy, and the majority with weak assets chose a 'defender'





strategy, again in accordance with the model. While local firms in developing countries may choose which of the strategic options to adopt, empirical evidence addressing the choice of the options by firms in Sub-Saharan Africa is largely limited. As such documenting further evidence is a good step towards understanding internalization dynamics in African markets.

In Sub-Saharan Africa, Mawanza (2015) assessed the nature of political risk and strategies used in managing the risk by MNCs operating in Zimbabwe. The study used survey on perceptions of decision makers of 25 MNCs operating in Zimbabwe. Among the key findings of the study, political risk can be mitigated by involving the local government and good citizenship approach. Therefore, prospective investors were recommended to adopt strategies like joint ventures with local firms especially given the government's indigenization bill, employing local management and developing good relations with the host government and complying with the national environmental rules / norms and paying more attention towards this issue. It may be extended from the findings of the study that EMNCs that operate in Sub-Saharan Africa can navigate the volatile terrain in most countries in the region by adopting some of the measures highlighted in this study.

In addition, many theories are used to demonstrate how internationalization of firms takes place. One of the relevant theories is the country similarity theory proposed by Steffan Linder in 1961. The theory proposed that consumers in countries that are in the same or similar stage of economic development would have similar preferences. Initially, companies produce for domestic consumption and when they explore exporting, such companies tend to invest in economies that have similar consumer preferences. Such markets offer most potential for success. The theory contends that most trade in manufactured goods will be between countries with similar per capita incomes, and intra-industry trade will be common in the region. International business scholars suggest that the theory is most useful in understanding trade in goods where brand names and product reputations are important factors in the buyer's decision-making and purchasing processes. Hence, the current expansion of fast growing Africa companies in the continent is fully explained by this theory.

### **Methodology**

The main objective of this study is to examine the prevailing challenges faced by the EMNCs and the most successful strategies they could employ to enable them capable of challenging established MNCs from advanced economies. The paper adopts explanatory survey of existing literature on the subject matter under review using library research approach. The study relies on information garnered from scholarly journal articles, policy reports and other relevant publications that are duly acknowledged.

### **SWOT analysis**

In the first step of the strategy process the firm needs to assess and evaluate its internal position as well as the current state of its external environment (Gilbert & Behnam, 2009; Fme, 2013; Barney, 2002; Fitzroy & Hulbert, 2005). This initial requirement is derived from the assumption that firms need to match their internal strengths and weaknesses with environmental opportunities and threats to better meet the overall strategic objectives (SWOT). The SWOT analysis is a business analysis technique that an organization can perform for each of its products, services, and markets when deciding on the best way to achieve future growth. The process involves identifying the strengths and weaknesses of the organization, and opportunities and threats present in the market that it operates in. The completion of a SWOT analysis will help EMNC to decide which market segments offer the best opportunities for success and profitable growth over the life cycle of their product or service (Team FME, 2013).

Strengths and weaknesses are considered to be internal factors over which an EMNC has some measure of control over them. 'Strength' is something that has a positive implication. It adds value, or offers an organization a competitive advantage. Strengths include tangible assets such as available capital, equipment, credit, established and loyal customers, existing channels of distribution, copyrighted materials, patents, information and processing



systems, and other valuable resources. While the Weaknesses are the characteristics of a product or service that are detrimental to growth. Weaknesses are those things that detract from the value of an organization's offering or place it at a disadvantage when compared with its competitors. The internal analysis of an organization should include its culture, expertise, resources, and unique qualities within the market place. Organizational culture, comprises the values, norms of behaviour, systems, policies, and procedures through which a company adapts to the complexity of the global area. It takes on a central part in the evolution and implementation of the global corporate strategy (Cavusgil, Yeniyurt & Townsend, 2004). The commonalities regarding this dimension include adapting a single corporate language for commercial enterprise communication, and managerial performance review and compensation on the basis of contribution to global strategy.

Ng, Lee and Siores (2003) corroborated the above view that the actual reason accounting for the successfulness of an establishment does not rest in its tough management program or management tools, but in their cultural elements rooting in an organization and its distinctive corporate culture. Corporate culture is almost a scientific management system that lays humanity as the basis. It is an active balance and optimal combination of material and production, regulations, spirits of an administration, and at the same time it serves as a potential productivity driver. Also another important consideration in discussing the internal factors is a well-known fact that the existing senior management will be responsible for the current state of the organization (Fme, 2013) hence the need to have visionary leadership, which is also one of the associates to the most critical assets of any organization: human capital. At the core of any corporate globalization effort are a handful of directors who understand the world, and are organized to handle the complexity, adaptability uncertainty, and finding out what a company faces at global marketplace (Cavusgil et al., 2004).

### **Strategies for the Internationalization of Firms Innovation**

The current international crisis led to precipitous falls in gross revenue, increased level of monetary values and various taxes. They therefore had to shake up their strategy, based on innovation and flexibility, to be environmentally friendly and set competitive prices for their wares. Deng *et. al.*, (2014), are of the opinion that the best means to be competitive on a worldwide basis is through an innovative strategy which is fixed as 'a timed sequence of internally consistent and conditional resource allocation decisions that are designed to meet an organization's aims. That management must make conscious decisions regarding innovation goals (Rycroft & Kash, 2004) as supported by Aulakh (2007) and Mathews (2006) who mentioned that even prior to firms moving into international markets, they would need to upgrade their technological and scientific know-how so as to be able to offer products commensurate with the more advanced needs of the international markets.

Kothari, Kotabe and Murphy (2013) stated that innovative EMNCs may have to acquire competencies in internal R&D to substitute technology licensing. Locating their R&D and marketing operations in modern market economies will also enable them to increase their absorptive capacity. Cordell (1973) opined that a great many of the ultimate benefits of R&D are seen to be process or product innovations. The latter may involve the development of a new product or a change in a product which can then be marketed more economically. Process innovations have to do with productivity and efficiency. Process innovations usually result in ways to manufacture products at lower costs or, another way of saying it, with greater efficiency. One final outcome of innovations of all types is that they help the company to be more competitive in world markets. Innovation is the central element upon which companies rely when establishing their competitive advantage (Mattes, 2006). Narula and Zanfei (2003) and Mattes (2012) collaborate this view by emphasizing that innovation is necessary for location conditions which may require some level of modification to the product or processes by adapting their existing product and process technologies through foreign-located R&D in order to make them more appropriate to local conditions, or in some cases, to create peripheral products.



### **Mergers and Alliances**

Dumitrescu and Scalera (2012) stated that EMNCs should use mergers and alliances as strategies to enhance their know-how, to enlarge their market share, to widen their offer, to offer various new designs, to lower the costs of new materials and the work force and re-launch brands through marketing efforts. International strategic alliances are widely used by MNEs of all proportions as an entry strategy on new markets as well as a strategy of development, jointly using technology and sharing expertise. It is also a method to confront the competition of other strategic alliances already formed (Todeva & Knoke, 2005). For example, Sony Ericsson is a joint venture equally divided between the Swedish telecommunication company Ericsson and the Japanese consumer electronics company Sony Corporation; it was created to combine the technological expertise of the two. Likewise Procter & Gamble entered over 120 strategic alliances with so many International companies.

Deng (2014) alleged that emerging markets multinational corporation (EMNCs) can use global acquisitions as their main international strategy today especially for those EMNCs with few technological capabilities. They can obtain technology more by acquiring innovative firms in advanced economies because acquisitions provide substantially more access to resources than green field investment. He cited Huawei Technologies, which is China's largest telecom equipment manufacturer, which made up its expertise in optical network technologies by buying Opti Might and Cognigine, two small high-tech U.S. firms that take the technological inputs that complement its own house-specific assets.

### **Licensing and Franchising**

Licensing is another low investment, a low-risk alternative that is a particularly useful option in rural areas where regulations limit market entry or where tariffs and quotas make export a non-viable strategy. It is also a preferred strategy when the target nation is culturally removed from the domicile country, or there is a little prior experience of the host nation. A licensing agreement gives a firm in a host country the right to develop and sell a product for a set period in return for a fee. The primary weakness with licensing is the licensor's lack of command over the licensee. This applies to quality standards that, if ignored, can be damaging to the brand's image. It also applies to the monitoring of sales that form the base for royalty payments. Some other danger is that the licensee may appropriate the competence underlying the product, thereby turning a direct competition. That is why licensing is primarily suited for the mature phase of a product's life cycle in which the technology that is transported to the licensee is older and standardized. In other phases of a product's life cycle direct ownership is a more feasible strategy. Franchising is similar to licensing, but more comprehensive. For a fee and royalty payments the franchisee has a complete software system comprising the franchiser's trademark, products and services, and an accomplished set of operating principles thereby creating the deception of a worldwide fellowship.

### **Collaboration**

Initial entry mode choices are difficult to change without considerable loss of time and money, making entry mode selection a very important strategic decision for MNCs. In essence, the decision is whether to collaborate in some way with local partners in the host markets or whether to internalize operations. Collaboration allows the firm to expand its competitive advantages into more locations faster and with reduced cost and market uncertainty. This enables it to focus its resources on further growing its core competencies. Another advantage is that a local partner can provide knowledge of the local economy or product-specific knowledge (Collinson & Narula, 2014). Despite these benefits, there is a high degree of managerial dissatisfaction with inter-firm collaboration. In percentage, this is ascribable to the costs associated with training partners and providing engineering and management assistance. More important though are the costs required in writing, enacting, and enforcing contracts with partners. This is a special problem in trading with firms in rural areas with low transparency, i.e., unclear legal systems and rules, macro-economic and tax policies, accounting standards and practices, and corruption in the capital markets.

### **Emerging Multinational Corporations: The Nigerian Experience**



In today's globalized world, many companies operate in markets around the world, procure their raw produce or conduct research and development worldwide. This is because trade barriers are falling and global trade between countries in goods and services is growing faster than domestic production (Katerina & Aneta, 2014). Understanding how firm employ various strategies in their internationalization processes is very important (Teixeira & Grande, 2012). Recently, available evidence demonstrates how African business is integrating Africa in all realms of live. It is acknowledged that main drivers of this integration are indigenous entrepreneurs and fast-growing African firms, as well as multinational corporations (MNCs) (Dupoux et al., 2018). African fast-growing companies have been extending their gains within and outside the continent and consistently beating MNCs at their own game (Dupoux et al., 2015). While African companies do focus on building value for their owners, understanding how their activities further economic and social development in the continent create environments within which their business thrive is important. This is because CSR is seen as an integral aspect of doing business across the globe (Bustamante, 2011). For instance in 2015, while announcing its cements company expansion to Tanzania, Dangote Industries limited, had given out a 500,000 dollar grant to the active poor to start business of their own while schools and markets would be built in the various communities.

Nigerian companies that were identified as major players in the internationalization process in the Sub-Saharan Africa include Dangote, Globacom, Guaranty Trust Bank plc, Jumia, Nigerian Breweries, United Bank for Africa. The Emerging African companies, along with other major companies in the Africa, have carefully cultivated four competitive advantages which have made them to grow faster. These competitive advantages include focusing with full commitment to Africa, on-the-ground experience and proximity to decision makers, a superior grasp of data and information that is relevant to local markets, and the ability to make quick decisions and navigate the informal business environment that characterizes most Africa markets.

These pioneer companies employ certain strategies to expand, grow, and create value for their owners, employees as well as the countries in which they operate. These companies actively expand their foot print by seeking growth in new markets within the continent. Operating in multi-country enable the companies to minimize the risk of volatility and instability in some African countries and better understand the diverse cultural dynamics and customer needs, trade channels, and business environment across the continent (Dupoux, Ermias, & Niavas, 2014). The African companies are also making significant greenfield investment in manufacturing sector and other infrastructure facilities. For instance, Dangote Group of Nigeria, one of the largest conglomerates in Africa, established cement factories in six African countries in 2014 and 2015 including as \$480 million plant in Ethiopia. Currently, Dangote derives about 30% revenue from outside its home market operations. The economic reforms in many African countries, especially in tax, public sector, financial sector, innovations in rural finance, telecommunications and infrastructure as well as revamped legislative frameworks, have produced an enabling environment that has further provided a platform for future growth.

In recent times, many African firms fully utilized M&A which enable them to have access to new assets, markets and customers. Acquisition also enables companies to access new talents and skills, as well as staff with knowledge of a particular target industry or sector. Also, building successful brand recognition is a key to successful internationalization (Matanda & Ewing, 2012). Companies that do business in multiple African countries try to build successful brands with African identity which encourages the idea of Africa integration and helps drive export of Africa's products. Most of these companies ensure that their products reach all levels of the consumer pyramid by employing tools such as missionary or door-to-door selling. Another option they use is local celebrity endorsement to suit African markets. Due to problems of lack of infrastructure and a predominance of highly active informal sectors, the growing African companies are able to innovate so as to address the peculiar varying needs of African customers and the structural difficulties of doing business. Growing, developing and retaining local talents are fundamental to building and sustaining competitive edge by African businesses. The top leading employers among the leading African companies in Nigeria grow and retain talents by offering competitive pay



packages and benefits, technical training, incentives such as performance bonuses, and opportunities to learn and grow to employees. Also, fast-growing African business and MNCs have, over the years, learnt how to build and sustain a good ecosystem which is another source of competitive advantage that promotes growth and social development and this has been supported in many related studies (Yu, Subramaniam, & Cannella, 2013).

### **Challenges of turning local firms into EMNCs**

There are so many challenges, which in one way or the other inhibit the internationalization of firms in the Sub-Saharan Africa. One of the key challenges is geopolitical and economic fragmentation in the region comprising of 54 Sovereign nations. Often, these nations have small population as well as low economic activity. Africa has about 16 trade zones compare to Europe and Asia that have one each. In addition four-fifth of African nations require visa for a visit. Lack of major roads and rail network to connect people and businesses across the continent greatly increase the cost of doing business. Average cost of shipping and distributing goods to markets in Africa is equal to 320% of their value, relative to 200% in South America and 140% in East Asia and North America (Dupoux et al., 2018).

Another key challenge is lack of coherent economic policy as there is yet to be a comprehensive and consistent long term agenda for the growth of local firms into EMNCs in Nigeria. There is almost total absence of coordination and coherency among various agencies concern with providing financial aids (CBN, SMEDAN, SMEISIS, Bank of Industry, Deposit Money Banks, Insurance etc), technical services in the country. Other problems include technical constraints where there are few professional centers in the country, their number and competencies are inadequate to improve the technical capacity of many Nigerian local firms. Also, the technical skills provided are skewed towards low technology and low skill trades. Other challenges include deteriorating economic condition and lack of productive culture. Due to weak economic policies that engender high inflation, high interest and exchange rates coupling with the smuggling of foreign cheap products into the country, many local firms consider it extremely risky to invest in agri-business and manufacturing. In addition, people are accustomed to being dependent on parents, relative, friends and government. Without social re-orientation, it will be difficult to free the enormous talent and energies of people to think and act their way to financial independence.

Also, another crucial challenge is weak investment climate and doing business indicators. These are manifested in the various ways including low access to finance, access to business development services, poor access to infrastructure and investment. Even with the introduction of Development Bank and the consolidation of the banking sector, a large number of businesses in Nigeria do not have access to finance. Similarly, entrepreneurs require services such as tax planning and accounting, business plans, advice on marketing, production, IT systems, legal services etc. However, due to lack of access to finance and technical skills, many do not appreciate the relevance of the services and some cannot afford the services. Hence, they continue to remain small. In addition, Nigerian businesses grapple with inadequate power, water, sanitation, security, rails and roads networks. This tends to increase the cost of doing business which drains resources required for expansion.

Also, many companies that operate outside the extractive sectors find it difficult to attract foreign investment and foreign lending. The Federal Ministry of Commerce and Nigerian Investment Promotion Council have a unique role to play in this regard. Even though the list of challenges is not exhaustive, it is pertinent to begin to consciously foster an environment that encourages owners of local firms to invest in new technology and new activities which is critical to the economic growth of the country.

### **Conclusion**

In the last three decades, fresh breeds of business corporations from emerging markets known as Emerging Multinational National Corporations (EMNCs) have been appearing in many industries and are increasingly becoming the growth drivers of the global economy. Despite their spectacular growth in numbers, proportions and





robustness, at least within the context of their own circle, they are faced with stiff competition and numerous challenges. This could be attributed to their comparative newness compared to more established MNCs as well as their lack of international experience in navigating the global business terrain. It was unveiled that while the dominance of established MNCs could be traced to historic reasons, recent development shows how fast growing African companies are able to turn the tide to their favour. Some of the strategies they employ include innovation and M&A. While it is acknowledged that the exponential growth of local businesses Africa has been tremendous, there still exist challenges that continue to pose serious obstacle to businesses in Africa. These challenges include limited infrastructure, lack of market data due to active participation of a large size of informal sector, and poor regulatory and business environment. However, with all these odds, companies that invest in overcoming them have achieved significant success in the last decade.

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## **\*Reflections and Applicability of Group-Based Teacher Cooperation in Classroom Applications in Schools**

*(Results of Class-based Teacher Cooperation Project No:10.01.547 conducted within the scope of SBBAP/Rapid Support Projects in Düzce University comprises the research)*

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### **Abstract**

The main purpose of coterie teachers' board in schools is to develop a common understanding among teachers and to contribute to teacher cooperation and self-evaluation skills of teachers. The current research aims to reveal the extent to which schools have achieved in terms of mentioned aspects related to coterie teachers. The sub-purposes are determined as follows: What is the level of responsibility and the level of support among the coterie teachers? Is there a competitive environment in the school that prevents the teachers' efforts and breaks their courage? What should colleague observation criteria be according to coterie teachers? Do the teachers in the coterie teachers' board observe their colleagues according to the colleague observation criteria? Case study method was conducted in the research and criteria sampling and maximum variation sampling from purposeful sampling method were used. Data were gathered from teachers from different branches working at different educational levels. As the data collection tool, semi-structured interview and observation forms were developed by the researcher. The responses of each teacher in the coterie teachers' boards were saved in the interview and observation forms. Content analysis technique was applied in the analysis of the responses and the data were summarized and interpreted.

**Key Words:** Coterie-based teacher cooperation, working environments, observation criteria, observation results

### **Introduction**

A team has a great impact on forming the attitude and behavior of the individual in the organization (Balci,2003). Many skills such as demonstrating more appropriate behaviors, critical thinking, problem detection and solution, self-improvement are learned through social interaction and cooperation. However, the purpose, role and duties of the team should be determined first. Then each participant in the team should be active, they should act in cooperation and should lead and criticise one another constructively. As a consequence of working periods and conditions, team work is fostered in educational institutions and is regarded as an indispensable need in order to boost the productivity (Aktan, 2005; Simsek, 2010; Cafoglu, 1996).

Improvements in student performance in schools are related to strengthening colleague relations (Katzenmeyer, Moller, 2013). Therefore, performance of Coterie-based teacher cooperation teams should be monitored strictly and continuously. Also teachers should be periodically informed about their performance by detailed feedback. Coterie teachers should talk to one another frankly, conduct efficient observation and interview, keep tracks of document review and be able to summarise and interpret the tracks. Members of the coterie should reveal the strong and weak sides of each teacher in the coterie. Therefore, how productively teachers work and aspects that affect the productivity negatively can be asserted with process (formative) and result (total product) assessments.

The main and the most important variables in schools are the student and the educational activities that are applied to the students. On that sense, the ultimate aim of coterie-based teacher assessment is to enhance and improve the quality of the students. Coterie-based teacher cooperation is the teams of teachers who are in the same branch, have the similar duties, meet periodically, detect the problems related to their branch, classroom and profession, review the problems, produce and apply the solutions. The coterie in schools are formed with branch teachers who interact with one another on the legal frame and who are well-informed about this entity. People who have a common purpose and mission work cooperatively and in tandem in coterie. The productivity of teachers and their trust to one another in a coterie increases their motivation. Teachers demonstrate supportive, positive and non-judgmental behaviors. Each side learns cooperatively by focusing on developing one another in a mutual



relationship (Briggs ve Nieuwerburgh, 2012). In this Coterie application, it is aimed to improve the teaching-learning process. Basic assumptions; the quality of the learning of the student depends directly on the teacher's learning. Comprehensive feedback is needed to achieve goals and objectives. The teacher can increase learning and personal satisfaction by collaborating with colleagues and actively adding students to the classroom evaluation process (Aydin, 2005).

Coterie teachers in schools consist of members who work in the same branch and field of the school, have the same undergraduate education and can be called homogeneous in this respect. Therefore, they identify problems related to the teachers' areas, the courses and classes they have entered, prepare solution proposals, provide moral and motivation support to one another, increase productivity, gain teamwork understanding and enhance the quality of their lessons as a result of coterie-based teacher cooperation. Roles of coterie teachers are providing support for teachers' professional problems, presenting solutions for the problems, guiding with creative and innovative thoughts, team work and responsibility, team spirit, providing resources, contributing to the culture of school teacher cooperation.

The main purpose of coterie teachers' board in schools is to develop a common understanding among teachers and to contribute to teacher cooperation and self-evaluation skills of teachers. The current research aims to reveal the extent to which schools have achieved in terms of mentioned aspects related to coterie teachers. The sub-objectives of the research are determined as follows:

- 1- What is the level of responsibility and the level of support among the coterie teachers?
- 2- Are there competitive approaches in the school that interfere with the efforts of coterie teachers and break their courage?
- 3- According to coterie teachers, what should be the criteria for colleague observation?
- 4- Can the teachers who form the coterie boards in schools monitor their colleagues according to colleague observation criteria?

## **Method**

### **Research Model**

The present research was formed with qualitative research approach and case study method was used. According to Yin (1994), case study is a research method that studies a current phenomenon in its real environment (content) and the boundaries between the phenomenon and its content may not be clear by certain lines. Also it is used when there are more than one evidence or data resources. Case studies allow an in-depth study of an event or phenomenon by looking for answers to how and why (Yildirim and Simsek, 2011).

- 1- Common aspects of the teachers who constitute the school coterie teachers' boards
- 2- Different aspects of the teachers who constitute the school coterie teachers' boards
- 3- Strengths among the teachers who constitute the school coterie teachers' boards
- 4- Weaknesses among teachers who constitute school coterie teachers' boards
- 5- Observation criteria of teachers who constitute school coterie teachers' boards
- 6- Observation results among the teachers who constitute the school coterie teachers' boards

### **Study Group**

In this research, criterion sampling and maximal diversity sampling of purposeful sampling methods were used. A sampling based on maximum variation aims to find out whether there are any common or shared phenomenon and to establish different aspects of the problem according to this variation (Yildirim and Simsek, 2008). The reason why criterion and maximum variation sampling were chosen is that participants who met the specific criteria and the maximum diversity were included in the research in accordance with the research purpose. The criterion for the study group is a sufficient number of teachers in each branch to form a coterie teachers' board.



Within the scope of the research, data were collected from eight different schools (3 secondary schools, 3 general high schools and 2 vocational high schools) and from coterie teachers of eight different branches (English, Mathematics, History, Geography, Turkish, Literature, Physical Education, Religious Culture and Moral Knowledge). The research participants were coded as “(T1), (T2), (T3), (T8).”

### **Data Collection and Data Collection Tool**

In the research, interviews and observation methods of qualitative research methods were used to collect detailed information from each teacher who constituted the coterie teachers' boards in schools. As the data collection tool, semi-structured interview and observation forms were developed by the researcher. While developing the forms, draft questionnaires consisting of 13 questions were prepared based on the survey of the literature and in order to determine the scope and structure of the forms, six principals who are postgraduate students in the field of educational management and who also serve as teachers and administrators at different levels of education and two expert lecturers were consulted. Afterwards, three teachers from different branches were given preliminary practice and the interview and observation forms were given the final form. The six items in the teacher interview and observation form are as follows:

- 1- What are the common working areas between you and your colleagues who have taught the same lesson with you at your school?
- 2- What are the different working areas between you and your colleagues who have taught the same lesson with you at your school?
- 3- What are the strengths of coterie teachers' board which consists teachers in your branch at your school?
- 4- What are the weaknesses of coterie teachers' board which consists teachers in your branch at your school?
- 5- What should be the teacher evaluation criteria of your colleagues who have taught the same lesson with you?
- 6- Observe a one-hour lesson of your colleagues who teach the same lesson with you at your school and write your findings.

### **Data Analysis**

A content analysis technique was used in analyzing the answers recorded in the interview and observation forms of each teacher who constituted the school coterie teachers' boards and the data were summarized and interpreted. The questions posed to the teachers were collected under six themes and each theme was defined. Also, direct citations of teachers' answers were included in order to be descriptive. The six sub-themes according to teachers' views and observations are as follows.

- 1- Common working areas
- 2- Different working areas
- 3- Strengths
- 4- Weaknesses
- 5- Teacher observation criteria
- 6- Teacher observation results

### **Findings and Interpretations**

#### **1-Findings related to common working areas of teachers who constitute the school coterie teachers' boards in schools**

The findings related to common working areas of teachers who constitute the school coterie teachers' boards in schools are demonstrated on Table 1.



**Table 1.** The Common Working Areas of Teachers who Constitute The School Coterie Teachers' Boards in Schools

Themes	Categories	f
<b>Common Working Areas</b>	Planning of the course	8
	Material preparation and application	6
	Establishing support courses at school	4
	Determining supplementary resources	4
	Academic placement of students	3
	Use of laboratories	3

All of the teachers who participated in the research stated that teachers who constitute the coterie teachers' boards prepare the lesson plans altogether. The participants also stated that coterie teachers work collaboratively when they prepare materials, apply those materials, establish supportive courses, determine supplementary resources, determine students' academic levels and use school laboratories. The opinions of the coterie teachers on common working areas are as follows:

*"Goals of the lessons (acquisition), tools and equipment used in class (physical environment of the class) (T1)". "We come together at regular intervals. In these meetings we analyze the level of the students. As a result, we determine the appropriate supplementary resources for them. We also take decisions on how to deal with topics that are appropriate for the student level. To ensure that students learn at school, we offer supportive courses at school for student levels. Also we give the worksheets about the subjects we teach in the lessons (T2). "Generally we think together and evaluate the subjects by considering the actual levels of the students and prepare the lesson plans accordingly. We are actively implementing the DYNED system. As a performance task, we both have identified a reader for each semester suitable for the grade level. We planned to apply quizzes about this story in order to prevent students from preparing their homework online and delivering fake assignments. We use computer labs very often. We provide worksheet on related topics. We use sites and programs like "Kahoot!" in order to make the lesson attractive. We use the smart board efficiently (T3) ". "We use the same plan as my colleague and we have the same goals. Together we set a framework. We share materials that we have prepared with each other (T4) ". "In the years I worked in the previous class, I used to observe my colleague and learn from what he did. Our lesson plans were common. Although the methods and techniques we used were generally similar, I can say that I was using the technology a little more. I think the more senses are addressed, the better learning occurs (T5) ".*

## 2- Findings related to different working and application areas of teachers who constitute the coterie teachers' boards in schools

The findings related to different working and application areas of teachers who constitute the coterie teachers' boards in schools are demonstrated on Table 2.

**Table 2.** Different Working and Application Areas of Teachers in The Coterie Teachers' Boards in Schools

Themes	Categories	f
<b>Different Working Areas</b>	Methods and techniques	7
	Use of different educational technologies	5
	Classroom communication styles	3
	Classroom management	3
	Counselling and guidance activities	3

As it can be seen on Table 2, seven teachers who participated in the research emphasized the methods and techniques in terms of the different working areas of teachers in coterie teachers' boards in schools. The opinions of teachers on other different working areas are use of different educational technologies, communication styles



in the classrooms, classroom management and counselling and guidance activities. Direct citations of the teachers related to this topic are as follows: *"Method and technique used in course work, student-teacher communication (T.1)", "I use the board differently in lessons. I briefly share the lives of famous mathematicians with students. Although it is not so often, I offer examples of mathematics topics and the theorems used in other areas. I am particularly concern about students who have prejudices against math. This strengthens communication with the student. Therefore, the attitude towards mathematics becomes positive (T.2) ", " I practice activities based on singing in lessons. I am doing reading-comprehension-speaking activities using the "True Stories" series. I opened a virtual classroom for every class in the website "Edmodo". Here I interact with students outside the school by sharing information, exercises and listening texts. I prefer to talk with students in private outside the classroom after a problem occurs in the classroom. I am intensely in contact with the Guidance Service regarding the students' problems in every aspect (P.3) ", " Our methods and techniques are different (P.4) ", " I never liked to teach by sitting. I can say that it is different in this respect. The common understanding is that student comes to the board and the teacher sits on the back of the classroom. I do not support it (T.6) "*

### 3-Findings related to strengths of coterie teachers' boards in schools

Findings related to the strengths of coterie teachers' boards in schools according to coterie teachers who participated in the research are demonstrated on Table 3.

**Table 3.** Streghths of Coterie Teachers' Boards in Schools

Themes	Categories	f
Streghths	Support, cooperation and collaboration	8
	Openness to changes	5
	Internal self-control of the coterie, feedback and evaluation	4
	Sharing materials	4
	Sharing experiences	4
	Solving the problems collaboratively	3
	Making common productive decisions	3
	Enhancing the sample applications	3

All of the teachers stated that support, cooperation and collaboration in schools are the strength of coterie teachers' boards in schools. Other strengths of coterie teachers' boards in schools are openness to changes, self-control in the coterie, feedback and evaluation, sharing the materials, sharing experiences, sollving the problems collaboratively, making common productive decisions and enhancing the sample applications according to the participants. Direct citations of the participants on the strengths of coterie teachers' boards are as follows: *"To give new ideas and opinions to other colleagues as to how deal with lessons among the coteries, to make the education better for the students in the direction of the common goals, to be a good example for the less successful coteries (T.7)" " The primary aim of both of us is the academic and social success of the students, therefore we do not mention our personal differences when we are having a conversation. We are very comfortable in sharing materials and sharing experiences. We can talk about our job sharing and mutually agree. We both work with self-sacrifice in an activity related to our branch. Although our lifestyles are different, we do not experience any problem in our communication (P.8) ", " The communication between us is strong. We both care more about student success than other factors. We are generous in sharing our experiences and resources we have benefited from. We are comfortable discussing our problems and getting help from each other. We speak positively about each other when we are not together, and we do not allow students or others to speak out against us. We do not have the same views as each other, but we do not allow it to have a negative effect on our communication (P.4) ", " We can agree on a common idea even though we have different thoughts. We are open to changes. We are in collaboration with other coteries. (T5) ", " In our school, the coteries are very connected and act together. These aspects of them are quite good (T3) "*



#### 4- Findings related to weaknesses of coterie teachers' boards in schools

Findings related to the weaknesses of coterie teachers' boards in schools according to participants are demonstrated on Table 4.

**Tablo 4.** Weaknesses of Coterie Teachers' Boards in Schools

Themes	Categories	f
<b><u>Weaknesses</u></b>	Differences in academic levels between classes and students	7
	Social laziness of some teachers	4
	Some teachers being negative examples	4
	Not sharing good examples	3
	Lack of time	2
	Not being objective	2
	Lack of trust and respect	1
	Showing sensitivity to criticism	1

Seven of the participants in the research stated that the difference in the academic levels of the classes and students is one of the weaknesses of coterie teachers' boards in schools. Opinions of participants on the weaknesses of coterie teachers' boards in schools are social laziness of some teachers, some teachers being negative examples, not sharing good examples, lack of time, being subjective, lack of trust and respect and showing sensitivity to criticism. Direct citations of the participants on this topic are as follows: *"Teachers who are professionally bad or lazy may be a negative examples to their better colleagues in the coteries, meeting held in the school may not be put in practice (T1)"*, *"Since our branch is mathematics, we have a lot of workload and we have difficulties in finding a common free time. We have lessons at the same time, so we cannot find time to carry out activities such as peer coaching, colleague observation etc. As a result, I do not have time to observe my colleague who has more experience and knowledge than me(T2)"*, *"The time we bot hare in the school is limited. When we are together, our free time do not match each other. Since our school is in a neighborhood which is far away from the city center, we have trouble finding time to spend outside the school. We do not have any environment in our school where we can heep our resources and carry out activities (T3)"*, *"We are not fully attached to the teaching plan because of the different student levels (T4) "*, *" Teachers do not learn anything from each other, they do not go to classes and take good examples "(T5).*

#### 5- Findings related to colleague observation criteria of teachers who constitute the coterie teachers' boards in schools

Findings related to colleague observation criteria of teachers who constitute the coterie teachers' boards in schools are demonstrated on Table 5.

**Tablo 5.** Colleague Observation Criteria of Teachers Who Constitute The Coterie Teachers' Boards in Schools

Themes	Categories	f
<b>Colleague Observation Criteria</b>	Classroom management	8
	Field information	7
	Classroom communication and student participation	6
	Acquisition of course aims	6
	Using appropriate methods and techniques	5
	Time management	5
	Level of professional development	4
	Academic career	4

All of the teachers who participated in the research indicated that the primary critarion of colleague observation criteria should be classroom management. Opinions of the teachers on the necessary items in colleague observation





criteria are field information, communication in the classroom, student participation in the lesson, students' acquisition of the course aims, use of appropriate methods and techniques, time management, level of professional development and academic careers of the teachers. *"The ability to fulfill the requirements of the profession, to get prepared for the lesson compatible with the common plan on time, to be able to give the achievements of the course to the students appropriately (T1)", Evaluations that measure their attitudes towards the teaching profession, taking part in national and international organizations, books, articles, dissertations, etc. studies, exam results that measure field knowledge, academic and social developments in their students, post graduate studies (T2)", "To take part in international and national activities, books, articles, dissertations, etc. the results of the examinations related to the profession, the academic and social developments in the students, the graduate studies and the in-service trainings may be used as criteria (T3)", "To what extent he has achieved his planned targets. How he applies education. Intra-curricular and non-curricular student associations. Collaborations with other colleagues (T4)", "The in-service trainings that they have attended may be used as criteria (T5)", "First, students should be able to read and write very well and be able to do 4 operations neatly in mathematics. Student behaviors should be appropriate to the environment and country. I want these items very much and I care about them (T6)".*

#### **6- Findings related to colleague observation results of teachers who constitute the coterie teachers' boards in schools**

Findings related to colleague observation results of teachers in the coterie teachers' boards in schools are given below as colleague observation 1, 2, 3, and 4.

In Colleague Observation 1, a coterie teacher (T1) observed his/her colleague in terms of use of smart board, teaching on the course book, evaluation, distribution of the evaluation materials and classroom management. T1 compared the applications of his/her colleague and his/her application in the lesson. He/she made inferences on the positive and negative applications. The observation of T1 is as follows:

**Colleague Observation 1-** *"During the course presentation, I observed that my colleague does not use the smart board while I use it effectively in my classes, instead she is teaching on the course book. At the end of the unit, I distribute tests to each student individually but my colleague distributes the tests by lot. This application is contrary to the idea that each child has the right to have education and tests. I have classroom management problems in some classes where male students are predominant, but my colleague does not have such problem since she is more experienced than me (T1) "*

In Colleague Observation 2, coterie teacher observed his/her colleague in terms of time management, lesson preparation, classroom communication, asking questions to the students, transferring lesson topic to the real life, use of the board, providing student participation to the lesson, providing clues, feedback and correction, assessment and evaluation. The opinions of T5 based on the observation is given below.

**Colleague Observation 2-** *"In the beginning, the teacher entered the class in time and prepared. He greeted the students with a glorious face. He had lost time by taking a call before he started teaching. He could have done this while students were busy writing. As a warm-up, he wrote a few questions on the subject of the last lesson and waited for the students to solve it. Later, mostly unclear parts were processed again with a short repetition. He talked about what the subject of the day was and how they could use that in their daily life. Then he taught the topic through presentation. Later, he reinforced the topic by asking questions. During the lesson he used the board very efficiently. His writing was large enough and understandable. He posed his questions to not only those who raised the finger, but also those who did not. It was clear that the difficulty level of the questions was adjusted according to the level of each student. He congratulated the right answers and sort of rewarded them. He enhanced the self-confidence of the students by expressing the right points of the wrong answers. At the end of the course,*





*he gave a small assignment related to the topic. Students were able to participate in the lesson and the teacher did not have problems in classroom management. It was evident that he gained the trust of the students (T5) "*

In Colleague Observation 3, the coterie teacher T6 observed his/her teacher in terms of classroom teaching methods and techniques, providing the participation of the students and use of materials. Direct citations of T6 on the observation is as follows:

**Colleague Observation 3-** *"My colleague carries out the lesson by narration. He asks questions and provides participation. While teaching the lesson, he uses the coursebook and his own educational resources (T6) "*

In Colleague Observation 4, the coterie teacher T7 observed his/her colleague in terms of teaching methods and techniques, providing the participation of the students, accessing the course achievements, classroom management, communication and the use of technology. Direct citations of T7 on the observation is as follows:

**Colleague Observation 4-** *"I've observed a math class. They learned a two-digit number and a two-digit number arithmetic multiplication operation. The students were quite eager. My teacher gave almost every student a chance. This allowed even the most mild learners to learn. I think the teacher has contributed greatly to the classroom management by speaking in high tone. He then played the mathematics application, which he had opened from the smart board, he made students play the game one by one and make transactions (T7) "*

As it can be seen in the findings above, observation criteria of coterie teachers' boards and observation results of coterie teachers' boards in schools demonstrate similarities in many aspects. All of the teachers who participated in the research stated that classroom management criterion should be the first in colleague observation criteria. Similarly, the items that correspond to each other in colleague observation criteria and observation results include field information, classroom communication and student participation, achievement of course gains, suitable methods and techniques and time management.

## **Results, Conclusions and Recommendations**

1) Results on the extent of responsibility and collaboration among the members of coterie teachers' boards in schools;

a) Coterie teachers should work collaboratively in preparing the lesson plans, preparing and applying the materials, establishing supportive courses in school, determining supplementary resources, placement of the students and the use of laboratories in schools,

b) Coterie teachers' board can be stronger as long as there is support, cooperation and collaboration in schools. Also the strengths of the coterie teachers' boards are openness to changes, self-control in the coterie, feedback, evaluation, sharing the materials, sharing experiences, solving the problems collaboratively and enhancing the sample applications.

2) Results on the competitive approaches that hinder teachers' efforts and break their courage in schools;

a) Teachers' doing different studies and applications, the methods and techniques used in classes, using different educational technologies, classroom communication styles, classroom management and student counselling and guidance activities,

b) The fact that there is difference in the academic levels of classes and students, social laziness of some teachers, teachers' being a negative example to students, not sharing the good examples, lack of time, being subjective, lack of trust and respect and demonstrating sensitivity to criticism.

3) Results on the colleague observation criteria of teachers who constitute the coterie teachers' boards in schools



a) The necessary colleague observation criteria are classroom management, field information, classroom communication and student participation, achievement of course aims, use of suitable methods and techniques, time management, professional development and academic career status.

4) Results on colleague observations carried out by teachers who constitute the coterie teachers' boards in schools:

a) The colleague observation criteria of the coterie teachers and the observation results correspond to each other. The items of the colleague observation are *classroom management, field information, classroom communication and student participation, achievement of course aims, use of suitable methods and techniques in the lesson, time management*. These items correspond the following observation results of the teachers *the use of smart board, teaching on the course book, evaluation and distribution of the evaluation materials, classroom management applications, time management, lesson preparation, communication in class, asking questions to students, transferring the lesson topic to the real life, use of board, providing students' participation to the lesson, providing clues, feedback and correction, assessment and evaluation*.

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## Rewards, Punishment and Values Based Behaviors of Teachers

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### Abstract

Qualitative research method was used in this study which aims to reveal whether the teachers' opinions in the school are based on reinforcement / reward, punishment or values. Maximum diversity sampling method from purpose sampling methods was used in determining the study group. Preschool, primary school, secondary school and high school teachers (3) assistant principals (2) and principals (6) were included in the study group in order to increase the maximum variation. Eleven student teachers took part in the working group. The research data were analyzed according to the content analysis approach. Highlights of the research results are as follows: According to student teachers, teachers are more motivated by financial and concrete rewards because they think that such awards are influential because they want to get paid for their labor and duties. The awarded tasks that motivate teachers are; academic activities, projects carried out, teachers' extra-curricular activities, sportive, social and cultural activities, duties in the institution and at the district and provincial level as coordinators, and tasks that will leave a permanent mark in the school. Good and moral duties that inspire teachers are social and cultural activities for students, preparation of competitions, preparations for ceremonies, preparation for exhibitions and programs, application of new techniques and methods in course work, creative project studies, problem-oriented duties for disabled students and their families. The vast majority of the participants hold their moral judgments over their individual desires and interests. The main reasons for this are as follows: public pressure and prosecution, school culture, professional ethics that are more dominant than personal will, and teachers' being students role models. However, in spite of this proportional proportion, some educators think that the reason why individual profits of the teachers prevails their moral judgment is that they confuse business ethics and personal ethics and they perceive moral values on a personal basis.

**Key words:** Reinforcement/reward, punishment, value, teacher

### Introduction

One of the research areas of psychology is learning theories. Conditioning theories from learning theories dominated the field of learning psychology in the first half of the twentieth century. In learning theory, the rule of effect emphasizes the consequences of behavior. Reactions that give rise to satisfactory (rewarding) results are learned. Those who produce disturbing (punitive) results are not learned. Accordingly, the responses that produce the desired results help the organisms better adapt to their environment. Although Thorndike, Pavlov, Skinner, Watson, and Guthrie differ in their theories, each sees it as a process of linking learned behavior to stimulus and response. In the operant conditioning proposed by Skinner, the assumption is that the environmental attributes (stimulus, states and events) serve as clues to answer. Reinforcement / reward strengthens behavior and increases the likelihood that their presence will occur in the future. The consequences of behaviors determine the likelihood of people responding to environmental cues. Reinforcement results increase behavior. Punitive outcomes reduce behavior. According to theories of conditioning, there is no need to refer to psychological and mental processes to explain behavior (Schunk, 2014). As a result, according to theories of conditionality there is no need to mention psychological or mental processes to explain human behavior. External factors, rewards and direct and indirect punishment are sufficient to reinforce positive and negative reinforcement behavior, to increase repetition, to make it permanent, or to extinguish undesirable behavior.

Behaviorist theory has a language that explains how the consequences of behavior shape future behavior (Slavin, 2013). The behaviorist theory defines behavior as direct observable behavior that the organism exhibits against any effect (Ersözkan, 2012). It describes a behavior as a link between stimulus and behavior, and likens the human mind to a black box. It takes into consideration the black box entries, rather than what happens inside of the black box (Ersanlı, 2007). The behaviorist perception emphasizes the role of external incidents in the change of observable behavior. While strengthening the behavior is defined as reinforcement, punishment weakens the behavior. In the behaviorist theory, the reinforcement has a special meaning. It is the result that supports the



behavior that follows it. Therefore, reinforcement increases the frequency or duration of a behavior. Reinforcement always involves strengthening the behavior, no matter it is positive or negative. Punishment weakens and represses behavior. Thus, the behavior reduced by punishment is very unlikely to reoccur (Hoy and Miskel, 2012).

According to the view of classical economics and pragmatists, as individuals we do things that provide us the most benefit or that give us the least harm. This view assumes that the nature of human is selfish. They are motivated by the desire to raise personal deduction to the highest level, and therefore they calculate the benefits of different options and choose the one that will make them the winner. In this view, personal interest is so overwhelming that little account is given to love, loyalty, hatred, coercion, duty, goodness, self-dedication and desire to help when we decide why we do what we do. Etzioni (1988) asserted an alternative for he opinion that personal interests are the most important incentive and he stated that the moral commitments largely explain people's decisions and behaviors. According to this idea, we take the moral judgments before our individual jurisdictions and always sacrifice our own personal inferences and pleasures (cited from Sergiovanni, 2015).

It can be said that the behavioral approach of the science of psychology overlaps with the classical organizational approach of management. In other words, according to classical rule in administration, organizations are mostly seen as mechanical structures (Aydn, 1998). One of the basic principles of this movement is that people and organizations will act according to rational and economic principles (Sisman and Turan, 2002). Therefore, the organization and its employees are generally considered to be aimed at productivity goals and measures (Bursalioglu, 2003, Kaya, 1999). According to Taylor, the founder of scientific management, the main goal of the administration is to maximize the welfare of the workers and to maximize the welfare and prosperity of the employer (Karip, 2004). According to him, staff are lazy and they look for excuses not to work, so they should be strictly disciplined and may motivated by money (Kaya, 1999). Taylor's scientific management principles also have affected schools. This trend has influenced not only the administration of schools but also the aims and programs of them (Bursalioglu, 2003). Representatives of the classical management theory later have been criticized by theoreticians and management theorists. Classical organizational theorists have seen workers as only a means of production and a part of the machine. They focused on formal organizations and relations and ignored informal organizations and relationships. They have assumed that people can only encourage them to work with economic, monetary rewards, they advocate human and economic manners for the organization (Sisman ve Turan, 2002).

The basis of the behavioral approach is the stimulus-response-reinforcement relationship. (Özdemir, Yalin, Sezgin, 2004). Positive and negative reinforcements are used to increase the likelihood of a behavior occurring and to ensure its continuity. Awards such as food, money, or positive expressions such as "good" and "right" are positive reinforcements. If it is not awarding or expressing "wrong" or "bad", it is a negative reinforcement. However, if these reinforcements increase the likelihood of occurrence of a desired behavior and ensure its continuity, they adapt to the operational definition of the reinforcement. Generally negative reinforcement may be considered a punishment, but punishment and negative reinforcement are not the same. Punishment is given to reduce the likelihood of repetition of unwanted behavior, while negative reinforcement is to increase the likelihood of a desired behavior. After a behavior is learned, proportional or periodical reinforcements are used to make this behavior permanent. In the case of proportional reinforcement, reinforcements are given after a predetermined number of behaviors or after a different number of unspecified behaviors. In the case of periodical reinforcement, the reinforcements are given after a predetermined period of time, or at various unspecified times (Hill, 1990; Ozdemir, Yalin, Sezgin, 2004).

Hence, classical organization theory regarded people in the organization as merely interested in efficiency, regarded them as a gear of the machine, and neglected the feelings and thoughts of the organization's employees. Classical organizational theory sees individuals as a self- centered entities that can be motivated by lazy, external



reward or punishment. For this reason, it overlaps with the following principles of learning psychology; The reactions that give rise to satisfactory (rewarding) results are learned; Outcomes that produce disturbing (punitive) results are not learned; Reinforcer results increase behavior; Punitive outcomes reduce behavior.

What is important for teachers in work life? What inspires them? Johnson (1990) stated that individual profit is important to motivate teachers in their work, but what is morally and publicly good is also important. Hence, according to studies, personal interest is not strong enough for the full motivation of the person. We are also guided by what we believe to be right and good, by what we feel, and by the rules that arise from relationships with other people. In other words, human beings hold moral judgments over their individual desires (cited from Sergiovanni, 2015). The aim of the research is to reveal opinions of educators on whether the teachers' opinions in the school are based on reinforcement / reward, punishment or values. As a matter of fact, if the educators think that the teachers are working on the prize-punishment basis, the attitudes and behaviors towards the teachers may be different and the reactions of the educators who think that the teachers are worth-based can be different again. Educational managers who believe that teachers can be employed on reinforcing or punishment basis cannot carry out value-based leadership. They apply external reward or punishment. However, when the opposite is the case, moral elements, inspirational behaviors, values can be settled in the school.

### **Method**

Qualitative research method was used in this study which aims to reveal the teachers' opinions in the school based on reinforcement / reward, punishment or value based. In order to see the cases in the research from the point of view of the individuals, to obtain comprehensive information about the phenomena and to be able to reveal certain results (Yıldırım and Şimşek, 2005), it is preferred to design the case study from the qualitative research designs.

### **Study Group**

Maximum diversity sampling method from purposeful sampling methods was used in the selection of the study group. Preschool, primary school, secondary school and high school teachers (3) assistant principals (2) and principals (6) have been included in the study group in order to provide maximum variation. Eleven student teachers have taken part in the working group.

### **Data Collection Tool**

Regarding the identification of teachers in the school for reinforcement / reward or punishment based or value based; open-ended questions written after the literature review were asked to ten students enrolled in thesis and non-thesis master degree education in the field of Education Management. Students were asked to write their answers as essays. Two academicians from the field of Education Management were consulted on the data obtained from the questions. As a result of the interviews and examinations; the data collection tool of the research consisting of seven open-ended questions was created. Participants in the interviews were asked the following questions:

- Do you think teachers are more motivated by the rewarded tasks? Why? - What are the duties that motivates teachers by rewarding?

- Do you think teachers are more motivated by the tasks that are rewarded? Why? <sup>[1]</sup><sub>[SEP]</sub>- Which of the rewarded tasks motivate teachers more? <sup>[1]</sup><sub>[SEP]</sub>- In your opinion, does inspiring, good and moral duty motivate teachers more? Why?

- In your opinion, what are the good and moral duties that motivate teachers? <sup>[1]</sup><sub>[SEP]</sub>- Do you think that teachers give importance to their moral judgments than their individual interests? Why?

### **Data Collection and Analysis**

In the study group, which aimed to determine whether teachers were working based on reinforcement / reward,



punishment or values, the educators were asked seven open-ended questions via interviews. Educators' views were coded by shortening their names. When the interviews were over, the results of the interviews were confirmed by sharing with the interviewed interviewer.

The research data were analyzed according to the content analysis approach. The main purpose of content analysis is to combine data that are similar to one another on the basis of certain concepts and themes and to interpret them in an understandable way (Yıldırım ve Şimşek, 2005). The following steps were followed in the analysis of the research data. Interviewing, writing interview data, organizing data, writing concepts and general expressions, supporting data with direct quotations, explaining and discussing.

## Findings

### 1) Are teachers more motivated by the tasks that are rewarded? Why?

**Table 1.** Are teachers more motivated by the tasks that are rewarded? Why?

Duty	Reason	f
Rewarded duties	Increase of willingness Occurrence of expectation Work allowance Motivation	8
Unrewarded duties	Inner motivation and respect for the profession	3

According to the majority of teachers, teachers are more motivated by material, concrete rewards because they want to get paid for their labor and their duties. For this reason, despite the fact that such prizes are effective, one fourth of the participants are not in this opinion. They think teachers are motivated more by internal motivation, sense of duties and values than material awards. In this regard; **Secondary School Principal E.**, *"The rewarded tasks are more motivating. Teachers who have rewards see these rewards as a prestige against their colleagues, parents and administrators and use them when they need. When rewarding is done by overlapping with a duty that creates full and timely awareness; we can observe on the practice examples that they are more willing to do that duty again later. The main reasons for the fact that teachers care about these rewards: they regard rewards as a tools that represents prestigious levels and superiority to their colleagues, and is recognized as a confirmation of their success. We can see that teachers have some expectations in the schools that apply rewarding more."*. ... **Deputy Principal Z.** *"Taking a reward after performing a duty can be somewhat effective for the next process. But since the teachers have entered and finished their work with their current motivation, the subsequent reward can only be seen as a natural counterpart to the work done."*

### 2) The duties that motivate teachers by rewarding

- Academic studies
- Projects
- Teacher's extra-curricular studies
- Sport, social and cultural activities
- The duties they serve as co-ordinators at the district and province level within the institution.
- Tasks that will leave a permanent mark on students or school

In this regard, ... **High School Principal Ş.**; *"Monetary rewards are always effective without any division of duty."*, **Teacher U.**; *"Teachers may be motivated if the number of additional class hours is more. Or social club activities can be motivating for them."*, ... **Training Center Principal H.**; *"It is motivating for the teachers to be appreciated their extracurricular duties, to be rewarded for the duties in the preparation of exhibitions, ceremonies and schedules, to be recognized in project works and competitions for their hard work."*, ... **High School Principal M.**; *"Duties in projects, Sportive and cultural activities, school-based work"*.





### 3) Do you think teachers are more motivated by the rewarded tasks? Why?

- Teachers who have less seniority are more motivated by the rewards.
- Apart from idealistic teachers, extra working hours are not preferred among teachers even if they are rewarded.
- Teachers' success is not merely based on rewards. Responsibility, internal motivation, institutional culture, devotion to the leader and the profession are more effective.
- They are more motivated in projects, sportive and cultural activities.

In this regard, ... **High School Principal M.**, "Yes, if teachers are rewarded in projects, sportive and cultural duties, they can be more motivated.", ... **Kindergarten Principal S.**, "Yes. The tasks and duties seem more appealing to a teacher who has not been given a reward. If there is a competition environment, the motivation will increase eventually." **Teacher V.**, "Yes. They get rewards for their job and also they gain other people's love and interest sometimes."

### 4) Which rewarded tasks motivate the teachers more?

- awareness-raising activities
- classroom activities,
- extra-curricular activities,
- Participation in projects and competitions,
- contributions to exhibitions, ceremonies and programs,
- aid efforts.
- The amount that will change in salary

In this regard; ", **Teacher U**; "I have no information." ... **Center Director H.**, "Participation in projects and competitions, contributions to exhibitions, ceremonies and programs, aid activities.", ... **Kindergarten Principal S.**, "Project work spread over a one year plan in terms of teachers and works based on ideas such as conducting new research are motivating. Teachers get more motivated in the tasks that they can individually carry out. Also they can put further goals to themselves and put their projects into practice. Then they can be motivated. Rewarding and appreciation becoming interesting for the employee.", **Teacher V.** "The amount to be paid in salary".

### 5) Does inspiring, good and moral duty motivate teachers more? Why?

**Table 2.** Does inspiring, good and moral duty motivate teachers more? Why?

Opinion	Reason	f
No	<ul style="list-style-type: none"> <li>- The fact that there is an expectation that every job done has to have a monetary compensation</li> <li>- The teachers' indifference to the duties, their inability to know what to do or their professional inadequacy</li> </ul>	4
Yes	<ul style="list-style-type: none"> <li>- Many teachers prefer spiritual gratification and rewarding rather than material yield.</li> </ul>	7

The majority of participants in the research believe that teachers are more motivated by good and moral duties that inspire them because they prefer spiritual rewarding rather than material rewarding. However, an important part of the participants state that teachers are not motivated by good and moral duties and that the reasons are the expectation of monetary compensation, teacher's indifference to the subject and professional incompetence. Therefore, it can be concluded that the reasons why teachers are expecting material outcomes in every duty, their incompetence in their profession and their self-centered way of thinking need to be studied.





In this regard; **Teacher Z.**; *“The good and moral duties that inspire teachers are more motivating. The working environment motivates the teacher the most. In a fair environment where ethical values are important, the sense of institutional devotion of the teacher increases, which increases the motivation of the teacher.* **Teacher Y.** *“It is certain that inspirational tasks are motivating for teachers. Good and moral duties are universal morality items and this will increase motivation. But being good and moral should not change according to the person. It is essential to observe the benefit of man and the public.”*, **Teacher V.**, *“Moral duties motivate the teachers more for sure. However, teachers get used to positive and negative situations that occur in the system, but it is not enough.”*

**6) What are the good and moral duties that motivate teachers?**

- a dedicated effort to increase the success level of the student
- Social responsibility projects
- tasks to be conscientiously responsible
- social, cultural and sports activities for students, preparation of competitions, preparations for ceremonies, preparations for exhibitions and programs
- application of new techniques and methods in course work
- creative project studies
- Tasks for innovative solutions for problematic, disabled students and families

According to the educators participated in the research, good and moral duties that inspire the teachers are gathered under various headings. In this context, the fact that teachers' duties do not merely consist of teaching-learning and classroom activities and that projects, social responsibility projects, relationship between school and parents are given importance are gladsome in terms of our educational future.

In this regard; ... **Deputy Principal Z.**; *“Special efforts to increase the success level of the students, social activities, social responsibility projects, extra work done to gain terminal behavior. In short, the educational dimension of work is much more satisfying,* **Teacher U.** *“The tasks to be conscientiously motivated inspire the teacher. Duties that give the sense of responsibility motivates them the most.”*, ... **Principal H.** *“Preparing students for competitions, preparation for ceremonies, preparation of exhibitions and programs, application of new techniques and methods in course work, social responsibility and charity work.”*, ...**High School Principal S.** *“Teacher should be sensitive to the student, parent and environment. Also he/she should guide them, should be helpful and honest.”*, ...**Kindergarten Principal S.** *“The teacher carries out creative projects, develop unique material and make research in the related field”*.

**7) Do you think that teachers give importance to their moral judgments than their individual interests? Why?**

**Table 3.** Do you think that teachers give importance to their moral judgments than their individual interests? Why?

Opinion	Reason	f
Moral judgments are more important than individual interests	- Society pressure and prosecution - School culture - Professional ethics' being more dominant than personal tender Teachers' being a role model for their students	9
Individual interests are more important than moral judgments	- Individual interests are on the frontline, moral values are not given importance - Business ethics and personal ethics are intermingled - personal perception of moral values	2



As seen in the table above, the participant educators keep their moral judgments over their individual desires, interests and behaviors. The reasons are public pressure and prosecution, school culture, professional ethics' being more dominant than personal will, and teachers' being role models for the students. However, in spite of the proportional majority in this topic, some educators think that teachers give more importance to their individual interests than their moral judgments because of the confusion of business ethics and personal ethics and personal perception of moral values.

*In this regard; **Teacher U.** "Partly yes. Professional ethics can stand out from teachers' personal wishes. In cases where ethics outweigh personal interests, teachers can stand back from their personal interests.", **Principal H. in ... Center,** "By the nature of man, the wishes and interests are always the highest, some can be restrained with moral judgments. We can say that they keep it at a great size, but it is also unfortunately that their interests sometimes come to the fore. IT'S A DIFFICULT QUESTION !!!!.", **Teacher Z.** "Teaching is a profession that should represent moral judges. Teachers try to fulfill their responsibilities to be a role model to their students. Teachers do not keep their interests on the frontline.", .... **Primary School Principal A.** "Teachers often keep their moral judgments above everything else when doing their jobs. Unlike educated teaching, the aim is to improve the moral aspects properly. Teachers who do not behave in this way are usually those who are dissatisfied with their jobs.. Unfortunately, there are teachers in our country who are abusing their duties and who cause damage to the state / their institutions. I can say that the teachers in my environment are not included in this group."*

### Results, Conclusions and Recommendations

The present study aimed to reveal whether the teachers' opinions in the school are based on reinforcement / reward, punishment or values and the following results were obtained:

- a) Most of the educators think that teachers are generally motivated by concrete monetary rewards because they want to get what they deserve in return for their labour and duties. However, Johnson (1990) states that self-interest is important for the motivation of teachers but public welfare and moral values are yet important. Therefore, according to recent research, self-interest is not strong enough to provide an entire motivation for individuals. We are guided by our beliefs about what is true for us, by what we feel and by the rules that arise from our relationships with others (cited from Sergiovanni, 2015).
- b) Contrary to this view, one fourth of educators participating in the research think that internal motivation, duty consciousness and values motivate teachers more than material awards
- c) Rewarded duties that motivate teachers are academic studies, conducted projects, teacher's extracurricular work, sportive, social and cultural activities, institutional duties that they coordinate in the counties and cities and the duties that leave a permanent mark on the students and on the school.
- d) The educators participating in the research indicate that rewarding motivates the teachers who have lower seniority more. Even if it is rewarded, the idea of extra work is not preferred among teachers except for idealistic ones.
- e) Teachers' success is not merely based on rewarding; sense of responsibility, intrinsic motivation, institutional culture, devotion to the leader, loyalty to the profession and especially projects, sportive and cultural duties are more efficient.
- f) Duties that will be rewarded and that will motivate the teachers more are awareness-building activities, in-class activities, extracurricular activities, participation in projects and competitions, contributions to exhibitions, ceremonies and programs, aid activities and the amount that will change in the salaries.



- g) Most of the educators participating in the research prefers sentimental values and rewards therefore they are mainly motivated by moral and inspiring duties. However, a significant part of the participants expect that each duty needs to have a material return. They think that moral and inspiring duties do not motivate the teachers because the teachers are indifferent to these duties and they are not professionally competent. The obtained result can be regarded as an indication that behavioristic approach still has been proceeding in education. Indeed, the behavioral outlook emphasizes the role of external events in the change of visible behavior. While the act of strengthening behavior is called reinforcement, punishment weakens the behavior (Hoy and Miskel. 2012).
- h) Moral and inspiring duties that motivates teachers are special effort to increase students' success, duties that require conscientious responsibility, social, cultural and sportive activities, preparations for competitions, ceremonies, exhibitions and programs, applying new techniques and methods in the lessons, creative projects, solutions for handicapped students and their families.
- i) The vast majority of participants stated that teachers attach more importance to the society's oppression, prosecution, school culture, professional ethics than personal will. Teachers are a role model for their students, so they keep their moral judgments above individual wants, desires and interests. However, in spite of the majority in this regard, some educators point out that the confusion between business ethics and personal ethics and perceived moral values on a personal basis lead to moral judgments of individual interests of teachers.

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## Didactic Aspects of Developing Technical Creativity in Teaching of Elementary School Level

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### Abstract

Presented article to find new ways of nurturing technical creativity of pupils in teaching of at primary school and to analyze additional aspects affecting this process. Introductory parts contain basic findings of psychology of creativity, pedagogical concept of creativity, brief description of concrete methodical tools and additional didactical aspects of the development of pupils' technical creativity. Following is a brief proposal of the methodology. in design of a methodology of developing technical creativity in teaching. The core of the methodology lies in divergent tasks and graphical recording of solving of tasks using mind maps. The article contains findings of a research on success of primary school pupils in solving of the divergent tasks and its comparison with small experimental group.

**Keywords:** Technical Creativity, Creative Problem Solving, Technical Education, Divergent Tasks, Mind Mapping

### Introduction

Throughout history, it is possible to see a change in the view of the target and the means of education as well as the pupil himself as a receptionist. In the work of many thinkers, beginning with Socrates (around 469-399 BC), emphasis is placed on the students' own knowledge - by their own search for truth, not merely by uncritical acceptance of knowledge, which is usually the case in current practice.

Through a glance at the development of pedagogical thinking, two basic pedagogical paradigms can be observed. In the first case, the pupil is considered as a passive recipient of already complete ideas, which is only to be taught and memorized. Individuality of the pupil is suppressed; the prevailing learning style is mechanical memory. In the latter case, the pupil is considered to be the driving force of his own knowledge. The teacher thus becomes the guide to learning with the pupil is the one that prepares the conditions for pupils in which his disciple actively builds his knowledge. In this case, he teaches respecting the individual needs of the pupil. Some theorists are inclined to the third way - seeking a balance between memorizing and their own learning management.

A number of researches show that in the teaching of natural and technical sciences there is a predominant demonstration activity on the part of the teacher, while the independent cognitive activity of pupils - experimentation, research - is represented relatively (Dostál, M. Kožuchová (2016)) and yet Rousseau stressed that our first teachers are our feet, hands and eyes.

Even Z. Pietrasinsky (1964) mentions the need to replace didactic memory with a didactic idea, ie to focus on school teaching to develop thinking instead of training memory by memorizing a lot of information. In our opinion, this is the essence of the changes in the pedagogical paradigm, which we must achieve not only in pedagogical science, but in connection with theory, especially in schools, in order to prepare our pupils to live in the more complicated conditions of contemporary dynamic society more flexibly.

In the context of society-wide changes in the 21st century, creativity, and in connection with business, are often seen as the most important "21st century skills".

### Starting points

The development of creativity and creative problem solving is in psychology and pedagogy paid attention for many decades starting with the work of J. P. Guilford (1967). Among the present major authors from the field of psychology of creativity and pedagogy belongs to T. M. Amabile (1992), J. S. Dace (2000), E. de Bono (1992),



M. Csikszentmihalyi (1996), S. G. Isaksen and D. J. Trefflinger (1985). These authors define the current concept of creativity and set the direction of further development of the theory of creativity. The theoretical conclusions of the work of the aforementioned authors were the starting point of my work. Of the authors, who focused primarily on the methodology of a creative solution, it is possible to appoint T. Buzana (1988). The developed method of mental mapping, we applied it to the teaching of electrical engineering.

Major Czech and Slovak authors in the field of psychology of creativity, are J. Hlavsa (1985), E. Bakalář and P. Erazím (1986). In the field of pedagogy in particular, the I. Lokšová and J. Lokša (2003), that the issue of pedagogical creativity of the process very comprehensively, and J. Maňák (2001). In the field of technical creativity is a valuable source of inspiration and new knowledge M. Wimmer (1990), L. Votruba (2000).

### **Creativity and Creative Problem Solving**

In addition to the concept of creativity – creativity is in the literature often appears the concept of creative problem solving (creative problem solving) to denote the process of solving the problem in which the solver does not proceed purely algorithmically, but original. Personality the concept of creativity comes from humanistic psychology and assesses the originality of the new product relative to the workpiece individuals. If the product is new from the point of view of the creator, is the result of his creative activity and is an expression of his own self, then it is possible to speak about the creative product without this product must necessarily be original from the perspective of the company. In contrast to the personal conception of creativity defines the social concept of novelty as in the individual, in a society-wide scale. The current definition used in the field of pedagogy are usually a combination of both approaches. Take personality the concept of creativity in the sense of the self-realization of the individual, at the same time, however, contain the requirement of social utility resulting from the original. Creativity is most often defined as activity, which brings hitherto unknown and at the same time socially valuable creations (for example J. S. Dacey and K. H. Lennon (2000)).

The effort to characterize the creative individual was in the past the subject of research. J. S. Dacey and K. H. Lennon (2000) refers to the systematic analysis of personality traits of highly creative individuals, the result of which is the ten typical traits of the creative individual. Scientists have not been able to determine if personality traits can be a direct cause of creativity, it seems clear, however, that these features are an integral component of the creative process. These ten features according to Dacey are:

1. tolerance towards ambiguity;
2. stimulus freedom;
3. functional freedom;
4. flexibility;
5. willingness to take risks;
6. preferences of confusion;
7. delay satisfaction;
8. freedom from stereotype of sex roles;
9. endurance;
10. courage.

To measure creativity is today used by several approaches and each of them has its supporters but also its critics. Generally, it is diagnosis of creativity quite difficult. There are a number of tools used to diagnose the extent of creativity. According to their focus may be divided in P. Pecina (2008):

1. measure the level of divergent thinking;
2. autobiographical questionnaires;
3. assessment of the outcomes of the creative process;
4. the application of the criteria of creativity and its measurement based on real-life situations.





Diagnostics of creativity but in practice meets with numerous difficulties, which it is necessary to exiting the exercise in class. The basic question is whether at all can be a creative process test is developed, especially if they are not secured the necessary conditions (J. Maňák (1998)). Because to solve problems and to manifestations of creativity is necessary a strong motivation, it is on the site also doubt if they can test the necessary motivation to ensure. Further, the question is to what extent is the solution of the tested tasks affected by the designated time limit, the creative process cannot be most of clearly time-defined. M. Jurčová (1978) pointed out that some tests measure only one of the components of creativity.

### **The Development of Creativity in the School Curriculum**

The period of schooling is from the perspective of the development of the creativity of man, one of the key periods. The concept of creativity in pedagogy is somewhat different from the general conception of creativity, though the essence of the creative process is, of course, the same. Creativity in the classroom differ mainly in their scope and importance of the resulting product from the perspective of the wider society. As a criterion of novelty in education considers the subjective novelty, which may not be a novelty from the point of view of the company (I. Lokšová and J. Lokša (2003)). The importance of creativity in teaching lies primarily in the development of the personality of the individual and from this point of view is also assessed. We look at her most often as the natural property of the person, the tool of his self-realization, and ability, which is necessary to develop, prepare for her to appropriate conditions and remove obstacles to its development (P. Pecina (2008)).

The beginning of pedagogical constructivism is associated with the names of two prominent personalities, namely Jean Piaget and Gaston Bachelard. Jean Piaget expresses the starting point constructivism (Piaget in Y. Bertrand (1998)): "Fifty years of experimentation has taught us that there is no knowledge that would result from a mere recording of the observed and which are not structured through activity of the subject. But (in humans) there is no a priori or innate structure of knowledge – hereditary is only the activity of the intelligence and of the structure born exclusively by organizing sequential activities performed with the objects. It follows from the fact that the epistemology that respects the psychogenic character cannot be either empirical or preformist; can only be constructivist, in which new operations and structures are continually created. “

Constructivism emphasizes the process of constructing knowledge learning is the pupil. That itself builds new knowledge in an active activity, in which working with the information's and their prior knowledge and experience (P. Pecina and L. Zormanová (2009)). The constructivist conception of teaching is working with "pre-concepts" of the child. The aim is to provoke awareness of the problem and a sense of tension between the current concept and new information.

Motivation for creative activity must come from the individual. In the environment of the traditional teaching, however, clearly the predominant motivation is external, expressed most often by utilizing a variety of rewards and punishments. In creative teaching, it is necessary to develop and strengthen the inner motivation of pupils. The development of intrinsic motivation of the pupil can achieve the updates of the natural needs of the pupil.

By updating the needs of the pupil, opportunities for creative activity and the meaningfulness of the presented subject, the interest of the pupil in the subject increases and thus an important internal motivation for further creative activity! Such a way of motivation, even for teachers, is far more demanding, must become the dominant mode of motivation in teaching, which is intended to lead students to independent creative performance.

The school performs its function primarily through the teacher. This sets out the objectives of teaching, planning a trip to achieve them, directs the course of teaching, motivates and evaluates the pupils. Determines what will be in teaching to happen, and what will be the activity of the pupils. It is understood that in the process of creative teaching is his position not only irreplaceable, but the right key. Requirements for teachers in the creative class



are, however, extremely challenging. No longer enough traditional demands on the teacher's professional equipment, the new conception of teaching building in front of the teacher's new tasks (Honzíková (2008)).

### Non-traditional tools for the development of creativity - divergent roles

It's highly open role of serving to the development of divergent thinking in the classroom. The common feature of these tasks is the great number of possible solutions, providing the student the space for his creativity. At the same time are these jobs designed to the learner to apply their knowledge. Practice shows that it is possible such a task with success use in practicing the studied material and the diagnosis. Improving approaches represent conceptual maps. The use of conceptual maps in the teaching lies in the presentation of subject matter graphical representation of the mutual relationships and interactions between concepts. We, however, could in this way replace the standard enrollment material must be students for such a form of record of the curriculum used. It is advantageous to use conceptual maps as a summary of a certain radius of the curriculum, which will help the student create an appropriate structure of the curriculum, connect new knowledge with each other and at the same time create a connection with old knowledge.

An example of the role of the field solution of electrical circuits (Fig. 1): determine the total electric current flowing through the circuit according to the diagram, if the known voltage on the source  $U$  and the values of the individual resistors.

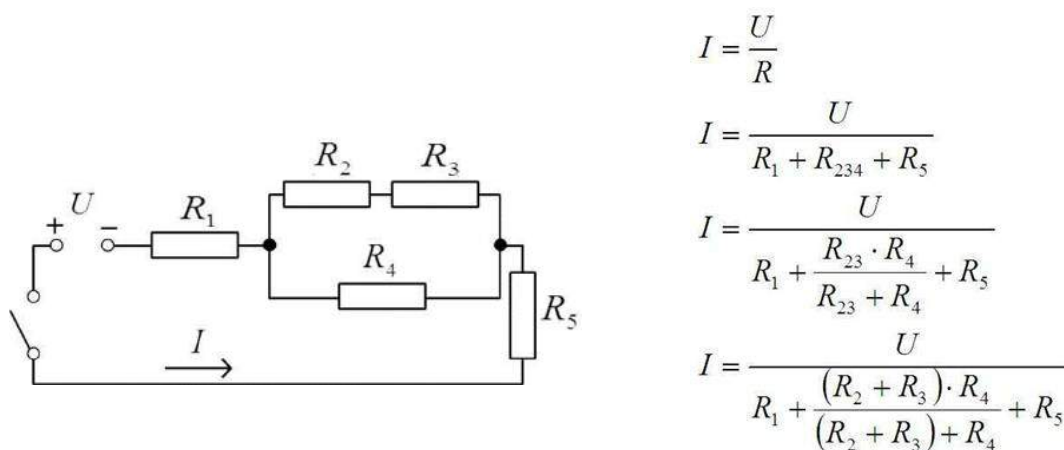
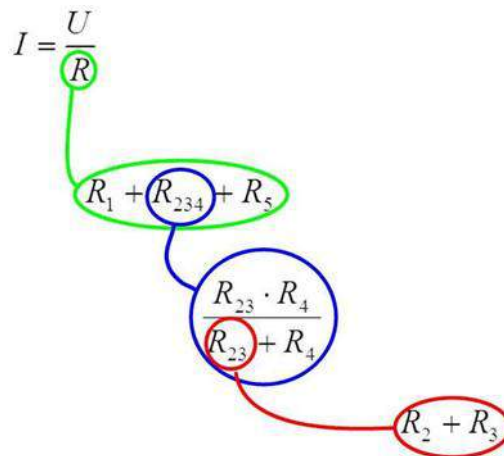


Fig. 1. To enter the role.

The general solution of tasks using mathematical notation (on the level of the primary school we do not expect pupils were able to achieve this level of abstraction, the task would have been dealt with piecemeal and only after determining the total resistance would be its value raised in the relation for the calculation of the total electric current). Analysis of the help of graphic recording is Fig. 2.

On the final level should be the students able to solve more complex tasks both ways, i.e. with the use of traditional registration, accompanied by the mind map solutions, however, it is obvious that the mind map does not necessarily contain the whole solution task, it sometimes makes for more complex tasks the resulting map somewhat unclear. The map solution is of the greatest importance at the stage of analysis of the future solution.



**Fig. 2.** A graphic record of the solution.

### The Success Rate in Resolving Conflicting Technical Tasks

Research objective: to Find any correlation between the success rate in solving divergent tasks and the individual characteristics of the solver, among which were included the gender differences, the results of the study and the relationship to the education of the subject. Research have been subject to pupils who have not had previous experience with solving tasks of this type. To meet the established objectives and solving the research problem was framed test containing the opening checklist portion and a set of divergent tasks appropriate to the diagnosis capabilities of similar problems to solve. The initial questionnaire determines the academic performance of pupils in selected subjects and their relationship to the teaching of the course.

On the basis of the research problem defined above, individual research hypotheses have been established, the validity of which has subsequently been verified. For the purposes of mathematical processing of acquired data, hypotheses are formulated as a zero and non-existent correlation between measured elements - pupils and success in solving selected tasks.

H01: There is no significant relationship between gender of the investigator and success rate in solving divergent tasks.

The observed data was processed in MS Excel. For the reference pairs of the investigated parameters was calculated by Pearson's correlation coefficient  $r$  determines the tightness and quality of the mutual correlation of the dependency of these parameters. Acceptance or rejection of the hypothesis on the validity of the mutual correlation of the two variables is decided on the basis of the test of independence comparing test criteria table critical values  $t_{\alpha(n-2)}$  for a given condense level  $\alpha$  and  $(n-2)$  degrees of freedom, where  $n$  represents the size of the file. If the calculated test criterion value is less than the Student t-distribution table value, the zero hypothesis is rejected, and the existence of interdependence is considered to be proven.

### Verification of the Hypothesis H01

The object of research is the correlation relationship between the gender of pupils and their success rate in solving divergent tasks. The specific parameters of a possible correlation are given in table 1.

**Table 1.** Test hypothesis H01

gender of the pupil / success rate in solving divergent tasks
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The result of F-test	$p_F = 0,21$ – the variances agree
The result of the S-test	$p_S = 0,01$
test criterion t	$t_{01} = 2,59$

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True, that  $t_{01} = 2,59$  is at the five percent level of confidence greater than the above table value  $t_{0,05}(231) = 1,97$ . Set the null hypothesis  $H_0$  is possible to reject and accept the hypothesis alternative:

$H_{11}$ : There is a mutual correlation relationship between the gender of pupils and their success rate in solving divergent tasks in favor of girls.

However, it is necessary to take into account the value of the correlation coefficient  $r = 0,17$ , which is low, and thus the tightness of the observed relationship between gender differences and the abilities to solve the divergent tasks is also low.

### Conclusions

The research sought answers to the questions whether the success rate in solving the newly proposed divergent tasks related to gender differences among pupils. In the solution of divergent tasks are in the seventh year of the successful girls. This higher success rate can be explained by the higher creativity of the girls or their higher maturity at that age, rather but the higher the work ethic of the girls for filling in the questionnaires. The identified correlation is weak and for practical teaching does not carry meaning.

Technical education has a crucial importance on the way to the development of pupil's personality in all areas. From the formation of mental processes, states, properties until after the development of motor skills, the formation of a healthy self-esteem, pleasant social ties, etc. the Effort of every educator should be to achieve the best levels of each instructed individuals, which is, however, a very individual process, influenced by many circumstances. Starting from the environment in which it is moving, the social groups with which it comes into contact to his innate disposition, ability, and desire to know or learn something new. The teacher must at the same time to respect developmental characteristics of the learner. The essence of technical objects is developing the manual skill of the pupils, his creativity handover the basic technical knowledge, skills and habits that will allow them in the framework of their possibilities to successfully work with technical material in the use of necessary aids and tools and to develop their skills. Pupils also learn to understand the importance and characteristics of traditional and modern materials, technology of their production, the engineering profession, the importance of technology for the company, but also have to get a positive does it related to the technique.

Creativity is one of the most important qualities of a teacher of technical education. For creative teachers, we can consider such a teacher, which is itself an inspiration for creative technical work, i.e. is capable of improvisation, has a sense of humor and a good relationship to the students, she can secure a quiet and relaxed environment, supports gifted students and encourages students lagging and your behavior and actions motivates their students to creative work. Every creative teacher at the high school should also have prepared an extensive stack of ideas for creative and independent activities of their students. Must not be afraid to be flexible and original, to change established norms and traditional views on the solution of the technical problem situations. Must take every opportunity to make it was he and his students creative. Such a teacher may then be called inspirational. If the students causing such an inspirational educator, occurs for students in technical education during the study to the development of creative abilities.

### Recommendations



The resulting values lead us to ponder, what causes changes in creativity, all of which factors can creativity influence. Of course, to these questions we can answer to the other sub-studies, as far as we can with other authors argue about what the cause and the question is remains, however, whether they are aware of all the internal or external factors.

Creativity research has been running for several decades. Many authors have devoted themselves to this phenomenon. Creativity in technical education and problem-solving is particularly important. That is why every partial research moves us in understanding this concept, not only in its nature, but also in its variability, given by the change of society.

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## Scopophilic Dimension of Instagram – Spectatorship through Social Media.

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### Abstract:

In modern life images and videos are presented ubiquitous, and our affinity to them changes. Mundane life of modern people is constructed through images; individuals express themselves and their lives through photos. As modern technology offer an easiest way to have an instant photos, people become more focused on these type of activity, as making photos. The main space to share the mundane images instantly is social media. Social media becomes an important part of individuals' life. In last decade different social media platforms derive. Instagram is the one that becomes most popular in last few years among new generation. Young people maintain to spend their lives by looking the lives of others through Instagram. Curiosity to see certain content, the content that could be chosen personally according to the desire that individual has - the desire to look. Photos on Instagram satisfies a primordial desire for gratifying looking, but at the same time it goes forth, establishing scopophilia in its narcissistic facet. Freud, in his Three Essay on the Theory of Sexuality, named the desire to watch others life as *scopophilia*. On the one hand, our identifications, on other hand the objects of our visual excitement is not only the images themselves, but also the subjects and objects of the surveillance action, reflected on the screen – and therefore the screen – transformed into disturbing mirror of our own repressed disturbing desires. The endeavour of that paper is to explain the tendency and intention of Instagram usage in the scope of scopophilia term, in the frame of psychoanalysis.

**Key words:** Scopophilia, Instagram, Surveillance, Psychoanalysis, Social Media.

### Introduction

The devices we use and how they connect us define our current age. Media has become a social experience where users are connected to one another, encouraging the sharing of ideas and information. With each passing decade, technology progresses and makes us more interconnected, prompting a shift in how we perceive and understand personal space. The first desire to be seen (being looked at) begin when naked baby is loved by mother. In later periods, this omnipotence baby's world leaves the place to the perception of presence of other people apart from mother. This illusion begins at infancy and repeat at puberty (the traces also could be seen at adulthood). It is possible for individual to exist in the world with others only by finding of 'ideal'. It is not 'I think, therefore I'm' anymore, it is 'I'm seen, therefore I'm'. Social media has become a shelter when we come to belief that our narcissistic unity will keep us alive with a perfectly good channel to create this 'ideal' world (Doane, 2000).

In today's world the definition of privacy is changing. When reality television gives us a window into the daily grind of an average person, when CNN runs news coverage 24 hours a day online with up to the second details, when our phones alert us when friends are in our vicinity, it is no wonder that our expectations become increasingly invasive. Scopophilia aims to get people in touch with the voyeur in everyone, to face that voyeur and be unsettled by the confrontation. With that lingering discomfort comes a reconsideration of how we relate to one another and what kind of information we expect to know of our lives.

In a very real sense, the Voyeur makes people uncomfortable. It is a representation of a lurking, nervous, obsessive, brooding aspect of the human condition that resonates with many people, not just an embodiment of a nefarious character identifiable on sight due to clothes and demeanour. Instead, he seems to be an aspect within us all and if the rate at which we consume television and social media are any indication, it is not a particularly repressed element. What is so unsettling is the fact that these characteristics of the Voyeur are with all of us and we are constantly indulging those inclinations. We consume an unending stream of celebrity images, watch reality television, check people's Instagram pictures; view their Facebook maps and more. Our text messages show a delivery confirmation and in some cases even the time it was read. The minute actions of our lives which were formerly private are now described in explicit detail (Calvert, 2000).





Scopophilia is a presentation of perspective. It is the world as viewed through the perspective of a voyeur who will further referenced as the Voyeur. It is the perspective of someone who not only loves looking at typically private activities like undressing but also aroused by seeing the mundaneness — relaxing at a computer, for instance, or sitting in a chair reading — that is typically hidden from or ignored by others (Manlove, 2007).

The term “scopophilia” is deriving pleasure from looking. In contrast, the term “voyeurism” carries a distinguishing sexual interest in spying on a person or people engaged in intimate activities. For voyeurism, pleasure is gained from “getting away with” looking whereas in scopophilia no such stipulation exists. There is an unstated but inferred element of disconnected pleasure in the notion of scopophilia. As stated by Otto Fenichel (1945), looking can substitute for acting in those seeking to avoid guilt.

Cinema, photography and other visual art movements seem to have concerned a certain reality illusion that this stranglehold between photography, ego and libido finds a stunning reciprocal world of phantasy. Historically, photographic imagery has been thought to provide a forthright imaged depiction of the world. The images that appear on screens in modern life are becoming more and more important every day. Photography itself is an inseparably scopophilic activity with voyeuristic leaning (McGowan, 2015). More often than not, a voyeur is up to seen as objectifying the individual spied. This is an expansion of subject scrutinizing amidst plan of gratification. As “reality”, the reverie sphere of the screen is bonded to the just that breed it. Identification processes and sexual instincts comprehend a connotation within the symbolic sequence that discloses desire. Desire ingenerate with language; release the opportunity of being visionary and instinctual, but point of allusion of it steadily rebound to the innate traumatic momentum of bearing: the castration complex. Thus the gaze, gratifying in form, might be ominous in subject, and its crystallization of that inconsistency is done by illustration of person (Mulvey, 1975).

For better understanding of these two main terms, psychoanalytical explanation of scopophilia and voyeurism can help to clarify.

### **Voyeurism**

Interpretation of voyeurism as a pathological behaviour is sustained by various psychological explorations and assumptions. One of them is a love-map theory of Money (1986). It postulates the idea that voyeurism deriving out of the deracination of looking from adjuvant erotic behaviour to the prime sexual act. The gaze becomes the speck. Another consubstantial theory of voyeurism explanation was conceived by Freund and Blanchard (1986); they suggested Courtship Disorder as a definition of voyeurism: broaching that voyeurism is a deformity of the conventional sexual amalgamation process. Psychoanalytical explanation of voyeurism concentrate on the demand for resolving subjective conflicts linked with a lack of control over sexual behaviours, this deficiency has been outlined as an ‘autistic’ aspect; concede possibility of a social restraint role in voyeurism. This deficiency of control entails an inefficiency to apprehend the associations of being caught or an eagerness to employ in behaviour although the probability of punishment (Metzl, 2004). The deviation from normal to adequate behaviour derived from ‘imperfections’ of person is a main view of different approaches on voyeurism. Contemporary studies, support the hypothesis, that voyeurism is not consistently deriving from pathology. A limited number of investigations and approaches postulate that voyeuristic tendencies may be extensive phenomena adjusted by social forces. If we assume that people want to voyeurize, a social atmosphere that promotes such behaviour should exceed the raised voyeuristic activity.

It is necessary to define two complementary types of voyeurism. These are *covert voyeurism* and *collusive voyeurism* defined by Andrea Sabbadini (2014). Covert voyeurism is a kind of intrusive aggression associated with the primal scene. Watching of objects that unaware of being observed, include pleasure through looking, an evasive action with feeling of guilt and shame. On the other hand, collusive voyeurism, involves the experience of having pleasure of looking of objects that are well aware. This is precisely the sophisticated situation that Instagram has offer, the objects of surveillance, real persons who responds to the voyeurs’ actions and receive potentially attractive exhibitionistic gratification, by sharing more photos and videos.



The difference is voyeurism is a secret, there is an anxiety to be caught, but scopophilia is not a secret, it could be carried through publicly.

### **Scopophilia**

Art offers a lot of probable pleasures. Scopophilia is one of them – when the individual has an excessive interest watching the performers in everyday (non-sexual) scenes, conditions, acts of violence and privacy (Metz, 2004) – the pleasure of vigilant. In some aspects looking solely can be a source of pleasure, as though, in the opposite formation - being looked at might become a source of pleasure. Freud, in 'Three Essays on the Theory of Sexuality' separated scopophilia one constituent sexuality instinct. Formerly, he affiliated scopophilia with objectifying others, to a predominant and examining gaze (Freud, 1905).

Freud centred his certain examples on the children voyeuristic activities, infantile desire to look and make sure of the hidden and restricted. Curiosity regarding primal scene - concern about others' bodily and genital function and existence of penis (Freud, 1905). According to this settlement scopophilia is substantially active form of looking. Afterwards, Freud in 'Instincts and their Vicissitudes', evolves his theory of scopophilia, bonding it to pre-genital auto-eroticism, later the pleasure of the look moves to others by similarity. The main dynamic is convenient relationship among the operative instinct and fostered development in a narcissistic form. Though the organisation of the Ego is one of the factors that modify the instinct, its existence as the erotic basis for pleasure in objectifying other people by looking subsists. In intense, it potentially can become fixated to a perversion, generating Peeping Toms and obsessive voyeurs. In such perversion, merely sexual satisfaction could be achieved by watching, objectifying others in an active controlling sense (Nussbaum, 1995). When scopophilia becomes a perversion? If looking or touching is: joined with disgust, confined (especially for genitals) or robs the 'normal' sexual aim (Freud, 1905). While still appreciating the significance of gaze and desire in social media spectatorship, here the focus of previous researches is on "an association not with identification, but of desire" that also arouses for females and males, homosexual and heterosexual viewers. (McGowan, 2015).

Jonathan M. Metz (2004) in his article pointed two dimensions of voyeurism in the present communities, he concentrated on USA population, but it could be concerned to all communities' worldwide, popular culture and psychological dimensions. Both disciplines define voyeurism by being looking rather than avoided. But modern technologies turn the permissive to the quotidian. Popular culture embraced 'reality-based-voyeurism TV' phenomena (Survivor, BB and other live-shows). Clay Calvert (2000) calls it a Voyeur Nation, obsessed with the 'mass-consumption of information about others' apparently real and unguarded lives. As technology is progressing it offers different type of visual materials. Social-sharing-sites (SSS) become more popular among new generations. It makes visual materials easier to reach. Such SSS as Instagram allows to see other's life 'instantly'.

### **Instagram**

In 2010 Instagram took place on AppStore. Statistics say that in 2017 Instagram has 500 million users overall; 40 million photos are shared daily; 8600 likes per second. %59 Instagram users are 18-29 years old (Smart Insights, 2017). Posts with location are most popular. Instagram introduces itself as a fast, beautiful and fun way to share our life with friends through a series of pictures. Instagram is all about community and reciprocal relationships. The increasing popularity of Instagram could be explained as: 'People nowadays don't want to read text, they want to look through photos' (Mulvey, 1999).

Along the centuries, vision becomes a dominating culture, nowadays it transformed into a pleasure in watching images. In contemporary visual culture societies it is undeniable that the act of watching and showing involves a special pleasure. Everything is alleged to be seen, even private life, personal facets. Evidently there is an established tendency against visibility and transparency. Spectatorship becomes very important point for social recognition, seeing is not just an perception act it is a publicity form, so individuals have desire of not just watching



others, but also displaying themselves. The strongest feature of social sharing networks rose with internet, certainly its demand on the scopophilia of spectatorship of others and self-displaying.

Social Sharing Networks (SNS) allows individuals: creation of a visible public profile, conceive a list of others, with whom they want to share social relation and opportunity to view and share their personal inputs such as messages, videos and photos. So SNS are characterized by pleasure to watch and scopophilic behaviour by centrality of images. Their captivation is based on the possibility of anonymous individuals reach the public domain and demonstrate itself to other anonymous individuals.

Though we may not see it as such, we regularly violate the personal space of other people. We watch where they go, see what they do and with whom, what they wear, what they like and more. Via social media, one can connect with others quite intimately and see details that, in decades past, would have remained private. When an individual intends to have dinner with friends, he or she might post a status about it on Twitter, with a connecting link to the accompanying friends, post a photo to Instagram of the outfit for the evening, send a picture of the group together to Facebook along with photos of food and add all photos to the mapping feature of each site. This common process is willingly undertaken and provides a map of where a person is or is likely to be. These outlets enable us to see into the lives of others in a way that seems benign on the surface. Remaking the intimacy from private to public, intimate life subjected to an exhibition. Individuals freely perform their personal self-display, adapting a public representation of their self. On the other hand, people follow accounts on the SNS of those individuals, whose appearance attract them. In general, images enhance into objects to many individuals. Images are an impression of an act or of a person. Viewers get more obsessed with the images; they become more than just the representation of the reality. Adoration of celebrities, thereupon; the ordinary person is not acquainted personally with celebrity, but follows them and impresses to objectify them. Celebrity becomes an icon, symbolizing everything the voyeur imagine hen to be. Mundane photos posted by individuals, also celebrities, perverted by voyeur into something inappropriate to view. For example photo of eating lunch at restaurant is not perverted, but passionately watching the photo of women eating her lunch in restaurant is. According to how the viewer sees it shapes it into perverted. Stark observation converts the acts. Ongoing looking convert viewer into voyeur. In case of scopophilia, is the transformative experience of moving from spectator to a voyeur, viewer is observing the sequences, but voyeur is occupied by them: engaged to check Instagram account perpetually, follow posted pictures and videos (Langton, 2009).

The second perversion is that of the viewer's interpretation. The physical projection is a parallel to the figurative process of projecting one's thoughts into an unthinking progression of photographs, which, collectively, suggest a personality. As the viewer watches, he or she assesses and interprets what is going on. The Voyeur provides a reflection of these assumptions, like a form of projective test where the viewer reveals his or her own hidden emotions based on a set of stimuli. The stimuli of Scopophilia, though, are not wholly ambiguous. Unlike traditional projective tests, Scopophilia is not unbiased

What is seen on the screen of the phone is so manifestly shown. Personal use of the Instagram, on personal phone, and personalized (invisible) following of accounts of others – is producing an isolation sense and acting on individuals voyeuristic phantasies. Although, photos are posted to be trot out, is there to be seen, this individualized settings give the voyeur an deception of looking in to a private world, person follows the accounts that are interested in. It serves people material for the basic human interest; curiosity to see certain content (celebrities, 'bookstagram', travellers, 'food-porn' and opposite sex accounts). Photos on Instagram satisfies a primeval wish for pleasurable looking, but it also goes further, developing scopophilia in its narcissistic aspect. The layout of photos focuses attention on the human form. The desire to look is interwoven with curiosity and attraction to deposition and identification: body of human, face of human, relation of human form and environment, observable existence of human in the world. In the description of moment when a child realizes and recognizes in the mirror the own image, Jaques Lacan, pointed that this moment is very critical for the Ego formation. Mirror phase, emerge at a time when physical ambitious of the child outrange hen motor capacity, his personal recognition



is joyful, her image at mirror is more complete, more flawless than her experience of her own body. Screen of the smartphone, to use SNS, could be conceived as a mirror (Lacan, Miller, 1998).

By seeing the iconographic representation of others on the screen, individuals experience scopophilia and incommensurable gratification of looking. SNS fascinate millions of individuals to this scopophilic order. They ground their pleasure in viewing in Synoptical Scopophilia model – a few are seen by millions, this could be better understood of popularity of celebrities' Instagram accounts. They have millions of followers. But the Omnoptical Scopophilia model could be understood within the other Instagram accounts, where many observe many. On Instagram, individuals can be seen at the same time either by many, either by just a few, and so mixed model of the Synoptical and Panoptical Scopophilia could be adapted to Instagram – Amphyoptical Scopophilia model. Social relations and publicness hinged between these two terms of looking (Ericsson, Haggerty, 2006).

### Conclusion

To look and to be looked at, play an important role in the construction and maintenance of interpersonal relationships. In that case, even if it is quite extreme, can we reach the point, that all of us are potential voyeurs? What we do as followers of these 'sharing' is to view other voyeurs like ourselves. In other words, the objects of our own identities, on the one hand, and on the other, the objects of our visual enthusiasm are not only images, but also subjects and objects of our disturbing repressed desires reflected to the screen of the smartphone which turns into a mirror of our desires. SNS could be thinkable in a light of Amphyoptical Scopophilia model- a new form of social interaction promoted by SNS, established on the contemporary perception that vision and being visible play a primary role in mundane social organization. Spectatorship is the main link for understanding of those scopophilic forms of social interactions; it also let us to understand the conversion of individual identity on new public-private dichotomy.

There are two inconsistent aspects of the pleasurable frames of looking in the traditional photographic situation: The first, scopophilia occurs from pleasure of sexual objectification of other, through looking. The second, grown straight from narcissism and developing of Ego, derives from identification with seen image. Thereupon – one intends the active scopophilia – when subjects' erotic identity ruptures from the object, and other implies Ego identification with object on the screen straight to the attraction of the spectator. First is a sexual instinct function and second of libido of ego (Freud, 1915).

As before SNS entered our lives taking photos was something special, rare, people were preparing and elaborating to take photos (make up, clothes, hair e.t.c.). But with the inclusion of smartphones, digital cameras in our mundane life, photographs become easier and banal. People saw celebrities only in public constellation, but now private areas, daily life become easier captured and shared to wide public spaces. The meaning of it is that private becomes public. SNS form a spectators community dealing with images. Images are appearances, they are, hence, the way the social world appears, is perceived and recognized. SNS have only developed this tendency already present in mundane social intercourse. SNS provide the virtual stage where person can appear like actor, can perform, display themselves and place a public behaviour, and consequently the spectators, voyeurs who objectify these 'actors' on the 'stage' on the screen of smartphone, and place scopophilic behaviour. Simultaneously, users transform into actors and spectators. According to Hannah Arendt (1978), 'appearances always insist spectators. Whereas it is not enough to appear to ourselves. In order to become apparent to others and receive their acceptance'. So, spectatorship is not just a media situation. It is a regular and human case that SNS have expanded and made illimitable.

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## Consumer Rights Knowledge and Awareness Level of Vocational High School Students

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### Abstract

This study aims; to determine knowledge and awareness level of the students of Seluk University Vocational High School Students about consumer rights and responsibilities, to compare the knowledge and awareness levels of the Marketing Department students with other department's students, to reveal the contribution of the course "Consumer Behavior" to the knowledge and awareness level of Marketing Department students.

Stratified Random Sampling Method was used for the selection of student from the departments. 472 students were reached and the average level of knowledge and awareness levels of the students was found 56% and 50% respectively. It was found that students had significant differences according to their departments. It was calculated that the knowledge and awareness scores of the students in technical departments were lower than the other departments. Research has focused on the differences between Marketing department students and the other students and it has been found that Marketing Department students benefit from the Consumer Behavior lesson.

**Keywords:** Consumer Rights, Consumer Responsibilities, Consumer Behaviors, Consumer Training

### Introduction

The changing conditions of the market economy as a result of the enlargement and development in technology today have caused the change of consumption habits (Knights, 2000; Makela, Peters, 2004). Various kinds and qualities of goods presented to the market have affected purchasing behaviors of consumers. In the past periods consumption was done to meet the compulsory needs. However, it is now under the influence of various factors (Aslan, 1996, Odabaşı, 1996).

Because today's consumers are faced with many problems with the products they buy, consumers claim that many goods sold today do not meet standards or are of poor quality. Consumer complaints are growing, but some consumers are not aware of their rights, so they do not take initiatives, and others may not be able to get a result on the way they seek a claim (Babaoğlu, Srgit, 2010; Bayhan, 2011; Deryal, Korkmaz, 2015).

However, if consumers who are aware of their rights and know their responsibilities adopt the rights-seeking behavior, then they will have a stronger position against the sellers who dominate the market, by doing so they also will be able to contribute to the presentation of qualified products to the market (Akipek,1996; Kambir, Saydan, 2006; Ali at al., 2014).

As we can see, the world's renewed and developing technology raises people's standard of living, but it makes it increasingly difficult for consumers to make rational choices. For this reason, consumers need to be trained and informed about their rights. (Hayta, 2009; DPT, 1994; DPT,1995). Law No. 6502 on the Protection of Consumers, which is still in force in our country, emphasizes the necessity of education and informing of the consumer. One





of the studies carried out in this direction is the addition of courses related to consumer education to the curriculum of the Ministry of National Education. Marketing department students have taken courses on consumer rights during secondary education like all students. But they continue to take courses on consumer rights and consumer behavior in their departments, unlike other departments. What are the differences in behaviors and awareness of these students from other students? Some studies show that the level of awareness of consumer rights in Turkey is moderate or low on this subject (Mazlan et al., 2014; Ersoy, Nazik, 2006; Ünal, Babaoğlu, 2014). For this reason, the main aim of this study is to identify and compare knowledge and awareness level of marketing department students and other department students as to consumer rights.

In this study, it is aimed to determine

- Consumer rights knowledge and awareness levels of the students of Vocational High Schools (VHS) located in Selcuk University campus area,
- Differences between knowledge and awareness levels of marketing department students and other department students
- Contribution of "Consumer Behavior" course to knowledge and awareness level of the marketing department students.

The main reason for the selection of Vocational High School students as the universe in the research is that these students should be employees who will work with the consumers as soon as graduation. If a VHS graduate who has insufficient knowledge about consumer rights, hired by a white goods service, it means the quality of his work may be under standards. For this reason, it is very important for VHS students to be knowledgeable and conscious about consumer rights. In this study, it is another purpose to reveal whether the level of knowledge and awareness of the marketing department students who took "Consumer Behavior" course increased significantly or not, and thus the importance of education for consumer knowledge and awareness was searched. The questionnaire prepared for this purpose was applied to the students studying at Vocational High School in Selcuk University campus by face-to-face questionnaires and reached 472.

Hypotheses determined as to the purpose of the study are as follows:

H1. Students' Consumer Rights and Responsibilities Knowledge Level Score (KLS) does not vary according to the gender, hometown, the total number of people in the family, or his(her) department.

H2. Students' Consumer Rights and Responsibilities Awareness Level Score (ALS) does not vary according to the gender, hometown, the total number of people in the family, or his(her) department.

H3. There are significant differences between KLS and ALS among the students who took "Consumer Behavior" courses and those who did not take.

## **Method**

The sample of the study is Vocational High School students at Konya Selcuk University campus area. The number of the questionnaires to be applied was calculated as to the number of students in each department. A questionnaire consisting of 18 questions was developed to determine consumer right knowledge and awareness levels of students, differences in consumer behaviour and consumer education methods. The sample volume (n) 472 (four hundred and seventy-two) was calculated using the simple random sampling technique. Because of this reason, 472 students were applied to the questionnaire. The first 4 questions of the questionnaire are about demographic information of the students. 6 questions measure knowledge level of consumer rights and responsibilities. Three of them are likert-type questions, others are multiple-choice questions. The questionnaire has 8 questions that measure the level of consumer rights awareness. Three of these are multiple-choice questions, others are likert-type questions. The Consumer Rights and Responsibilities Knowledge Level Score (KLS) and Consumer Rights Awareness Level



Score (ALS) were calculated for each student in the study. These scores were found to be ineligible for normal distribution, so nonparametric tests were used in the analysis of data. The data were evaluated with SPSS 17 package program. Comparison of independent groups was performed with Kuruskal Wallis or Mann Whitney U tests as appropriate. Other methods used were Frequency distribution, Chi-square method, Correlation analysis.

## Findings

### Student's Consumer Rights and Responsibilities Knowledge Level

The total scores of the students were calculated from the questions in the section of the questionnaire prepared to measure students' knowledge of consumer rights and responsibilities. Each of these questions was evaluated as 3 points and the Consumer Rights and Responsibilities Knowledge Level Score (KLS) is calculated over 18 points for every participant. According to this, average knowledge level of consumers was found as 10,09 points (56%). This score, which is below 65%, indicates that the knowledge level of the students is not close to the desired level.

A survey question was designed for the student to self-assess their knowledge levels, "Do you think you know your rights as much as a conscious consumer?" According to the answers given to this question, the average KLS of the respondents who answered "Yes" was calculated as 65% and the KLS of those who answered "No" was calculated as 45%. These data have shown that students objectively assess their level of knowledge.

The normal distribution of scores was tested with the Kolmogorov-Smirnov and Shapiro-Wilk tests, and the KLS did not fit the normal distribution. For this reason, nonparametric tests were used in analyzes between groups. KLS was tested according to the total number of individuals in family, gender, hometown and students' departments. Only it was found that according to the students' departments, there was a meaningful difference between the students ( $p < 0,05$ ). KLS statistics are given according to the departments in the following table.

**Table 1.** KLS Statistics According to the Departments

Departments	Avarage KLS	N	Std. Dev.	Min.	Max.	%	% Students in total
Food Technology	13,00	4	1,633	11	15	72%	0,8%
Marketing	11,58	168	3,648	2	18	64%	35,6%
Office Management	11,07	15	3,411	6	18	62%	3,2%
Banking -Insurance	10,73	30	3,039	6	17	60%	6,4%
Physiotherapy	10,56	18	3,382	6	18	59%	3,8%
Foreign Trade	10,23	22	2,943	6	14	57%	4,7%
Avarage	10,09	472	3,754	0	18	56%	100,0%
Accounting	9,56	27	3,274	2	15	53%	5,7%
Computer	9,45	11	2,382	5	13	53%	2,3%
First Aid	9,04	52	3,236	1	15	50%	11,0%
Press-Media	8,82	11	4,400	2	14	49%	2,3%
Machine	8,64	14	2,818	1	13	48%	3,0%
Child Development	8,44	39	4,285	0	18	47%	8,3%
Construction	8,18	40	3,768	1	16	45%	8,5%
Air Conditioning	7,50	6	3,209	2	10	42%	1,3%
Electricity	7,40	15	3,521	3	17	41%	3,2%

Students in the Food and Technology department achieved the highest KLS (72.2%). On the other hand, Marketing Department students, who are a relatively large group, also received a score close to good with an average of 64%. This group is noted for its small standard deviation. From this point of view, it can be said that the marketing students who participated the survey with 168 students got enough information from "Consumer Behavior" course to increase KLS. As to KLS, 4 of the lowest 5 departments are technical departments. This was regarded as a significant result of the survey.



When we look at the hypothesis of the research, the "H1. Students' Consumer Rights and Responsibilities Knowledge Level Score (KLS) does not vary according to the gender, hometown, the total number of people in the family, or his(her) department. "hypothesis" is rejected. As a result of the analysis, it was found that Knowledge Level Scores of departments in Selcuk University Vocational High School have significant differences.

### Students' Awareness Levels of Consumer Rights and Responsibilities

Likert type 5, 6, 12, 20, 21 and multiple choice 7, 25, 27 questions were designed to assess students' awareness of consumer rights and responsibilities in the questionnaire. Each of these questions was evaluated as 3 points and Consumer Rights and Responsibilities Awareness Level Score (ALS) is calculated over 24 points for every participant. Accordingly, the average level of awareness of consumers was found to be 12.05 points (50%). This score, which is under 65%, indicates that the level of awareness of the students is far from the desired level. It is also noteworthy that students' Consumer Rights and Responsibilities Awareness Levels scores are 6% lower than knowledge level scores. The ALSs were tested with the Kolmogorov-Smirnov and Shapiro-Wilk tests for normal distribution, and it turned out that the data did not fit the normal distribution. For this reason, nonparametric tests were used in the analyzes between the groups.

ALS was tested according to the total number of individuals in family, gender, hometown and students' departments. Only it was found that according to the students' departments, there was a meaningful difference between the students. ( $p < 0,05$ ) The statistics are in the following table.

**Table 2.** ALS Statistics According to the Departments

Departments	Avarage ALS	N	Std. Dev.	Min.	Max.	%	% Students in total
Office Management	13,27	15	3,348	6	18	55%	3%
Marketing	12,87	168	3,160	4	20	54%	36%
Physiotherapy	12,94	18	3,386	7	20	54%	4%
Electricity	12,40	15	2,354	9	17	52%	3%
Banking -Insurance	12,30	30	3,687	3	19	51%	6%
Accounting	12,11	27	3,490	3	16	50%	6%
Avarage	12,05	472	3,371	3	20	50%	100%
Foreign Trade	12,00	22	2,637	8	17	50%	5%
Food Technology	11,75	4	2,872	10	16	49%	1%
Machine	11,71	14	3,646	5	17	49%	3%
First Aid	11,27	52	3,636	3	19	47%	11%
Child Development	11,21	39	3,614	3	18	47%	8%
Construction	11,05	40	3,281	4	18	46%	8%
Computer	10,64	11	1,912	8	14	44%	2%
Air Conditioning	9,50	6	2,074	6	12	40%	1%
Press-Media	8,91	11	3,590	4	15	37%	2%

The average ALS of the departments varies between 37% and 55%. Students of Office Management department reached the highest ALS (55%). According to the KLS, the Electricity department students had the lowest. But



according to the ALS, the Electricity department students are above the average level. The fact that the Press-Media Department students have the lowest Awareness Level is another interesting result of the survey. Particularly examined in the study, the Marketing Department students has managed to maintain the rank of second place in awareness level scores like knowledge level scores. It was found that the correlation coefficient between the ALS and KLS of the departments is 52%. One of the notable points is that the number of the departments below the average as to ALS and KLS is 9 that is 60%. Further, 7 of these 9 departments are the same in both lists. Below is a comparative chart of the departments that are below the average for both scores.

**Table 3.** The Departments Below the Average Level According to Both Scores

Departments	N	Avarage KLS	Avarage ALS	Std. Dev. KLS	Std. Dev. ALS
Air Conditining	6	42%	40%	3,2	2,1
Construction	40	45%	46%	3,8	3,3
Child Development	39	47%	47%	4,3	3,6
Machine	14	48%	49%	2,8	3,6
Press-Media	11	49%	37%	4,4	3,6
First Aid	52	50%	47%	3,2	3,6
Computer	11	53%	44%	2,4	1,9

While the ALS and KLS difference of the students of the Press-Media Department is 12 and the Computer Department is 9 points, this difference is maximum 2 points for the other departments. When we look at the hypothesis of the research, the "H2. Students' Consumer Rights and Responsibilities Awareness Level Score (ALS) does not vary according to the gender, hometown, the total number of people in the family, or his(her) department. "hypothesis" is rejected. As a result of the analysis, it was found that Awareness Level Scores of departments in Sencuk University Vocational High school have significant differences.

### The Effect of Education on Students' Knowledge and Awareness Levels

It is known that only Marketing Department students have taken the course of "Consumer Behavior" among the students who participated in the survey. For this reason, the effects of this course on students were investigated by comparing the knowledge and awareness levels of students of Marketing Department with those of other students. For this purpose, it was studied whether there is a meaningful difference between the ALS and KLS averages of the marketing department students and other departments' students. The test results are in the following tables.

**Table 4.** Comparative statistics of marketing department and other department students

	N	Knowledge Level Scores			Awaerness Level Scores		
		Avarage	%	Std. Deviation	Avarage	%	Std. Deviation
Other departments' students	304	9,27	51%	3,558	11,60	48%	3,40
Marteking departments' students	168	11,58	64%	3,648	12,87	54%	3,16
Avarage	472	10,09	56%	3,754	12,05	50%	3,37

According to the Mann-Whitney U test results, the ALS and KLS of the group students who did or did not take the course show statistically significant differences. ( $p < 0.05$ )



As can be seen in the table, the Marketing level students' knowledge level scores are 13% higher than other department students and their awareness level is 6% higher than the other department students. According to these results, there is a significant difference between two independent groups. So "H3. There are significant differences between KLS and ALS between the students who took Consumer Behavior courses and those who did not take." Hypothesis has been accepted.

### **Results, Conclusions and Recommendations**

The students who study at vocational high schools will be employed as intermediate staff in the industrial areas such as economy, environment or technic units as soon as they graduated. Because of this, it is important for them to be well educated persons about consumer rights. To determine the knowledge and awareness level of the students about consumer rights is our primary purpose in the study. In our survey, secondary purpose is to determine the extent to which the group of students from the Vocational High School students who took the consumer lessons benefited from this survey. Concordantly, findings, comments and suggestions obtained in this study are as follows:

The Student's Average Consumer Rights and Responsibilities Knowledge Level Score (KLS) is 56% and is lower than the desired level (65%). The students are aware that their knowledge level is low.

It was determined that the department of the student had a significant effect on KLS. The KLS of the Electrical, Climate, Construction, Machine and Computer departments are below the general average of 56%. This data is interpreted as the fact that technical departments generally have lower knowledge level on consumer rights. (6 technical departments included in the survey). It was suggested that it would be useful to add a lesson on consumer rights to the technical departments courses in order to overcome the lack of information on consumer rights and responsibilities of the students.

The students with the highest level of consumer rights knowledge were students of the Food Technology department with an average of 72%. This data is interpreted as a reflection of the importance of food and nutrition in our lives. The fact that marketing students are second with an average of 64% is interpreted as the students of this department benefited from the "Consumer Behavior" lesson adequately.

The ALS (Awareness Level Score) average of the students was %50, 6% less than the KLS average. It is thought that students with low awareness level will not be able to pay enough attention to consumer rights and consumer reactions when they are employees.

According to ALS averages, it was found that the averages of the students were significantly different according to their departments. There are 9 departments below average level and 5 of these are technical departments. Including Child Development and Press- Media departments, 7 departments had lower scores than average level both in ALS and KLS. This means knowledge level scores are closely related to the awareness level scores and that the awareness may increase with the increase of the knowledge. Correlations between KLS and ALS were calculated to be 52%. For this reason, it is proposed that any activity to improve the awareness level of the student will have a positive contribution of knowledge level of the students (or vice versa). As a result, it is suggested that frequent repetition of activities such as seminars, panels, discussions, presentations, posters, etc. will increase students' knowledge and awareness levels.

Another question that has been examined in the research is whether there is a significant difference between the ALS and the KLS in the Marketing Department students who took the course "Consumer Behavior" and the other department students. The results of this study revealed that there were statistically significant differences between the two groups. Knowledge Level Scores of the Marketing Department students have been calculated as 13% higher than the other students and Awareness Levels were 6% higher than the other students. This result showed that the



course "Consumer Behavior" became very effective on the knowledge level of the students but its effect on awareness level was limited. For this reason, it is suggested that more real-life-related activities and tasks should be included in the context of this course, which would be useful to increase students' awareness level.

It was found in the survey that both the knowledge level scores and the awareness level scores of the students did not differ according to gender, family hometown or number of individuals in the family. It turns out that the only variable that makes meaningful difference on their knowledge and awareness level is the department of the students. This data was interpreted as the fact that the students developed their knowledge about consumer rights in school. In addition, this data also suggests that students are not open to outside learning resources. As a short-term plan, VHS students should be given information and awareness about consumer rights and responsibilities within the scope of departmental courses, and students should be given learning skills from different sources throughout life as a long-term plan.

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## **A Research on Social Responsibility Applications at Tourism Establishments in Konya**

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### **Abstract**

Because of the businesses maintains its existence and profit maximization can have only be achieved by realizing a conscious social benefit. For this reason, awareness of sustainable social responsibility is of critical importance in tourism businesses, which are intensely related to people and the environment.

The aim of this research is to determine the social responsibility practices of hotel operators and travel agencies in Konya according to the views of department managers. In this context, a survey was conducted on the managers of tourism enterprises operating in Konya. The survey was practiced by conducting face-to-face surveys with a total of 248 executives, 122 managers in 36 tourism-certified hotels in Konya and 126 managers in 126 travel agencies. The subjects to whom the questionnaire was applied were determined by analogous sampling method. The collected data were analyzed by statistical analysis methods such as Mann Whitney U test, Kruskal Wallis test, Chi square test, Correlation analysis with the help of SPSS 17.0 program. the position, experience, age and education of the managers in the workplace influence the level of social responsibility consciousness in the direction of the findings obtained. Other dimensions are discussed in the research.

**Keywords:** Social responsibility, Social responsibility at hotel establishments, Social responsibility at travel agencies.

### **Introduction**

Economic, political, legal and social aspects have experienced a great deal of differences in the twenty-first century. Geographical borders have removed; international investments have become widespread; interaction among different cultures have increased; common languages which are valid in all over the world have been started to use; and developments in economic, social and technological areas has been occurred; individuals, society and the interaction between countries has intensified. Individuals' lifestyles, tastes and habits, values and cultural activities varies with the global interaction. These factors make service industry focal point of the economic benefit and globalize markets(. Accordingly, international competition has been differed in international tourism industry like all other industries. Nowadays, businesses need to adapt to social transformation and to be active with social responsibility is a prerequisite for long-term success (Güzeltürk, 1999: 220). Because of the businesses maintains its existence and profit maximization can have only be achieved by realizing a conscious social benefit. For this reason, awareness of sustainable social responsibility is of critical importance in tourism businesses, which are intensely related to people and the environment (Yapraklı et al., 2017: 134).

Societies have become interdependent with the impact of globalization and technological developments. It now has important responsibilities in businesses as well as individuals, in order to sustain the rising prosperity of communities. Businesses should not give harm to the environment while producing their products and services, should not give misleading information during their promotional activities, should avoid unfair competition, supervise the rights of their employees and be sensitive to social problems. Because, consumers in modern societies expect businesses not only to produce products that meet their needs, but also fulfill their social responsibilities (Vezir, Bilgen, 2017: 52).

In short; the sustainability of businesses' assets in today's societies depends on having an image of an enterprise that carries out social benefits and social responsibilities in the eyes of consumers (Vural, Coşkun: 2011: 67).



Businesses provide reputation with corporate social responsibility, create social identity, create corporate loyalty, and gain competitiveness. Therefore, the utility of corporate social responsibility should be measured not only by profitability, but by the enterprise's social value and brand equity (Aygüden, 2002).

The concept of corporate social responsibility means that businesses are sensitive to the natural environment and social factors while carrying out their activities (McAdam, Leonard, 2003: 37). Kotler and Lee (2013) define corporate social responsibility as the using of businesses' equity so as to increase social well-being. In this context, corporate social responsibility can also be defined as the achievement of long-term positive social impact activities and the reduction of the negative effects that may arise as a result of these activities (Mohr et al., 2001).

Jones (1980) defines corporate social responsibility as the way in which businesses have responsibilities fulfilled by legal agreements that benefit individuals and nature. According to another definition, corporate social responsibility should be contributed voluntarily to increase social prosperity while employing enterprises' own resources (Kotler, Lee, 2013: 3). In other words, the sense of social responsibility of businesses is developing not only because of legal necessity but also because of having voluntary projects. Similarly, Carroll (2004) examines corporate social responsibility in four dimensions, economic, legal, moral and most importantly voluntary. In another definition, corporate social responsibility appears to be defined as a limitation of collective damaging activities to societies (Ersöz, 2007: 21, Korkmaz, 2009). According to these definitions, corporate social responsibility has a broad framework covering activities such as creating solutions to social problems and protecting natural life while bringing social and health security to employees of the business.

Corporate social responsibility in Turkey has attracted the attention of academic researchers. Alınayık et al. (2011) determined that social responsibility activities carried out by businesses affects consumers' brand perception and purchasing preferences positively. Özgüven (2013) conducted a survey on the banking sector and found that corporate social responsibility has increased customer satisfaction. In the same year, Altınoğlu and Saraçoğlu (2013) examined the effect of corporate social responsibility activities of hotel companies on customer confidence and loyalty and reached the conclusion that it was a positive effect. Moreover, Demirgüneş (2015) survey found that social responsibility projects have a positive impact on consumers' purchasing intentions. As a result of these researches, we can conclude that corporate social responsibility has a positive effect on the image of the enterprises in every sector.

### **Research Questions**

The main questions are:

- Are managers' have any interests to social responsibility studies and how are their attitudes?
- Are there any differences between the hotel and travel agency managers' attitudes to social responsibility?

The sub questions are:

- What is the involvement level of managers to social responsibility projects?
- What are the fields of corporate social responsibility projects in which managers participate?
- How is the opinion of the managers about the relationship between the company and non-governmental organizations?
- Is there any non-governmental organization project followed by the managers?

### **Method**

The aim of this research is to determine the social responsibility practices of hotel operators and travel agencies in Konya, to present the level of social responsibility awareness (SRA) of managers. In this context, a questionnaire was applied to the managers of the tourism enterprises operating in Konya. The subjects to whom the questionnaire



was applied were determined by analogous sampling method. The sampling is referred to as an analogous sampling of an analogous subgroup or situation formed in the context of the problem of the research.

The collected data were analyzed by statistical analysis methods such as Mann Whitney U test, Kruskal Wallis test, Chi square test, Correlation analysis with the help of SPSS 17.0 program.

The survey was practiced by conducting face-to-face surveys with a total of 248 executives, 122 managers in 36 tourism-certified hotels in Konya and 126 managers in 126 travel agencies.

The questionnaire was prepared for the research consists of 5 parts. The first part of the questionnaire consists of the first 4 questions, in which the personal information of the participants is questioned. In Section 2, there are questions numbered 5, 6, 7, 8, 9, 17, 19, 20 and 21 designed to measure the interests and attitudes of managers to social responsibility studies. Questions 12, 15, 16 and 18 of Section 3 are designed to determine the social responsibility practices of hotel operators and travel agencies in Konya. In Section 4, Questions 10 and 11 are prepared for the opinions of managers about the company they are working in. In Chapter 5, questions 13 and 14 about the opinions and attitudes of managers about corporate social responsibility are taken.

The questions in the second part of the questionnaire are already optional, and in some questions the participants have marked multiple choice. The questions in this section have not been evaluated with the scores and analyzed and the interests and attitudes of the managers have been revealed.

Questions 15, 16 and 18 in Chapter 3 of the questionnaire are multiple-choice questions. The 12th question is composed of 5 items of 5 Likert type. Participants rated these questions as Strongly agree (1), Agree (2), Undecided (3), Disagree (4), and Strongly disagree (5). The sum of these scores was calculated and evaluated over 100. These scores were used as the scores on which participants assessed their social responsibility work. These scores are called Social Responsibility Contribution Points (SRCP).

### **Findings**

The sample of the work is the managers of the travel agencies and hotels in Konya. In this context, a survey was conducted with 248 participants. Some information about the demographic characteristics of the managers participating in the survey are as follows: Participants consisted of 172 male (72%) and 70 (28%) women. There are a sufficient number of participants representing the gender groups for analysis. 14% of the participants are 46 years old and over. 46% of participants are in the age range of 30-45 years. 40% are 30 years old and below. The managers who participated in the survey are in sufficient numbers in the groups according to the working years. 77% of the managers who participated in the survey are working in the same business for more than 2 years. This is an important part of ensuring the reliability of the survey because managers must have worked in the same workplace for as long as they are aware of their social responsibility applications.

### **The managers interest and attitudes to social responsibility studies**

Analysis of the answers given by the managers to the questions about the interest and attitudes to the studies of social responsibility are given in the following tables.

**Table 1.** Participation of managers in social responsibility projects



10 of the hotel managers this question, 94 says no. of hotel managers are involved in their social responsibility the executives of travel

		Are you actively involved in your company's social responsibility projects?			
		No	Yes	Unanswered	Total
Travel Agency	Number	0	126	0	126
	%	0%	100%	0%	100%
Hotel	Number	94	18	10	122
	%	84%	16%	8%	100%
Total	Number	94	144	10	248
	%	39%	61%	4%	100,0%

did not answer While only 16% actively company's projects, all of agencies have

stated that they are involved in social responsibility projects. According to the table, 61% of the managers of the enterprises included in the survey took part in social responsibility projects. When the Chi square value was found to be  $p = 0,000 < 0,050$  in the analysis performed, it was found that the hotel managers and travel agency managers significantly differed in their active participation in social responsibility projects. As a result, travel agency managers are significantly more likely to actively participate in social responsibility projects than hotel managers.

In the questionnaire, "Which part of corporate social responsibility projects do you participate in?" The question was asked. The following table is a review of the answers.

**Table 2.** Managers and social responsibility projects

		Unanswered	Environment	Health	Community	Education	Environment - Education	Environment - Health	Environment-Community	Education - Health	Education-Community	Health-Community	Enviro.-Educa.-Health	Enviro.-Educa.-Health-Community	Enviro.-Educa.-Community	Educa.-Health-Community	Another	Total
Travel Agency	Number	1	7	4	33	39	7	2	3	2	9	0	1	4	1	1	12	126
	%	1%	6%	3%	26%	31%	6%	2%	2%	2%	7%	%	1%	3%	1%	1%	10%	100%
Hotel	Number	89	5	1	5	8	4	2	0	0	1	1	0	0	0	2	4	122
	%	73%	4%	1%	4%	7%	3%	2%	0%	0%	1%	1%	0%	0%	0%	2%	3%	100%
Total	Number	90	12	5	38	47	11	4	3	2	10	1	1	4	1	3	16	248
	%	36%	5%	2%	15%	19%	4%	2%	1%	1%	4%	0%	0%	2%	0%	1%	6%	100%

According to Table 2, 90 people (36%) left this question unanswered. The remaining 158 people's their social responsibility projects expressed at table 2. 41% of them have participated in a single social responsibility project, 12% have participated in two social responsibility projects, and 3% have participated in 3 social responsibility projects. The most common areas of social responsibility project are education with 19%, social projects with 15% and environment with 5%.



The question of how do you evaluate the cooperation between the company and the civil society organization was asked to the managers and the perspective of the managers to this cooperation was measured. The data obtained in this regard is as follows.

**Table 3.** Comments of the managers about company- NGO's relation

		Positive	Negative	Neutral	No comment	Unanswered	Total
Travel Agency	Number	92	6	14	11	3	126
	%	73%	5%	11%	9%	2%	100%
Hotel	Number	53	9	28	26	6	122
	%	43%	7%	23%	21%	4%	100%
Total	Number	145	15	42	37	9	248
	%	58%	6%	17%	15%	3%	100%

According to Table 3, 58% of the managers find this cooperation positive. This ratio is 73% in travel agencies. 17% of the managers find neither positive nor negative this cooperation. 6% say they find this cooperation negative. Because the Chi square value was found to be  $p = 0,000 < 0,050$  in the analysis made, it turned out that the views of the hotel managers and the travel agency managers about the corporate-civil society relationship were significantly different.

The question "Are there any civil society projects you have followed closely and found to be positive?" Was asked to the managers, and the responses are as follows.

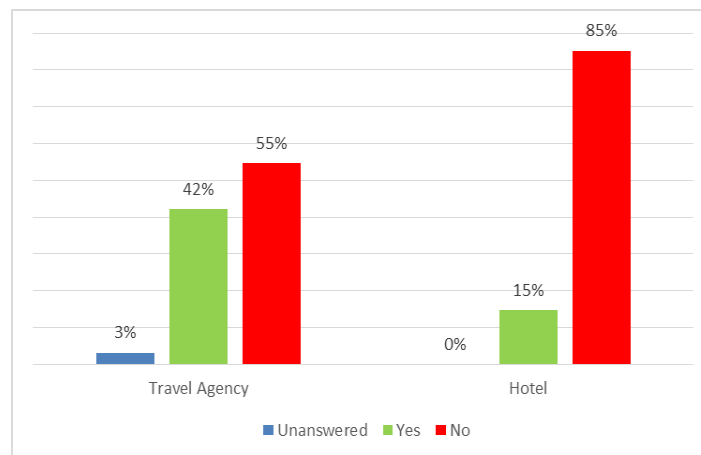
**Table 4.** Is there a civil society project followed by the managers?

		Unanswered	Yes	No	No idea	Others	Total
Travel Agency	Number	8	60	43	14	1	126
	%	6%	48%	34%	11%	1%	100%
Hotel	Number	11	43	55	12	1	122
	%	9%	35%	45%	10%	1%	100%
Total	Number	19	103	98	26	2	248
	%	8%	42%	40%	10%	1%	100%

Table 4, fewer than half (24%) of 248 managers followed a civil society project. This ratio is 48% for travel agency managers.

The question of Are you a member of non-governmental organization was asked to the managers and the answers was measured. An examination of the responses received is given in the following graphic.

**Graph 1.** Responses to the question "Are you a member of non-governmental organization?"



According to graph 2, while the rate of membership in non-governmental organizations in travel agencies is 42%, this ratio has remained at 15% in the managers of the hotels.

- The following analyzes have also been conducted to reveal the relationship of managers to non-governmental organizations with respect to social responsibility:
- The Pearson correlation analysis found that the percentage of managers participating in non-governmental organizations and participation in social responsibility projects were correlated with 0.326.
- The correlation coefficient between the percentage of managers who are members of non-governmental organizations and the attitude of the company to the civil society relation is found to be -0.259 by Pearson correlation analysis.
- The Pearson correlation analysis found that the correlation between managers' participation in non-governmental organizations and volunteerism for social responsibility projects on leave days was found to be 0.120.

### **Social Responsibility Contribution Points (SRCP) Analysis**

Participants assessed the social responsibility activities of the companies and these scores were called Social Responsibility Contribution Points (SRCP). These scores were calculated by evaluating the responses of the 12th question to the 5 li likert type questionnaire. The Kolmogorov-Smirnov test was used to determine whether the distribution of scores was appropriate for normal distribution. As a result of the analysis, scores of  $p < 0,05$  were not satisfied with normal distribution. For this reason, the non-parametric Kuruskal-Wallis or Mann Whitney U tests were used in the analysis of the scores according to age, sex, education level or study year.

The averages of the scores given by the managers for the companies were found to be 81%. These high-level scores show that they approve of the contributions that their companies have attended. In the other analysis on the scores, the following are the results:

The Pearson correlation analysis found that the percentage of managers participating in non-governmental

- According to Mann Whitney U analysis did not show any significant difference in the average of Social Responsibility Contribution Points (SRCP) for men and women.
- According to Kuruskal-Wallis analysis did not show any significant difference in the average of Social Responsibility Contribution Points (SRCP) to age groups of managers.
- According to Wallis analysis, did not show any significant difference in the average of Social Responsibility Contribution Points (SRCP) to the education levels of the managers.
- According to Kuruskal-Wallis analysis, did not show any significant difference in the average of Social Responsibility Contribution Points (SRCP) to the work years of managers.





On the other hand, the Mann Whitney U test on the SRCP averages of the hotel managers and the travel agency managers groups revealed significant differences in the averages of the managers compared to the study sites ( $p = 0,005 < 0,050$ ). The averages obtained in this analysis are given in the table below.

**Table 5.** Social Responsibility Contribution Score (SRCS) of managers as to workplace

	Number	Avarage	%	Std. Dev	Std. Er.
Travel Agency	126	21,0	84	3,7	0,3
Hotel	122	19,6	78	4,3	0,4

As can be seen, travel agency managers rated higher SRCP (84%) for their companies. The points they earn are, on average, 6 points higher than those of the hotel managers. The analysis was statistically significant. The level of appreciation of the social responsibility projects undertaken by travel agencies is significantly higher.

There were not significant differences in scores according to age, sex, year of work, or education, but only significant differences when compared to place of work. this was interpreted as a higher level of success in the social responsibility work done by the travel agencies than those done by the hotels.

Another analysis of the scores is based on the answers given by managers to the question "Are there any project that your company is carrying out jointly with a non-governmental organization?". Statistics of this analysis are given in the table below.

**Table 6.** Average points of managers according to the question "Are there any project that your company is carrying out jointly with a non-governmental organization"

Answers	Number	Avarage	%	Std. Dev.	Std. Error	95% Confidence Interval of the Difference		Min.	Max.
						Lower	Upper		
No	115	19,4	78%	4,3	0,4	18,6	20,2	5,0	25,0
Yes	78	22,1	89%	2,6	0,3	21,6	22,7	16,0	25,0
No idea	52	19,9	80%	3,5	0,5	19,0	20,9	11,0	25,0
Total	245	20,4	82%	3,8	0,2	19,9	20,9	5,0	25,0

Note: 3 managers did not answer this question.

The number of companies, which is an institutional social responsibility project carried out jointly with non-governmental organizations, is 78. In Kruskal Wallis analysis, it was found that the averages differed between the groups according to the answers "Yes, No, No idea" ( $p = 0,000 < 0,050$ ). The tablodan question was that the average score of the SRCP score of the group of "yes" managers was considerably higher than the other groups. It is understood from this that the management of the companies' companies is very positive and beneficial to the NGOs and that they have found that their work in cooperation with NGOs is more favorable than other activities.

**Table 7.** Analysis of the answers given by the managers in question "Are there any NGO's projects that your company closely follows and finds positive?"

		No	Yes	No idea	Others	Total
Travel Agency	Count	28	64	27	3	122
	%	23,0%	52,5%	22,1%	2,5%	100,0%
Hotel	Count	51	24	44	1	120
	%	42,5%	20,0%	36,7%	,8%	100,0%
Total	Count	79	88	71	4	242
	%	32,6%	36,4%	29,3%	1,7%	100,0%

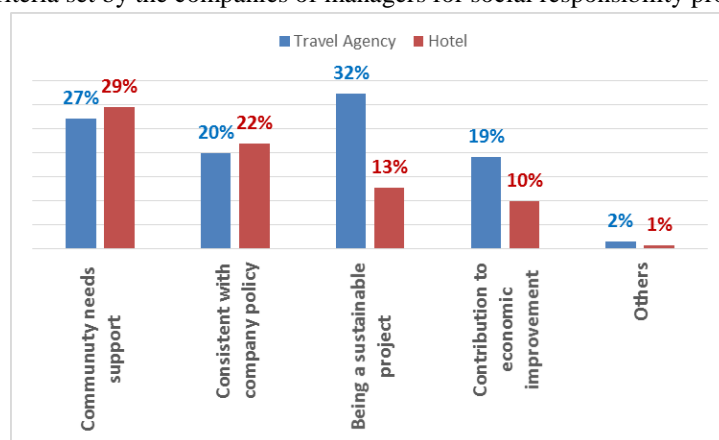
Note: 5 managers did not answer this question.



According to the table, 36% of managers say their company follows a non-governmental organization's social responsibility project. This rate is 20% for the hotel and 52% for the travel agency. This data is interpreted as that the level of interest and closeness to the social responsibility projects of the travel agencies is higher than the hotels.

At the research, the managers have been asked "to give importance to the following criteria when determining a social context in which the company I work with" in order to find out what kind of social responsibility project their companies will support. According to this analysis, the following data were obtained.

**Graph 2.** Criteria set by the companies of managers for social responsibility projects



According to Graph, while the criterion that the hotels attach importance to social responsibility projects is "that need support", the most important criterion for the travel agency is "sustainable project". The managers of both companies give similar importance to the fact that the project is compatible with company policies. The travel agencies managers are more concerned with the economic improvement contribution of social responsibility project than the hotel managers.

### Results, Conclusions and Recommendations

According to the analysis results of the Social Responsibility Questionnaire applied to 248 people consisting of travel agencies and hotel managers in Konya province:

- 144 managers (61%) were actively involved in corporate social responsibility projects of their companies. This rate was interpreted as the good level of managers' active participation in social responsibility projects. However, the level of participation of hotel managers was significantly lower than the travel agencies.
- Since the difference between the percentage of active participation of male and female managers in social responsibility projects (50% and 61% respectively) was not statistically significant, it was concluded that being a woman or a man does not constitute a different situation in terms of participation in social responsibility projects among managers.
- The question "Which part of corporate social responsibility projects do you participate in?" Was asked to the managers and 36% stated that they did not participate in any social responsibility project. 19% of managers who say they participate in a social responsibility project have stated that they participate in education, 15% in social and 5% in environmental projects. Outside of these, social responsibility project areas have been seen to have received low percentages, and it has emerged that the areas of social responsibility projects for which businesses are primarily interested are education, social problems and environmental spaces.
- Nearly half of travel agency managers have indicated that they are members of non-governmental organizations, while about 20% of hotel managers have indicated that they are members of a non-governmental organization.



Even though only 16% of hotel managers actively participate in social responsibility projects, 100% of travel managers of travel agencies have appeared to participate in such projects. It was concluded that the increase in the rate of membership to non-governmental organizations influenced the rate of taking active part in social responsibility projects. In the analysis of the correlation, it was revealed that there is a linear relationship between the managers being members of a non-governmental organization and the active participation rates in social responsibility projects.

- There are significant differences in hotel and travel agency managers' evaluations of company-civil society relationship. It is calculated that 43% of the hotel managers found this cooperation positive, whereas 73% of the travel agency managers found this relationship positive.
- On the other hand, it has been statistically revealed that managers have a negative directional linear relationship between being a member of a non-governmental organization and finding between company-civil society cooperation. For this reason, it has been assessed that the management's desires are not to cooperate with NGOs, but to create their own projects.
- In the analysis of the correlation, it has been revealed that the high rate of membership to non-governmental organizations has a direct impact on their positive development perspective on social responsibility projects. This data shows that managers are a member of a non-governmental organization and contribute positively to their sense of social responsibility.
- It is estimated that on average 42% of the managers are closely followed and found a positive NGO project. This rate was found to be important for the managers to show their attentions to non-governmental organizations. NGO projects, which managers found the most important, were found to be education with 17%, community with 9% and environment with 8%. This has been a confirmation that the most popular areas of social responsibility projects are seen as education, social problems and the environment.
- At the analyzes in which the social responsibility contribution points (SRCP) are calculated that evaluate companies' social responsibility practices; the average score was calculated as 81%; the hotel managers' ratings were 78% while the travel agency's score was 84%. As a result, it was understood that managers liked their companies' social responsibility studies.
- The analysis revealed that the gender of the managers, age groups, and training did not have a significant effect on SRCP in the study year. It has been understood that the fact that managers are members of hotels or travel companies is the only factor that makes a significant difference to SRCP. Considering that hotel managers gave low scores and travel agency managers gave higher scores, it turned out that travel agencies have been achieved more successful works.
- According to the managers interpretations that the studies carried out with civil society organizations are found to be very positive and beneficial have been reached.

It has been understood that the managers of the 36% of the administrators are monitoring the social responsibility project of a non-governmental organization. Hotel managers are less likely to monitor the work of civil society organizations than travel agency managers.

- According to the analysis results, while hotel managers support a social responsibility project, they first question whether there is a need for support in the community. Travel agency managers are concerned with the sustainability of the project as a primary criterion. The managers of both companies find equally important that the project is compatible with company policies.
- According to this data, travel agency managers have a positive view of long-term and sustainable social responsibility projects. At the same time, they expect that the project solves a problem in society and it provide an economic improvement. They also want the project to be in line with company policies (for example campaigns for university students with a need).
- On the other hand, it has been determined that the hotel managers are more concerned with the projects that need to be supported in the society. It has also been found that they prefer that projects are sustainable and compatible with company policies (such as a one-off benefit campaign to start with a need).



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## Teacher's training for e-research in the Virtual Context with Collaborative Technologies

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### Abstract

Collaborative technologies and the changes related to them have influenced the methods for learning and teaching, so the education institutions and the teachers have transformed their practice involving the use of technological tools to add dynamism to the learning process. This study presents the analysis from 60 related research projects with: higher education, teacher training and tools used for e-research, from a qualitative point of view and analyzed from an interpretative perspective. As a result, a teacher training matrix is delivered (from the prosumer logic) which develops: i) thinking goals, ii) required training skills and iii) some tools from emerging technologies in education. Additionally, the relations between teacher and research, research and emerging technologies and research and information sources are analyzed. Finally, it is concluded that in spite of the inclusion of newly improved online research tools, research still involves traditional methods, which tend to be unsustainable under an openly shared web-based system. Even if the most relevant aspects in research processes are the diffusion of the results and network support, such processes remain individual and closed.

**Keywords:** e-research, collaborative technologies, learning process, prosumer, teacher.

### Introduction

Over the 21<sup>st</sup> century, diverse changes and innovations in the technological sector, evidenced in the uprising of collaborative tools which have facilitated tasks oriented to solving, optimizing and improving the processes and way of life of the population. Some of these changes have had positive impact in education regarding the use of information and knowledge management.

New phenomena such as i) the augmented society (Reig 2012), which rose around social networks, allowing the generation of different tools, media and applications as well as the possibility to interact between agents and individuals, and ii) the concept of social brain, which mentions that through the transformation of sociability (number of relations, people, communities that can know each other and share – bond) the areas of the brain in charge of social behavior have changed; lead to assess the need to generate alternative training processes in educational spaces, which integrate tools, processes and meaning to these new interaction spaces.

On another topic, there have been transformations in the role of education to generate new paradigms for the teacher's work, making possible the modeling and management of the cognitive load in learning processes through the use of collaborative technology; this has been a function especially exerted by higher education institutions. To support this affirmation, Zabalza (2005, quoted en Ellerani, Mendoza, & Fiorese, 2012) states that "the figure of the teacher is crucial to accompany the identity-changing process that universities are seeing,



so that they can transform into a flexible structure that grants wide social access to knowledge and the development of people, according to the needs of the 21<sup>st</sup> century's society" (p.128).

The shift of the paradigm surrounding the teacher's role, immersed in virtual contexts, allows opening new horizons oriented to the transformation of competences, skills and abilities as a part of their teaching work. On the matter, Dussel and Quevedo (2010) indicate that educational systems in general are suffering a "mutation" phase in which the inherent processes of information management, knowledge and learning are being molded by a technological twist, leading to a "new sociability" phenomenon that the network and communication tools offer but, what are the skills that teachers must have in the current digital ecosystem?

In this sense, Almerich et al. (2016), points out that it is essential to know that the success of technology integration not only depends from a technical learning of the tools per se, but also knowing the pedagogic use that they can be given for their application in the educational practice. Gonzalez, K and Rincón, D (2013) have proposed a teacher model called "prosumer" (acronym of producing and consuming) which transcends the basic scheme of technology implementation and shows its potential in the pedagogic work with collaborative tools based on the use, improvement and reuse of collaborative tools of social web. Under this strategy, four fundamental axes of the prosumer's action are defined: i) design, ii) communication, iii) research and iv) assessment (see Table 1).

**Table 1.** Fundamental axes of the prosumer-teacher

Design axis	Communication axis
<p>The prosumer's ability to "organize, create and introduce spaces, strategies and actions coherent with the educational objectives and purposes" (p. 63). This axis is articulated under three types of design:</p> <ol style="list-style-type: none"> <li>1. Design of learning environments: Contribution of both teachers and professors for the adaptation of proper environments for harnessing resources.</li> <li>2. Design of communication and interaction strategies: Tools, strategies and actions oriented towards collaborative interaction, discussion and debate in an open and reflective manner.</li> <li>3. Design of activities: Teachers and students build elements with value in order to maximize the learning process of a high population spectrum.</li> </ol>	<p>The teacher not only must focus on mastering technological tools and resources, but also knowing the language used in mediations to obtain a proper participation corresponding with the objectives. This leads to learning process based on open, constant, active, participative and critical dialog, both in the student-teacher relationship and teacher-teacher relationship.</p> <p>The communicative dynamics of the prosumer teacher is one of the most important fields to harness interaction spaces, even more so with the integration of the ICT (Information and Communication Technologies).</p>
Research axis	Assessment axis
<p>The teacher prosumer must have a researcher role, according to his professional, ethical and political practices, in order to master knowledge, the association of interests between teachers and the transmission of wisdom to his students, especially measured by the collaborative tools of the network, which enable accessing, socializing and validating data and information.</p> <p>It is important that the teacher manages to promote empowerment actions to his students, with the purpose of generating collective enrichment processes for learning.</p>	<p>The prosumer generates synergies, not only in his work as a producer-consumer but also as an actor that motivate the productive action of his students, which leads him to consolidate his role as an assessment agent.</p> <p>This action complements and feeds the three axes of design, achieving a constant supervision that determines the strengths and weaknesses of his action in pedagogic and learning processes both inside and outside of the classroom.</p>

Source. González, K. y Rincón, D. (2013)

Using this model, there is a need to create a framework for the teacher-prosumer role in order to consolidate an education based on harnessing the available resources in social web that encompass knowledge, abilities and





skills of the actors of the learning process and benefit from the understanding of the abundant network data (teacher – researcher – student – media). The fundamental axes for the prosumer-teacher establish a first step to understand the basic context in which the skills and competences of the educator must be developed. However, there are several elements that allow his training to be complete and absolute, such as the comprehension of the ecosystem of digital media (communication axis), media alphabetization (design axis) and e-research (research axis) as a new research paradigm (assessment axis).

The development of collaborative tools and applications of social web has eased the understanding and interpretation of social, cultural and behavioral phenomena of an interconnected society, optimizing the times and results of academic work, the education has responded positively to the environment's dynamics, involving innovation processes and technologies which explains why online collaborative work rises as a need to interact and potentiate learning over different training levels. On the matter, Avello and Duarte (2016) mention that a collaborative learning system is paramount, since it opens new possibilities and interests that the population can access. Both teachers and students must develop skills that assertively respond to the society's thirst for knowledge, based on the processing and critical application of relevant information in creative and innovative problem solving.

In this sense, involving the educational system in innovation and technological transformation processes is not an easy task. The stages shall focus in: i) contextualization and appropriation of the digital ecosystem in learning environments (media literacy), ii) selection of information (content curation), iii) appropriation of tools to give meaning to knowledge (ability of making sense and cognitive load management) and iv) the interpretation of information and system data (computational thinking and e-research). This project seeks to develop a dynamic route of teacher-prosumer training while strengthening e-research processes based on new media literacy.

Regarding the appropriation processes of the digital context, Wilson et al (2011) mention that the skills required to meet the media literacy requirements are based on the understanding of media and their evolution, in order to develop skills in the use of the available resources and tackle many types of audiences, as well as having the capacity of using these media and develop critical thinking for problem solving, extended to the students.

On the other hand, the concept of e-research is considered by Beaulieu, Anne and Wouters (2008) as an impulse to create new modes of knowledge generation, mainly based on the mediation of networks and web interaction, within progressive incorporation of technologies. Three key elements are pointed out: i) the transversal dimension of a phenomenon that does not affect a specific discipline, ii) the acknowledgement that e-research must be understood in sociological and epistemological terms and finally, iii) through diverse technologies, an intensification of several aspects can be achieved, such as the significant increase in information access. Estalella and Ardévol (2011) state that it is possible to formulate e-research as a space to create expectations, articulate promises and materialize them in different technologies within social sciences" (p.94).

## **Methodology**

Keeping in mind that the object of study stems from the conception of e-research and the training activity of the teacher in the virtual context, research adopts a type of qualitative study (Sautu et al, 2005), with the purpose of establishing relations around the concept under study using the existing theory. For the development of this type of methodology, several primary documents are considered with an interpretative focus using the Nvivo software for technical support from which categories and sub-categories of analysis have been derived in order to identify the concepts that relate to the object of study.

Selection criteria: i) published in indexed databases such as Science Direct, Scielo, Dialnet, Springer, Redalyc, Latindex and Scopus, ii) research related to e-research, iii) research related with teacher training for virtual



environments, iv) research in higher education. Based on this research, 150 documents were recollected from which 60 research projects meet the four mentioned criteria.

**Table 2.** Initial criteria of open coding for searching information

Language	Initial categories
English	E-research, e-learning, virtual ethnography, distance education, collaborative learning, web 2.0, prosumer teacher, media literacy, higher education, institutions.
Spanish	Etnografía virtual, educación a distancia, aprendizaje colaborativo, web 2.0, docente prosumer, alfabetización mediática, Instituciones de educación superior.

Source. Elaborated by author

## Results and discussion

The network has given a large amount of media and applications that have multiplied the possibilities of interacting with others and handling information; Hence, in the scientific field, researchers can receive help in tasks such as project management, control over work flow, follow-up on the information, data analysis, information representation and publishing the results. Some have named this method of network creation in the scientific field as social science as an analogy to the social network. Taking this concept, the information on Table 2 was organized for creating node segmentation and the subcategories shown in Table 3.

**Table 3.** Segmentation criteria – Close coding

Node/category	Sub node/sub-category	Number of resources	Number of quotes
The role of the teacher	Media literacy	8	34
	Competences/Skills	11	37
	Prosumer and produser (teacher)	4	31
	Research professors	3	16
The role of the student	General conceptions on the student and his role in the educational process	7	11
Knowledge management	Knowledge management	4	7
Online research methodologies	Ethnography and virtual ethnography	2	38
	Other methodologies	2	14
Tools and apps	Platforms with educational focus	5	31
Higher education institutions	Cases on the adoption of methodologies	4	6
	Challenges	6	18
	Trends	4	21
	Current state of higher education	7	20
	Needs	9	15
Learning and analysis mechanisms	Learning analytics	3	13
	Collaborative Learning	4	18
	E-research	2	8
	Internet of Things	3	5
	Open data	1	4
	Web 2.0 / Learning 2.0	11	46

Source. Elaborated by author

Research in education or related matters lack the use of conceptual tools for the management and circulation of large amounts of data. In spite of an increase in the level of publications, the participation remains the same. The relation shown in Table 3 obeys to the proposal based on the explicit need of the studied articles not on the grouping of the tools used in the real practice.



Without a doubt, the most developed references in research are: i) learning and analysis mechanisms, specifically in social learning or 2.0 (due to its analogy with social web), followed by ii) the elements of media literacy, which is why there is more interest on the training process of the teacher than on these two elements. In a previous study, González K, Rincón D and Contreras L. (2017) show ten skills which are the basis for the emergence of the prosumer teacher, which will be located according to the correspondence of the thinking goal and some of the existing tools. A relation matrix with the main elements of the teachers' training is illustrated. Based on this segmentation, a clear and meaningful exercise can be established on the media literacy process prior to the work on e-research.

**Table 3.** Goals and skills for the media literacy process prior to the e-research process.

Goals of the thinking process	Required skills	Some tools and emerging technologies in education
Organization of thought Information structuration How to think instead of what to think	Cognitive load management Design-oriented mindset	Search engines ( <i>Scholar Google, Scielo redalyc, EBSCO, Scopus, Dialnet, World Wide Science, Scholarpedia, Academia.edu, ScienceResearch</i> ) Bibliographical databases ( <i>b-on, Academic Search Complete, ERIC, RCAAP, Dialnet, ISOC, SCIRUS, ProQuest, JSTOR</i> )
Assess emotions Build trust relationships Effective communication process Widen the visionary capacity	Social Intelligence Transcultural skills Transdisciplinarity Virtual collaboration	Academic social networks ( <i>ResearchGate, Academic-Edu, ORCID, ScienceSeeker</i> ) Online surveys ( <i>LimeSurvey, surveymonkey, Survio, Google forms, Zoho Survey, TypeForm, Polldaddy, Survey Planet, Eval &amp; Go, QuestionPro</i> ) Support tools for oral/on-site communication ( <i>PowerPoint, PREZI, Google Slides, Emaze, Keynote, Visme, Haiku Deck</i> )
Interaction in different contexts and disciplines Unnderstanding for teamwork with different ages, skills, disciplines and thinking syles.	Virtual collaboration Novel and adaptive thinking Transdisciplinarity Transcultural skills	Library websites, associations or scientific editorials ( <i>Biblioteca da Universidad, REDIPE, AERA, Springer, Taylor &amp; Francis Group</i> ) Synchronic interaction tools ( <i>chats, Skype, hangout, Moodle, Imo, Google Duo, Viber</i> ) Collaborative writing tools ( <i>Wiki, Office 365, Zoho, Edmodo, StormBoard, Symboloo</i> ) Integrated tools ( <i>GoogleDrive, Office 365, Amazon Drive</i> )
Determine the meaning of what is being expressed Assertive decision-making Structuring the unknown	Design-oriented mindset Cognitive load management Computational thinking Sense making	Conceptual organizers ( <i>CMap, Inspiration, Coggle, Mindjet, Scapple, Stormboard, Mapul, Popplet</i> ) Tools for support in project management ( <i>GanttProject, Dipity, Planner</i> )
Translate large amounts of data in arbitrary concepts and understand	Computational thinking	Tools for quantitative data analysis ( <i>SPSS, SAS, MATLAB, Stadistica, Stata, PSPP</i> )



the data based on reasoning	<p>Cognitive load management</p> <p>Novel and adaptive thinking</p> <p>Design-oriented mindset</p>	<p>Tools for qualitative data analysis (NVivo, WebQDA, hemography, atlas t.i, N6, Aquad Cinco, WinMax, Maxqda)</p> <p>Data representation and/or visualization tools (Pearltree, Datawrapper, Tableau, Raw, TimeLine, Infogram, Plotly, Chartblocks)</p> <p>Reference organization tools (RefWorks, EndNote, mendeley, Zotero, Bibme, EasyBib, CiteUlike)</p>
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Source. Elaborated by author from González K, Rincón D y Contreras L. (2017).

The proposition shown considers three aspects: i) the relation between teacher and research and ii) the relation between the research and the emerging technologies and iii) the sources of information.

i) Regarding the teacher and his relation with research Vidal and Quintanilla (2000) consider that the relation is unavoidable. However, their study shows that the importance that academic people give to research is minimal and that the teacher's exercise is isolated from the research practice and/or the systematic studies are few. In this scenario, it is worth pinpointing the positive aspects that emerge from the research-teaching relation. In this sense, some authors state that the research activity improves teaching, establishing that the academic people cannot be good without doing research, since some infrastructures defined through research are also used in teaching activities. Therefore, such activities contribute to update the curriculum, in favor of teaching the courses assigned to the teacher regarding his area of interest. Nonetheless, the research teacher in formation not only finds himself in a complex scenario of paradigms, methods and research instruments, but also a reality that transforms itself, that poses new challenges, even with emerging technologies (and the way in which they have integrated and led to transformations at a social, economic, political, cultural and especially educational level). Hence, a differential approach consists on thinking that "the change is not the technology per se, but the uses and the construction of meaning around it" (Hine. C, 2005, p.13).

ii) The relation between research and the emerging technologies is an aspect hard to consider since the emerging technologies included in the research processes in education have to be analyzed in all stages of such process, from the conception of the study object up to the strategies and instruments to choose information, for its analysis and diffusion. From those uses and constructions in particular is where new spaces to be researched arise, spaces of human tissue, spaces in the so-called virtual world, cultural practices (Guazmayán, C., 2004) and spaces where the researcher can support his work with acting fields, languages and characteristic practices, which Guazmayán has called "cultural environments for scientific communication".

iii) In what refers to information sources it is precise to mention that in the past, the problem consisted on counting with a limited number of such sources due to difficult access. However, in this era of informative explosion (infoxificación), diversity and multiplicity of sources that are found online, the problem lies in knowing how to choose reliable information (content curation), knowing beforehand that assessing an information source leads to giving value to a series of its own intrinsic elements and in the setting of digital sources, they focus on formal aspects and the quality of content of the resource (Ayuso. M y Martínez. V, 2006).

On another matter, regarding the methods and strategies used in research, it is clear that e-research (electronic research) "does not exclude or turn into obsolete previous research methods and techniques, in the contrary, e-research also puts to test the researcher's technical skills" (Anderson. T and Kanuka. H, 2007). In this sense, the electronic media supports the research processes, focused in study spaces that may or may not be inside the network (skills from the prosumer).



Then, regarding i) the recollection of information in electronic research it can be set through manifestations such as: work groups or web-based research networks (through the use of forums or videoconference), design and elaboration of surveys, distribution and recollection of polls in text format and structuration of format-text interviews using e-mail (its materialization can occur through web conference or phone), and regarding ii) the analysis of information such manifestations can happen from the analysis of transcriptions, quotes using specialized programs, statistical analysis to quantitative type studies through computing and online consulting.

## Conclusions

It is acknowledged that traditional processes of individual research tend to be unsustainable, which is why the actors of solitary research must begin to share data, information and results. The control exerted by a single actor does not guarantee scientific validity in the processes so the new research efforts must be collaborative, making it possible to process diverse data in social and educational systems.

The training process of new e-researches from the prosumer logic can redraw the education within its context and offer tools to collaboratively examine (even in real time) influence variables in knowledge generation. Additionally, it gives the opportunity to formulate new research questions with instruments that translate into new practices and evidence new focus, goals and results.

There is no training or mapping that illustrates the utility of electronic research tools in the university and postgraduate scene. The tutors and teachers (agents in charge of guiding the scientific upbringing of the students), are not technically trained in e-requirements, by ignoring their tools or access routes.

If the most relevant aspects in research processes are the diffusion of results and the network support, these processes remain individual and closed which is why it can be inferred that the lack of knowledge of the functionality from the tools has a direct impact in scientific dissemination.

In spite of the inclusion of new and improved online research tools, research keeps moving on with traditional methods and unreliable programs that lack trustiness in the results. Only some experts use open knowledge elements which generates a close group or elite, whose hermetic nature makes difficult the research process.

One of the paths for change is based on the need to implement the social network (and all of its richness of information, interaction and feedback) in educational work. However, the resources offered by this alternative are used disconnectedly from pedagogic, curricular and educational perspectives.

As there is evidence of little knowledge production on behalf of teachers and the multiple contributions of emerging technologies into research labor, it is a priority to promote the conscience of existing advantages between teaching and researching. This must give solid training guidelines in research to the teachers and combine strategies and instruments that facilitate emerging technologies for the prosumer teacher's role.

The changes presented as a result of this study suggest that it is necessary to add more technological resources to what is being taught VS what is being learnt. It is unrealistic to think that educational institutions are in danger of disappearing; in contrast, it is necessary to rethink and strengthen them, in order to allow the technological shift on a cognitive scale, from students to teachers and from the media to the content.

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## The Difficulties on Protection of Tourist's Rights of Consumerism in Turkey

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### Abstract

The purpose of this study is to investigate the current regulations on protecting tourists as a service consumer, to evaluate their process in the applications, to compare them with the applications used in European Union within the Law on the Protection of Consumers and to make some recommendations on an effective protection for tourists.

It is easier to seek for justice if tourists are aware of their rights and responsibilities when they face with possible problems during their touristic activities and if their claims base upon a legal foundation.

It is a requirement for consumers to get a protection when we take into consideration that they do not have sufficient information about purchasing; they are often misled by commercials and publications and they are not organized.

The protection of tourists is involved in the protection of consumers. Tourists are also consumers at the same time when they are on vacation. The product of tourism sector is either a vacation or a journey. The unique features of touristic services and consumption make the protection of tourists obligatory when compared to other types of consumers.

Besides, the application levels of the terms stated in the regulation are examined and the problems often faced in these applications are investigated.

**Keywords:** Tourist Rights, Consumerism, Consumer Law

### Introduction

The aim of this study is to examine the regulations in the legislation on protection of tourists who are a consumer of consumer services within the scope of the Law Concerning the Protection of Consumers (Law no. 6502 published 27/11/2013 and enacted on 27/11/2013), to evaluate the implementation of the legislation and to protect the tourist effectively to raise awareness and to make suggestions.

Recognizing the rights and responsibilities of the parties in the face of potential problems encountered or encountered during tourism activities, and seeking the right based on the legal basis of the search for rights facilitated. They need to have sufficient information about purchasing, to convey misinformation to them with advertisements and publications, and to protect consumers when it is considered that they are not organized (Knights, 2000; Makela, Peters, 2004). The protection of the tourist cannot be distinguished from the protection of the consumer. At the same time when the tourist holiday, goods and services are bought and consumed. The main product of the tourism sector is vacation or travel. Touristic service and its unique features make it necessary to protect the tourist more seriously than other consumer types. In addition to the above, the level of application of the provisions in the legislation has been examined and the problems encountered in practice have been examined.

A tourist refers to a person who travels to discover new places, to know about new cultures, to rest and to learn. A tourist is also a consumer of property and service as any individual is. Therefore, they naturally have the same rights in terms of fault property and service provided for tourist consumers.



The important parts of marketing operations in tourism are the service quality and consumer satisfaction other than selling a product. Here, it is important to give detailed information to the consumers about the available products, to provide the services committed earlier and to protect them against any risk also in tourism sector as a part of service sector. If a tourist believes that he or she is deceived, then he or she will prefer another country to go on a holiday besides sharing it with close friends and affecting other potential tourists in the future. It is certain that making new customers is much harder and high-cost than reaching available customers (Ünlüönen, 1999).

### **Consumer Rights Term**

Consumer: This is the person who purchases a property and/or a service for specific purposes and uses it as an end user or consumes it. Protection of consumers refers to solving the problems faced during the consumption of property and/or services purchased by the consumers.

Consumer rights are the ones resulting from a purchase of customers. They show up in such cases if the product quality does not meet the expectations of consumers and the products do not last until the end of period committed (Akipek, 1996; Kanbir, Saydan, 2006; Ali et al., 2014). If a consumer finds a product with a fault or a damage, he or she can go back to the vendor, and

- Ask for the money by returning back the items purchased
- Ask for a replace with the new one
- Ask for an elimination to remove the faults
- Ask for a discount for the items in an amount of fault.

Consumers also have the right to ask for a compensation in accordance with the conditions provided besides the options stated above (Aslan, 1996, Odabaşı, 1996).

### **Universal Declaration Of Consumer Rights**

The rights accepted by United Nations in 1985 and declared in Universal Declaration of Consumer Rights, requiring all member countries to enact accordingly, are summarized under these main titles (Babaoğlu, Sürgit, 2010; Bayhan, 2011; Deryal, Korkmaz, 2015).

1. Rights to provide basic requirements of consumers: The basic requirements of consumers are accommodation, heating, illumination, finding fresh water to drink and to use, transportation and communication. Every consumer has the right to demand, to reach and to use these in an effective way.
2. Rights to protect health and security: All types of items and services provided for consumers must not have dangerous effects on the life and health of consumers.
3. Rights to protect economic interests: These involve the rights related to the provision of various high quality items and services for the consumers at affordable prices, enough service network after purchases and protection against unfair provisions, high pressure sales methods and compelling credit terms stated in contracts and other unilateral contracts indicating that the vendor abuses the consumers.
4. Information Rights: These rights involve the acquisition of information to help consumers make a right decision when purchasing an item or a service against any misleading, wrong, missing advertisement, labeling and packaging.
5. Education Rights: These involve the education rights in education institutions for consumers in order to protect, develop, and familiarize their rights and benefits and to be the decision maker instead of being directed by others.
6. Rights to Compensate any Damage: These involve the rights to return back the defective items purchased, to replace them, to re-use after dealing with the defects and to pay a compensation if needed in such cases where the items purchased are spoiled, missing or defective.



7. Representation Rights: These involve the right to take economic policies of governments into consideration, to have representations in public bodies and to receive opinions especially at product development stage in the companies.
8. Right to Live in a Healthy Environment: These involve the rights to protect the nature for today's and future generations against any environmental dangers and to live in such physical environments in accordance with the health conditions.

### **Consumer Rights in Turkey**

The Law on Consumer Rights is put into effect in 23/02/1995, prepared to take precautions in order to protect consumers on a higher level, to make it easier for consumers to seek their rights, to focus on informing consumers on this issue, to lower down the bureaucracy and to organize a fair punishment system.

However, Law No. 4077 has not fully met the complaints from consumers as long as it remains in force. For this reason, the new "Law on the Protection of Consumers" numbered 6502 was adopted on 7.11.2013 and published in the Official Gazette dated 28.11.2013 and entered into force on 28 May 2014. This law, which is still in force, provides consumers with many rights in the contemporary sense.

### **Tourist Rights Within the Skeleton of Consumer Rights**

A-Circuit breaks and long vacation service contracts

#### **ARTICLE 50 -**

- (1) A circuit vacation contract is a contract established for a long period of one year and allowing the consumer to have one or more overnight accommodation for more than one period during that period.
- (2) The fact that the right provided by the vacation contracts is a right or a right does not prevent the application of this article. Pre-paid vacation contract cannot be made with the consumers before the construction permit is issued
- (3) A long-term holiday service contract is a contract established for a long period of one year and is entitled to the benefit of discounts or other benefits in connection with accommodation, accommodation or travel together with accommodation or other services within a specified period of time
- (4) At least one day before the establishment of the following contracts to the consumer, it is obligatory to provide a preliminary information form which includes the particulars determined by the Ministry:
  - a) Circuit vacation contracts
  - b) Long-term vacation service contracts
  - c) Change contracts
  - d) resale contracts that the seller or supplier has assisted the buyer in the purchase and sale of the holiday or extended vacation service.
- (5) Except for contracts established by means of a distance sale method, the seller or provider is obliged by the consumer to write the contract date in his handwriting and to sign the contract. It is mandatory that a copy of these contracts established in writing or on a distance be given on paper or with a permanent data recorder and a consumer. The provisions of the law foreseeing heavier forms are reserved.
- (6) The consumer has the right to withdraw from the contract within fourteen days without any justification and without penal terms. The seller or the provider may not ask the consumer to pay under any name or to issue any document that puts the consumer in debt before the expiration of the period of withdrawal, except for contracts granting time-lapse rights. The circuit breaks, the long-term holiday service contracts and the resale, exchange and other related contracts arranged together with these contracts automatically end with the use of the right to withdraw.
- (7) If the price paid by the consumer is covered partly or wholly by a lender on the basis of an agreement between the seller or the provider and the lender of the loan, if the consumer withdraws from the contract and the notification



concerned is also directed to the lender within the period of cancellation, the penal term ends without an obligation to pay.

(8) For the projects on the scale to be determined according to the number of circuits in the project or the size of the project to be determined according to the total cost criterion, the scope, conditions and implementation principles of the seller or the supplier before the sale of the property subject to prepayment of the vacation period shall be subject to building completion insurance determined by the Under secretariat of Treasury, conditions are obligatory. Compensation, guarantees and similar guarantees provided under the building completion insurance cannot be included in the bankruptcy or liquidation desk, cannot be seized, precautionary measures and precautionary seizure cannot be placed on them.

(9) In the case of pre-paid sale of the property subject to the commission, the consumer has the right to return without a valid reason until the transfer or delivery date. If returned without a contract, the seller may claim compensation for up to two percent of the contract price. If the seller does not fulfill its obligations at all or as required, the consumer cannot claim any price. In the case of returning from the contract, the amount to be returned to the consumer and any documents which put the consumer into debt shall be returned to the consumer within 90 days at the latest from the date of return of the return notification to the seller. From the date on which the seller receives the receivable and the consumer annuls any documents that put him in debt, the consumer shall return the receipt within ten days.

(10) The transfer and delivery period of the pre-paid sale of the immovable property for the circuit shall not exceed thirty-six months from the contract date.

(11) The contents of the circuit break, long vacation service, resale, exchange contracts and preliminary information, rights and obligations of the consumer and the seller and the supplier, right to withdraw, prepaid sales and other application procedures and principles are determined by regulation.

#### B- Package tour contracts

What is the package tour? What should consumers pay attention to package tour contracts? A package tour contract is a contract that includes at least two of the transportation, accommodation and other tourist services that are not included in these services, sold at a price inclusive of all-inclusive or for which the service is for a period of 24 hours or more and is for overnight accommodation. It is imperative that a copy of this contract be given to the consumer. Packet tour contracts that are not written in writing are invalid. Consumers must thoroughly investigate the holiday company or travel agent before going on vacation. Whether the company or the travel agent is in TURSAB should be questioned. Services that are included and not included in the travel fee should be considered. Check that the stars and locations of the places to stay are checked. The brochures on places to visit should be read carefully. It should be checked whether the compulsory package tours insurance is made or not. A copy of all documents related to the tours should be kept. Airport tax, visa fee, guidance services should be paid in sight. The consumer must notify the service provider and the travel agency within 30 days of the date on which the service is to be performed or when the service has not been performed at all or as required

#### ARTICLE 51 -

(1) A package tour contract is a package tour arranger or a contract that includes at least two of the following services, which are sold or promised to be sold at a price inclusive of everything, covered by the service for more than twenty-four hours, or overnight accommodation:

a) Transportation

b) Accommodation

c) Other tourism services not dependent on transportation and accommodation services.

(2) Provisions of this article shall also apply if the details of the tour are specified by the package tour organizer, intermediary or consumer or are invoiced separately for services within the same package tour.

(3) In cases where package tours in Turkey would be responsible for regulating the presence of representatives tool such as package tour package tour organizer.



- (4) Before the package tour contract is established, it is obligatory to give a brochure to the consumer for preliminary information.
- (5) Package tour organizers or intermediaries must provide a copy of package tour arrangements established on written or automatic basis, either on paper or through a permanent data store.
- (6) The consumer may accept an alternative tour offered by this amendment or package tour organizer in the event that one of the essential elements of the package tour contract is changed or canceled before the tour starts, as well as the right to return without a contract. In the event of a refusal from the contract, the package tour organizer or agent must immediately return it from the date on which the return notification has been received to him, without any deduction of the full amount to which the consumer has paid.
- (7) The consumer has the right to demand that the contract be reduced in price due to any deficiency arising in the performance of the contract. When it is determined that the package tour organizer is unable or unwilling to fulfill a substantial obligation after the tour starts, the consumer may return without a contract. In these cases, the package tour organizer or agent has the right to charge. It is imperative that the payments made are returned immediately to the consumer from the date on which the payment is made. However, the package tour organizer may request an appropriate provision from the service to the consumer for the actions he has performed so far.
- (8) The package tour organizer is responsible for all kinds of damage to the consumer due to the fact that the package tour organizer is not performed at all or as required, with the provisions of compulsory insurance of the Travel Agents and Travel Agents Association Law No. 1618 dated 14/9/1972. The consumer may also claim compensation for the wasted vacation time.
- (9) Persons who take advantage of package tour services within their commercial or professional activities are also considered as consumers.
- (10) Preliminary information, the content of the contract, the conditions of the package change, the conditions of the consumer, the consequences of the cancellation of the package, the responsibilities of the package tour organizer and the intermediary, the consumer's ability to claim compensation, procedures and principles are determined by regulation (Hayta, 2009; DPT, 1994; DPT, 1995).

The number of travellers around the world is increasing each year. This increase also brings such problems as delays in the flight times, cancellations of tours, hotel changes, nonequivalent services and environments with the information stated in the advertisement or in the catalogue. Most of the tourists purchase their product, holiday, travel, tour or real estate property from their own countries, which is far away from that of purchase. Therefore, consumers purchase their products in accordance with the information stated during the purchase (Ünsever 2000).

In general tourism relations, a tourist deals with the travel agency (the legal contract) and pays the amount of service in cash or by installments as agreed both quantitatively and qualitatively, then waits for the agency to fulfill its obligations. There are two cases for the consumers in this waiting period (Ünsever 2000).

Inability of agent to provide travel terms

Inability to provide the conditions as stated in the contract (missing terms or defective fulfillment)

The defective ones are in this responsibility of the agent if these risks occur. The agent will get back all amounts from the responsible persons with an interest.

These responsible persons are hotels and transportation companies in general. And the agent is obliged to pay back the amounts paid by the consumer, its interest and the pecuniary loss and intangible damages as required by law in such cases stated above.

There are also other risks when a tourism consumer is on holiday such as deaths due to an accident, bodily injuries due to an accident, theft and luggage loss other than defective fulfillment of tourism activities. The agencies are not responsible for these risks. However, marketing techniques require that the travel products should offer consumers an assurance against such type of events. It is possible to provide consumers and tour operators these



assurances against these risks by the help of extensive travel insurance policies (Ünsever, 2000). A travel insurance policy should include the features stated below. These features may change from one insurance company to another and basically involve the items given below.

- Medical emergency assistance and returning back to the country
- Inpatient treatment in medical institutions
- Death and permanent disability
- Loss of personal luggage and belongings or their damage
- Delayed luggage (Emergent purchase of clothes and cleaning materials if more than 12 hours)
- Loss of documents (providing the amounts to renew missing documents and registries such as passport, driving license, etc.)
- Delay in transportation (Delays in flights, ferries or public transportation vehicles as stated in scheduled tariff in which the reservations are made at least 48 hours earlier)
- Loss of money (Loss of money during travelling other than personal negligence)

There are some operations that tourists unsatisfied due to the reasons stated above should accomplish. These operations are given as follows

(TSI Consumer Bulletin, 1999):

- Determination of problems causing dissatisfaction
- Demanding the removal of the defects determined
- Reporting the defects to the travel agency within the shortest time
- Not leaving the establishment before contacting to travel agency
- Documentation of disturbance causing dissatisfaction

A tourist may apply to “Arbitration Board” of TURSAB (Association of Turkish Travel Agencies) if no effort is spent to resolve the dissatisfaction. The decisions made by the board are as effective as any other court and have a legal basis and sanction.

Tour operators and travel agencies pay reclamation each year due to the problems faced by the guests in the hotels. Reclamation refers to the application occurring because of unsatisfactory quality of an item or service purchased. A complaint on an individual basis may result in paying the amounts at the end of the legal procedures by the company or institution. Tour operators follow this way to minimize the cost of reclamation. The customer delivers his or her complaint to the hotel representative of tour operator and then hotel representative delivers the failure back to the hotel manager. The case is solved in situ without spending so much time. A form is filled by the customer to prevent any further complaint after returning home and this complaint is taken with a signature, indicating that it is resolved or met if there is any damage occurred. This application does not require any further correspondence and avoids hotels of paying reclamation in international courts besides losing its prestige (Mazlan et al., 2014; Ersoy, Nazik, 2006; Ünal, Babaoğlu, 2014).

Customer satisfaction is sometimes provided by offering an additional service for free or making cash refund. The biggest risk of tourist dissatisfaction is the generalization of that dissatisfaction in terms of companies. Dissatisfaction of a tourist is never limited to any specific tour operator. He or she can create negative opinions for the whole country. Other than everything, a reliable atmosphere is the key of tourism (Ünlüönen, 1999).

### **Results, Conclusions and Recommendations**

It is only possible for Turkey to be successful in its process to be a member of European Union by responding the needs of tourist coming both from member countries and others and following a meticulous application on protecting tourist rights. Therefore, it is required to make legal regulations on international platform and to apply them effectively. The current Consumer Protection Law is just a beginning and its scope of service must be





extended with specific features in accordance with that sector and the shortcomings must be provided with the changing conditions. The issues in Consumer Policy of EU in tourism area must be investigated urgently and adopted into Turkey. Therefore, healthy decisions must be by with the cooperation of both legal and sector representative. Besides all these legal regulations, a tourist as a consumer is required to be conscious and informed about its legal and economic rights and to seek for his or her rights by applying to related authorities in cases of unjust treatment. Necessary information activities must be provided by public and consumer organizations in this framework. It is an inevitable fact that new developments will be experienced in terms of consumer rights and their protection in parallel to the development of service sector in the twenty first century. Basic determiners in property and service trade and consumer rights prove themselves as such new terms as information society, electronic trade via the Internet and distant sale in our century. Therefore, a legal framework is required to prepare and apply in consistence with the member countries in EU and other countries to protect consumers/tourists. It will be advantageous for Turkey as a candidate to follow these decisions and rules closely and putting these legal regulations into effect in terms of creating a positive image and its development on tourist rights and tourism sector.

To achieve this,

- Legal rights must be defined for tourists
- Tourists must be familiarized with the tourism via media and printed materials
- Different pricing for domestic and foreign tourists must be ceased
- Illegal agency operations must be audited effectively and deterrent sanction must be provided and such operations must be prevented.

The important issue is the information and familiarization of consumers and managements about their legal rights and responsibilities as a result of these legal regulations and applications as a whole. Therefore, the governmental institutions, sectorial managements and consumer organizations have an important role.

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## Effect of the Storytelling Technique in the Anatomical Education of Medical Faculty

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### Abstract

Anatomy learning is a primordial education for medical schools. Stories are advantageous techniques which make information more rememberable by stimulating cognitive behavior. Therefore we aim to determine the efficiency of the storytelling technique on the grade average in the anatomy session. Stories were told to second-year medical students (n=132) at the end of the classical theoretical lesson. More than 90 % of the students agreed with the fact that storytelling help them to understand the anatomical subject and also more than 70% of the students agreed that storytelling helps them to gather their interest and attention. Furthermore, the statistical comparison with the 2 previous years demonstrated that grade average of the storytelling years was higher than other. Therefore we believe that incorporating anatomy storytelling techniques into the traditional anatomy curriculum will be advantageous for the anatomy education and will have a positive effect on the grade average.

**Key words:** Storytelling, education, anatomy

### Introduction

Anatomy is a primordial education for medical schools. Due to the large volume of subject presented in anatomy units and the latin terminology, students can adopt a strategy of superficial learning. Superficial learning strategies negatively impact on retention of anatomy. Approximately 25% of knowledge is lost after one year (Ward 2011; Custers 2010). The successful anatomy course contributes to a successful passage of an academic life as it constitutes the infrastructure of the other courses in the medical faculty. Hence, anatomy education is usually a combination of theoretical lectures and dissection sessions. When we consider the difficulty to learn anatomy it will be important to find the best way to transfer effectively the knowledge from educators to students. Preservation of the knowledge depends on intelligence and also in learning strategies. Different approaches to teach anatomy are being used around the world but the best way is the technique that last longer keeps in the mind. In this sense,



stories are advantageous techniques which use both visual and auditory learning style, in another word stories can stimulate cognitive behavior. According to Uri Hasson, a story is the only way to activate parts in the brain and makes information more rememberable because it has the effect that listeners plant ideas into their minds and involve the story in their life experience (Stephens 2010; Neuhauser 1993). Furthermore storytelling is not a method frequently used in medical schools yet.

Therefore, it seems that combining multiple pedagogical resources which complement each other, maybe one of way to teach modern anatomy (Estaia, 2016). Also we think that storytelling will be more permanent as it affects the cognitive sense of the brain. Storing the anatomical lesson by incorporating it to the daily life could stimulate an empathic response in students. In this context, we hypothesis that if storytelling is more rememberable and can activate the brain, it may also increase the performance of students during exam. Hence, to improve the understanding of the anatomy lesson, we aim to determine the efficiency of the storytelling both in the medical students' satisfaction and also in the grade average.

## Methods

We used the storytelling technique at the end of the lessons of Neurological Systems Committee to the Faculty of Medicine Term 2 students. These stories were prepared by faculty members and researchers of the Department of Anatomy. Subjects were repeated with storytelling technique after the theoretical course. The "Evaluation of Storytelling Agreement Scale Questionnaire for Learning Anatomy" was applied to determine the effectiveness of the technique and the satisfaction of the students. 66 girls (50%) and 66 boys (50%) participated in the questionnaire. Students' mean age was 19.95 ( $\pm 0.089$ ). The questionnaire consists of 12 likert type questions and an open ended question and additionally demographic information like gender and age. Also to determinate the effect of the storytelling in the grade average we compared 3 successive education years of term 2 students. The collected data was analyzed under the IBM SPSS Statistical Package for Social Sciences) for Windows 20.0 software. The descriptive statistics of the collected data were evaluated. Chi-square, Pearson and Spearman correlation tests were used to assess whether there is a relationship among gender and age with responses to the questions and Mann-Whitney U test was used to analyze the term 2 student of 2015-2016, 2016-2017 education years without applying storytelling and the term 2 student of 2017-2018 education years with applying storytelling.

## Findings

The statistical analyzes of the agreement score with gender and age of the term 2 students demonstrated that there is no statistical difference between agreement score related to gender and age ( $p > 0.05$ )

**Table 1.** Statistic analyzes of the agreement score with gender and age of the term 2 students

Second-year students'	Mean values/Number	P value (p)
Gender	66 males/66 females	P=0.147
Age	19.95 $\pm$ 0.089	P=0.148

Table 2 represent the grade average of term 2 students of 2015-2016 and 2016-2017 education year without applying storytelling and also the term 2 students of 2017-2018 education year with applying storytelling. No statistical difference was found between the 2015-2016 and 2016-2017 years where storytelling was not applied. A statistically significant difference was found between the grade average of the term 2 students with storytelling compared to other groups without storytelling.

**Table 2.** Anatomy Laboratory Exam Scores as for years and comparison among them

Education year	Mean $\pm$ Std.Dev.	2015-2016	2016-2017
2015-2016	58,23 $\pm$ 25,589	-	p: 0,779
(Without storytelling)	(n:132)		



<b>2016-2017</b> (Without storytelling)	57,18 ± 27,164 (n:132)	p: 0,779	-
<b>2017-2018</b> (With storytelling)	62,06 ± 30,06 (n:132)	<b>p: 0,026</b>	<b>p: 0,017</b>

The distribution of the overall satisfaction percentages is described in Table 3. The table demonstrate clearly a high percentage of students who were strongly or completely agreed with the storytelling technique. The most prominent satisfactions are evident in the table 3. More than 90 % (Q7) of the students strongly or completely agreed with the fact that visual components increase the efficiency of the storytelling and help them to understanding the anatomical subject. Once more, 90 % (Q11) of the students strongly or completely agreed that storytelling is helpful to lectures the classical theoretical anatomy lesson. Also, more than 70% (Q4, Q5) of the students strongly or completely agree with the fact that storytelling helps them to gather their interest and attention about the lesson and leads them to listen to the lessons until the end. Furthermore, more than 70 % (Q12) of the students did not agreed with the idea that storytelling lowers the value of the anatomy lesson. The most commonly encountered answer of the open-ended question was that the storytelling technique needs to be applied to other wide curriculum lessons like histology and embryology.

**Table 3.** Evaluation of storytelling agreement scale questionnaire for learning anatomy

	<b>Disagree (%)</b>	<b>Slightly agree (%)</b>	<b>Moderately agree (%)</b>	<b>Strongly agree (%)</b>	<b>Completely agree (%)</b>
<b>Q1:</b> The storytelling is a good teaching method	0	0	10.6	40.2	<b>49.2</b>
<b>Q2:</b> Storytelling is helpful to explain the anatomy topics	0	1.5	11.4	37.9	<b>49.2</b>
<b>Q3:</b> The storytelling technique is helpful for understanding the subject	0	2.3	6.8	40.2	<b>50.8</b>
<b>Q4:</b> The storytelling technique helps to listen until the end of the lesson.	0.8	3	18.2	27.3	<b>50.8</b>
<b>Q5:</b> The storytelling technique attracts my interest and helps me to pay attention more easily.	0.8	3	16.7	26.5	<b>53</b>
<b>Q6:</b> Listening to the lesson described by the storytelling technique is more effective than reading the book.	1.5	8.3	22	30.3	<b>37.1</b>
<b>Q7:</b> The storytelling technique can be more effective if it is supported by visual items.	0	1.5	3.8	18.2	<b>76.5</b>
<b>Q8:</b> Telling lessons by classical theoretical method is more effective than the storytelling technique.	26.5	<b>31.8</b>	22.7	9.8	7.6
<b>Q9:</b> The storytelling technique accelerates the anatomy learning process.	0	3	18.2	<b>40.9</b>	37.9
<b>Q10:</b> The storytelling technique gives me a new perspective on how to study.	2.3	9.8	24.2	27.3	<b>34.1</b>
<b>Q11:</b> The storytelling technique supports classical theoretical telling method.	0.8	1.5	6.8	31.1	<b>59.1</b>
<b>Q12:</b> The storytelling technique decreases the value of the lesson.	<b>73.5</b>	15.9	1.5	1.5	7.6

**I think that storytelling lesson .....**



### Results, Conclusions and Recommendations

The preparation of our stories was specially based on the special anatomical subject that cannot be stick in the mind with traditional teaching method. We involved the teaching subject in the daily life and made funny story as to affect the students' attention. As Neuhaser, stories are effective as educational tools because they are believable, rememberable, and entertaining (Neuhauser 1993). The believability is related to the fact that stories are involved in human life experience. Stories make information more rememberable because they involve us in the actions and intentions of the characters. Storing the anatomical lesson related to the human life could stimulate the empathic response of students. Particularly the specific situations, the small details, the vivid images of human experience enhance the capability to memorize. Rossiter explained that this detail provides the raw material for both cognitive appreciation and effective response to the experience of another person. Therefore educational programs that mind to the diversity and the capacity for perspective could taking draw upon this dynamic of the story (Rossiter 1992).

As the anatomy is a critical core for doctors to practice medicine safely, anatomy courses need to be attractive and rememberable. In a study, to facilitate the comprehension of the anatomy, a different teaching approach has been applied to first-year medical students by anatomy teachers. They applied the simultaneous sketch drawing, as an interactive learning technique. As a result, more than 80% of the students agreed with the fact that this method was easier and less boring (Noorafshan 2014). Similar to this study, when questions agreement scale was analyzed more than 90 % (table 3, Q7) of the students strongly or completely agreed with the fact that visual components increase the efficiency of the storytelling and help them to understanding the anatomical subject. Once more, 90 % (Table 3, Q11) of the students strongly or completely agreed that storytelling is helpful to lectures the classical theoretical anatomy lesson. Also, more than 70% (Table 3, Q4, Q5) of the students strongly or completely agree with the fact that storytelling helps them to gather their interest and attention about the lesson and leads them to listen to the lessons until the end. Furthermore, more than 70 % (table 3, Q12) of the students did not agreed with the idea that storytelling lowers the value of the anatomy lesson. The most commonly encountered answer of the open-ended question was that the storytelling technique needs to be applied to other wide curriculum lessons like histology and embryology. Hence, gender and age of students were the others parameters analyzed statistically (Table 1). The answers' scale score of the questionnaire were correlated with gender and age of students. There was no statistically significant correlation between these data ( $p>0.05$ ). In this way, this research demonstrated that gender or age of the student doesn't influence the anatomical storytelling technique. Therefore we can suggest that all of students are satisfied with this new educational technique. However, to determinate the storytelling effect on the grade average of medical students we compared the grade average of term 2 students of 2015-2016 and 2016-2017 education years (without applying storytelling) with the term 2 students of 2017-2018 education years (with applying storytelling) and we found a statistically significant difference between these groups. The grade average of the term 2 students with storytelling was higher than term 2 students of previous years without storytelling. In this context we can suggest that storytelling make the subject more rememberable as it actives parts of brain and involves the subject in the life of students. Also we believe that the storytelling enhance the knowledge retention that leads to a higher grade average. Furthermore completing the storytelling with visual effect will be more efficacious for teaching anatomy.

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## Metaphors About the Sport Concept of Housewives Who Just Began the Sport

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### Abstract

Sports are activities that aim to enhance quality of life, provide physical and mental health. Analogical learning methodology emerges as a result of conceptual similarities. For this purpose, we aimed to determine the opinions and attitudes of the housewives about the sport concept by statistically comparing the metaphors of them with respect to age, child ownership and sporting situations. A total of 57 different metaphors and the reasons for these metaphors were collected from the participants in a total of 6 categories (N = 215). Most of the metaphors produced with word «sports» is in "Pain / Pleasure" category with 43.72%. Within this category, the most specified metaphor was "health" (%26,1; N = 56). Determination of the causes of these variables can be important contributions for entegrating sports to the lifestyles and the formation of a healthy individual and society.

**Keywords:** Sport, metaphor, attitude

### Introduction

Sports are physical activities that are carried out with the aim of ensuring physical and mental health and which increase the quality of life. Helps to improve quality of life and improve physical performance (Eime, 2013). Withal changes may be observed in the attitudes of different occupational groups to the sport concept (Arvinen-Barrow, 2014; Heggie, V., 2016). Determination of the reasons for these variables may be important contributions to the sports life style and the formation of a healthy individual and society.

Metaphors are expressions that we frequently use as a communication and identification method when we express ourselves differently in society, and while we are conveying our thoughts in another way, we might not be fully aware. Metaphor; is one of the powerful mental tools that construct, direct, and control our thoughts without being aware of the occurrence of events and related issues (Saban, 2006; Thibodeau, 2011; Kalyoncu, 2012).

For this purpose, we aim to compare the metaphors of housewives about sport concept statistically with respect to age, children's ownership and sporting situations and determine their opinions and attitudes about the subject.



## Method

The survey method was used as the data collection method in our study and it was evaluated with statistical evaluation methods.

## Working group

The 233 housewives who reside in the Kocaeli region participated voluntarily.

## Collection of data

In forms distributed to participants, "Sports ..... is similar to; because ... ", it was requested that the clues be completed by metaphor. For a clearer understanding of the created metaphor, they are required to present a reason with the notion of "because" to their metaphors (Colak, 2014).

## Analysis of data

The metaphors related to the sport concept developed by female participants residing in the Kocaeli region were analyzed and interpreted in three stages (Wells, 2015).

1. During the identification and analysis of metaphors, 215 valid metaphors were obtained from 231 participants.
2. Metaphores are classified and categorized in stages and metaphors are classified using 6 different conceptual categories.
3. Level of validity and reliability (Aktekin, 2010).

## Finding

A total of 57 different metaphors and the reasons for these metaphors were collected from the participants in a total of 6 categories (N = 215). The metafor category with the highest frequency for sports word was determined as "pain / pleasure" with 43.7% (N = 94). The distribution of metaphors according to other categories is as follows; Disappearing/Unknown situation (N=8); Desperate challenge (N=6); Bitterness/Pleasure (N=94); Discovering/ revealing (N=64); Guidance/ investment to the knowledge (N=15); Finding a solution to a problem (N=94).

In other perspective, 20,9% (N = 45) of the participants were childless individuals and 79,1 % (N = 170) of the participants were with child possession. When the metaphor distributions of the participants are examined according to their child ownership status; The most common metaphor for individuals who have child is "Pain / pleasure" (%45,9 N=78), while the most common metaphor for child-free individuals is "Discovering / revealing" (%37,8 N=17) . The findings are shown in Table-1.

**Table 1.** Distributions of metaphors according to child possession

Metaphor Categories	Parental status	
	Individual without children % 20,93 N = 45	Individual with child 79,07 % N = 170
1. Disappearing/ unknown situation	%2,2 n=1	%4,1 n=7
2. Desperate challenge	%6,6 n=3	%1,8 n=3
3. Pain / pleasure	%35,5 n=16	%45,9 n=78
4. Discovering/ revealing	%37,8 n=17	%27,6 n=47
5. Guidance/ investment to the knowledge	%8,9 n=4	%6,5 n=11
6. Finding a solution to a problem	%8,9 n=4	%14,1 n=24



When metaphors are examined taking into account regular sports situations, the category with the greatest number of metaphors on both sides has become "pain / pleasure". The distribution of other metaphors by category is given in Table-2.

**Table 2.** Distributions of metaphors according to the sporting situations

Metaphor Categories	Regular sports activities %29,30 N=63	Non-regular sports activities %70,69 N=152
1. Disappearing/unknown situation	%6,3 n=4	%2,6 n=4
2. Desperate challenge	%7,9 n=5	%0,6 n=1
3. Pain / pleasure	%34,9 n=22	%47,4 n=72
4. Discovering/ revealing	%30,1 n=19	%29,6 n=45
5. Guidance/ investment to the knowledge	%4,8 n=3	%7,9 n=12
6. Finding a solution to a problem	%15,9 n=10	%11,8 n=18

When the age distributions of the participants were taken into account, the most frequently observed metaphor group in both age groups was identified as "pain / pleasure". This distribution is similar to the general metaphor category distributions. Metaphoric distributions by age category are shown in Table-3.

**Table 3.** Distribution of metaphors according to age criteria

Metaphors	Individuals under 35 years of age %42,32 N=91	Individuals over 35 years of age %57,67 N=124
1. Disappearing/ Unknown situation	%3,3 n=3	%4,1 n=5
2. Desperate challenge	%3,3 n=3	%2,4 n=3
3. Pain / pleasure	%45,1 n=41	%42,7 n=53
4. Discovering/ revealing	%27,4 n=25	%31,5 n=39
5. Guidance/ investment to the knowledge	%7,7 n=7	%6,4 n=8
6. Finding a solution to a problem	%13,2 n=12	%12,9 n=16

### Results, Conclusions and Recommendations

Today, the methods of transferring ideas, attitude and knowledge to the other side through metaphoric concepts are used in a wide perspective. Particularly in the education sciences, studies are being made on education through metaphors on students and different occupational groups (Gillis&Johnson, 2002; Ozturk, 2007; Kalyoncu, 2012; Colak, 2014). Within this scope, it is aimed to obtain the information, attitudes and views of the target group on the related subject in a different way. From this point of view, we have determined the metaphors about sports of housewives who have no active business experience. Significant changes were found in the metaphor categories when the distribution of the obtained data was examined according to the age, regular sporting activities and child ownership criteria of the individuals ( $p < 0,05$ ).

When the metaphors of the participants are examined according to their regular sporting situations, the most generated metaphor type in both groups become "pain / pleasure" (Regular sports activities %34,9 N=22; Non-regular sports activities %47,4 N=72), ( $p < 0,05$ ).

When the obtained data are examined according to the children's possession status of the participants; while the most frequent group of metaphors in individuals without children is "Discovering / revealing", the group with the highest frequency in who have children is defined as the "pain / pleasure" category. Compared with the general



metafor distributions; it can be considered that having a child changes the types of metaphors produced about sport, and therefore attitudes about sports.

When metaphors produced on the concept of sport are examined according to the age criteria, metafor the most common category in both groups is "Pain / Pleasure" category ( $p < 0,05$ ). There was no significant difference when metaphors were statistically evaluated between groups. This suggests that the age factor does not make a difference in the distribution of metaphors among the groups ( $p > 0,05$ ).

The concept of metaphor is to express opinions about a subject in a different way. The metafor distributions determined about sport also give an idea about the attitude of the working group on the subject. At the present time there are many health problems caused by not acting actively. Sport may also be more prevalent in regards to housewives who do not have an active working life. consequently, this is important to determine more attitude and cause for the issue in order to spread the sport to wider masses in the society.

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## Creating and Utilizing Spaces to Enhance Intergenerational Learning at Schools and Results

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### Abstract

The purpose of the study is to explore the requirements of schools to increase intergenerational learning, collaboration and solidarity amongst the Baby Boomers, X and Y generations, based on the views of school principals. The research focuses on how to create spaces for interaction among different generations and what consequences will arise when intergenerational spaces are created. This study was conducted with phenomenological research design which is one of the qualitative research methods. The study group consisted of 12 school principals who were identified with the maximum diversity sampling technique from Kocaeli Province, Dilovasi District. Criteria used in the selection of school principals are to work as managers in different schools (kindergarten, primary school, junior high school and high school) and to work in different school types. In this study, the data were collected with a semi-structured interview form and the content analysis method was used for analysis. Interview questions were determined by researchers in the direction of research questions. Creation of intergenerational space is the main topic of this study whereas subtopics are scope and opportunities. On the other hand, findings collected from the study group indicate that principals mention intramural and out of school events about the creation of intergenerational space. These events are met under the titles of sports, art, entertainments and educational space. Finally, the results of creating spaces are examined in the study. Nevertheless, this research has some limitations in terms of its design and participation. For this reason, more extensive research can be done in the future.

**Keywords:** Intergenerational Learning, Intergenerational Space, School.

### Introduction

Education is a phenomenon based on human and continuing process taking the center of interpersonal interaction. Educational spaces are an important part of this process in social structures. School is one of those spaces and has a dynamic structure with the interactions between parents, students, teachers, administrators and other personnel. On the other hand, those dynamic interactions are vital for a sustainable society with the effect on its internal and also external environment. That is why organizations must have a sustainable structure within itself as well. At this point, the positive interactions between the school managers and teachers, forming the roof of the school, also has a critical importance for sustainable education. Moreover, knowing and understanding each other are necessities of establishing positive interactions. It is associated significantly with the generation of school administrators and teachers in schools where there are people of different ages. Enhancing the efficiency and dynamism of the school organization is possible with the positive interaction of different generations of the organization. The activities, organized to enhance the quality of intergenerational interactions, plays an important role in the sustainability of the organization.

According to Mannheim (1952), a generation is a group of individuals who witnessed and shared social experiences and historical events. Each generation has its own characteristics. Changes in attitudes, social, economic and historical events cause arise of different generations. In literature, there are different generation classifications reflecting the different time zones and names.





Although scientists assert different time intervals for classifications, widely used generation classification are as follows: Veterans: 1925-1944, baby boomers (BB): 1945-1964, generation X (GX): 1965-1980, generation Y (GY): 1981-2000 (Hart, 2006; Yu and Miller 2003). In today's working life, individuals are from three different generations. These generations are BB, GX and GY which are also active in school organizations.

**Baby boomers (1945-1964):** The BBs are at the core of the new century's important social, cultural, economic and technological changes. Representatives of this generation were raised in a time of economic growth and educational progress (Kupperschmidt, 2000). In literature, workers who belong to this generation are described as faithful to their organizations, optimistic and ambitious (Hart 2006). BB members are also described as more diligent (Yu and Miller, 2003) and power seekers in the organization (McCrindle and Hooper, 2006). Other features of this generation could be listed as their focus on consensus and being perfect as a mentor (Hart 2006; Kupperschmidt 2000).

**Generation X (1965-1980):** Characteristics of its members can be stated as being technology literacy, lifelong learners (Bova and Kroth, 2001), pessimism and individualism (Kupperschmidt 2000; Smola and Sutton, 2002). This generation is open to change and innovation so they are not so tightly bound to their organization and open to a job change (Hays, 1999). That's why this generation's employees are freer and more confident than earlier generations (Hart, 2006). While BB respect for authority, GX members act skeptically and indifferently towards the authority (Hart 2006). According to the members of this generation, values and objectives are addressed more important than business-related purposes (Wong, Gardiner, Lang and Coulon, 2008).

**Generation Y (1981-2000):** GY has grown up with technology and places it into the most of their lives (Hart, 2006). Business people of GY consist of individuals who are more interested in social networking sites. They carry their iPod with them and text their friends more than other generations at the workplace. GY differs from others with their psychological characteristics as well as the use of technology. This generation is composed of high self-esteem, narcissist and external control-oriented persons (Twenge and Campbell, 2008). Representatives of this generation who are open to change find job security unimportant in comparison to older generations (Hart, 2006). GY members are seen as the individuals who regard the development of new skills and like to struggle with new situations. GY members are ambitious and optimistic individuals similar to BB (Smola and Sutton, 2002). They are confident individuals who like to take part in cooperative actions and they are highly social (Hart, 2006; Smola and Sutton, 2002) and they want to participate in decision-making processes (McCrindle and Hooper, 2006).

To conclude, each generation has superior aspects and weaknesses. They have the ability to teach each other and learn from each other. This potential brings out the phenomenon of intergenerational learning.

Intergenerational learning has been instrumental in acquiring skills, norms and morals all along the traditional and modern cultures in history (Hoff, 2007). Human beings, who have adopted social life, have conveyed their life marks a variety of interactions inside the family and community so far. Thus, they have been able to adopt changes and create innovations. That's why intergenerational learning is the mechanism for the natural development of social life. While intergenerational learning has been supporting adults' own learning and development in society, it has also emerged with the need of valuable contribution to lives of their children (Newman, 2008).

Intergenerational learning in organizational structure is a way of collaborative social-learning and it can be developed in different ways as planned or unplanned getting the work-related tasks to the center (Ropes and Ypsilanti, 2012). On the other hand, intergenerational learning focuses on organizational capacity development by increasing the level of knowledge and skills of employees, promoting the creation of new knowledge or developing organizational processes (Ropes, 2013). In the 21st century's society of information and solidarity, intergenerational learning is an important strategy for the social harmony of young and elderly people in intergenerational transfer of knowledge and skills (Hoff, 2007). Many intergenerational interaction activities are



started with the need for society's sustainable balance through gathering different generations. Hatton-Yeo and Ohsako (2005) stated the intergenerational learning objectives as intergenerational positive attitude development; the lifelong foundation of the culture of young and old relationships; integration of gains of schools and communities with children, youth and elders; the development of social participation, commitment and solidarity with all age groups by creating events.

Intergenerational spaces are needed for intergenerational learning to take place. Intergenerational space is anywhere bringing together individuals from different generations. These spaces are designed with the aim of facilitating and developing interaction between the member of the individuals of different generations; especially young and old (Vanderbeck and Worth, 2014). On the other hand, the purpose of creating these spaces is either providing an environment that appeals to different age groups or promoting spending meaningful time by enabling them to interact (Kaplan et al., 2016). These spaces can occur naturally in everyday life and also can be designed for a purpose. To create intergenerational space, not only closed areas like conference halls, meeting rooms, training classes and dance halls but also open areas like parks, open-air cinemas, open air theaters, picnic areas and campgrounds can be utilized. On the other hand, recently implemented programs and research supports the use of natural spaces to provide positive intergenerational interaction. However, creating dynamic intergenerational spaces is more than just having a physical place (Brown and Henkin, 2012). Intergenerational spaces should be selected and designed in a way that individuals from different generations can easily interact. Natural or designed intergenerational learning areas which are able to support the interaction of generations can be used together in organizations. The quality of the intergenerational interactions flowing naturally in an organization is not always sufficient for organizational sustainability and development. That's why organizations take steps towards creating intergenerational spaces for more planned interactions between different generations. Intergenerational spaces involve fields, which enable both social and professional interactions. All formal or informal spaces could be used to make activities like art, sports, trips, culture, dining, entertainment, education and any kind of online activities in order to bring different generations together.

When examined thoroughly, studies are limited about intergenerational learning, creating intergenerational space and establishing a sustainable relationship in educational organizations. Therefore, the research is focused on the creation and utilizing of the intergenerational space and the results of these. In this research, the principals' views on what kinds of spaces are created for intergenerational interactions and which results may arise at different levels of school (kindergarten, primary, secondary and high school) are searched. For this purpose, the following questions are tried to be responded through the research.

1. What do school principals do to create intergenerational space?
2. What do school principals do to promote intergenerational learning?
3. How do school principals interpret the results of creating spaces and developing learning for different generations?

## **Method**

### **Research Method**

The qualitative research is used in this research and the processes of occurred incidents and actions (Maxwell, 2013, p. 30) are tried to be figured out. The research pattern is the phenomenology from the qualitative research methods. The objective of phenomenology is understanding of a topic in depth and reaching the participants' life experience about the phenomena (Yüksel and Yıldırım, 2015). This study is focused on school administrators' thoughts and experiences about creating and using spaces for intergenerational learning and its effects. On the other hand, descriptive phenomenology is used to describe perceptions and experiences of school principals on creating intergenerational space and its results in the research. The phenomenon of this research is intergenerational space.



## Participants

In this research, criterion sampling which is one of the techniques of purposeful sampling was used. Criterion sampling can be used to provide the representativeness of persons or events successfully (Maxwell, 2005). Interviews were made with the school principals who have experiences on the phenomena and are able to explain it in order to collect data in detail and in-depth (Patton, 1987). The participants, who have experience with the phenomena, make sense of those experiences, state the relationship between real and phenomena, are important for the selection of participants in the work of phenomenology. For this reason, two important criteria valued as determining the participants in the study. The first is to work at different levels of schools (kindergarten, primary, secondary and high school) as a principal; the second is to work different types of schools. 12 school principals who work in public schools and provide these criteria from Dilovasi district in Kocaeli Province were selected. Table 1 shows the properties of principals who take part in the research.

**Table 1.** Demographic characteristics of participants

Nickname	Task	School Type	Education Level	Branch	Professional Seniority
Murat	Headmaster	High School	Bachelor's Degree	Biology	29 years
Irmak	Headmaster	High School	Bachelor's Degree	Religious Culture and Ethics	20 years
Yusuf	Vice Headmaster	High School	Bachelor's Degree	Chemistry	9 years
Mehmet	Vice Headmaster	Vocational and Technical High School	Bachelor's Degree	Physics	11 years
Eymen	Headmaster	Secondary School	Bachelor's Degree	Science and Technology	26 years
Mert	Headmaster	Secondary School	Bachelor's Degree	History	18 years
İbrahim	Vice Headmaster	Secondary School	Bachelor's Degree	Mathematics	8 years
Osman	Headmaster	Elementary School	Bachelor's Degree	Classroom	17 years
Hüseyin	Headmaster	Elementary School	Bachelor's Degree	Classroom	15 years
Ömer	Vice Headmaster	Elementary School	Bachelor's Degree	Early Childhood	10 years
Samet	Headmaster	Kindergarten	Bachelor's Degree	Classroom	24 years
Elif	Vice Headmaster	Kindergarten	Bachelor's Degree	Early Childhood	6 years

## Data collection

In the research, semi-structured interview form is utilized to understand the ideas of the administrators about creating space between generations. Interview form is created by the researchers. It consists of three questions and expert opinions are asked for the validity of its scope and appearance, and changes were made accordingly. To test the clarity of the questions in interview form, one of the researchers made a pre-application. After the last language revision, a semi-structured form made ready for the actual application. Following questions are addressed to school administrators in the interviews.

1. What sort of and which spaces should be created to transform tacit knowledge of different generations into explicit knowledge? Can you explain?
2. What sort of activities can be created to transform the tacit knowledge of different generations into explicit knowledge? What are your suggestions?
3. What would be the outcome of the activities organized to transform the tacit knowledge into explicit knowledge? How and why?



In the research, when the opinions of the principals are asked, the form has been handed to them beforehand and they have been asked to examine questions and necessary explanations were made about the unclear matters. Data were collected between 15 January 2018 and 20 February 2018. Interviews lasted 20 minutes on average and a total of 240 minutes.

### **Data analysis**

Research proceeded according to the stages in Moustakas's book, (1994) *Phenomenological Research Methods*. Those stages are listed below.

1. Every term about the phenomenon in the narratives specified as bullet points;
2. Common terms categorized;
3. Categories thematized;
4. Data collected by using different data collection methods are gathered and compared;
5. Oral narratives created for every participant;
6. Structural narratives created for every participant;
7. Common structural narrative created;
8. Structural and oral statements named by researches with common statements.

Coding of the obtained data in this research is analyzed in four stages; finding the themes, organizing the codes and the themes, identifying the findings and interpreting. With the coding process, it became possible to create themes that can explain the opinions on a general level and themes that can group the codes under certain sub-themes. Via the content analysis, the data is read line by line and import codes and sizes have been tried to be determined. Acquired codes, sub-themes, themes are organized to define findings and interpreted. Research data is resolved according to categorical analysis, one of the content analysis techniques. According to Tavşancıl and Aslan (2001), the categorical analysis is sending a message first to units and then categorizing according to a certain measure of similarities. In categorical analysis, little units in questions are transformed into bigger units by generalization. According to Gülbahar and Alper (2009), with the help of content analysis, the truth hidden in the data comes into light.

Names of the participants are coded as nicknames, Murat, Yunus, Elif and etc. Participant nicknames are added at the end of the sentence in direct quotations. Coding of data performed by three researchers and then comparisons has been made. Reliability calculations are done according to Miles and Huberman's (2016) formula of reliability between coders. Concordance rate is calculated as 87% after reliability analysis.

In this research, a qualitative research approach is adopted and the concepts of cogency, transmissibility and verifiability are used (Yıldırım and Şimşek, 2016). Cogency is related to the ability to reflect the multiple realities with the collected data. For this purpose, in the process of application of the research, all the interviews are recorded by a recording device. Then, the recordings were transcribed, given to the participants to examine and necessary corrections were made according to participant's confirmation. Statements which participants do not want to be included are removed from interview text. To strengthen the cogency of the research, two of the school administrators are interviewed again and asked if the findings are meaningful or not and if they reflect the reality or not.

### **Findings**

#### **"Creating intergenerational space" according to the school principals**

When the opinions of the school principals are analyzed based on the interviews, main theme is considered as intergenerational space and sub-themes are considered as place and activity. When place sub-theme examined, it is seen that the principals talk about the actual gathering and meeting points which are used to create



intergenerational space. Under the sub-themes, the activities done at those spaces are examined. Moreover, opinions from principals are coded and put in Table 2.

**Table 2.** Theme Related to Creating Intergenerational Space, Sub-Theme and Codes According to Principals

Theme	Sub-Theme	Codes
Intergenerational Space	Place	Education and study hall
		Dining hall
		Sports centers and facilities
		Picnic areas
		Houses which are used for special occasions
		Touring areas
		Art centers
	Activity	Writing theater plays
		Assembling a choir
		Participating in art activities
		Organizing reminiscence programs
		Making home visits
		Organizing barbecue parties
		Organizing board and committee meetings
		Researching case studies
		Organizing knowledge sharing days
		Creating projects

When the codes of dining halls, sports centers and facilities, picnic areas, houses which are used for special occasions, touring areas and art centers are analyzed under the sub-theme of place, it can be seen that administrators talk about unofficial areas out of the workplace to create intergenerational spaces. It can be said that meeting outside the school is preferred by the administrators to get to know employees and interact with them. School Principal Mehmet reflects this preference by giving the answer “Self-explanatory and natural places” to the question about creating places. Some of the opinions of the administrators about the places enabling intergenerational learning are as follows.

Principal Mert says “Everything outside the job is plausible.” as an activity suggestion. Vice Principal İbrahim states his idea of creating activities as “We can focus intergenerational individuals to new developments by organizing seminars, meetings and social activities.” Vice Principal Elif’s stance is like this: “There must be mutual experiences. Picnics, trips, social and sports activities must be organized.” Another principal with alias Murat lists places where the master-apprentice relationship can be built; village rooms where conversations held, and places where people gather with their relatives, halls where local management organization meetings held and emphasizes that intergenerational space can be created.

The other sub-theme, activities, includes off-school activities along with the activities which can be organized within the workplace. At the end of the interviews with administrators organizing board and committee meetings, barbecue parties, knowledge sharing days, reminiscence programs, building projects, writing theater plays, assembling a choir, participating in art activities, working on case studies and doing home visits are utilized under this sub-theme. High school principal Irmak speaks of seminars, trips, panels and project works in the matter of creating intergenerational spaces. Another high school principal Yusuf suggests seminars, quiz shows and conferences as intergenerational activities. On the other hand, primary school principal Hüseyin gives the answer



of “Anything outside the work is possible.” and emphasizes that intergenerational interaction spaces can be most likely created by off-school activities. School Principal Eymen states that activities like meetings, home visits, charity sales, sports and art organizations, periodic educational local unity days can be organized. Preschool teacher Ömer works in a preschool as a vice principal and in his art themed talk, he speaks of creating intergenerational space with theater, painting, plays and sketches.

### Results of Creating Intergenerational Spaces according to Administrators

According to school administrators, creating intergenerational space results in a lot of positive outcomes for interpersonal interactions and organization. The table below includes the coded results of the interviews done with administrators.

**Table 3.** Results of Creating Intergenerational Spaces According to Administrators

Theme	Codes
Intergenerational Space Results	Development of school memory
	Cultural transmission
	Efficiency
	School success
	Development of school
	Getting to know different generations
	Positive school climate
	Intergenerational communication
	Intergenerational empathy
	Intergenerational learning
	Intergenerational harmony
	Intergenerational consolidation
	Intergenerational respect
	Intergenerational tolerance
	Intergenerational transfer
	Intergenerational understanding
	A constructive solution to intergenerational conflicts
	Intergenerational sensibility

As school administrators stated, creating intergenerational spaces helps educational institutions in aspects of development of school memory, cultural transmission, efficiency, school success, school development, getting to know different generations, positive school climate, communication, empathy, learning, harmony, consolidation, tolerance, respect, transfer, understanding, constructive solutions to intergenerational conflicts and makes great contributions to sustainability to these institutions. School administrators who participated in this study have supported this idea by their statements School principal Osman said: “Problem between generations will be minimized if they know each other better.” and by this statement he pointed out intergenerational empathy. Another principal, Murat states that “Intergenerational space provides information transfer.” Vice principal Yusuf evaluates results in a broad sense by using the expressions of “Tolerance, respect, cultural information transmission, conservation of customs and tradition, meritoriousness, removal of the feeling of being shamed”. Another notable opinion belongs to Principal Irmak. She says, “Creating intergenerational spaces will increase the prestige of the workplace and the success.” Pre-school principal Samet highlights the importance of strong intergenerational communication and high efficiency. One of the school principals, Hüseyin, compiles results as following: “Unity and solidarity spirit, team spirit.” and “To be held up as an example.” Vice Principal Elif states that by creating intergenerational spaces, employees will have the chance to work in an environment without generational conflict and they will be happy with what they are doing as a result. Vice principal İbrahim said: “Good intergenerational communication and sharing information will take away the disharmony. Through





effective communication, more information and experience will be shared,” and emphasizes the results and effects of creating intergenerational spaces. All the opinions shared by administrators indicate that the spaces where the generations gathered together for positive interactions will profit the educational institutions in many ways.

### Results, Conclusions and Recommendations

School administrator’s opinions about creating intergenerational space discussed under the main theme of “intergenerational space” and two sub-themes of “place” and “activities”. Interviews with school principals and vice principals show that the concept of intergenerational space is identified with activities. While some of the administrators talk about creating official and unofficial activity space, most of them induced using off-school options for intergenerational information transfer and learning. When the content of interviews is examined, it can be said that school administrators find natural and sincere environments fitting for the intergenerational learning and solidarity. Their choice of unofficial environments for intergenerational interactions supports that argument. In addition to this, school administrators talk about the positive outputs for the individuals and organization as a result of creating intergenerational spaces. In addition to creating a positive school climate and improving the school as an organization, there are many positive results like intergenerational learning and solidarity which will help the organization in micro and macro levels. On the other hand, one of the highlights is that none of the administrators have spoken about the online environment and activities while talking about intergenerational spaces and activities. When the typical characteristics of Baby Boomer Generation and Generation X are considered, it is known that they are not much affiliated to the Internet and technology; when Generation Y’s familiarity with these elements and ideas are taken into account, it would be expected to hear about virtual platforms as well. When the reasons why the participants did not favor virtual environment are investigated, it should be taken into account that participants might be unfamiliar with technology and Internet use.

Intergenerational space should be considered as a dynamic and growing concept, which should include diversity, and it has a vital importance for sustainable school organizations. In these spaces, intergenerational learning should be done not only in official ways but also in social spaces from daily life; such as homes, museums, workplaces and online virtual environments (Facer & Sandford, 2010; Harper, 2009). Creating dynamic, high-grade and efficient spaces that enable intergenerational interactions and encouraging individuals in the organization to use those spaces to ensure the quality of intergenerational learning and solidarity is necessary for sustainable school organizations.

Research has limitations due to the method used and work group and etc. For this reason, the findings of this qualitative research are not generalizable. However, they are important in the sense of thorough analysis of the subject. More generalizable research results can be achieved on this subject by designing studies like quantitative research design.

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**Adult Education Policies, Local Labour Market and Social Contexts of Young Adults: the Adult Education and Training Courses at the Crossroad of (un)Sustainable Public Policy Aims**

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**Abstract**

This article is an outcome of the research project YOUNG\_ADULLLT<sup>1</sup>. It aims at discussing opportunities and challenges local actors face when involved in Adult Education and Training Courses held in Portugal. This analysis is based on empirical data from semi-structured interviews and on thematic content analysis. Main axis of this discussion point out at a political character as this provision stress democratic aims. The second dimension at the governance level denotes weaknesses in public policies sustainability. A third dimension stresses the relation of these Courses to the life paths of the young adult learners facing social and professional exclusion.

**Keywords:** Adult Education and Training Courses, adult education, public policies young adult learners, public policies sustainability

**Introduction**

The project YOUNG\_ADULLLT aims at discussing European Union policies of lifelong learning. This project stresses policies directed at young adults (from 18 to 29 years old) at risk of social exclusion. It is directed at interpreting tensions lifelong learning policies reflect when combining aims of economic growth and social inclusion. It is also devoted at debating links among public provision, in what refers to guidelines and objectives, local labour market and a target-group representations on a specific offer, such as the Adult Education and Training Courses.

This project is based on cultural political economy theoretical approach. According to Jessop, cultural political economy emphasises the importance of semiotics, the scientific field that approaches signs or systems of signs in communication and the meaning these signs have in political and economic activities. In the articulation among economy, policy and culture, Jessop argues political economy and the state intervention. This author intends at linking concepts and analysis of critical semiotics and of critical political economy. This approach aims at a post-disciplinary discussion of capitalistic social formations (Jessop, 2010, p. 197).

Two other concepts include the theoretical apparatus such as governance. Governance is understood as forms of collective management of public policies that are produced by different civil society institutionalised mechanisms of self-regulation. It also considers the intervention of state institutions at the local, regional and national level (Benz & Papadopoulos, 2006). Another concept – life courses – refers to the impact these governance processes

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have in peoples' biographies. This impact is mediated by individuals and institutions. Following this concept, the discourses young adults formulated concerning a specific adult education offer are enlightened; these discourses can favour social adaptation or social transformation (Heinz, 1999).

### **Method**

This paper aims at discussing opportunities and challenges local authorities, educators-trainers and young adult learners of Adult Education and Training Courses (allowing a school diploma and a professional qualification) of the public network in Alentejo Litoral - the south West of Portugal – face (Ribeiro et al., 2018).

Empirical data discussed in this paper were the outcome of 10 semi-structured interviews (Amado & Ferreira, 2017) to local authorities, educators-trainers and young adult learners of Adult Education and Training Courses under development. Therefore, these data reflect social representations these local actors express. In terms of reliability and validity of data, data collection aims at representativeness of local actors representations in discourses on adult Education and Training Course.

These data were the object of content analysis (Bardin, 2009).

The Alentejo Litoral region was selected due to high levels of economic growth in last couple years. Even though, in this region still live high percentages of young adults in social vulnerability, owing to low school education levels and low professional qualification; additionally, this region faces important seasonal variations of employment as a result of most relevant economic sectors such as tourism.

### **Findings**

Since the Democratic Revolution in 1974 that adult education has been the object of public policies in Portugal. However, these policies have been characterised by intermittence and discontinuity (Lima, 2005), being part of electoral agendas of some political parties in some periods, and often being neglected in terms of policy intervention and public investment. This trend suffered an inversion from 2000 to 2011. During this period adult education was a relevant issue in political agenda. In terms of cultural political economy, it was possible to observe a strong link in discourses between economic growth, in the frame of the reconversion of the Portuguese economy towards globalisation, and the increase of school education levels as well as lifelong learning participation influenced by the European Union guidelines.

Within this context, Adult Education and Training Courses were established as an innovative public offer (Guimarães, 2011; among others). Framed by lifelong learning European Union guidelines, these Courses (allowing a school certification and a professional qualification) are based on two curricula components: an educational one and a vocational training one, as these offers involved specialised training directed at training medium qualified human resources. In terms of governance, these Courses are nationally-based as the very same offers can be found in several education and training settings in the whole country, but they can include variations in terms of contents approached, depending on characteristics of local labour markets.

These Courses are second-chance opportunities and have been very appreciated by local stakeholders and young adult learners. They represent a last chance to attend a vocational education and training offer and a very last opportunities to get a school diploma and a professional qualification. However, in governance terms, these Courses are included in a public policies denoting a lack of sustainability owing to a weak link between (national) education and training identification needs and effective local/regional labour market seasonal variations. In symbolic terms, young adult learners consider these Courses as a strong possibility of changing their live courses, changes wished and needed for a long time for some of them due to their social vulnerability condition (Lima & Guimarães, 2015).



### Results, Conclusions and Recommendations

Main analysis axis point out at several conclusions. The first, from a political nature, stress the fact that Adult Education and Training Courses keep the same aims on the basis of the establishment of this offer. Owing to the wide access requirements these Courses are an opportunity to promote the right to education and training and to favour equality of opportunities among individuals that some several kinds of reasons did not achieve compulsory education. Framed by policies aiming at promoting democracy of education and training these Course are considered by interviewees as a second (and in many cases the last) opportunity to conclude with success basic education school paths.

In spite of ambitious aims on which the Courses are based since 2000, stated in several policy discourses (both on a supranational – European Union – level and national one) and in discourses of local actors, such as the ones from young adult learners, at a regional and local level it is possible to observe a weak link among education and training needs identified by local authorities (such as the Institute of Employment and Vocational Education and Training) and the effective local opportunities of employment. This fact involves a lack of public policies sustainability such as the adult education and training one. This is the second analysis axis that we would like to stress in this article. The identification of education and training needs that justify the development of offers such as the Adult Education and Training Courses is made at a national level for the whole country by the use of the same methodological tools. After the needs of education and training identification, several education and training priority sectors are defined, being in some occasions considered regional variations of the labour market. However, when observed locally, these needs can change according to local and regional economic growth, following for instance seasonal ups and downs of labour market needs. For this reason several interviewees such as educators-trainers expresses their worries referring to these variations and the impact of these in a region in which young adult learners are more willing to attend education and training in winter when less employment can be found, but are not eager to attend Courses especially in spring and summer.

A third axis concerns the link of the Courses with young adult learners at risk of social and professional exclusion. These Course are considered a (last) chance for an effective change in life courses of young adult learners, These are individuals older than 18 years old, unemployed, without expectations of professional integration at a short term. Considering life courses of these individuals, these Courses include a professional, technical and practical component (besides the school education one) that is referred by young adults to be important. This professional component is even considered by young adult learners to be the easiest part of the Courses, because further away from school education curriculum, more abstract and theoretical.

Recommendations to public policies stress the importance in governance domain to establish public policies characterised by sustainability in order to reinforce the link between democratic policy aims, effective education, training and labour market needs and young adults life courses marked by school failure, discontinuity and lack of real expectations.

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## Obstacles of Leading in Intergenerational Learning in Terms of Corporate Sustainability

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### Abstract

The main purpose of this research is to determine what are the obstacles of leading in intergenerational learning in terms of corporate sustainability. Research has been made phenomenologically from the qualitative research methods. The study group of the research consists of sixty-one participant that has been determined by the maximum diversity technique from the objective sampling techniques. Much attention has been paid to examine employees from every level and every generation at the hierarchical structure of company while selecting the working groups. The data were collected through a semi-structured interview form and the content analysis method has been used for making the data analysis. As a result of the research it has been observed that the obstacles “to make leadership in generational learning” were gathered under three separate sub-themes: Personal Factors, Relational Factors and Administrative Factors.

**Keywords:** Sustainability, Generation, Leadership, Ageing workers, IGL learning, Workplace Learning.

### Introduction

Current developments in science and technology have affected organisation and administration theories. Within this developments, competition has risen in global markets. This intense competitiveness conditions lead to productive and high quality products being manufactured and have given birth to the notion of corporate sustainability. Corporate sustainability is satisfaction of the needs of businesses’ and the people who gain profit from the business’. In addition, corporate sustainability is adoption of business strategies and events which contribute to preservation and development of human and natural resources that businesses need in long term (Roca and Searcy, 2012:104). Today the businesses have agreed upon increasing new business models and learning outcomes of corporate sustainability as well as the necessity of making investments to future. (Tokgöz and Önce, 2001) Increasing competitiveness and the pushing terms of corporate sustainability have brought the consequence of human resources to have a more important role. The importance that human resources achieved, have changed the concept of “capital” in organisations. The physical “capital” have evolved into human power that analyzes and produces knowledge (Özkırarak and Dileyici, 2001). This advancements resulted in growing need of human power gradually within time (Uyanık, 2008). But the demographic changes in society have influenced and still keep influencing both human resource and the perspective of human resources.

In the course of history, the social population in the world has always varied depending on fertility, aging duration, average lifespan, employment and retirement age. These dynamic variables of the population structure affect the business life from different perspectives. According to the World Bank research, Turkey's infertility rate dropped from 6.3 percent in 1960 to 2.05 percent in 2015. The fertility rate has decreased at the rate of %307.32 since 1960 for this rapid decline. Also, the "World Project 2017" world population projection work, made by the United Nations, predicts that the fertility trend both in Turkey and in the world in the near future will decrease in a stable manner (TSI, 2013). Considering the TSI (2016) population statistics, we can see that the ratio of elderly population to country population in Turkey was 3.89% in 1935; it rose to 8.33% in the year of 2016. As it can be seen, the ratio of the elderly population to country population since 1935 increased by % 214.14, which means more than two times. According to the yearly future projections of the ratio of elderly population in Turkey and in the world, created with the information taken from the World Population Projection (UN-DESA, 2017) database



of United Nations, Department of Economic and Social Affairs, Population Division, it is predicted that the elderly population ratio in Turkey between 2020-2100 will continue to increase even more than the country's population, the estimated rate of 8.82% for the elderly population in the year 2020 will increase in 2100 by 3.7 times to a rate of % 32.64. In the same way, it is predicted that the worldwide elderly population rate of 9.36% in 2020 will increase by 2.4 times in the year 2100 to a rate of 22.49%. Starting from this point, it is predicted that there would be a significant increase in the rate of the elderly population towards the end of the 21st century here in Turkey just like in the world. When "Turkey Life Tables" works (TSI, 2015) were examined in another data related to the topic, in Turkey, 68.8 years of life expectancy at birth in 1994 increased to 76.3 in 2013, and this figure has increased by a total of 9.2 years in 21 years by increasing to 78 in 2015. As it can be seen, the average lifespan in Turkey increases with each passing day. As it can be seen, along with the improvements in the field of health and life quality, the average lifespan has increased, the fertility rate has decreased and an aging population has become inevitable. The concept of population aging means the elderly population ratio to surpass the young population ratio in the country (Mandıracıoğlu, 2010). Such changes in the demographic structure of the society have also affected the business life.

TUIK, The World Bank and The United Nations studies about demographic structure regarding from the past to present and future projections foresee that in the near future, Turkey and the world population will grow old and the average age will increase associated with the increasing lifetime average and the decreasing fertility rate. Studies on the subject in Europe show that the financial pressure of retirement funds and other social services related to retirement with the aging population is forced governments to raise their legal retirement ages (Ropes, 2014). This will infer the result of employing more elderly people in organization. Another problem comes to exist with the effort to keep the existing workforce as a result of the organizations failing to find a new source of labor with a declining fertility rate. Otherwise, while the profile of the employee is growing old and the employment of old workers will become a problem, making benefit of the ability of these people will be an another problem. Because current policies don't see as a valuable source that needs to be developed for old workers, even they support helping them to leave from the organization. Essentially, if the organizations protect their competitive advantages in the future, they will need to change current education and developed policies that except old employees. From the economic perspective, to invest in young employee is more logical than to invest in old employee thereby young people have more time for working. In addition, studies show that managers perceive old employee as unwilling for education and development. This stems from the idea of low return on investment but the important reason for older employee is that do not taking into account older employees' learning opportunities and methods and therefore are not motivated, designed unsuccessfully and inefficient existing of education program (Ropes, 2014).

Many countries have raised retiring age as a result of population aging. In this context, retiring age is increased to 65 in Turkey. Thus working at different ages from 18 to 65 age began to see in the workplace. Due to this differentiation in the demographic structure of the workplace, different generation of working human power layers were formed in the same workplaces. Organisations that want high level of efficiency from human sources in different generations started to care about differences of intergeneration with every generation working is valued and thought that the deficiencies will be compensated by the other generation.

The generation concept is defined as "a group of people born almost the same age who have similar problems due to the circumstances of their time in which they live, who share their destiny and who are obliged to similar responsibilities" in the Turkish Language Institute Dictionary (TDK, 2018). Chen (2010) mentioned displaying different behaviours from other generations while individuals display similar behaviours with belonging to generations; he referred to stem from every generation has own way characteristic and value judgement.

It is seen that generation studies, first carried out by Comte (1974) between 1830-1840, has been done in many different scientific fields, such as economics, demographics, politics, sociology and clinical psychology, recently



(Alwin, D.F., McCammon, Ryan, J., 2007; Biggs, S., 2007). It can be seen that generation gaps are emphasized in studies about personal characteristics, attitudes and behaviors (Twenge et al., 2010). In the relevant literature, it can be found that different generational classifications are done. In this study, a generational classification done by Hammill (2005) was taken as basis. Hammill (2005) talks about five different generations: traditional, baby boomer, X, Y and Z.

Traditional generation also known as silent generation was born between 1925-1945. Members of this generation, who have lived through 1929 great depression and Second World War in 1940's, are characterized by their easygoing, mature, work-oriented, thrifty and loyal attributes in general. When we look at the characteristics they show in business life, it is known that they are obedient to the management, loyal to the organization and the customers. Moreover, the most prominent work principle for this generation is "work above all" (Ropes and Ypsilanti, 2012).

Members of the Baby Boom Generation, who were born between 1946-1964, witnessed the Kennedy and M.L. King assassinations, Vietnam War, the first step on the Moon and the unstable years during which 1960 socialist revolution took place (Ropes and Ypsilanti, 2012). Growth, welfare, yearn for goods and services are predominant in this generation. Continuity in the present job, promotion, teamwork, flexible working conditions, self-improvement and success and, as a result of these, money and status are the priorities of the members of baby boomer generation (Toruntay, 2011). Members of the Baby Boomer Generation stand out from the crowd in the organization they work with their ambitious and workaholic characteristics (Bourne, 2009). Members of the Baby Boomer Generation, who keep working, can contribute significantly to the intergenerational learning (IGL) with their work experience by providing a consultation support to the new generations who are just begin their work life (Derehi and Toruntay, 2015).

Members X generation who were born between 1965-1980 witnessed the AIDS epidemic, oil shock, cold war, foundation of communication channels such as CNN and MTV (Ropes and Ypsilanti, 2012). Since the members of this generation lived in an environment where there are economic and financial uncertainties, great varieties and rapid changes occur, they are regarded as a generation grow in an environment without a tradition (Daloğlu, 2013). Members of X generations, being abstemious along with loyal in work life and sensitive against social incidents, are also opened to technological advancements because of being born in a period where rapid developments were achieved in technology (Findık, 2013). Labored X generation individuals, who are too smart, ambitious and self-reliant, are accused of being laziness due to care about the balance between life and work and not to be affected by increasing problems such as divorce, AIDS and crimes as a consequence of fast changes in their time. In fact, labored X generation individuals prefer to work just enough to be self-sufficient and to be loyal to the job than employer, by contrast with labored Baby Boomer Generation individuals who work continuously and prioritize the work over life. In addition, placing an importance on the quality of their life is the most significant characteristic of them (Polat et al. 2016).

Y generation is a generation that is consisted of individuals born between 1981-2000. This generation witnessed some important incidents such as internet, fall of the Iron Curtain and 9/11 Attacks (Ropes & Ypsilanti 2012). This generation, who has born in the beginning eras of the computer and mobile communication technologies, is the children of the world that is comfortable with technology, individualistic, free and moving towards globalization (Senbir, 2004). Labored Y generation individuals gave a new shape to the working life with the help of border-removing globalization and technology. Many studies on Y generation confirm this (Ringer & Garma, 2006; Jang, 2008; Alley, 2011; Barford et al., 2011; Leahy et al., 2011; Lourdes et al., 2011; Etlican, 2012; Shea, 2012; Adıgüzel et al., 2014; Yeşil & Fidan, 2017). Positive contribution to the changes in the world via their daily works is a highly regarded thought amongst the Y generation. Being courageous for innovative ideas and appreciated for their benefit to the workplace are almost a necessity in the work life for labored Y generation individuals (Keleş, 2011). Members of Y generation change their jobs constantly. This generation, who can access to the



technological skills easier than former generations (Gürbüz 2015, from Crumpacker & Crumpacker), is known as being bighead (Twenge & Campbell, 2008), against the authority, question aloud all the rules and the questions not discussed before (Chester 2002). Y generation individuals have a tendency to plan their careers and vocational developments on their own (Westerman & Yamamura, 2007).

Members of Z generation are born after 2001. Z generation, who is called with different names such as crystal generation, internet generation, e-generation, new silent generation, Google generation, .com generation and born into a digital world, will soon take place in labor force in concurrence with retirement of baby boomer generation. They are being raised by families whose educational level and social awareness are higher than other generations and in an environment where individuals are more supported in every field by social state and non-governmental organizations by virtue of social awareness. Members of Z generation are very familiar with the technology as they were born in an era where information technologies play role in every part of the life. To connect with others is vital and easy for Z generation who is very confident about using any type of information technologies such as voice, video or electronic technologies. According to Toruntay (2011), guesses about the members of Z generation shows that this generation has no bound to the brand and to the company they work, may not be eager and ambitious to anything, may give up easily because of get bored in a short span of time.

In our day, four generations work together, except Z generation. Watt (2009) examined the intergenerational gaps in terms of coherence, teamwork, balance and loyalty and found out that each generation perceives other generations differently in terms of rapport, manageability, teamwork, balance and loyalty. In case of generation members with different value, attribute and expectations, work together in the same organization, disagreements and conflicts can arise sometimes (Toruntay, 2011; Becerikli, 2013). Knowing this perception differences is important not only for managing the intergenerational gap related conflicts effectively but also for to take advantage of these type of conflicts.

Changes in demographic parameters over time in the organizations, in where human capital have an important role, force executives to rethink about how employees from different generations can contribute to each other's development. This leads to new solutions for intergenerational learning via organizing a range of new trainings such as intergenerational intra-organizational events, cohesion meetings, team works etc. (Ropes, 2014).

IGL is a beneficial process for both organization and employees through which new knowledge, ability and values are acquired from and developed between different generations. Tacit knowledge is transferred from one generation to another via IGL (Ropes, 2014). The most common example of IGL in organizations is guidance. This is done by matching an experienced employee with an inexperienced employee. Another examples used in IGL programs in organizations are one-to-one education and apprenticeship courses, multicultural groups consisted of different generations, team works and discussions lead by one or more elder employee, group guidance in which an elder employee guides a multi-generational working team (Spannring, 2008; EQUAL, 2007; Sherman, 2006). Moreover, younger employees can show new technologies to the elders via "counter intergenerational learning" method while elders can teach youngsters for other things in the workplace (Baily, 2009). IGL at work allow to reduce the prejudice about age, to expand communication networks, the development of loyalty, knowledge and skills (Ropes, 2013).

Conflicting environment, due to intergenerational differences in perception, sometimes can block the flow of information between generations. In addition, mostly IGL is often unplanned in the organizations and yet the benefits of it are not well understood. Leaders, who will improve the formal and informal relations within the organization and ensure that knowledge and experience is shared to create suitable environment and opportunities for learning, are needed in order to have an effective intergenerational learning in the organizations.



There have been many studies and definitions about leadership up until today. Thomas and Cheese (2005) says that leadership is having an ability to change or influence the behavior of the followers. A Leader is a person who primarily can mobilize other people, communication with them reciprocally and lead them to believe that s/he always supports them (Thomas and Cheese, 2005). Cook et al. (1997) describe the leadership as a process of guiding the followers, giving them energy, and attaching them willingly to the vision of the leader. In this context, intergenerational leadership in an organization with people from different generations is coordinating and influencing of members from all generations in order to achieve the leader's goals, despite their generational gaps. Of course, intergenerational learning is impossible without a leadership while difficulties in leading an intergenerational learning are obvious. Therefore, the aim of this study is to provide instructive approaches, for those who will lead intergenerational learning by means of identifying the obstacles for leading the learning from the employee's perspective, in order to develop and protect the human capital; which is an important condition for institutional sustainability. In this direction, it was asked to employees that what are the obstacles for leading the intergenerational learning in the workplace.

## **Method**

### **Study Design**

The study was design according to one of the qualitative study designs, phenomenology. Dey (1993) stated that qualitative study explains how past events are perceived and characterized by humans. Phenomenology design is focused on the facts about which we do not have detailed information even though we are aware of them, but sensed (Thunder and lightning, 2016). Possible obstacles for leading an intergenerational learning in the workplace are dealt with in this study in terms of phenomenology.

### **Study Group**

The study was carried out in a large-scale production facility in the Central District of Kocaeli. The reasons for choosing this company: a) The firm is active in Kocaeli, where is the Turkey's production base, for more than 40 years, b) the inclusion of several new technology production facility inside and c) includes employees of different ages. The company has seven separate production facilities and one training department responsible for training the employees working on those facilities. The company is organized in a hierarchical format; at the top, General Manager, under him/her the Coordinator and seven different Department Manager under the Coordinator, one Department Director under the each Department Manager, Field Directors under the Department Director, team leader under the Field Director and employees at the bottom. Thus, maximum diversity sample selection technique, from purpose sampling method, was used in the study. The idea here is to create a relatively small sample in order to reflect the diversity of the employees that might affect the results (Yıldırım & Şimşek, 2016). In order to ensure maximum diversity in the study group the study was carried out with 61 people with at least 1 person from each department: 12 X and 12 Y generation employees, 4 Baby Boom, 4 X and 4Y generation field directors, 5 X and 5 Baby Boom generation department directors, 2 X and 1 Y generation instructors.

### **Data Collection Tool**

The study data was collected via face-to-face interviews. Interviewing is the most commonly used data collection method in phenomenology studies (Yıldırım & Şimşek, 2016). During data collection, semi-structured interview form was used. In the first section of double-sectioned semi structured interview form, personal information of the participant was collected and in the second section, "What are the obstacles for leading the intergenerational learning" was asked in order to identify the obstacles for leading the intergenerational learning.

- Data Collection and Analysis: During data collection, the participants were informed about the study and the participants gave consent that the interview can be recorded in written form. In addition, it was told that the codes would be used instead of the participant's name ("Ç" for employees, "TL" for team leaders, "FD" for field directors, "DD" for department directors and "IN" for instructors). Interviews lasted about 30 minutes and recorded in written form.

Content analysis technique was used during the data analysis. In this technique, similar data, based on certain theme and concepts, are gathered up and organized in a meaningful order and then interpreted (Yıldırım & Şimşek,





2016). Content analysis is done in four steps: 1) labeling the data, 2) finding the themes 3) organization of the labels and themes and 4) identification and interpretation of findings.

## Findings

As a result of the study, the obstacles preventing the leadership of intergenerational learning in the workplace are grouped in three major themes: personal, relational and managerial factors.

As a result of the analysis, it was found that the first major theme of the obstacles for leading the intergenerational learning is personal factors. Personal factors are divided into twelve subthemes: seeing the knowledge and experience as a power, lack of job commitment motivation, self-righteousness, resistance to change, rashness, excessive self-confidence, inexperience, avoiding from personal development, blaming, taking an easy way out, differences in generation specific expectations and acceptance table 1).

**Table-1.** The Personal Factors Preventing the Leadership of Intergenerational Learning

Main Theme	Rank	Subtheme	Generation			Tot.
			BB	X	Y	
Personal Factors	1	Seeing the knowledge and experience as a power	7	5	11	23
	2	Lack of job commitment motivation	5	12	6	23
	3	Self-righteousness	2	10	7	19
	4	Resistance to change	5	7	4	16
	5	Rashness	2	2	2	6
	6	Excessive self-confidence		4	1	5
	7	Inexperience		2	1	3
	8	Avoiding from personal development		1	2	3
	9	Blaming		2		2
	10	Taking an easy way out		2		2
	11	Differences in generation specific expectations		2		2
	12	Acceptance		1		1

BB: Baby Boomer Generation

The first personal factor that prevent leading the Intergenerational learning is seeing knowledge and experience as a power. Participants expressed that experienced employees do not prefer to share their knowledge and experiences with others because they used them for their own personal interests. For example, one of the participants from the young generation (Y23, TL4) said that "older generations sees knowledge as a power and avoid sharing it. There have been times that I struggled a lot to learn from the masters of older generation especially in types of works that are based on hand skills and specific knowledge "; while a participant (BB7, DD9) from an older generation says that " An organizational culture must be established, where the knowledge transfer to the next generations is supported. People should know that knowledge sharing is a natural and positive thing. If someone thinks that he lose her/his power upon knowledge sharing, then the knowledge should not pass to next generation at all."

Second personal factor that prevents leading the intergenerational learning is lack of job commitment and motivation. The participants speak of that employees have a lack of job commitment and motivation because of not focusing on a certain purpose due to underdeveloped sense of belonging to the job and unwillingness to learn. In addition, participants says that lack of job commitment and motivation, because of unacceptable working conditions, such as work on foot, exerting excessive power during work, full time or work shift, for today's life standard, is an important obstacle for intergenerational learning standing. For example, one of the participants from older generation (X 13, TL6) says, "New generations get everything from their families while growing up. Their families support them in every way. They do not confront with their own failures. Their parents always solve



the problems they caused. When they start to work, their motivation decays in the first problem and their job commitments reduce. While another participant (x 2, FD2) expresses his/her opinion with the following words: "Life conditions of the youth of today is very well. Their families support them in all circumstances. They never had any trouble. Therefore, they care their social life more than their jobs. They do not know such fears as losing, being unemployed or not to make their living. They think that they somehow can live on. That's why they don't embrace their job." A participant (BB4, FD5) from even older generation told that new generations could connect to any part of the world via phone easily. They have a wider world. This fact reduces their sense of belonging. They felt limited and restricted when they got a job. Thus, their job commitment and consequently their motivation is lower than old generations. As such, they do not want to learn new things to improve themselves. As a result, intergenerational learning is affected negatively.

The third obstacle, belonging to the personal factors, for leading the intergenerational learning is self-righteousness. Participants said that their opinions are ignored, their questions are dodged, they are mocked about their questions or their ignorance and the errors are not accepted. For example, one of the participants (Y15, E9) of the young generation says that "older generations sometimes can give negative answers to our questions. They can belittle and make fun of us. Then, the new generations prefer trial and error method on their own for learning new stuff" while another (Y14, TL7) express himself/herself "older generations sometimes see their experience as a superiority. They can say, what do you know, what is your experience so you think you can make a comment. When this happens, we don't attempt neither learn something from them nor teach anything to them." One (X10, EG3) from older generations states that "Older generations see themselves as superior to others, and in many ways they think that they are the only one who knows everything. Therefore, others' opinions are not important for them and they do not listen. So, new generations who saw himself excluded and worthless do not want to learn something from the older generations."

The fourth personal factor that prevents leading intergenerational learning is resistance to change. Participants state that employees, who fail to keep face with rapidly changing technology and renewed systems, are resistant to change, and therefore they tend to refuse change and to retain their old habits. For example, one (Y21, TL10) of the younger generation participants says, "It's really hard to make the older generations to accept the differences and changes. Expressions, such as it has been like this forever, new tricks to old dogs, make it almost impossible to teach them new things." While another young generation participant (Y22, TL12) tells, "The older generations have embraced the traditional order so much that many new ideas we suggested are looked like either extraordinary or impossible for them. They are unwilling to listen to many new ideas and hence this situation prevents them to learn new things as well." Even an older generation participant (X27, Q19) indicates his opinion "Older generations keep their distance to new technologies. These new systems actually make life a lot easier, but the habit of doing things they know best prevent new things to be learned."

Rashness is the fifth of personal factors that prevent leading intergenerational learning. Participants pointed out that employees' desire for getting the output as soon as possible and hastening in teaching new stuff to employees are factors that prevent intergenerational learning. For example, one (A17, FD10) of the participants from young generation tells that "We are having serious troubles transferring knowledge and experience to new generations because of impatience of older generations to teach new generations immediately" while another participant (A20, E22) from young generation mentions that "the time allocated for education is insufficient. This issue is being hastened. An apprentice starts to work in the field without having all the skills that s/he has to learn from master. This leads to disappearance of some work-related nuances with time." One of the older generation participants (X10, EG3) express his idea "Most of the know-how, that should be learned from masters in very long time, become incomplete because new generations are hasty and for better or for worse wants to see the output." One of the participants (BB9, DD10) from even older generation express his/her opinion "Teaching new technology and systems to older generations should not be hurried. We need time. Because after a certain age, understanding the different things become more difficult."



The sixth of the personal factors that prevents leading intergenerational learning is excessive self-confidence. Participants states that intergenerational learning is negatively affected by excessively self-confident employee's tendency to insist on their knowledge in any topic and to refuse to learn things that do not fit into their rationale. For example, one of the younger generation participants (Q3, Q2) expresses his/her opinion "New generations have an extreme self-confidence. Instead of learning from a master, they think, they can do lots of things on their own. On such an occasion, many know-how cannot be transferred to new generations" while one (X4, TL1) of the older generation participants says "The fact that the new generation is too self-confident averts many things. The idea of 'somehow I can do it, it is OK' prevents their education and learning something." Again, another participant (X2, FD2) from older generation says, "The new generations are not concerned about their future due to unlimited family support. This leads to an excessive self-confidence. Therefore, they want to improve themselves on their own ways. In that case, they prefer learning on their own instead of learning from the master. So, they cannot learn many things that they need to learn, and they cannot transfer those things to new generations." Another former generation participant (X13, TL6) states, "Excessive self-confidence in the new generations can lead them to make new interpretations by experiencing instead of asking about things they do not know. For this reason, they are devoid of the experiences of older generations. As a result, the skills of the old generations do not flow into the new generations".

Inexperience is the seventh of the personal factors that prevents leading intergenerational learning. Participants indicates that lack of work experience and insufficient education and knowledge level have a negative impact on intergenerational learning. For example, one of the older generation participants (X13, TL6) says that in the past, people used to work in many factories before coming to this factory. In fact, we worked in many businesses in our summer vacation during childhood. Therefore, when we came to the factory, we already had a lot of hand skill and field knowledge for many jobs. The current generations come to factory from their computers at home. Naturally, it is very difficult to teach them something "while another old generation (X11, DD5) declares, "New generations do not have working experiences. Hence that makes it very difficult for them to learn something from older masters who have developed themselves well since their childhood." One of the new generation participants (Y4, Q3) told that "The vocational training and experience of new generations is inadequate. That is why it is really hard for us to learn something from the old".

Eight of the personal factors that prevent leading intergenerational learning is to avoid from personal development. Participants have explained that employees, who have secured their lives and have no concerns about their futures, avoid from personal development because of not caring about personal development. For example, one of the new generation participants (Y14, TL7) said that "Older generations don't have any future concerns anymore because they have guaranteed their lives. Because of this, they do not care about the things we told and do not make any effort to learn new things and improve themselves " while another new generation participant (Y1, EG2) expressed his opinion "Older generations are not as enthusiastic as the next generation to learn and to teach because their retirement is close." Even an older generation participant (X27, Q19) said "Older generations do not want to learn something new because they do not want to improve themselves. They are reluctant in this. So, we are having difficulty in transferring all the things we know to them."

Blaming is the ninth personal factors that prevents leading intergenerational learning. Participants told that employees, who do not accept their mistakes and constantly blame other people or system for mistakes, are devoid of older generations' experiences because of refusing or disregarding the necessary training. For example, one of the older generation participants (X3, DD1) "New generations constantly blame others or the system of any mistakes they make. Then, they refuse and do not accept the learning necessary for their development. This keeps them from learning something from the other generations" while another former generation participant (X4, EL1) told "Some new generations have a tendency for not seeing their own mistakes and constantly blaming others. It is difficult to teach people, who do not accept the mistake, so as to learn something from that mistake."



Taking an easy way out is the tenth of personal factors that prevents leading intergenerational learning. Participants stated that intergenerational learning is negatively affected because employees expect to gain the experience as a result of the fact that they can reach the knowledge very easily thanks to the development of information technologies nowadays and also can get whatever they want by means of constant family support. For example, one of the older generation participants (X4, EL1) told "New generations want to reach everything easily because of their way of growing and education system. The fact that the experience takes time leads to reluctance. They do not like this fact of business life as they get experience by just clicking on Google in their social life" while another former generation participant (X13, TL6) said " New generations do not suffer obtaining anything thanks to the way their families raise them. During the work, they want to obtain information and experience immediately like taking a pill. However, it is not easy to obtain experience; you need to make effort for it. However, knowledge and experience transfer is negatively affected for both teacher and learner due to the fact that new generations are taking easy way out."

The eleventh personal factor that prevents leading intergenerational learning is differences in generation specific expectations. Participants told that differentiation of their jobs, because of having different job expectations from each other, affects the learning between new and old generations. For example, one of the older generation participants (X28, E24) said that "New generations look for rapid career growth, constant change, new technologies, new concepts and new systems in their careers, while older generations look for a standard in which there is no status intricacy and no change. These different expectations affect intergenerational learning and teaching relationships in a negative way" while another older generation participants (X10, EG3) told "Older generations do not want to do something right away and see the results immediately, like new generations. They want to do a good job at once via being slow and cautious. For this reason, intergenerational expectation differences have a negative impact on their job and learning harmony."

The twelfth of the personal factors that prevent leading intergenerational learning is acceptance. A participant said that people who lose their job motivation and accept the present situation because of their troubles and become reluctant to learn new things for change and development affect the intergenerational learning negatively. An older generation participant (X21, FD7) spoke of the subject "Problems for all of the generations are that they refuse to be involved in learning by accepting the problems or bad things they faced. The idea of that's just the way it prevents the intergenerational learning."

Subtheme 2: Relational Factors: As a result of the analysis, it was found that the second major obstacle theme that prevents leading the intergenerational learning is relational factors. Relational factors is grouped under six subthemes: communication problems, conflicting environment due to generation gaps, being a poor role model or lack of role models, a lack of intergenerational respect, not being able to show empathy and intolerance, excessive discipline (table 2).

**Table-2.** The Relational Factors Preventing the Leadership of Intergenerational Learning

Main Theme	Rank	Subtheme	Generation			Tot.
			BB	X	Y	
Relational Factors	1	Communication problems	7	13	11	31
	2	Conflicting environment due to generation gaps	2	9	7	18
	3	A lack of intergenerational respect	2	6	3	11
	4	Not being able to show empathy and intolerance		2	2	4
	5	Excessive discipline	1	2	1	4
	6	Being a poor role model or lack of role models		1	1	2

BB: Baby Boomer Generation



Communication problems are the first relational factors that prevent leading intergenerational learning. Participants said that communication problems along with skeptic attitude and insecurity created by different communication preferences of generations, tendency to communicate only with their own generation, technology addiction and intergenerational prejudices, generated the communication-dependent obstacles for intergenerational learning. For example, one of the new generation participants (Y19, Q21) said "Usually the same generations spend time together at work and off-work. This strengthens the communication. As a result, lack of communication between generation cause insecurities, prejudices and thus a poorer relations. Therefore, different generations are having troubles while teaching something to one another. For example, I learned most of it from my own generation whereas a participant (X 13, TL6) from the older generations said "Unfortunately communication between generations is weak. We have known each other only as much as I know from Facebook, Instagram. That might block a warm environment at the work. Prejudices come into existence when there is no sincere relations between people. These prejudices also make people directionlessness for success, and people avoid learning from each other." Participant (BB9, DD10) from older generation told "New generations communicate through their phones on the hand. We do not use them. That is why our communication areas get lesser" the other (BB8, DD2) said "There's no communication between the new generations and old generations. This causes prejudices. It is thought that there is another underlying reason for the things we cannot learn as quickly as new generations. In fact, if our bond be stronger then they can understand us better and we can develop ourselves in learning." Another participant (BB7, DD9) said "People become more insecure and skeptical when they get older. This has an adverse impact on their communication with younger generation. When communication is damaged through time, it affects the quality of intergenerational learning."

Second relational factor that prevents leading intergenerational learning is conflict environment due to generation gaps. Participants said that conflicting environment that is caused by generation specific interest, value, culture and expectation differences, along with generational discrimination and differentiation of social lives cause generations to diverge from each other and common learning domains got narrower. For example, one of the new generation participants (Y15, E9) indicated "Old generations evaluate us according to the conditions of the time they had worked. For instance, my expectation for work is simpler production while my master wants to keep the things as they were. He is bothered even when I mention my ideas. Therefore, reciprocal knowledge transferring does not happen." whereas a participant (X 3, TL2) from the older generations said "Emotional intelligence is unfortunately low in people from old generations. They can be very inconsiderate and behave badly. They always want their wishes to be done smoothly no matter what the circumstances. They might not care about you being sick, feeling bad on that, having an economic, family related problems or your feelings upon their reactions. Good relations cannot be developed in that way. You cannot learn anything from them. For instance, one of the older generation participants (X28, E24) said that "New generations look for rapid career growth, constant change, new technologies, new concepts and new systems in their careers, while older generations look for a standard in which there is no status intricacy and no change. These different expectations affect intergenerational learning and teaching in a negative way." While other participant (X8, TL3) said "Cultural differences. Cultural differences between generations can cause disharmony in people. It can be very important for old generations to call and mention their wishes to an ill person while it is not for new generations. This can negatively affect reciprocal learning by ruining the relationships. Another participant (X 24, E15) told "It can cause serious problems that the generation gaps are not being well understood. In some cases, your reactions must be different to old generations from to new generations. For example, you should not say "do not let that happen again" to an old-generation employee if s/he is late to work. It is important for them to come to work early. You must ask him/her "Is there a serious problem?", otherwise, your relationship gets serious damage. However, a new-generation employee does not care about this." One (BB4, FD5) of older generation participants mentioned "Intergenerational discrimination creates conflicting environment. For instance, if you always appreciate practices of new generations and ignore old generations or react to everything new generations done on all occasions, there arise conflicting environment among generations. Intergenerational knowledge transfer cannot occur in this kind of conflicting environment."





Lack of intergenerational respect is the third relational factor that prevents leading intergenerational learning. Participants expressed that intergenerational learning is negatively affected by people not having a respect to other people and their work experiences. For example, one (Y19, E21) of the participants from young generation "For a successful education, people should respect to each other first of all. Unfortunately, the respect between the old and the new generations is decreased. Elders expect extreme respect due to their experiences while young ones do not respect them because of their computer knowledge, automation skills. This prevents both sides from teaching each other." While another participant (Y9, TL5) stated "Especially old generations do not respect the differences of new generations. They mock them. In this case, the mutual relationships are damaged and this collapses the necessary learning environment." A participant (X10, EG3) from old generation "Old generations expect respect from new generations. Because they grew up in an environment where the most important thing is respect. However, the new generation is a bit weak about respect in the way of being raised up. Therefore, conflict is inevitable when someone does not care about things that some others care a lot about. This leads old generation to deny their most precious thing, their experience to new generation" while another participant (X17, E14) said "Old generation endeavored a lot to gain their experience." In the past you do whatever the masters says and show great respect to your master in order achieve a skill. Now there is sufficient equipment and opportunity to learn something easily. However, new generations do not show respect to experience. Therefore, old generations do not want to teach them." A participant (BB5, FD6) from even an older generation said "Because older generations attach importance to experience, they do not pay attention to new generations' knowledge on technology, software, computer etc. and do not show respect them. On the other hand, new generations pay no attention to and respect to the elders' experience as they can reach the information easily. Then, it is impossible mention that both sides can learn something from the other."

Not being able to show empathy and intolerance is the fourth relational factor that prevents leading intergenerational learning. Participants said that they wander away from personal development and desire for specialization in work, and then desire for learning is diminished as a result of lack of understanding, tolerance and empathy along with being intolerant against the smallest mistakes. For instance, a participant (Y23, TL4) from young generation said "In some cases, mistakes of the young generations are not being tolerated. In fact, everyone can make mistake, if s/he is inexperienced. Elders have made many mistakes in their novitiates. Because of this lack of understanding, new generations alienate from the job immediately and stop improving themselves." While other participant (Y4, E3) said "It is very important for me that the person who teaches me should try to understand me. I avoid being in the same environment with those, let alone learning something from them, who does not try to understand me." A participant (X9, E5) from old generations told "Unfortunately there is not enough tolerance for new employees. They might meet with a reaction even for their smallest mistakes. They are not like us. By nature, they are too fragile and can alienate from the work. When they feel alienate, they see their work as a place where the money is earned. This stops developing and transferring their skills."

Excessive discipline is the fifth relational factor that prevents leading intergenerational learning. Participants said that being ultra-bossy, avoiding from flexibility and being oppressive about job extremely are the obstacles to the intergenerational learning. For example, a participant (Y12, E10) from young generation said "Old generations are raised up in a very disciplined environment and via strict master-apprentice relationship. And now, there are some people who wants to continue that. I could not be able to learn anything decent from these people. Because, I always ask my questions to those who listen and care about human affairs." While an old generation participant (X15, FD8) told "New generation is not used to see pressure because of their raising environment. They ran away from you whenever you oppress them. This become bigger issue for their learning." While even an older generation participant (BB4, FD5) said "In the past, our masters and managers were very authoritative. There was not even shadow of a flexibility. Work always came before individuals. There was no anthropocentric work systems that prioritize the job security, like today. People who was raised up in such an environment naturally can





approach to new generations in a more disciplined fashion. This situation leads new generations not to learn things from old generations."

Being a bad role model or lack of role models is the sixth relational factors that prevents leading intergenerational learning. Participants said that there are not enough role models in the business life and people who can be role models are not good role models. For example, a participant (Y3, E2) stated "Some of the people from old generations expect us to do things that they don't do. Role model is very important for me. The fact that the things being not performed by those who taught those things to me reduces my interest for teachings of these people in future. In such a circumstance, I choose self-learning path rather than learning from them." while a participant (X11, DD5) from old generation told " There is limited number of role models." We always tell new generations about difficulties of work in the past and how easy it is to work today and how lucky they are. We do not speak of standards, work ethics and how they should do their jobs. However, how much of things I mentioned we perform. It is an arguable thing. If we don't become good role models for young generations then we cannot expect them to learn stuff from us."

Subtheme 3: Managerial Factors: The third major obstacle to lead the intergenerational learning was found to be managerial factors, according to the results of the analysis. Managerial factors are divided into nine subthemes: heavy work load, unsatisfactory work designs/dislike of job, lack of intergenerational work field, unsuitable education plan, program and content for new generation, not being able to create equal opportunities, unfairness, inadequacy of instructor's competency, insufficient support or not being supported or encouraged by management, not rewarding, ignoring team work (Table 3).

**Table-3.** The Managerial Factors Preventing the Leadership of Intergenerational Learning

Main Theme	Rank	Subtheme	Generation			Tot.
			BB	X	Y	
Managerial Factors	1	Insufficient support or not being supported or encouraged by management	2	4	4	10
	2	Heavy work load		1	3	4
	3	Unsatisfactory work designs/dislike of job	1	1	1	3
	4	Inadequacy of instructor's competency	1	1	1	3
	5	Unsuitable education plan, program and content for new generation		2		2
	6	Not being able to create equal opportunities, unfairness		2		2
	7	Lack of intergenerational work field		1		1
	8	Not rewarding		1		1
	9	Ignoring team work			1	1

BB: Baby Boomer Generation

The first of the managerial factors that prevents leading intergenerational learning is insufficient support or encouragement of management. Participants said that intergenerational learning is negatively affected because of economic difficulties, not having instructive and encouraging activities, avoid giving responsibilities and fear of making mistakes. For example, one participant (Y7, E6) from new generation said "Generally it is refused to give responsibilities to new generations. In fact, young people are ready to overcome many problems. If you encourage people to succeed in certain things, then they will have a desire and demand for learning new and tough stuff. In my opinion the best intergenerational learning can be achieved via self-learning method with encouraged person's own desire." while another participant (Y6, EL11) said "Old generations have fear of making mistakes. This block them to learn stuff by doing new things. If old generations can be encouraged enough then they can overcome this fear and learn new things." An old generation participant (X11, DD5) said "Lots of personal development activities can be organized in order to enhance the employees' desire for learning and transfer their knowledge. Alternative innovation platforms, advertiser performance showrooms for today's technologies, technological learning methods



(3 dimensional, virtual reality-learning environment, etc.). However, these require huge financial power. Therefore, this kind of activities cannot be organized, unfortunately." While older generation participant (BB4, FD5) said "It is a huge handicap that the management does not pave the way for or not support it. First of all, management should always pave the way for intergenerational learning, employees should be encouraged towards it and managerial support should be available for anything."

Heavy workload is the second managerial factor that prevents leading intergenerational learning. Participants said that intergenerational learning is affected by heavy workload because employees only try to meet the current demands and leave learning and education activities aside due to heavy workload. For instance, a participant (Y4, E3) from new generations said "Because of heavy workload, I cannot focus on my personal development along with having difficulties in transferring much of my knowledge to the new and old generations along." While a participant (X1, E1) from old generation said "Demands more than expectation prevents intergenerational learning. I barely finish my own work most of the time. There are lots of things that I want to ask and show but there is no time for this. If I have some time during work, I can transfer most of my knowledge to others and have opportunity to ask questions on my mind."

The third of the managerial factors that prevent leading intergenerational learning is unsatisfactory job expectations/dislike of job. Participants told that working conditions such, as shift work, full time work, and physical power based work, according to present day technology and way of livings, cause dislike of job and in turn, this leads to lack of learning and teaching desire. For example, a young generation participant (Y12, E10) told "Present working conditions are not suitable for human life standard. We work on shifts and leave the work sometimes in the night and sometimes in the evening. We are unable to sleep mostly in order to adapt to the social life. Besides, we work on foot. We do not have a regular sleep and social life. Moreover, weekends are not enough for us to get some rest and be social. It feels like to be death going work, let alone learning or teaching something." While an old generation participant (X9, E5) mentioned "Young employees do not work physically, also they don't want to work on shifts as they care too much about their social lives. Therefore, they do not care about improving themselves or learning something as work is just a thing that finance their social life." An even older generation participant (BB3, FD12) stated "Some of the operations require physical strength, as this is in contrast with life style of the young people who spend most of their times with their computers, they do not work fondly. This situation makes them not want to gain experience in that operation. So, some of the experience do not pass to young generations."

Incompetency of instructors is the fourth managerial factor that prevents leading intergenerational learning. Participants said that the fact that the instructor did not have sufficient knowledge and information about the work s/he taught was an obstacle to the intergenerational learning. For instance, a participant (Y20, E22) said "Whatever the topic is, I always check that whether the instructor is competent or not about the work. If s/he is not, I lose my belief for both education and instructor. My learning desire declines." While a participant (X9, E5) told "If the instructors does not have sufficient ability for the education s/he gives, then the effort that the learner put in order to get the instruction reduces along with that the learner will not get what s/he should get." An even older generation participant (BB2, DD4) said "If the instructor is not well equipped then the learner will not show respect. The learners will not get the things s/he wanted to teach them in her/his own way. Must-learn things always be short."

The fifth managerial factor that prevents leading intergenerational learning is unsuitable education plan, program and content for new generation. Participants said that education plan, program, content and materials are not suitable for new generation and this affects intergenerational learning negatively. For instance, one (X28, E24) of old generation participants said "The educations are not suitable for new generations. Education materials that are suitable for new generation should be used. Education materials, that are mostly visualized and based on computers and virtual simulations, should be developed." while another participant (X18, E4) said "It is a huge handicap for



transferring knowledge and for learning that not having an education plan, program and content suitable for new generation."

Unfairness and not being able to create equal opportunities are the sixth managerial factors that prevent leading intergenerational learning. Participants told that unfair approaches, such as not caring about qualification and not creating equal opportunities, were the obstacles to the intergenerational learning. For example, one participant (X12, E12) from old generations said "The fact that giving power to those who are family or close rather than giving job to competent person causes to lose know-how in competent employees", while another one (X1, E1) said "If equal opportunities are not created for those who would like to show her/his ability by ignoring them or favor some people over others, then people will avoid learning, teaching and even working."

Lack of intergenerational work field is the seventh managerial factors that prevents leading intergenerational learning. An old generation participant (X10, EG3) stated "There is no collaborative work field for old and news. If generations do not learn to work together, learn together and teach other, then the experiences get lost with retirement."

Not rewarding is the eight managerial factors that prevents leading intergenerational learning. An old generation participant (X12, E12) said that about this issue "Rewarding the success is like recharging the people. A task was assigned and you finished it successfully. However, you ran out of your energy, now if they reward you because of this success, the reward will double your energy and you are motivated for new success and start asking, researching and learning new things. But if your success is not rewarded then your energy, that is necessary to learn, research and improve yourself, has already been finished."

Ignoring teamwork is the ninth managerial factor that prevents leading intergenerational learning. A new generation participant (X12, E12) said "Teamwork should be coded into the DNA of a business. People learn working together, teaching each other and learning from each other thanks to teamwork. The most natural way of intergenerational knowledge transfer occur via teamwork. If there is no habit of teamwork in a business then that business is devoid of the most natural way of intergenerational learning opportunity."

### **Conclusion, Discussion and Suggestions**

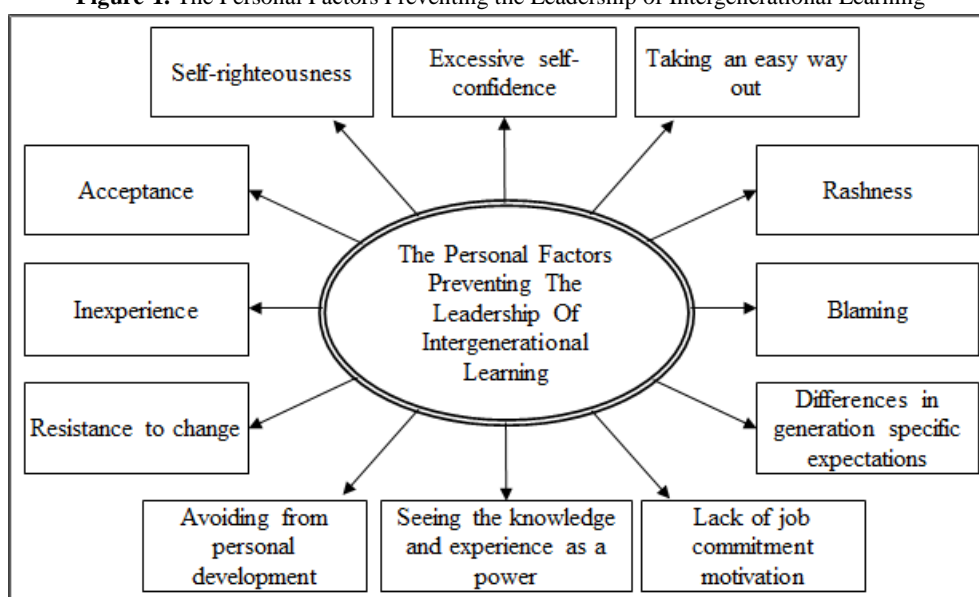
In this study, it is tried to define the obstacles that prevents leading intergenerational learning in terms of institutional sustainability. This study confirms that there are some obstacles that prevents leading intergenerational learning. It is important to know the obstacle that prevents leading intergenerational learning in order to improve the quality of intergenerational learning.

If we look at the literature related to intergenerational learning obstacles in general, it can be seen that reasons such as age discrimination (Orzea & Bratianu, 2012); stereotypes and prejudice about different generations (Ropes, 2011b; 2012; 2013); preference of within generation communication and interaction rather than between generations (McGuire et. al., 2007; Ropes 2012); conflicts of generations because of difference in attitudes and manners of different generations (Reingards Spannring University, 2008); youngs think that they are misunderstood and on the contrary elders think that they are forgotten and ignored (Orzea & Bratianu, 2012); are mentioned. In a research carried out with teachers to define the obstacles to the intergenerational learning Polat and Çiçek (2015) pointed out that different generations have different reasons. It was stated in the study that obstacles for teachers learn from each others are "unwillingness of development/learning, differences in educational perspective, age bias (belittling or underrating), refusal of deficiencies, learning the common use of internet, change of resources, lack of confidence for colleagues, troubles on communicating with other generations, differences in experience, fixed ideas/conventionality, differences in university education, much more within-generation communications, youngs being reluctant to communicate with, not being open to criticism and suggestions, differences in upbringing, reluctance on helping to young colleagues, fewness of social



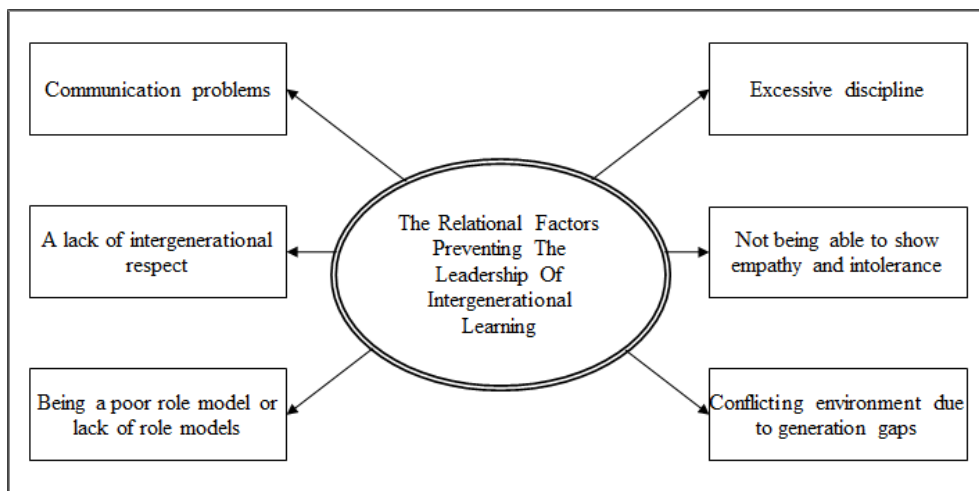
activities/collaborations in the school, age-related-grouping in big schools, limited time in school, ignoring vocational development due to living conditions, refusal of intergenerational differences." However, this study focuses on the obstacles to the leader in order to help different generations to learn from each other. As a result, it was found that obstacles that prevents leading intergenerational learning are grouped in three theme: personal, relational, managerial. In the study, participants told that personal factors are the principal obstacles that prevent leading intergenerational learning. Personal factors that prevent leading intergenerational learning is divided into twelve subthemes: self-righteousness, excessive self-confidence, seeing the knowledge and experience as a power, rashness, resistance to change, inexperience, lack of job commitment and motivation, blaming, taking an easy way out, differences in generation specific expectations, avoiding from personal development and acceptance. Personal factors that prevents leading intergenerational learning are given in Figure-1.

**Figure-1.** The Personal Factors Preventing the Leadership of Intergenerational Learning



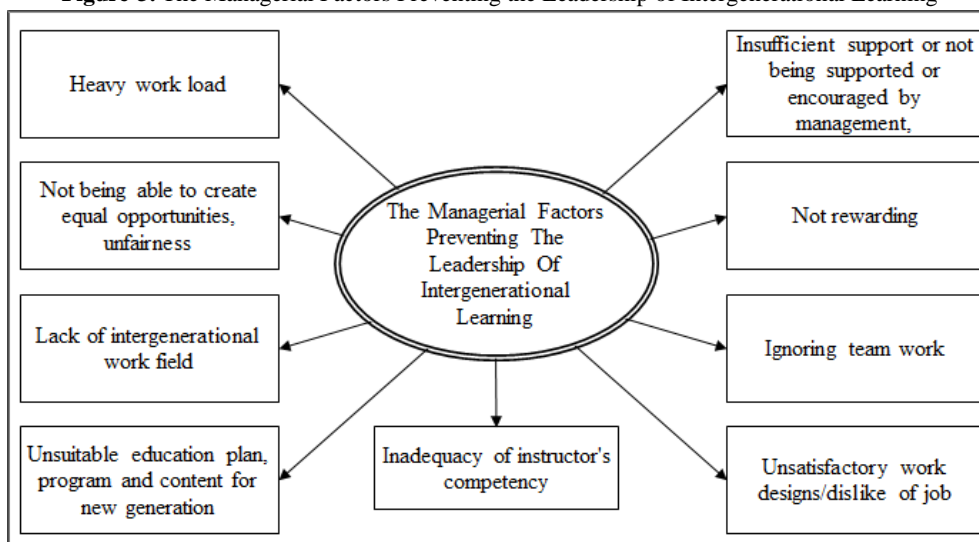
Participants said that another obstacle to lead the intergenerational learning is problems caused by intergenerational relations. An insecure environment and prejudice caused by communication problems seem as a serious problem in the relational aspect of intergenerational learning. This supports the perspective of Kalling (2003) who said that there must be a positive rapport between the source and recipient during learning. Çavuşgil et al. (2003) stated that a successful knowledge transfer required a close and open-minded work relations. McNichols (2010) investigated the knowledge acquisition strategies of X generation space engineers' in order to get knowledge from Baby Boomer generation in a company that supplies advanced aeronautics and industrial products in the United States and in that study, participants pointed out the importance of the relation between the instructors and learners. In the research on Y generation by Ruddick G. (2009), it was found that if leaders built confidence in their relations with colleagues help, then intergenerational learning would be positively affected. In this study, communication problems, conflicting environment due to generation gaps, being bad role model or limited number of good role models, lack of intergenerational respect, not being able to show empathy and intolerance and excessive discipline are found to be the relational factors that prevent leading intergenerational learning. Relational factors that prevents leading intergenerational learning are given in Figure-2.

**Figure-2.** The Relational Factors Preventing the Leadership of Intergenerational Learning



Participants mentioned that the last obstacle to lead the intergenerational learning was managerial factors. It was emphasized in the research of McNichols (2010) that "encouragement of management" is important in intergenerational learning. In this study, it was found that some of the obstacles to lead the intergenerational learning are caused by management structure of organization. Heavy work load, unsatisfactory work expectations, dislike of job, lack of field in intergenerational work, unsuitable education plan, program and content for new generations, not creating equal opportunities, unfairness, incompetency of the instructor, insufficient support or being unsupported/encouraged by management, not rewarding, ignoring teamwork are seem to be the managerial factors that prevent leading intergenerational learning. Managerial factors that prevents leading intergenerational learning are given in Figure-3.

**Figure-3.** The Managerial Factors Preventing the Leadership of Intergenerational Learning



Small sample size could be the methodological limitation of the study. However, it is possible to get valid results with small sample sizes in qualitative studies. For example, Taks (2015) in his/her study that during seventh interview data saturation was reached and it was confirmed after 11th interview. In addition, data collection from participants in the form of written answers and interviews can be seen as a limitation as participants are most likely to state the catchiest experiences of themselves and have a tendency to give responses that are socially more appropriate in order to create a good image of themselves (Van de Mortel, 2008). In addition to this, choosing a



company that is active for more than 40 years in Turkey's production center with its advanced human resource experience and significant human resource development policies may cause bias in the dataset. Another limitation is about the basic production concept. In this study, we used a chronological generation description. In addition to this experienced worker, who has starts to a new work because of change in status, department or job, can feel "new", in fact a younger and more inexperienced worker from this new job may have more experience. Therefore, in future studies working year in the work should be taken into account.

We believe that intergenerational learning is an important learning opportunity for employees belonging different generations. New competency level, that will be emerged as a combination of old generations' experiences and young generations' familiarity with especially technology in today's environment where fourth industrial revolution spreads rapidly, will definitely reduce the problems of digitalized employment market in where population and labor force grow old rapidly. In conclusion, having difficulties in reaching the knowledge, insufficient channels of personal development, not knowing the generation gaps, conflicts between traditional approaches and change movements created by technological developments, troubles in communication, new living conditions, balance between work-life, career expectations, mismatch between level of education/experience and work designs are the personal, relational and managerial obstacles we confront in leading intergenerational learning. If people who lead the intergenerational learning know these obstacles, then it will have a positive contribution to the organizations that ensure the institutional sustainability by increasing the labor force continuity and efficiency in today's world.

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## Education and Decline of Cognitive Abilities in Late Adulthood

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### Abstract

Maintained and good functioning of cognitive processes is the important factor for healthy aging and the independent functioning of the elderly in society. The study tests cognitive abilities in a sample of 200 urban environmental respondents in ages ranging from 50 to 69 years divided into four age groups: 50 – 54. 55 – 59, 60 – 64. 65 – 69 in the framework of the city research project about the health habits of inhabitants. For data analysis, the three-level measurements of the Woodcock-Johnson Tests of Cognitive Abilities International Edition were used measured by Full Scale of Intelligence and three clusters: Verbal Abilities, Thinking Abilities and Cognitive Efficiency. The three-factor ANOVA, Spearman correlation test, linear regression and *t*-test were performed. The most statistically significant decline in the cognitive ability was found in the segment of vocational education in the verbal and fluid thinking abilities. For the higher education segment, the decline in cognitive abilities was reflected in cognitive efficiency cluster, in the capacity of the temporary working memory. Basic education segment demonstrated not statistically significant decline. Studies show that certain cognitive abilities can be trained and thus delay the aging process. Training and education are one of the important factors preventing the aging of cognitive processes.

**Keywords:** Education, Cognitive Abilities, Decline, Late Adulthood.

### Introduction

According to data Eurostat, the population structure of the European Union varies and grows among the elderly, at the beginning year 2010, the European Union had 87 million people over the age of 65, accounting for 17% of the total population. In 2017, nearly one fifth (19%) of the EU population was aged 65 and over. Estimates show that by the year 2080 more than 80 years old, the population will double and reach 13% of the total population.

Maintained and good functioning of cognitive processes is an important factor for healthy aging and the independent functioning of the elderly in society. Data from worldwide studies show that age-related cognitive abilities are positively related to human social behavior and social functioning. Older people with a higher level of management ability and full cognitive ability measurements showed more adaptive social functioning abilities (Hanry, Hippel & Baynes, 2009). Studies have found that age-related fluid genetic abatement is positively associated with changes in processing speed, while decreasing the processing speed is positively associated with changes in temporal memory (Ferrer & McArdle, 2003, 2004). The primary component of cognitive aging is the perceptual slowdown as a fundamental phenomenon in an aging process that is not influenced by cultural factors (Finkel, Reynolds, McArdle, & Pedersen, 2007, Lindenberger, 2001). Studies in cross-sectional age groups show that all widely measured cognitive abilities are basically consistent with a generalized curve that increases to a certain age but then drops (Aartsen et al., 2002; McArdle et al., 2002). However, despite some deterioration and decline in some processes, other studies indicate that activity in the individual cerebrospinal regions by age is increasing. Based on these discoveries, aging theories are developed in which the process of cognitive aging is considered integrative, that is, in the event of negative changes



in one base structure, they can compensate for the structure of another part, thus using other neural circulatory paths, in order to perform certain cognitive tasks, thus providing an adequate level of ability to perform different types of cognitive tasks (Park & Reuter-Lorenz, 2009). The common tendency is emerging that activity of older people and scientific interest about this group is increasing.

## Method

This quantitative study was conducted in the framework of the city research project about the health habits of inhabitants in which the assessment of elderly's cognitive abilities was performed. The participants of the study (N = 200) were divided by age ranges from 50 to 54, from 55 to 59, from 60 to 64, and from 65 to 69 years. When selecting a sample, gender, educational level and economic status of the defined age group were taken into account in proportion with the population structure of the city. The obtained coefficients were multiplied by the size of the sub-sample, which determined the number of representatives of the corresponding subgroup in each age group. The distribution of respondents by the level of education is demonstrated in Table 1.

**Table 1.** Breakdown of the research sample by the level of education

Age	50-54		55-59		60-64		65-69	
Education	Male	Female	Male	Female	Male	Female	Male	Female
Higher Education	6	11	7	11	7	10	6	9
Vocational Secondary Education	9	11	8	11	7	11	6	10
Basic Secondary Education	6	6	5	6	5	7	4	10
Basic Education	1	0	1	1	1	2	2	3
Total	22	28	21	29	20	30	18	32

For data analysis, the three-level measurements of the Woodcock-Johnson Tests of Cognitive Abilities International Edition (WJ COG IE) were used measured by Full Scale of Intelligence and three clusters: Verbal Abilities, Thinking Abilities and Cognitive Efficiency. The indicators of the Full Scale of Intellectual Abilities are the result of a combination of the verbal ability, thinking ability cluster and cognitive efficiency clusters. In the course of the study data processing, W values were used - a specific shift of standard scale for research purposes (Wright & Stone, 1996). The three-factor ANOVA (4 x 3 x 2) analysis with  $p < 0.05$ , Spearman correlation test, linear regression curve analysis and  $t$ -test were performed.

## Findings

The results of the ANOVA (age x gender x education) indicated statistically significant effect of age,  $F(2, 197) = 2.734$ ,  $p < 0.01$ ,  $\eta^2 = 0.000$  and education  $F(2, 197) = 2.584$ ,  $p < 0.01$ ,  $\eta^2 = 0.000$  and no statistically significant effect of gender  $F(2, 197) = 0.254$ ,  $p < 0.01$ ,  $\eta^2 = 0.195$  in association with the Full Scale of Intelligence. Age and education had statistically significant effect on all cognitive ability clusters: on Verbal Abilities (VA) age,  $F(2, 197) = 2.367$ ,  $p < 0.01$ ,  $\eta^2 = 0.000$ , education,  $F(2, 197) = 2.647$ ,  $p < 0.01$ ,  $\eta^2 = 0.000$ ; on Thinking Abilities (TA), age  $F(2, 197) = 2.161$ ,  $p < 0.01$ ,  $\eta^2 = 0.000$ , education  $F(2, 197) = 1.872$ ,  $p < 0.01$ ,  $\eta^2 = 0.001$ ; on Cognitive Efficacy (KE), age  $F(2, 197) = 2.211$ ,  $p < 0.01$ ,  $\eta^2 = 0.000$ , education  $F(2, 197) = 2.767$ ,  $p < 0.01$ ,  $\eta^2 = 0.000$ . Gender was statistically



significant effect on Verbal Abilities (VA),  $F(2, 197) = 161, p < 0.01, \eta^2 = 0.001$ . Table 2 demonstrates how the mean values of human intellectual abilities (FS) and the mean values of all WJ COG IE clusters decrease with the age.

**Table 2.** Mean and standard deviations for WJ COG IE cognitive ability clusters in age and education groups

Age	Education	N	Full Scale		Verbal Abilities		Thinking Abilities		Cognitive Effic.	
			M	SD	M	SD	M	SD	M	SD
50 - 54	Basic	12	512.90	12.60	526.50	17.29	503.10	11.54	509.12	17.97
	Vocational	20	523.77	9.10	539.15	13.24	511.78	8.57	520.37	24.88
	Higher	18	527.99	10.08	540.83	14.17	513.05	10.35	530.08	15.69
55 - 59	Basic	14	515.67	9.56	529.57	22.58	505.16	7.54	512.28	18.35
	Vocational	18	515.13	9.13	528.50	18.13	508.18	8.79	508.72	27.27
	Higher	18	526.59	6.97	537.67	19.44	512.56	10.36	529.55	17.91
60 - 64	Basic	13	513.80	8.81	529.92	20.39	501.98	5.39	509.50	20.59
	Vocational	17	517.19	9.20	529.94	9.51	503.29	8.40	518.35	14.25
	Higher	20	524.72	14.17	542.20	15.35	508.22	7.32	523.75	12.71
65 - 69	Basic	20	508.34	9.05	517.70	15.62	502.10	5.58	505.22	45.09
	Vocational	16	514.06	9.85	527.50	17.41	502.93	9.30	511.75	16.23
	Higher	14	518.98	12.73	538.86	18.91	506.98	16.32	510.39	40.31
Total	Basic	59	512.21	9.92	525.00	19.143	503.00	7.47	508.63	29.96
	Vocational	71	517.81	9.70	531.62	15.377	506.84	9.35	514.99	21.79
	Higher	70	524.98	11.34	540.01	16.679	510.38	11.06	524.20	23.36

The results indicated that in this sample of age groups: 50 - 54; 55 - 59; 60 - 64; 65 - 69 the level of education has an average statistically significant correlation ( $r = 0.33 - 0.37, p < 0.01$ ) with all WJ COG IE clusters. The lowest correlation with educational level was the cognitive efficiency cluster ( $r = 0.30, p < 0.01$ ) and the highest correlation with the level of education was in the verbal ability cluster ( $r = 0.33, p < 0.01$ ) and with the total scale of intellectual abilities in general ( $r = 0.37, p < 0.01$ ). The results are shown in Table 3.

**Table 3.** Correlation coefficients between education level and WJ COG IE cluster values in age groups

Age	Full Scale	Verbal Abilities	Thinking Abilities	Cognitive Efficiency
50 - 54	0.37**	0.29*	0.31*	0.41*
55 - 59	0.25	0.10	0.28*	0.37**
60 - 64	0.41**	0.39*	0.38*	0.26
65 - 69	0.25	0.52**	0.26	0.08

N = 200, \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

Analysis of the linear regression curve shows that the greatest statistically significant decline in the cognitive ability curve appears in the vocational secondary education segment: in Full-Scale  $\beta = -2.8$ , Verbal Abilities  $\beta = -3.48$ , Thinking Abilities  $\beta = -3.18$  and higher education in the segment of Cognitive Efficiency  $\beta = -6.18$ . Analyses of the separate measurements of the narrow cognitive ability processes in each cluster, it was found that in the higher education segment this decline was statistically significant in the short-term work memory process  $\beta = -7.62$ , while in the vocational secondary education segment it was long-term memory, visual-spatial thinking, auditory processing





and fluid thinking processes. The greatest drop was observed on the fluidity scale  $\beta = -5.36$ . In the basic education segment, the decline in cognitive abilities was not statistically significant. The results of the linear regression analyses are demonstrated in Table 4.

**Table 4.** The linear regression analyses of WJ COG IE clusters in the age range 50 - 69 for three levels of education

Education	WJ COG IE clusters	Difference	R <sup>2</sup>	$\beta$
Basic	Full Scale	4.56	0.02	-1.86
	Verbal Abilities	8.80	0.04	-3.22
	Thinking Abilities	1.00	0.01	-0.66
	Cognitive Efficiency	3.90	0.01	-1.71
Vocational	Full Scale	9.70	0.06	-2.80*
	Verbal Abilities	11.65	0.06	-3.48*
	Thinking Abilities	8.49	0.05	-3.18**
	Cognitive Efficiency	8.62	0.01	-1.73
Higher	Full Scale	9.00	0.04	-2.73
	Verbal Abilities	1.97	0.00	-0.04
	Thinking Abilities	6.07	0.05	-2.28
	Cognitive Efficiency	19.69	0.08	-6.18**

N = 200, \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

### Results, Conclusions and Recommendations

The education level in this sample had a moderate statistically significant correlation with all WJ COG IE clusters. The highest correlation with the level of education was in the cluster of verbal abilities and in full scale of intelligence measurement. People with lower levels of education indicated lower average values of WJ COG IE test measurements. The most statistically significant decline of the cognitive ability curve was observed in the segment of vocational secondary education segment in the verbal and thinking abilities. The results suggest that people with vocational secondary education in aging processes may experience more difficulties in abstract thinking and non-routine problems. For people with higher education, the decline in cognitive ability was reflected in the cognitive efficiency cluster which manifested in the limited capacity of temporary working memory at the latest age. The theory suggests that the reduction of working memory is one of the most typical signs of cognitive aging and a higher level of education delays cognitive aging processes (Ferrer et al., 2004). In the basic education segment, the decline in cognitive abilities is not considered statistically significant as on average there are evenly low averages in all age stages.

As the underlying foundation, the dynamics observed in this study correspond to the theoretical concepts that consider the perceptual slowdown as a component of the primary cognitive aging as a fundamental phenomenon in an aging process that is not influenced by cultural factors and is a leading indicator of aging changes in memory and spatial abilities, but not in verbal abilities (Finkel, Reynolds, McArdle & Pedersen. 2007; Lindenberger, 2001). In view of the results of the research it is recommended that people of appropriate ages provide the appropriate spheres of activity and self-expression to their specific cognitive abilities in order not to upset the self-esteem that might occur if they have to perform the routine tasks that he or she can no longer perform as well as before in his life. Studies show that certain cognitive abilities can be trained and thus delay the aging process. Training and education are one of the important factors preventing the aging of cognitive processes.



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## Long-Term Effect of Idea-Generation Workshop on University Students' Creative Thinking Competencies

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### Abstract

This paper report an extension study to identify the long term effect of the idea generation workshop on university students' creativity. The study involved the use of idea generation workshop carried out for 20 hours in three days as an intervention on 79 university students. The participants in the experimental group were tested three times on their creativity: i) pre-test (before intervention), ii) post-test (after intervention) and, iii) delayed post-test (six months after intervention). Students' creativity was measured using an instrument adapted from Guilford Alternates Uses. The results show that there are differences in all the four components of creativity between pre-test and post-test scores and between pre-test and delayed post-test scores with post-test and delayed post test scores are greater than the pre-test scores. The findings support the hypothesis that using metacognitive strategies that makes the thinking process explicit and visible to students contribute to the positive long term effect on the student's creative thinking competencies.

**Keywords:** Creativity, Divergent Thinking, Experimental study, University Students

### Introduction

Developing creative thinking skills is an important goal of education today. Creative thinking has been identified as one of the key skills in the 21st century that must be explored and mastered by graduates before entering the world of work. Creativity is generally defined as the ability to create something new, something that is not exist before (Rugurio, 2004). Previously it is often associated with art and music which tend to be perceived as a talent or a gift to a few. Now creativity is viewed in a larger context that are associated with innovations, creation and invention. It comes together with a more positive view that suggest creativity is not an innate skill but can be trained.

Past researchers have agreed that individual creative potentials can be enhanced through training (Sannomiya & Yamaguchi, 2016; Ahmad, Ismail, Salaheldin & Adel, 2016; Karpova, Marcketti & Barker, 2011). Review on the literature shows that various techniques and approaches have been practiced to enhance creativity in the previous studies, among them is a training approach that focuses on divergent thinking to generate creative ideas (Runco & Acar, 2012; Baer, 1994; Runco, 1986; Yamada & Nagai, 2015 ; Doron, 2017) as a mean to develop individual creative potential. Divergent thinking refers to the ability to generate many ideas, the capacity to generate an extraordinary (out of the box) idea, and the capacity to generate various categories or types of ideas (Runco, 1986, Yamada & Nagai, 2015). Although some scholars argue that divergent thinking is not the same as creative thinking, however, some psychometric research suggest that the test of divergent thinking can be an indicator for creative thinking skills (Runco & Acar, 2012). In the context of training for creativity, the production of ideas in divergent thinking is aimed to expand the perspective of thinking and avoiding narrow solution to a problem. It is expected that developing divergent thinking skills will enhance individual creative potential.



The review of previous studies shows that many studies on creative training have been conducted but the main question in this study is whether the training have a long-term effect on students' creative competencies. Most previous studies reported the effects of short-term interventions by measuring creativity before and shortly after the intervention. Not many studies report the long-term effects of the training. It is therefore important to identify characteristics of interventions that may have a long-term impact on the creativity of the students. This paper discusses the use of metacognitive strategies in learning the appropriate techniques and tools to enhance the creative thinking of students. It is anticipated that the use of explicit strategies will enhance the creative effectiveness of the students in the long run. Based on the definition of creativity proposed by Torrance (1962) and Guilford (1973), the current study focuses on the development of an important thinking skill in developing student creativity i.e. divergent thinking skills.

### **Method**

This study employed a quasi-experimental pretest-posttest non-equivalent control group design to identify the effect of the training. The sample of the study involved second year students in one public university in Malaysia. A total of 150 students were involved in the study (79 students in the experimental group and 71 in the control group). Students in the experimental group underwent 12 training sessions which were conducted for 20 hours over three days. Pre-tests were administered to both groups before the intervention was conducted. After the session concluded, the post-test was administered. The participants in the experimental group were tested again six months after the intervention. The purpose of the delayed post-test is to identify the long-term effects of the intervention on the student's creative competencies.

The instrument used in this research is adapted from Guilford Alternative Uses (GAU) test to measure student's creativity. The measurement is in accordance to definition by Guilford (1950, 1973) and Torrance (1962) that creativity is made up of four thinking dimensions i.e. fluency, flexibility, elaboration and originality. This instrument is considered as a reliable indicator of creative potential (Runco & Jaeger, 2012). It requires respondents to list as many uses as possible of the given objects. Two forms were used i.e. Form A and Form B. Both experimental and control group samples completed Form A as a pre-test and Form B as a post-test and combination of Form A and B for the delayed post-test. Students are also asked to choose a few ideas from their list of answers and asked to explain and elaborate on them.

The study involved the use of idea generation training focusing on the use of metacognitive strategies that provide the opportunity for the participants to be explicitly aware of the techniques and thinking tools used in the idea generation process. The creative idea generation workshop consists of four main units which train and nurture students' ability to produce ideas creatively. The four main units emphasized by the researchers are:

- Introduction to creativity: Concept of creativity, characteristics of a creative individual, the importance of creativity and creative environments
- Foundation of idea generation: Delaying the idea evaluation phase, mental images and brainstorming
- Thinking tools and techniques for creative idea generation
- Elaboration: Clarification and elaboration skills, conclusion-making skills and real-life adaptability skills

The planned activities are expected to help broaden the perspective of students' thinking in a wider context thus making them more creative in generating ideas that are many, varied, original but useful.

### **Findings**

The effect of training was measured by identifying the number of creative ideas generated from four aspects of creativity namely: originality, fluency, flexibility and elaboration. MANCOVA analysis were conducted to identify whether there is a significant difference in creativity scores between control and experimental group,



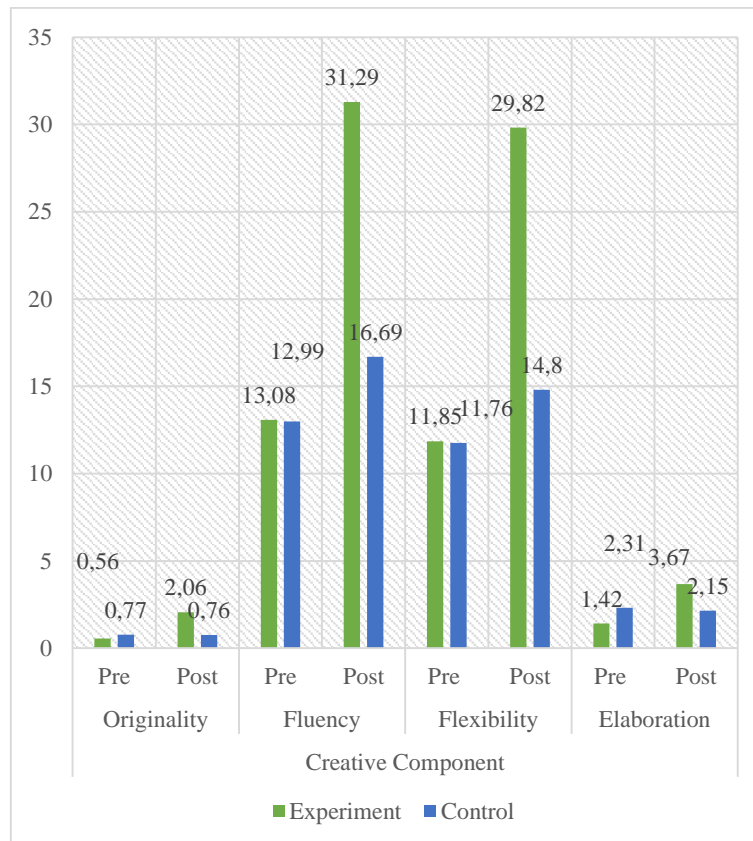
whereas ANOVA repeated measures were conducted to identify if there are differences between pre-test score, post-test and delayed post-test scores.

Table 1 and Figure 1 shows the mean score of the creativity components in the pre-test and post-test for both control and experimental groups.

**Table 1.** Pre-test and post-test mean score of creativity components (originality, fluency, flexibility and elaboration) for control and experimental groups

Group	Creativity components	Pre-test		Post-test	
		Mean	SD	Mean	SD
Experimental	Originality	.56	0.87	2.06	1.96
	Fluency	13.08	3.21	31.29	3.65
	Flexibility	11.85	3.26	29.82	4.56
	Elaboration	1.42	1.93	3.67	1.95
Control	Originality	.77	1.66	0.76	1.02
	Fluency	12.99	4.21	16.69	6.98
	Flexibility	11.76	3.79	14.80	6.01
	Elaboration	2.31	2.11	2.15	2.08

**Figure 1.** The comparison of mean scores for creative components in pre-test and post-test between control and experimental groups



MANCOVA analysis was conducted with pre-test scores were used as covariates to control the differences that existed before the intervention between the control and the experimental group. The analysis shows that there is a



main effect of creative idea generation training on the combination of four dependent variables. It indicates that there is a significant difference in the combination of the four scores of creativity components between the control and the experimental group after the intervention is conducted,  $F(4,141) = 92.305$ ,  $p < .05$ ; Wilk's  $\Lambda = .276$ , partial  $\eta^2 = .724$ .

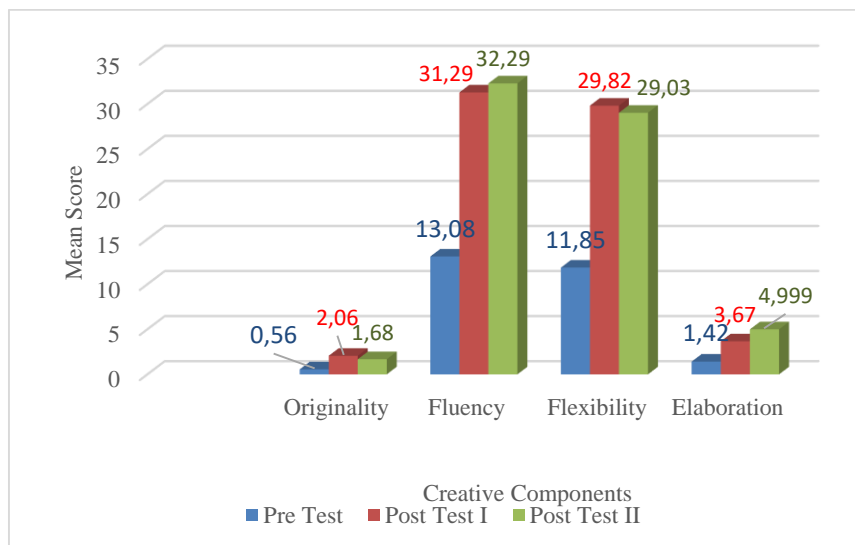
The univariate analysis with Bonferroni correction ( $0.05/4 = 0.0125$ ) shows that the implementation of creative idea generation training had a significant effect on the increase in the **originality**  $\{F(4,141) = 20.321, p < 0.0125\}$ ; **fluency**  $\{F(4,141) = 322.166, p < 0.0125\}$ ; **flexibility**  $\{F(4,141) = 361.712, p < 0.0125\}$ ; **elaboration**  $\{F(4,141) = 26.670, p < 0.0125\}$  of the participants. Based on descriptive data, the experimental group score is higher for all four components of creativity than the control group. Therefore, it can be concluded that the creative idea generation training undergone by the experimental group successfully increased their creativity. The partial size effect value  $\eta^2 = 0.724$  indicates that the idea generation training have a moderate effect to improve all four dependent variable (originality, fluency, flexibility and elaboration) among the participants.

Table 2 and Figure 2 shows the mean and standard deviation for creativity components (originality, fluency, flexibility and elaboration) in pre-test, post-test and delayed post-test for experimental group.

**Table 2.** Pre-test, post-test and delayed post-test mean score of creativity components (originality, fluency, flexibility and elaboration) for experimental group

Group	Creativity components	Pre-test		Post-test		Delayed Post-test	
		Min	SD	Min	SD	Min	SD
Experimental	Originality	.56	.873	2.06	1.957	1.68	1.991
	Fluency	13.08	3.210	31.29	3.649	32.29	2.992
	Flexibility	11.85	3.258	29.82	4.562	29.03	4.232
	Elaboration	1.42	1.932	3.67	1.953	4.999	1.266

**Figure 2.** The comparison between pre-test, post-test and delayed post-test mean score of creative components for the experimental group







Analysis of ANOVA repeated measures was carried out on the scores of the three tests. The findings show that there are differences in all the four components of creativity between pre-test and post-test scores and between pre-test and the delayed post-test scores with post-test and delayed post-test scores are greater than the pre-test scores. The findings show that after six months of training, students in the experimental group still perform well in their creativity test. This results indicate that the intervention conducted have a long-term impact on students' creativity.

### **Results, Conclusions and Recommendations**

This research shows that creative idea generation workshops affects student' creativity in the four components of creativity namely: originality, fluency, flexibility and elaboration. The study found that there was an increase in the number of ideas (fluency and flexibility) and new and unique idea (originality) in the post-test and also in the delayed post-test. The post delayed test was aimed to identify the long term impact of the idea generation training. It was found that the interventions carried out successfully encouraged students to produce as many ideas as possible and to list out ideas that are out of the box. The participant in the experimental group were also able to elaborate their ideas better as compared to before the training (elaboration aspects). The findings show that the student managed to keep what was learned in long-term memory and successfully re-use it when needed. It is belief that the training successfully creates meaningful learning that helps students to remember better and make it easier to be retrieved from the memory.

The divergent thinking method that is integrated into the content in this training module involves the use of thinking tools in brainstorming techniques and the emphasis on activity to suspend judgement on generated ideas. Evaluating idea in the early stages of the idea generation process were strictly avoided. Instead, the participants are encouraged to generate as many as they can by using the thinking tools introduced in the training. They were encouraged to generate ideas from multiple perspectives to create many, varied, original and useful ideas which is in accordance with creativity components, namely: fluency, flexibility, originality and elaboration. This approach help widens student's thinking perspective when solving problems or making decisions as reported in a study by Doron (2016) which shows that the training (intervention) give effects to the student's creative performance. The study support that improving divergent thinking competencies can help students become more creative.

Another characteristic of the training is to make the thinking procedure explicit using the suitable thinking tools to aid their idea generation process. Baer (1994) suggested that exercises related to divergent thinking should emphasize the awareness of proper procedures for practicing the divergent thinking at the right time. This explicit idea-generating technique has helped students to understand and plan their thinking process using the techniques learned to generate ideas. It is assumed that the experimental group have identified a clear procedure to apply divergent thinking skills at the right time to help them think creatively. The findings of the study supported the hypotheses that using metacognitive strategies that makes the thinking process explicit and visible to students contribute to the positive long term effect on the student's creative thinking competencies.

Another approach in the implementation of the training includes the use of positive environment and activities to make the participants aware of the characteristics of creative person and factors that can affect their creativity. These characteristic is tapping the aspect of "will" which is very important to accompany the creativity "skill" so that it can have a lasting impact. When the students aware the importance of them being creative, factors that affect their creative competence, it will improve the motivation aspect to realized their potential to become creative. In addition, open-ended activities were also carried out in this study. Open-ended activities that do not limit the answers can build student's confidence in generating ideas. Such an activity also creates an environment that does not condone students to express their ideas because of over concerns on whether the idea is correct or wrong. As such, this open-ended activity can help students build self-confidence to generate ideas by engaging in a broad perspective and expressing their ideas without feeling threatened.



In conclusion, the study provides an evident that support the use of explicit approach to improve student' creative thinking competencies. It is suggested that creative training using metacognitive strategies can help university students develop their creative competencies. This finding also supports the use of approaches to focus on improving divergent thinking skills in order to improve students' creativity. This research also shows that the implementation of a creative idea generation workshop which focuses on the provision of positive environments for creative thinking as well as the use of metacognitive strategies that make student thinking explicit can enhance their procedural knowledge on thinking creatively effectively. It can be concluded that the interventions are able to enhance students 'creativity and continued encouragement to students in the use of the learned techniques will have a positive impact on the students' creative thinking competencies.

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## Reasons for Choosing the *Music Therapy* Study Programme and Its Professional Competences

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### Abstract

A professional music therapist has a Master's degree in health care and a qualification *arts therapist* with a specialization in music. In Latvia music therapist works at social, health care or education.

Initially at students' field practice, methods of music therapy and other arts are often integrated. Not always that is a beneficial solution to future arts/music therapist because pedagogical methods in music are not equal to methods and techniques in music therapy. That presents questions about competencies, self-experience and music therapist's new professional identity.

This article analyses the study programme "Music Therapy", the process of becoming a music therapist, education, competencies in relation to previously acquired professional qualification.

Furthermore, article analyses the reasons for choosing the music therapist's profession, options and opportunities of employment.

The electronic survey had 35 participants – professional music therapists (age 24 – 57). Its goal was to establish the reasons for choosing music therapist's profession.

**Keywords:** Music therapist, occupation, competence, practice

### Introduction

Profession and its development includes examination of terms and formation of definitions. Most frequently profession is interpreted as "a regular occupation of an individual, which is based on using acquired specific theoretical knowledge and practical skills, and is the main source of income" (Moors, 2007). J.Klimov considers that a person is confronted with the situation of a professional choice and reorientation all his/her life. Reasons for that are "essential changes in the content of the work and technical resources", which create "the necessity to learn additionally, do the requalification or even change the profession" (Климов, 2003).

The development of music therapist's profession enables resources for offering support to clients/patients in solving health contributing problems. Educating music therapists in satisfactory musical, clinical and academical level is a very complicated and complex task (Tony Wigram, Jos De Backer, Jan Van Camp, 1999).

According to statistics collected by enrolment committee of higher educational institutions, former/present/working music teachers, psychologists, musicians-performers, physiotherapists are willing to become music therapists.<sup>1</sup> Initially, during field practice music therapies and other arts therapy methods are often being integrated. But not always that is a positive solution for the future arts/music therapist because pedagogical methods in music pedagogy are not equal to methods and techniques applied in music therapy. That brings forward questions about competencies, self-experience and the music therapist's new professional identity.

For instance, if goals, tasks and relations in music therapy and music pedagogy are compared, the difference is obvious (see Table 1; Blauzde, 2008).

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<sup>1</sup> Also economists, chemists, physicians, statisticians



**Table 1.** Objectives, tasks and relationships in music pedagogy and music therapy

Objectives	
Music pedagogy	Music therapy
To learn the elements of music theory and technical methods of performing.	To devote attention to the dynamics of client's/ patient's development without mastering a special technique.
To develop musical skills – the feel for the modes and rhythm, musical memory, emotional responsiveness.	To develop the skills to engage in music – to express their own feelings non-verbally with the help of an instrument or the voice
To devote attention to the esthetical side of the performance (composition has to sound good).	Esthetical form is not important. It is not important how the music sounds, the main goal is to express feeling with it.
Tasks	
To all students tasks are almost always the same.	Tasks have to be formulated for each client/ patient individually.
To improve the result of creative process with the goal to reach the artistic demands. To enforce the aspect of socialization.	To stimulate the creative process while not concentrating on the result.
	To develop socialization and communication skills.
The process of relationship forming	
Pedagogue / student	Music therapist / client/ patient
Music pedagogue actively works and directs the pedagogical process.	Music therapist encourages client/ patient to express, is looking for a dialogue and tries to not take a leader's position.
Music pedagogue instructs the student and corrects mistakes.	Music therapist never corrects or teaches the client/ patient. Goal is to unleash client's/ patient's creative potential.
Music pedagogue as a performer is a model for students, student tries to imitate pedagogue's performance.	Music therapist musically accompanies client's/ patient's creative expressions.
Student wants to learn the new material and to develop his/her own musical skills.	To resolve internal problems client/ patient needs help.
Student has no special problem that need to be solved in the pedagogical process.	Music therapist assesses the psychological and physical state of the client/ patient by analysing therapeutical process.
Student expects immediate results from the pedagogical process.	Client/ patient does not wait immediate results from the music therapy.

One must emphasize that in both cases – in music therapy and in music pedagogy – music and musical methods, techniques are being applied, but significantly differ:

- 1) Objectives of professional activity;
- 2) Tasks;
- 3) Environment;
- 4) Status;
- 5) Expected process and results.

Comparing the music therapy and music pedagogy, differences can be found in:

- 1) objectives;
- 2) tasks;
- 3) relationship forming principles between pedagogue and student, and the music therapist and client/ patient.

There are various researches (Wigram, Backer, Camp) and surveys on different music therapist trainings. Results of the educational programme's content comparison indicate that in general in Europe the importance of learning the basic course of psychology and the basics of music therapy methods is being recognized, but the time dedicated to it proportionally to music skills, medical subjects, clinical practice and personal development in study process differs significantly as well as the learning depth of these subjects. In the researches mentioned above, summarized survey results provided general information on various study programmes and models, for instance, 3+2, where at least three years are in bachelor study level, but two - in master's level. There are 1,5 year master's studies in Heidelberg vocational higher education institution, but mostly they are two-three year study programmes, both



fulltime and part (presence, external) time postgraduate studies. For instance, in the Netherlands and also in Latvia<sup>2</sup> this profession can be learned in arts therapy higher education study programmes as a specialization in music therapy. As an independent profession music therapist is being taught in Liepaja University in part time three year master's study programme "Music Therapy".

To train professional music therapists it is important to answer to several questions:

1. What kind of theoretical knowledge and practical skills are necessary to master the profession of a music therapist?
2. What are the possibilities to learn these abilities and skills?
3. How effectively and competently these skills are learned? (Maranto, 1987)

These questions are important not only for students to know what they need to acquire during the studies, but also for pedagogues - what to teach and how to evaluate teaching quality. There have been wide discussions amongst the professionals about forming and affirming a united music therapy study standard in Europe. There have been whole spectrum of propositions - starting with necessary study length - from one year postgraduate studies to five year bachelor's fulltime studies, and also about different study subject contents. Examining the experience gathered by American Music Therapy Association, music therapist M. Sandness (1994) indicates that both questions - about study programme contents and successful inclusion of clinical practice in the study programme - are equally important. These questions can be looked at from the point of view that regards the music therapist's personality - emphasizing those educational aspects that would develop musical identity and personal resources of the therapist.

Authors of this abstract agree with experienced music therapist's opinion (Wigram, Bruscia, Alvin, Ruud etc.) that the main necessary characteristics of a successful therapist are ability to communicate, receptiveness, accuracy in thinking, intelligence, a little bit of submissiveness and moderation, and sensitiveness.

Therefore, the purpose of the united standard of music therapy training programme would be to balance all these different elements and as a result ascertain that by graduating this study programme the new therapist:

- has obtained academical and scientific basics;
- has acquired musical performance and improvisation skills;
- has learned necessary medical knowledge and is confident about his/her knowledge;
- is professionally competent enough to independently start his/her work, can evaluate, analyse it and report on the results of the work;
- is informed about all the ethical aspects of the work;
- is trustworthy and stable as a personality;
- is therapeutically observant, insightful, empathic, has a good intuition.

To successfully develop one's therapeutical and musical identity, it is necessary to be able to connect and internally integrate all these elements in three main processes:

- 1) In therapy - therapeutical insight and observation;
- 2) In art - clinical application of musical skills;
- 3) In science - academical, clinical and professional competencies.

Potential music therapist can be well trained musician or therapist but only the professional competency synthesis of both these specialities in one person is significant for a music therapist.

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<sup>2</sup> In the study programme "Arts Therapy" of Riga Stradins University one can acquire four specializations: visual plastic, music, drama and dance movement therapist.





Kennet Bruscia divides 5 educational directions that differ but are all necessary for the acquisition of music therapist's professional competencies:

- 1) development of musical knowledge and skills as an integral part in music therapist's functional life and social adaptation; perfection of musical competencies: instrument play, fine knowledge of music literature and history, music theory: comprehension and skilful application of the expressive means, forms and styles (arranging skills);
- 2) musical knowledge and skill development, especially those that are not related to musical field and activities and are necessary for a client; knowledge (musical) in psychology, sociology, anthropology and skills to apply them;
- 3) the application of music and artistic activities related to it as a supplementary resource in non-musical education; acquisition/ familiarization of elements from other arts therapies (ability to integrate visual plastic art's elements - drawing, dance and movement, dance and also drama elements)
- 4) application of music as a remedial method; music and health, music and medicine, medical subjects in study programme;
- 5) application of music therapy to educate students and professionals; self-experience, practical training in music therapy educational programme, professional improvement at a psychotherapist who is authorised to teach and participation in supervision both during the studies and further education.

## Method

Survey - questionnaire was used in this research: *My professional choice* (Jakovljeva & Pipere, 2006)

Survey contained *demographic information*: gender, birth place, speciality, nationality, family situation, respondent's main residence (city, rural municipality) and age

Survey consisted of three main questions that ascertain which factors are essential in the choice of profession and how correct has been the current professional choice:

1. What kind of factors influenced your choice of profession?
2. Which person has influenced you the most in the choice of the profession?
3. If you could choose the profession again, would you change the choice?

Asking the first question, answers were expected to be related to environmental factors and the respondents themselves. Asking the second question, answers were expected to be related to people who influence the choice of profession. An answer to the third question gives an opportunity to verify the correctness or incorrectness of the professional choice. That helps to re-verify the development of the respondent's professional identity.

In the survey, which was carried out electronically exchanging the questionnaire with respondents who already have the music therapist's qualification, there were 35 participants: one male - 34 years old, and women at the age 24-57 years. According to V. Bodrow this age is a period of a person's professional development (Бодров, 2001; Климов 2003/ 2004).

Bodrow names a period of a professional's development - at the age of 21-27 to 45-50 years (when professional's individuality, general and specialized mental functions, operational characteristics, self-adjusting skills and acquirements, the improvement of self-esteem, overall improvement, methods of psychological security in the working processes are being established and developed); and a Period of professional's self-realization - from 45-50 to 60-65 years (when operational and personality structures are being stabilized, professional potential is being completely or partly realized). In this period, an explicit compensation of separate psychological functions and individual working style is happening, activity reduces, and life goals are being adjusted.

In Liepajas University and Rigas Stradins University, where music therapy study programmes are 2, 5 and 3 year full and part time master's studies, authors have faced the problem of balancing and integrating all the necessary separate study programme elements to develop students' musical and therapeutical identity.



Since the title "music therapy" contains two words - "music" and "therapy", the new specialist should be well prepared in both music and (psycho) therapy. However it is important to differentiate between these two personal identification forms - therapeutical and musically artistic. According to a socially professional standpoint there could be some concern that the artistic aspect could dominate the therapeutical aspect, especially, taking into consideration that the music therapy is often applied to working with patients with mental disorders, where therapist has to be particularly susceptible and competent. One must acknowledge that the creation of music and art is a subject of therapeutical process, which is primary. Therefore, the most important is the initial question - what are the reasons and goals that made the student to choose this study programme?

The relationship of music therapist and patient is dual. In music therapy the psychotherapy is not applied in a pure way but there is some similarity in the forming a close and special relationship - therapist feels the mood of the patient, their manner of thinking, suffering, unconscious attitudes or fantasies. The relationship has to be familiar enough so that the process of joint music creation would become natural and spontaneous. This special relationship and purposefully selected music therapy techniques ensure the transfer of patient's suffering, unconscious attitudes and fantasies to the therapist. Patient completely trusts the therapist, but the therapist in turn guarantees to utilize all their knowledge and skills to integrate patient's suffering in a meaningful context.

Clinical researches have proven that often patient's musical expressions are a lot richer, expressive and refined, varied and with higher esthetical standards than the ones of the therapist who is restricted by his/her professionalism. In music therapy it is considered that expressing oneself musically does not mean to give a technically perfect performance. Besides perfect musical performance does not stimulate listener's self-activity. As an example the speech of the professor Karin Schumacher at the 7th European Music Therapy congress' plenary session can be mentioned here: "if you will play as performers patients will think - look, how s/he (music therapist) plays for me".<sup>3</sup>

What makes arts therapy different from psychotherapy is not the fact that one is verbal, but the other one mostly non-verbal, musical or represented with symbols, but the fact that the characteristics of arts therapy are different - the attractiveness, playfulness, fantasies and creative imagination. The power of music therapy is hidden in the moment of creation. To the patients who choose traditional medical care forms and the patients with weak verbal skills (for instance, in the cases of demence, autism) music therapy is not only an alternative language, but mostly a method that with the help of activities and creative fantasies permits to access patient's conscious and subconscious resources.

The possibility to "play" with the resources patient has, helps to fulfil the music therapist's mission. Music therapist needs to have a true interest about music to comprehend and perceive it in the most diverse forms, especially - contemporary, progressive music.

Music therapist needs to develop equally both (psycho) therapeutical and musical identity. If analytically oriented music therapy course is developed, more notice has to be taken to the understanding of a personality and the possibilities of creating new experiences.

In music therapy, just like in psychoanalysis, the main goal is not to treat directly or free the patient from depression/ anxiety. While patient musically improvises new elements often appear that are positive surprise even to themselves. It is also the "core" of the analytical therapy - to create a new space where patient can gain new experience and later can transform it into words and images.

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<sup>3</sup> From the speech of M.Paipare



Music therapy studies cannot consist only of knowledge and technique learning, student has to gain the process experience - music therapy self-experience. "Purpose of the self-experience training is to prepare students for therapy work" (Pedersen, 1995, p. 27 [7]). It is expected from matriculated students of this programme to have a willpower to work with themselves and to meet the requirements during the studies. The same applies to pedagogues - lecturers and professors - students can sense whether they have therapy self-experience or they have "escaped" it. Transference is a significant phenomenon in therapeutical relationships and student definitely has to experience it.

As Hesser (1985) acknowledges, to be a music therapist means intensified learning process for the rest of the life, it does not end with having the "degree". D. Aldridge compares the formation of a music therapist to a maturation of a personality where deep and effective musical and therapeutical element integration is happening. Music therapist ('matured') is able to move and consciously apply music for therapeutical purposes to direct therapeutical process as a musically developing (progressing) activity, and is able to appropriately perceive the nature of a client/patient (Aldridge, 1989; Aigen, 1996). Since music therapy is a new discipline it is rarely possible to predict the future music therapist's development during the study process.

Regarding the therapeutical potential in the future music therapists, one must note their disposition. If the student is learning music therapy s/he is already a musician and therefore has an personal relations to music, beauty, creativity, intuition, sensitivity, rationality, body, voice and spoken words, but that all has to be reformed in a different context - in a helping and supportive relationship. Arts/music therapist is a medical person, who has obtained the second level higher professional education (master's degree) in health care and professional qualification *arts therapist* with a specialization in one of the arts (visual plastic arts, dance and movement, drama, music).

In Latvia, the arts therapy and the professional activity of an arts therapist is controlled by laws and regulations<sup>4</sup>, as well as the documentation of professional associations. Arts therapy is an approved medical technology<sup>5</sup> and the arts therapist is a reglamented<sup>6</sup> profession in the health care. To work as an arts therapist and to offer an arts therapy service one has to obtain required education and a professional qualification.

Arts/music therapist works at the health and social care or an educational field with clients/ patients who have somatic, psychological disorders or difficulties. If the arts therapist is working in a medical establishment and is directly involved in the providing a health care process the therapist his/her professional activities is performing in a multiprofessional team. Arts/music therapist can also work with people who want to creatively stimulate their

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<sup>4</sup> Regulations issued by the Cabinet of Ministers in 18th may 2010 No.461 "Regulations about Profession classification, basic tasks and the demands for qualification, and about the use of Profession classification and the order of activation" <http://www.likumi.lv/doc.php?id=210806> and the Regulations issued by the Cabinet of Ministers in 24th March 2009 No.268 „Regulations about the medical competence and the volume of theoretical, and practical knowledge of medical persons and students who study first or second level professional higher education study programmes in medicine” <http://www.likumi.lv/doc.php?id=190610>

<sup>5</sup> Medical technologies in arts therapy that are approved in Latvia: [http://vsmtva.vec.gov.lv/resursi/file/Medicinas%20Tehnologijas/DB/30\\_Rehabilitacijas\\_med\\_pakalp/Makslu\\_terapija.htm](http://vsmtva.vec.gov.lv/resursi/file/Medicinas%20Tehnologijas/DB/30_Rehabilitacijas_med_pakalp/Makslu_terapija.htm) (seen 26.05.10.)

<sup>6</sup> A reglamented profession by the law's "About reglamented professions and the recognition of professional qualifications" paragraph 12 of Article 1 is a professional activity or a group of professional activities reglamented in Latvia within the occupations stated by this law, as well as a professional activity or a group of professional activities reglamented in the member states of the European Union and European Free Trade Association, which have a demand for a professional qualification in the state's regulations for the inception and realization.



personal development, contribute to group unity in organisations etc. Therefore, theoretically one can separate the arts therapy that is performed in medicine <sup>7</sup> and the creative music therapy. (This division does not relate to the representatives of other professions who apply arts or various creative activity forms to their work<sup>8</sup>).

During the rather short time of arts/music therapist's <sup>9</sup> professional development, music therapist's theoretical insight is being formed. Music therapy is defined as one of the arts therapy specializations, where music and its expressive means, playing techniques or activities are applied individually or in groups for client's/patient's multiform health and social problem solving and overcoming in the context of therapeutical environment and therapeutical relationships to express and reflect with the purpose of creating changes in the emotional state and way of thinking, and for better physical, emotional, social integration (LMta, 2009).

Music therapist's profession is a specific professional activity with a purpose to enable scientific and practical application of music for remedial intentions.

For music therapist's profession specialists are trained in Liepajas University and the Rigas Stradins University.

*Objectives of the study programme: to ensure a possibility to obtain professional education in music therapy in conformity with the National education standard and the Arts therapist's profession standard; in the level of professional qualification theoretically and practically prepare the arts therapists in music therapy who can manage music therapy sessions/ lessons for children and adults with special needs to facilitate their integration in the society and improve their quality of life.*

According to the medical person status there were 45 music therapists in Latvia from 2006 till 2013. Professionals and students probably have reflected on reasons, consequences and perspectives of their professional choice.

Research about the choice of music therapist's profession has been done in the interests of developing music therapy as a profession. Survey proposed here is a part of a research, which could be continued also through other research instruments. The objective of this survey was to clarify the internal and external factors in choosing the music therapist's profession, the attitude of parents and/or relatives, judgment and assurance about the choice made.

## Findings

Answering the first questions about the factors that influenced their professional choice most of the respondents mentioned the desire to expand their competencies, range of interests and to learn something new - music, medicine and psychology in a single study course. Fewer respondents answered that there are more possibilities for music therapists in the labour market and this profession provides opportunities to help others (see chart no. 1. Reasons for choosing music therapist's profession)

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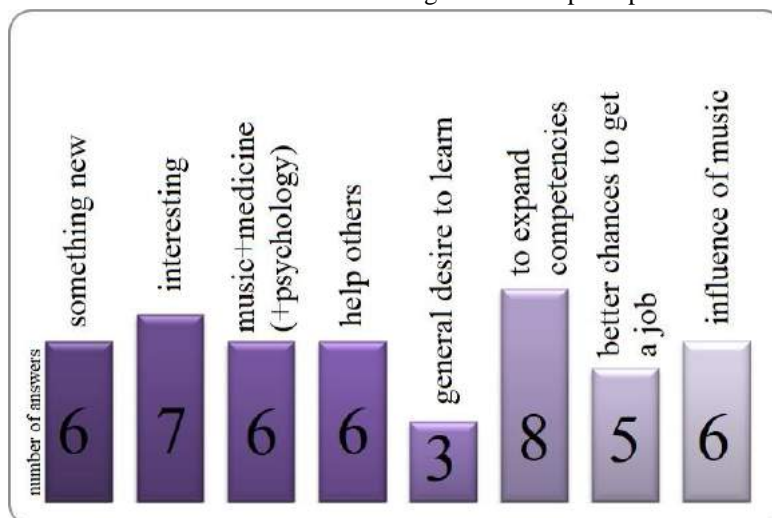
<sup>7</sup> For instance, in the USA a term *medical art therapy* is officially used.

<sup>8</sup> Read more in *Mākslu metodes un tehnikas profesionālajā darbībā* (2010). K.Mārtinsone (ed.). Rīga: RAKA, page 6

<sup>9</sup> Paipare, M. *Mūzikas terapija* (2011). In: *Mākslu terapija*. K. Mārtinsone (ed). Rīga, Raka.

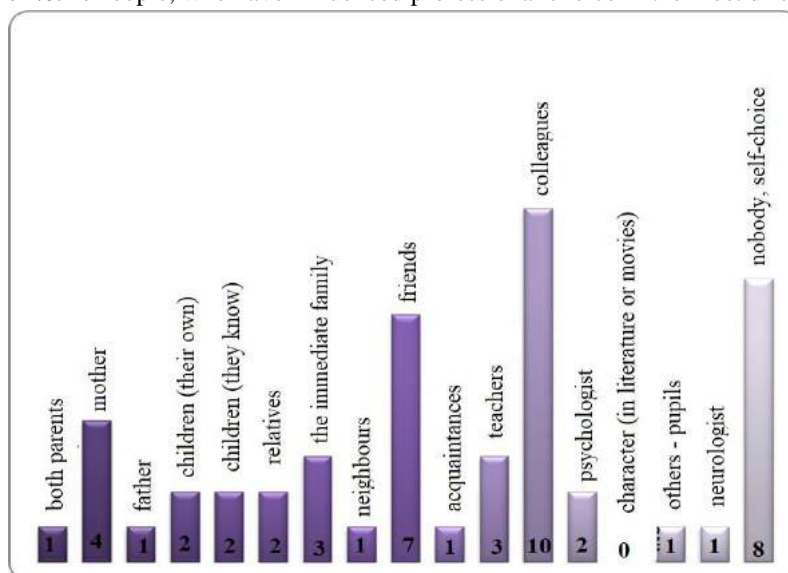


**Chart. No. 1.** Reasons for choosing music therapist's profession



Answering to the question about which people have directly influenced their choice to study music therapy, most of respondents mentioned colleagues or friends, however, a notable number of participants have chosen to learn this profession by solely themselves. Also as influential people in the professional choice relatives are mentioned - parents, children, neighbours, acquaintances, etc. (see Chart no. 2. People, who have influenced professional choice in the most direct way).

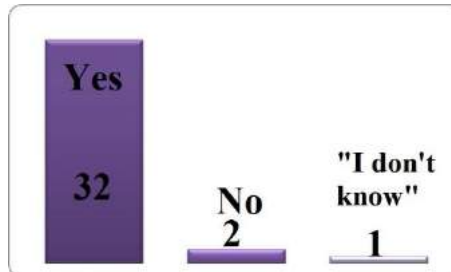
**Chart No. 2.** People, who have influenced professional choice in the most direct way



Most of the respondents would choose to study music therapy if they could make a repeated choice. (See, Chart No. 3. Would respondents choose music therapist's profession again?)



**Chart No. 3.** Would respondents choose music therapist's profession again?



### **Results, Conclusions and Recommendations**

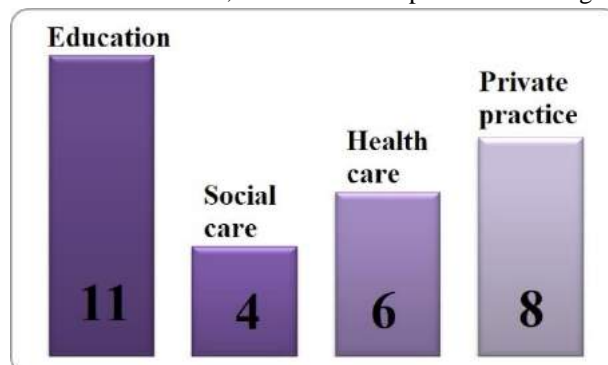
Experience shows that there are two types of students who choose to study music therapy - those who have already graduated from a music higher educational establishment and have understood that their attitude and understanding of music is closer to the one in music therapy, not the one they have been purposefully taught before - for professional music performing or music pedagogy. The second student category are those who have chosen to professionally learn music just to prepare for their true calling - to become a music therapist. These students might have chosen to work at another profession if only their love for music would not be that important.

Survey, carried out by the author, indicates that there are several other reasons for choosing this profession as well, for instance, desire to learn something new, interesting, to help others, to learn anything in general, to expand one's competencies, to familiarize oneself with the co-product of music, psychology and medicine (music therapy), the interest about the overall influence of music on the individual, etc.

Purposeful choice of a profession, which further defines professional identity, enables a person to become socially productive, self-provided, successful, content, and independent and a healthy individual.

Profession adds a sustainable meaning, direction and a purpose to individual's life. Only 8 out of 35 respondents are working in health care. Other respondents work at educational or social fields (see Chart No. 4. Fields, that music therapists are working in).

**Chart No. 4.** Fields, that music therapists are working in



A further research on the professional identity would be commendatory to notably expand the understanding of professional identity and its socially psychological content. To work as an arts therapist and to offer an arts therapy service one has to obtain required education and a professional qualification.





Arts/music therapist works at the health and social care or an educational field with clients/ patients who have somatic, psychological disorders or difficulties. If the arts therapist is working in a medical establishment and is directly involved in the providing a health care process the therapist his/her professional activities is performing in a multiprofessional team. Arts/music therapist can also work with people who want to creatively stimulate their personal development, contribute to group unity in organisations etc. Therefore, theoretically one can separate the arts therapy that is performed in medicine <sup>10</sup>and the creative music therapy. (This division does not relate to the representatives of other professions who apply arts or various creative activity forms to their work<sup>11</sup>).

On the basis of acquired results one can conclude that master's students need to find the time at the beginning of their studies for developing and improving the new study abilities regardless of previous study experience and skills. The forming of professional values happens successfully if the future music therapists learn not only the theoretical subjects during the studies, but also expand practical experience with understanding and deep sensing of the new values presented by pedagogues during the study process.

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<sup>10</sup> For instance, in the USA a term *medical art therapy* is officially used.

<sup>11</sup> Read more in *Mākslu metodes un tehnikas profesionālajā darbībā* (2010). K.Mārtinsone (Ed). Rīga: RAKA, page 6



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## Reflection about Teachers' Professional Development Facilitation

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### Abstract

The issue of teachers' pedagogical competence is still topical and significant practical activity to improve performance quality of Latvia education system. Implementation of the education reform during the transition period to the competency-based approach also actualizes the quality of educators' professional performance. Teachers' pedagogical competence manifests itself in diverse professional activities and a constant self-development process. Teachers' professional work is based on their own self-development motivation and learning together with their students. In the publication reflection on teachers' pedagogical work has been actualized and analysed in order to encourage purposeful awareness of their professional identity and improve the culture of pedagogical interaction existing in school practice. Reflection is an important component in the formation of teachers' individualized teaching experience. In the course of theoretical analysis a system of teaching performance assessment criteria and showings has been developed, which enables practising and future educators to implement a purposeful self-assessment of their own professionalism based on pedagogical reflection.

Goal of the research: on the basis of the analysis of teachers' teaching performance and self-assessment, to characterize their professional development priorities in teaching competence enhancement. Object of the research: enhancement of teachers' pedagogical competence. Subject of the research: achievement analysis and self-assessment of teachers' professional performance based on pedagogical reflections. Basis of the research: 43 practising teachers, who are proceeding with their studies at a higher educational establishment in order to acquire a Master's Degree and an additionally professional qualification. Methods of the research: theoretical analysis (1), content-analysis of the teachers' self-assessment overview and individual development plans (2), qualitative and quantitative analysis of the research data (3), which provides a more profound insight into teachers' pedagogical motivation, daily feelings and professional development goals.

The analysis of the research data confirms that a purposeful daily reflection on the learning culture and pedagogical interaction at school, self-development resources and possibilities, as well as professional achievements become a powerful strategy for professional development, enriching and broadening the teacher's pedagogical experience. The publication offers conclusions and proposals for the encouragement of reflection in the pedagogical process. According to the research outcomes, teachers' professional development and growth are promoted by reflection implemented in a qualitative way, self-responsibility and the ability to learn from experience, conceptualizing and creating appropriate solutions for every pedagogical situation. Attaching value and significance to the analysis of daily pedagogical experience is a powerful professional development tool, which combines practice and theory, experience and reflection, promoting teachers' professional development.

**Keywords:** analysis, self-assessment, pedagogical performance, professional growth, reflection, teacher.

### Introduction

The strategic development concept of Latvia "Sustainable Development Strategy of Latvia until 2030" points out that education system is to develop the ability to think independently, critically and creatively, the ability to cooperate and adapt. Creativity education is to be directed towards interdisciplinary cooperation and skills development, imagination developing the individuality, creative thinking and the educational process developing talents (Latvia 2030).

The research issue raised in the article on teachers' pedagogical work quality is closely related to the fundamental changes happening in the educational process in Latvia. Currently the search of interactions between what the individual or society at large is able to do and what they should do, acquire and learn are topical. The Latvia "Guidelines for the Development of Education in 2014-2020" defines the vision of qualitative and inclusive



education, which emphasizes that education is “.....life-long. Education is like an intrinsic part of our daily life – a deliberate choice and hobby, not a burden or disappointment. It means to know and to be able to do more, faster, more precisely, learn and study together regardless of one’s social, economic or health condition. To learn and study with pleasure together with teachers and the teaching staff who are authorities. To be motivated to combine the choice of learning and studies with personal and society’s interests, being aware of the fact that they are changeable in the labour market” (the Ministry of Education and Science of the Republic of Latvia, 2013, 13).

The report “Updating Key Competences at European School: Challenges and Opportunities for Policy” (2012), published by the *Eurydice*, the information network of the European Commission and European Education System and Policy, emphasizes that education changes in Europe have caused new challenges: “education approaches based on key competences and learning outcomes, that currently nowadays form the education content in an ever increasing part of Europe, also mean important changes in the teaching style. Certain pedagogical methods as well as changes in the school work organization and culture are also necessary when teaching completely new or partly new areas of education content, envisaged in the inter-subject status or integrated in other subjects,” (European Commission, 2012, 25).

Within the framework of the project “Competence-based Approach in the Curriculum” (2017), implemented by the National Centre of Education, topical development prospects have been highlighted in the description of the curriculum and approach: to provide every student with modern competence education, to materially improve the access to learning alongside the content, strengthening the shift of emphasis from readymade knowledge transmission to the management learning, where students learn through probing into the study material. The teacher’s task is to help their students to state clear and meaningful goals to be achieved, to set personally significant students tasks, to provide support and feedback during the whole learning process, stimulating students to reflect on their learning and thinking. The teacher’s professional work becomes more and more complicated, as during the process of the educational change implementation the teacher becomes the one who brings changes in their own pedagogical experience development. Thus in the pedagogical practice the issue of pedagogical reflection as one of the professional quality possibilities opportunities becomes topical essentially affecting the quality of the teacher’s work, the skill to analyse and adequately assess their professional input in ensuring their learners’ achievement. Discussions on the quality of education in the society of Latvia when implementing the transition to the competence-based approach, reveal several unsolved controversies, that create rouses the need for the analysis of teachers’ personal pedagogical set of instruments necessary for the professional competence development and improvement.

The teacher’s work is complicated, as their practical individualized pedagogical experience develops in separate situational cases in cooperation with their students, constantly discovering new knowledge, creating awareness and experience for work in diverse contexts. Goal of the article: based of the reflection of teachers’ pedagogical work, to characterize their vision the selection of their professional growth priorities in order to increase their pedagogical competence. Object of the research: increasing of the teachers’ pedagogical competence. The subject of the research: analysis and self-assessment of teachers’ professional activity that which is based on pedagogical reflection.

### **Methodology of the Research**

In the research process of the issue a non-experimental, ascertaining survey research has been chosen, using both quantitative and qualitative research methods that comply most precisely with the problem to be solved and the goals of the implemented research. The qualitative methods have been selected because they give a more profound insight in the human behavioural motivation, personal attitude or feelings related to the issue to be studied, enabling



to explain, for example, the appearance causes of the identified professional work difficulties (Creswell, 2003; Kroplijs & Raščevska, 2004).

Basis of the research: 43 in-service teachers who are proceeding with their studies in a higher educational establishment in order to obtain a Master's Degree and an additional professional specialization. Methods of the research: theoretical analysis (1), content-analysis of teachers' self-assessment overview and individual development plans (2), qualitative and quantitative analysis of the research data (3), that gives a more profound insight into the teachers' pedagogical reflection, daily feelings and professional development goals stating their own work priorities.

The research data were obtained in a natural pedagogical environment, applying random selection of data analysis, providing confidentiality for teachers' and an opportunity for them to be free and independent in their professional work reflection and in planning their development goals.

### **Overview of Theoretical Findings**

Historically, Latvia education system is based on the paradigm of humane education, what stimulates the development and promotion of humanism – a set of opinions expressed in respect and love towards a human being, in respect to opinions of others, in care about others, about the welfare of the personality's development, taking care of the human being, their welfare and wellbeing and human values (Beļickis, 1995). Changes in the educational paradigm determine changes in educational goals, in the comprehension of the proportion teaching to learning during the study process, in the orientation towards the learner's outcomes to be achieved, in the structure and formation of the curriculum, in the mutual coherence between study outcomes and quality of education, in the learner-centred approach during the learning process, in teachers' and learners' role change, in the teachers' are learners' co-responsibility for the learning process, in the change of teachers' and learners' mutual relationships, in the repertoire of teachers' work style and teaching methods (Blūma, 2016).

In the teaching and learning paradigm, typical of the 21<sup>st</sup> century, the concept of competences has become a generally recognized measuring instrument. Transition to the competence-based approach means a change in the learning process methodology that includes not only the study content, but also the learning organization and practice, where teachers' further education is an integral part (Zeiberte, 2011). Development of the pedagogical competence is mostly based on the self-analysis of the effectiveness of teachers' professional performance, the motivation of their professional growth and professional self-realization. Development of pedagogical competence means the teacher's awareness of the principal values of their work, that is to be constantly developed.

Changes in the learning style and the necessity of new pedagogical methods are also emphasized by a set of competences actualized in modern society. The United Nations Education, Science and Culture Organization (UNESCO) highlights competences necessary and topical for life activity: the systemic thinking competence – abilities to recognize and understand interconnections, to analyse and think; the competence to predict the possible course of events, creating future visions, to assess the consequences of activities and to decrease or eliminate the probable risks; the normative competence – the ability to understand and rethink the generally accepted norms and values in society, being at its basis of human action, taking into account the possible conflicts of interests and compromises; the strategic competence – abilities to develop for the individual and society as a whole, implementation of innovative activities promoting sustainable development; the cooperation competence – abilities to be empathic, to learn from others, understand and observe own and others' needs and perspectives, to participate in problem-solving; the critical thinking competence – ability to analyse, to ask questions, to express a reasoned opinion, to reflect values and to be tolerant of the opinion of others'; self-awareness – ability to be aware of and understand one's own role in society both on a local and global scale, to carry out one's self-



assessment and to set new, achievable goals in the context personal and in the context of society as a whole; the competence solving integrated problems - a comprehensive ability to apply knowledge and skills in solving different, also sustainable problems (UNESCO, 2017, 10).

The pedagogical process in today's school is a dynamic system directed towards each of its subject's self-development and socialization opportunities and towards creation of conditions according to the humane education goals. Teachers have special significance for the organization of this process the power of their personalities' influence, professional erudition and pedagogical authority, as well as the didactic interaction system of values that materially shapes the psychological microclimate of the school and the class and affects the formation of the learners' personalities, also the work reflection on the professional activity of teachers.

Reflection (from Latin *reflexio* - retrospection) is the self-examination process of a subject's inner psychic acts and conditions; their ability "to think about thinking" (Dewey, 1933); mental activity affecting learning from experience (Kolb, 1984), intellectual and emotional activity, in which the individual studies their experience in order to obtain new understanding and evaluation (Boud et al., 1985); a form of thinking that can be applied for planning how to achieve the goal or reach the expected outcomes (Moon, 1999); restructuring one's of the experience (Rubene, 2009), perceiving one's own practice, learning from it and applying it for further professional activities; ability to "step back in time" and ask oneself the question, "Why did the things happen like that, and what could I do (will be able to do in future) differently?" Reflection is a purposeful focusing on thoughts, feelings, senses, attitude and behaviour, in order to award a meaning to these fragments of experience and create a new understanding that, in its turn, leads to broader options of choice to promote changes or encourage elimination of uncertainty. Reflection is based on a unique psychic ability – the ability to think symbolically, abstractly or logically, and it provides an opportunity to attract attention to such objects whose perception is realized as learning about oneself (Miller, 2004). Reflection includes awareness of oneself, which appears rethinking one's own feelings, thoughts, emotions, understanding of oneself own and others' and conceptions about the interaction partner's conceptions. Researcher of reflective practice D.A. Schon (1983) divides reflection into: 1) reflection in action (in action – a present activity); 2) reflection on action (on action – a type outside an action); 3) reflection for action (for action- planning of a future activity). Reflection is a mental activity directed towards the understanding of one's own and other people's action, and the connection between its causes and effects.

Pedagogical reflection helps the teacher to improve their work quality. A true driving force of pedagogical development is teachers' self-reflection, which shows clear goals for improvement (Blauzde, Grohjacka, 2017). In the process of reflection attention can be paid to all aspects of pedagogical competence, thus promoting teachers' professional development and perfection. Analysing the elements of the "competence triangle" (knowledge, skills/abilities, attitude/values) in a particular situation, a didactic diagnostics can be implemented. In order to state the level of professional competences, additional attention should be paid to the person's motivation, readiness (maturity) and emotional context. The teacher's personal considerations and attitude, confidence and belief are also important.

Learning from the point of view of the subjects' interaction is a social process (Maslo, 2006), in which communication and cooperation, and emotional intelligence are topical (Goleman, 2001, Samuseviča & Striguna, 2017). They promote teaching and learning, creating such interaction culture in which common understanding of the topicalities of the transition period in education and purposeful reflection for the determination of the growth perspective are important components. Development is characterized by the synthesis of the acquired and new knowledge when due to the interaction of action, analysis and evaluation, the human being learns something new. Competences are acquired through interaction of theory and practice both from conceptualization (observing reflectively), and from a particular experience (acting and experimenting practically in an active way). It means





that transversal competences are at the basis of the teacher's daily professional activity: the competence of learning to learn, the social and civic competence, the competence of action and participation, the competence of reflection.

On the basis of A.Maslov's (1999) ideas of the theory of self-actualization, it can be asserted that every teacher's reflection is a serious self-discovery and self-development process determining the choice of development. It means to open oneself for a new unexpected experience, but at the same time to take a risk of getting into the unknown. Self-actualization is the skill to learn and acquire the ability to harmonize with one's own inner nature. The most essential elements of self-actualization are honesty and taking responsibility for one's own activities. To look into oneself, reflecting and looking for answers in order to facilitate self-improvement means to take responsibility. A. Maslov emphasizes that every time when a person takes responsibility, they actualize themselves. A detailed self-study and self-awareness are the base for the individual's self-actualization process also in the development of professional activity.

### **Description of Research Data and Analysis**

In the teacher's work the fundamental basis of the professional competences is the principal types of the pedagogical work values: affective or feeling values; cognitive values (knowledge, proficiency, creativity); psychomotor values (skills and activity); interaction and cooperation values manifested in the ability to self-express, communication, professional identity and self-realization. On the basis of the evaluation of theoretical ideas and assessment and analysis of the context of social pedagogical reality, the following competences and their self-assessment to be diagnosed in the teachers' work, are characterized in the empirical research:

- personality competence;
- didactic competence;
- socially – communicative competence;
- reflection competence;
- self-educational competence.

Goal of the empirical research: on the basis of reflection of the studying teachers' pedagogical work of teachers who are studying,.: overviews of their self-assessment and development plans, to characterise the priorities of the today's teachers' professional development in the context of the enhancement of their pedagogical competence, revealing the context of the real pedagogical process.

The following research questions have been set for the goal implementation:

- What pedagogical competences are assessed by the teachers as the values of their own professional activity?
- Which competences are considered as necessity to be improved?
- What professional development priorities are identified for their own self-realization and development?

Procedure of the research: in the course of the research 43 submitted self-assessment reports on teachers' professional reflection have been acquainted with and analysed in a qualitative way. In the reports the developed competences and still to be the ones developed were named and described, also the priorities for the professional activity development were set. Classifying purposefully the information provided by the teachers in the above mentioned competence groups, a qualitatively quantitative and comparative analysis of the obtained data was carried out.

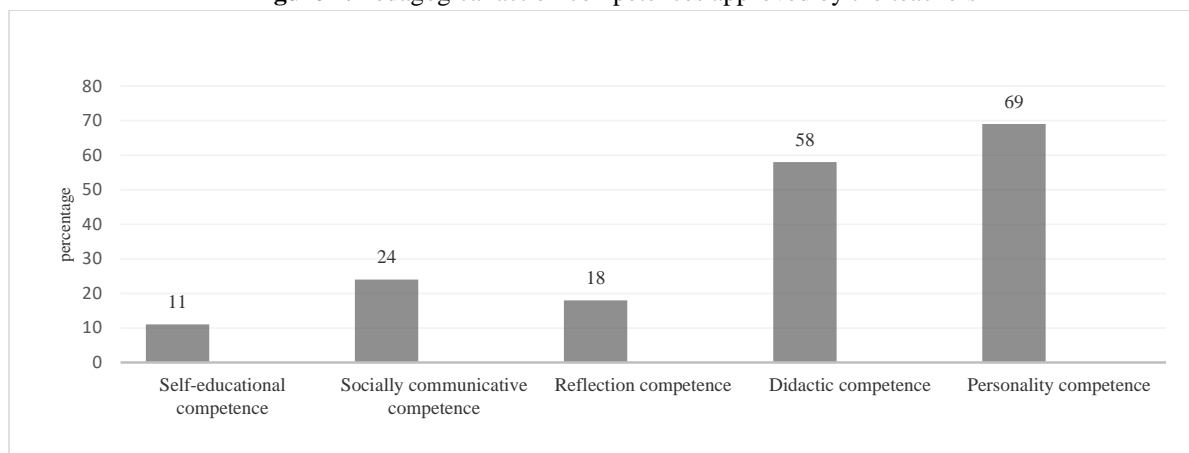
According to the classification of teachers' biographic development model (Hubermann, 1991 in: Thomann, 2002, 30), in every particular teacher's experience discourse in compliance with their years spent in the profession, their professional identity, awareness of it and its discovery change. Entry into the profession is important for the teachers with the work experience from 1 to 3 years (the 1<sup>st</sup> group of teachers'), discovering and acquiring its



professional specifics, overcoming the unknown challenges and difficulties. During the work phase from 4 to 6 years (the 2<sup>nd</sup> group of teachers') stabilization of the professional activity takes place, mostly related to the advancement of professionalism and creative professional self-realization. 15 teachers of the first group with the work experience from a few months to three years and 28 teachers of the second group with the work experience from 4 to 6 years took part in the research. As all the teachers', involved in the research, academic growth goals are to obtain the professional Master's Degree in educational sciences and an additional professional qualification, in the competence analysis their previous pedagogical work experience was not emphasised, even though it does have a great significance in the professional self-realization.

What pedagogical competences are assessed by the teachers as values of their professional activity?

**Figure 1.** Pedagogical action competences approved by the teachers



As it can be seen in Figure 1, the dominating number of the teachers' choices has been awarded to two competence groups the personality and didactic competence. It means that in the particular respondents' group in the phase of professional identity formation and stabilization in practice the most important qualities are the professional self-discovery and growth, that provides the implementation of study work goals and a tendency to foster the teachers' own well-being, confirming the topicality of both the cognitive and emotional values in the pedagogical work. Assessing the respondents' work experience in the years spent in the profession, it is understandable that such transversal competences as self-education and reflections, being more complex and requiring high pedagogical proficiency, fall behind significantly according to the number of the choices. The fact, that the particular professional activity competences are named, confirms the teachers' understanding of the necessary professional capacity resources and individual progress, but in the context of the particular individualized experience development it is understandable that in reality among the self-growth directions the didactic self-development aspect dominates in the group of young teachers. For example, as one of the respondents claims: "...the ability to understand different study situations, ability to plan and organize both time and work. I understand and know how students learn, how they acquire their study material and what they are good at. Nevertheless, I think the teacher is to be creative, innovative and not to be afraid of challenges."

Which competences do the teachers consider as necessary to be developed?

**Figure 1.** The identified competences to be developed in teachers' reflection

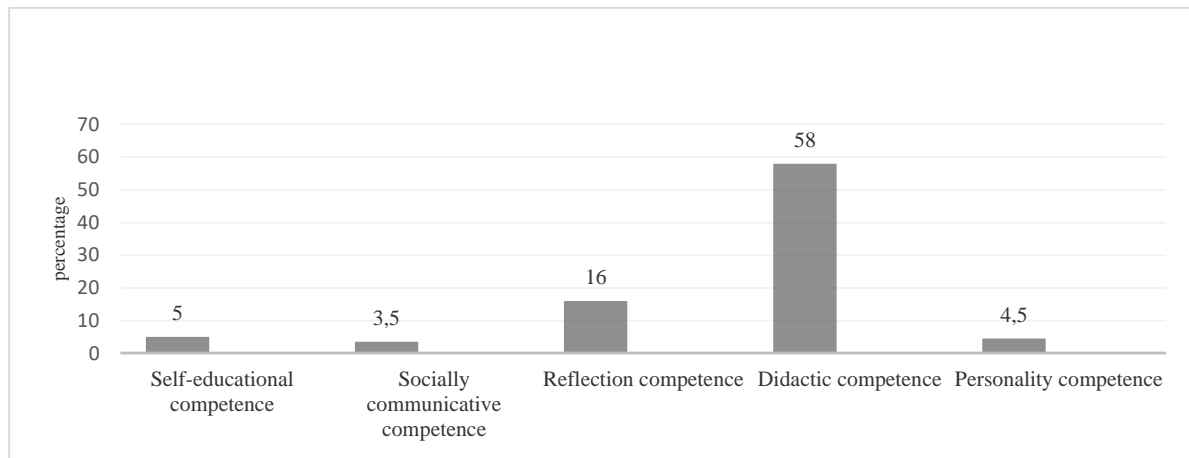


Figure 2. The collated data on the professional growth opportunities puzzle by the low showings in such pedagogical work areas which are important in daily interaction, since they greatly affect both the involved students and the teachers' themselves correlation and cooperation. According to the collated data in Figure 2, it can be concluded that the teachers involved in the research express a professionally self-sufficient position, assessing their personality and self-educational competence, but they relate their professional self-realization to the greatest extent just to the enhancement of their subject and its teaching proficiency. This high figure can be explained with the constant changes happening in the field of education both in the study content and methodology during the transition to the implementation of competence-based education at school, that sets a need to reveal in practice not yet adapted new pedagogical approaches and methods, whose acquisition makes teachers assess critically and enhance their didactic competence. In such context of an analysis, orientating towards the social and pedagogical reality, the teachers' professional self-actualization tendencies can be understood.

What priorities for pedagogical work enhancement are determined in order to provide professional self-realization and growth?

Analysing the individual pedagogical work plans and collating the qualitative development priorities of the teachers' professional work, it can be identified that the didactic competence is mentioned as the priority (58 %); the self-education competence is as the second dominating group of priorities (5%) and it is followed by the personality competence (4,5 %). The data acquired in the research match with the teacher D. Blūma's (2016) opinion that "development of teacher's personality is the hardest in the teachers' adapting process to the new paradigm, even more – formation of a new professional identity. This process is continuous, as new challenges both in life and education appear all the time" (Blūma, 2016, 155).

The teacher's professional identity and reflection on educational values is the basis that enables us to change our own attitude towards learners and the working style, improving it and changing it in a qualitative way. Concurrently with the assessment of the positive and negative aspects in education on all levels, it is important to move towards a purposeful research of the strong phenomena and the one to be strengthened and towards the awareness of what phenomena in the modern situation in Latvia can be the basis for the enhancement of teachers' work quality, ensuring their professional self-realization and growth.

### Conclusions and Suggestions

The diverse education theories and researches can be considered as idea carriers or guidelines in the teacher's work providing the theoretical basis for a deliberate and purposeful reflection pedagogical interaction and competence, actualizing professional self-realization and self-development needed in the teacher's work.



Development of the theoretical understanding of the concept of competence can be described with a generally recognized focus on the individual's abilities to learn, act, and operate in particular conditions. In order to adapt to the fast and frequent changes both in work life and in personal life, it is necessary to improve the transversal competences that permeate any area of human activity. These competences help teachers to better apply the opportunities offered by life to be creative and innovative in their professional identity.

The developed conceptual understanding of the close link of pedagogical interaction with the pedagogical competence and teacher's pedagogical culture reveals the individual resources of practising teachers' professional development, that are to be actualized in the pedagogical activity for the development of professional work and transversal competence: emotional intelligence, personality and reflection competence.

Formation of professional identity is an important point of reference for awareness of professional and personal experience. Both moments of doubt and worry are typical of the process of the acquisition teacher's profession, when going through these stages step by step, the belief in one's own strength is achieved. The basis of teachers' professional activity is their own self-development motivation and development together with their students, actualizing the didactic competence in the context of educational reforms.

The self-educational competence can be characterised as an integrative quality of a personality and their professional activity, which is inseparable from the personality's ability for a systematic, independently organized cognitive activity directed towards the follow-up of education in general-culture and professional aspects and it is formed, organized and mentioned by the very subject of the cognitive activity.

The data of the empirical research confirm that reflection on teachers' being involved in the research, pedagogical work is a constant assessment process of their own activity and a need of modern education, as well as a deliberate professional necessity helping the practising teachers to develop their own theoretical and practical awareness of the issues of pedagogical competence enhancement.

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## Social Work with Long-Term Unemployed in Their Competitive Labor Market

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### Abstract

Employment is important to each country. The family's economic situation, the standard of living and well-being of the family depends on work is, and whether there is work at all. Unemployment is currently an issue in Latvia as well. In social work with the unemployed, local municipality social workers use the resources offered by the State Employment Agency (SEA), although innovative methods are also necessary. The main aim of the research is to analyze social work with the long-term unemployed, to study the professional work of a social worker to increase the competitiveness of the unemployed in the labor market. The theoretical basis of the research is the research findings and literature on the topicality of the topic. The empirical study uses questionnaires, interviews and data processing in the programme. The study was conducted in 2017-2018 in a survey of long-term unemployed, interviewing social workers, mentors, and lecturers involved in unemployed education programmes. Based on the theoretical findings and authors' personal experiences in educational projects and work with adults in Latvian higher education institutions, the paper summarizes analysis of several situations. The causes and consequences of long-term unemployment have been clarified. The motivation and attitude of the long-term unemployed to the proposed support measures are studied. The role of a social worker in motivating unemployed people, increasing self-awareness and self-esteem in order to reduce their social exclusion has been analyzed. As a result, a model is developed for the work of social workers with the unemployed in order to increase their competitiveness in the labor market. The research proves that using different methods in working with the long-term unemployed can increase their competitiveness in the labor market. United and coordinated teamwork of professionals is important. More research is required to improve social work in Latvia.

**Keywords:** Employment, support measures, motivation, sustainable education, methods, social work.

### Introduction

Unemployment exists in all countries with a free-market economy. It is one of the most pressing problems of today. Because of unemployment, more and more families face a decline in income. Difficult to satisfy their primary needs – purchase of food, provision of housing and health care. As a result, of rising unemployment, material and moral damage to people increases, and their standard of living is lowered. In case of long-term unemployment, there is no sense of a safe future. Long-term unemployment is one of the main causes of social tension and crime. Successful integration of the long-term unemployed into society is a complex process. A large part of society lacks faith in its own power. People feel helpless and unable to change their lives. It is difficult to adapt to the new circumstances. People lack motivation to make a change in their lives. Individual characteristics of a person are determined by several interconnected factors, which are temper, the structure of personality needs, self-esteem, self-awareness. Material well-being and quality of life are ensured by employment. It is related to the individual's ability to assess their own knowledge, skills and abilities, personal qualities and their compliance with the requirements of the labor market. The OECD (2015) report states that Latvia has a long-term unemployment rate higher than in most EU countries. The problem of long-term unemployment is particularly acute due to the demographic situation and the aging population. Latvia has experienced one of the largest population cuts compared to other OECD countries. One of the reasons is the emigration, especially among the working-age population, the other reason is aging. Of the nearly two million Latvians, 40 percent are over 50 years old (OECD 2015). While conducting the research, the factors influencing people's ability to find work and their motivation will be clarified and investigated. The causes and consequences of long-term unemployment, the attitude of the long-term unemployed toward the proposed support measures and the role of the social worker in increasing their self-awareness and self-esteem and reducing social exclusion have been studied.





**The aim of the research:** To analyze the causes and duration of long-term unemployed unemployment, including motivation, low levels of education as factors contributing to social exclusion; to analyze available social services, training and employment promotion services in Latvia, to reduce social exclusion for this target group.

**Tasks of the research:** 1. To study and analyze psychological and social literature, regulations, studies on the socialization of long-term unemployed and the factors influencing it. 2. To identify factors that characterize long-term unemployed (low level of education, age, professional readiness and experience, low income, disability, etc.). 3. Analyze their correlation. 4. Identify the resources of the people who contribute to the integration into the labor market (education, professional knowledge and skills, social skills etc.). 5. To find out the social portrait of a long-term unemployed person and to analyze factors related to the duration of unemployment: self-identification; attitude to the labor market; willingness to work; motivation to study, retraining, participation in the SEA employment promotion activities; level of education, professional qualifications, work experience. 6. Analyze social worker support opportunities for the long-term unemployed. 7. To develop an empirical survey, to conduct survey and interview the respondents. 8. Summarize the results of the study and work out conclusions.

**Research hypothesis:** Social exclusion of long-term unemployed people could be reduced if a social worker: encouraged and motivated their participation in the acquisition of new professions, the willingness to study, retrain; encouraged and motivated people to engage in social life; engaged in employment support measures; to promote the establishment of mutual social contacts.

## **Method**

### **Research methods:**

1. Theoretical research methods: literature research and analysis, analysis of regulations and documents on the chosen topic.

2. Empirical research methods: a survey of the long-term unemployed, expert interviews. Respondents were divided into three groups. The first group consisted of long-term unemployed people who use professional development or training courses offered by the Liepaja branch of the SEA – language courses (Latvian, English), courses for social care providers, warehouse management courses, courses for accountants, courses for commercial specialists, project management courses. In this group, a random sampling method was used in the learning process. The second group consisted of long-term unemployed people participating in a special Motivational programme. Only the students in the Motivation programme were included in the selection with the detection method. The third group included the interviews of the SEA coordinating experts, psychologist, mentor, specialists involved in the education projects – lecturers and social workers.

3. The mathematical statistical data processing and analysis, compilation and analysis of quantitative data (surveys) and qualitative data (interviews). Data was processed using the Microsoft Office Excel programme.

The research uses quantitative and qualitative research methods. According to Paula (2011), the group research and the variety of methods used depend on the type of group, the circumstances, the research questions and other aspects. The quantitative approach focuses on finding the main trends, checking hypotheses. As data acquisition methods, surveys, questionnaires, standardized interviews are used. A qualitative approach examines how individuals interpret their own social reality. Qualitative studies use semi-structured interviews or free interviews, case studies (Paula, 2011). Lace (2012) acknowledges that a semi-structured in-depth interview provides a direct insight, information on the respondents' living conditions and everyday life. With their help, it is possible to find out the causes of social exclusion, its expressions, problems characteristic of the target group. Exclusion from the labor market – 1) the difficulty of entering the labor market, finding a job, the problem of long-term unemployment; 2) formal or informal work, qualified, permanent or temporary work, remuneration, the



opportunity to work part time, adaptation of the workplace, difficulties in entering the working environment (Lace, 2012). Today, the tendency to synthesize quantitative and qualitative approaches in studies is observed.

**Research respondents:** 1. Long-term unemployed people in Liepaja and the neighboring districts who receive courses and support services offered by the SEA. 2. Long-term unemployed people in Liepaja who take part in the Motivation programme for seeking employment and receiving a social mentor's service. 3. Programme coordinators, lecturers, psychologists, mentors, social workers.

**Research time:** Year 2017 – 2018

The study analyzes and summarizes literature and theoretical knowledge on the chosen topic. Summarized and interpreted the results of the empirical research, suggestions were made. The theoretical study is based on Brice, L., Puntusa, I. (2011), Brummers, M., Enckells, H. (2011), Buryhin, B., Gaga, V. (2016), Gaga, V. (2011), Sparrow, R. (2006, 2010), Karnite, R. (2011), Lace, T. (2012), Levane, I. (2006), Maskalovs, A. (2016), Nyrmeiers, R., Zeiferts, M. (2006), Paula, L. (2011), Penike, E. Krumina, V. (2007), Peha, A. (2016), Petrova, S., Uzulevica, G. (2016), Rajevska, F. (2006), Reiss, S. (2015), Rocane, M. (2016), Rungule, R. (2007), Studer, B., Knecht, S. (2016), Ukolov, V., Mass, A., Bistrjakov, I. (2006) and theoretical knowledge of other authors, published researches, normative regulations.

## Findings

### Historical aspects of unemployment. forms of unemployment. reasons, consequences

Unemployment leaves serious and sometimes even disastrous economic and social consequences that affect both individuals and society. Unemployment is also linked to demand and supply. One of the most serious shortcomings of today's market economy is its periodic failure to provide full employment. Economists and several authors, such as Karnite (2011), Lace (2012), Rajevska (2006), Rungule (2007), distinguish several forms of unemployment: **Cyclical unemployment** usually occurs when the economy is in recession. Companies reduce production, many companies are closed, and many workers, often even highly skilled, are dismissed from work. **Structural unemployment.** Over time, the structure of demand changes, products from a certain sector are not in demand, production technology is changing. Many workers cannot find a job because they do not have the appropriate qualifications or skills required for work with advanced technology. **Frictional unemployment** occurs when people voluntarily leave their jobs, seek a better paid job, change their place of residence and cannot find employment right away. **Seasonal job.** Some jobs are seasonal. With the beginning of summer, the services of many stokers becomes unnecessary. In many places, agricultural and construction work is seasonal. **Hidden unemployment.** In fact, non-operating companies do not dismiss their employees, instead they either make them work shorter hours or lay them off. Such employees cannot be considered as unemployed, but they do not work and do not receive a salary. Many employees illegally keep their positions hoping that the company will resume its work. (Karnite 2011, Lace 2012, Rajevska 2006, Rungule 2007). Rajevska (2006) points out that it is quite difficult to predict the long-term unemployment rate. Unemployment has become a major issue in all developed countries. Widespread computerization - IT technology, robotics leads to a decrease in labor demand (Rajevska, 2006). As a result of being out of work for a long time, people lose their professional skills. Even if the unemployed person has a professional education and he or she has worked in that specific field, the threat of not finding a job increases. Survival methods for the unemployed include the use of state and local government benefits, casual work, support from relatives or friends. In accordance with the current Latvian legislation, a long-term unemployed person is an unemployed person who retains the unemployment status for more than one year.

Jonaite, Verescagina (2016), based on the information provided by Maskalovs (2016) on the SEA website, indicates that the average unemployment length at the end of January 2016 for the long-term unemployed is 930 days or ~ 2.6 years. In turn Whereas Maskalovs (2018) points out that at the end of June 2018, 59199 , 30089 of whom are the long-term unemployed, which is 50.8% of the total number of the unemployed. The Liepaja branch of the SEA has 3933 unemployed people on their register, 1198 of whom are long-term unemployed, which is



30.3% of the total number of the unemployed (Maskalovs, 2018). Kamerade (2009) explains that unemployment reduces people's savings, lowers purchasing power, due to long-term unemployment, an employee loses his professional efficiency. Several authors, Rajevska (2006), Rungule (2007), Kamerade (2009), Karnite (2011), Karnite (2013), Lace (2012) and others explain that social problems are rooted in the contradiction between the needs of life and the possibilities of their realization. As a result, the person's social functioning ability lowered or lost. The authors of the research agree with conclusions of theorists, while based on their practical experience they admit that there are two groups of people. One group live with the idea that the world can be influenced and there is always a choice. The other group sees their life as a stream of events that are controlled and determined by others. In the recommendations of the European Commission (2015) it is explained that unemployment is a social issue that can lead to other social problems - violence, alcoholism and other addictions, but they can also be the cause of another new problem. The opportunities for finding employment are decreasing with the increase in the duration of unemployment resulting from the reduction of professional skills and inconsistencies with the changing needs of the labor market. Inability to respond and adapt to changes leaves a negative impact on the size of an individual's human capital and competitiveness in the labor market. It is important to inform and motivate the long-term unemployed to engage in the support activities within the framework of the project (European Commission 2015).

#### **Normative regulations on support measures for the reduction of long-term unemployment**

Laws and regulations that provide support services for the long-term unemployed are analyzed in the study. Corresponding laws and regulations, operational programmes, strategies and development plans for a longer period of time have been developed in Latvia.

National Reform Programme of Latvia for the implementation of the "EU 2020" strategy envisions structural unemployment reduction, including economic activation of the labor force, by improving active labor market policy measures, to provide support for regional mobility, improve the work of the employment service and the lifelong learning system (EU 2020). The laws and regulations specify the responsibilities and the rights of the unemployed, such as, to actively seek employment; to submit proposals for elaboration of the SEA Individual Job Search Plan; to arrive at the SEA on the day specified in the individual job search plan; to participate in the activities scheduled in the individual job search plan; to notify the SEA about any changes within 3 business days. In case an unemployed person fails to fill suitable vacancies registered with the SEA, refuses to take a job offer without any valid reason twice, he loses the status of an unemployed person. If a person is not employed, they must be registered with the SEA, to receive municipal social aid.

In accordance with Regulations the SEA organizes various active employment measures for the long-term unemployed – training courses, employment measures, training with the employer to receive the necessary qualification, work trials, competitiveness enhancement measures, measures for starting a business or self-employment, complex support measures. It is difficult for the long-term unemployed to integrate into normal working hours – they attend work on an occasional basis. The authors of the paper believe that these people lack motivation, their return to the labor market is almost impossible and participation in various employment events does not give the desired result. It is possible that the causes of the situation must be sought in the existing social benefit system and addressed in a much broader context – the return of long-term unemployed to the labor market cannot be solved only by proposing the subsidized employment measures. According to Peha (2016), in the framework of the Operational Programme, the support measures are intended to include 20 000 unemployed people, including the long-term unemployed by December 31, 2023 and 10 110 by December 31, 2018.

The following activities are indicated within the support measure: 1) individual expert counseling and group counseling (including counseling for career counselors, psychologists, psychotherapists) that contribute to increasing the person's self-esteem and motivation to integrate into the labor market; 2) consultation and opinion of a medical examination (doctor of occupational diseases or occupational health and occupational physician (hereinafter - occupational doctor); 3) determination of professional suitability; 4) a motivation programme for job search and mentor services; 5) support measures; 6) Minnesota 12-step programme; 7) emotional stress therapy



(coding), consultations with a narcologist including the use of psychotherapeutic methods (Peha 2016). The European Parliament (2015) document explains that people, especially the long-term unemployed, should be offered training and retraining programmes for the unemployed, skills assessment programmes, to improve their chances in the labor market. Programmes should be developed and implemented in close cooperation with employers' associations, trade unions, unemployed organizations and private and public employment services to better match the needs of workers with labor market needs in the future. Specific employment improvement programmes must be developed and implemented to help reintegrate workers who have not been employed for several years (European Parliament, 2015). The European Union (2017) points out that lifelong investment in human capital and skills, and in particular the existing workforce for skills development and skilled workers, is essential to prevent long-term unemployment and provide more access to high-quality jobs; calls for clear targets for lifelong learning in the area of missing skills and to expand education and training in communication, foreign languages and digital skills for older workers, in particular for under-qualified workers over the age of 30 and early school leavers (European Union, 2017). The regulatory enactments provide various and extensive support options for the long-term unemployed. Specialist social services have the opportunity to organize various support measures for the unemployed, but because of the lack of finances, time, and specialist expertise, the support measures are not well implemented. The authors believe that the client's involvement in solving his / her social problem promotes the client's responsibility and motivation to change the current situation.

### **Sociopsychological portrait of the long-term unemployed**

There are few qualitative studies in Latvia to study the causes and consequences of long-term unemployment. The authors took note of the research carried out by Rungule (2007) before the financial crisis period in 2007 "Unemployment and causes and duration of social exclusion " and the second LR MK (2015) study - "Study on the possibilities of reducing administrative burdens and innovative approaches in solving long-term unemployment problems". The survey found that 51% of job seekers are usually unemployed for one year, while economically inactive people often (46%) do not work for more than two years. The longer the time spent outside the labor market, the more difficult it can be to return and adapt to the labor market. Upon being acquainted with both studies, the authors conclude that the causes of long-term unemployment are almost the same for both studies: 1) the health status of the unemployed, including disability, which impairs doing hard physical work or causes difficulties with full-time work; 2) lack of competence, education or inadequate qualifications (out of date qualification); 3) lack of motivation to change something, to find a solution to problems; 4) limited opportunities to find a job for a wage that is higher than the minimum wage, as their qualifications and skills correspond to the standard of a simple profession; 5) inadequate offered remuneration in the workplace, unfair treatment of employers: non-payment of wages in full, failure to conclude employment contracts, failure to provide decent working conditions and the environment for workers; 6) insufficient knowledge of the state language; 7) psychological peculiarities of a personality; 8) factors limiting mobility, opportunities for mobility in public transport. The study concludes that are unemployed people who are not looking for work. Their behavior is based on a hidden motivation to receive various types of benefits without the desire to settle in their independent work. These unemployed people raise unrealistic, uncertain job search targets, even formally as if looking for a job. There are also unemployed people whose requirements are inadequate for opportunities, these unemployed people do not feel responsible for finding a job, they are having difficulties, so their job searches are counterproductive and unstable. They are characterized by inadequate self-esteem, helplessness or even aggressiveness (Rungule, 2007; LR MK, 2015). Eglite, Kruze, Osis, Brants (2014) explains that the focus on age discrimination is on individuals aged 50 and over. The 2015 Eurobarometer survey shows that 49% of Latvia's population believes that age discrimination (over-55s) is widespread in Latvia. Discrimination against old age is most commonly recognized in research by Latvian residents. The most common situation in which people recognize and recognize age discrimination is the establishment of employment relationships. Long-term unemployment and unsuccessful job search experience of 50+ years of age creates a sense of depression and hopelessness, promoting self-isolation of the target group. Representatives of the target group seek to justify their unsuccessful communication or job



search, shifting responsibility to others, and considering that non-acceptance is due to intolerance of the elderly. The information obtained during in-depth interviews shows that employers' attitude and dismissal are not always justified, because in certain cases the physical and cognitive abilities of the persons are limited. Characteristics of physical abilities were provided by the interviewers themselves. In turn, the limits of cognitive abilities could be captured during interviews, assessing people's ability to answer questions and used arguments (Eglite, Kruze, Osis, Brants, 2014). The authors of the work conclude that part of the unemployed have adapted to their social situation and do not want to change anything in their lives. It is difficult for such clients to find a solution to social problems because they are not willing to find a job, they have enough social assistance available. There are also unemployed people who do not believe in their abilities. Part of the unemployed social services say they are looking for work hard, but they are not involved in job search, waiting only for SEA offers. Long-term unemployed people often lack the will and perseverance, the motivation to change something in their lives. The causes of unemployment may vary, but they are related to limiting internal and external human resources. The longer a person stays unemployed, the more difficult it is to return to the labor market.

### **Motivation as a resource for long-term unemployed**

Every person needs motivation to achieve something in life. Nürmeier, Zeifer (2006) admits that motivation is a very volatile matter. Current circumstances can affect future motivation if, for example, we see today that it is worth the endeavor, in the future, our working life will increase (Nürmeier, Zeifer, 2006). The authors of the study agree with the researchers' statement that motivation may change as a result of external internal factors. The three main motivational directions leading to motivated actions are Professor B.Studer and S.Knecht, (2016), in his work. Directions are: biological - things and instincts, psychological - society, self-realization and self-determination, and economic or financial, such as salaries and bonuses (Studer, Knecht, 2016). There are different explanations of motivation. Studere and Knechts view it as a university professor, but economists, Dr. Burihin and Professor Gaga, believe that, in order to encourage people to act and influence in a certain way, all the theory is based on identifying people's needs (Buryhin, Gaga, 2016). Ukolov, Mass, Bystryakov (2006) explains that motivation can be understood as a set of motives that encourage people to act, manifests itself as a need to achieve the goal. Many motivation theories can be grouped into three groups: 1) content theories; 2) theories of process; 3) theories of social influence (Ukolov, Mass, Bistryakov, 2006). Garleja (2010) emphasizes that motivation is a process in which goals are identified, choices are made, and energy is directed towards achieving the goal. Motivation theories have gone through a long period of development. Three approaches can be developed in their development: 1) the traditional approach (Frederick W. Taylor), economic benefits - money is more important than the work content; 2) the human-rights approach (Elton Meijo), every employee wants to feel needed, important; 3) human resources approach, the role of investments in increasing motivation is important. The content theories focus on meeting needs. Process theories focus on explaining human behavior (Garleja, 2010). Garleja (2006) explains that each person is endowed with consciousness, will, freedom of choice, activity, ability to improve, but the realization of these qualities in the action is different for each individual. Subjective factors are people's desires, interests, inner beliefs, real opportunities, personal characteristics, structure of needs, life style, beliefs, value system, behavioral habits, motivation, self-esteem.

Objective factors are the mismatch between individual and market needs, uneven social and economic development of various spheres of business (Garleja, 2006). Reiss (2002), Reis (2015) acknowledges that there is not a common understanding between specialists about what is motivation and how it works. The beginning of the 21st century has been marked by the emergence of new theories. They try to solve the unanswered questions of the previous generation of theories. The author offers his own, 16 basic desires theory. The theory is new, the first publications appeared around the turn of the century (Reiss, 2002), Reiss (2015). For the integration of long-term unemployed into the labor market, an important role is precisely for motivation, person's self-esteem. Scientists have proven, the more knowledge a person has and the higher his qualification, the more we are craving for interesting, creative work.





### **Social work and social support for long-term unemployed**

The rapid changes in our daily lives bring a lot of new and not completely clear changes. Part of society does not understand it and feels marginalized. Social work as a professional activity is based on a multidisciplinary knowledge of different branches of science. It is sociology, psychology, medicine, politics, law, economics, pedagogy, management, and others. Social workers are experts in developing various social services. They can be important experts in developing local government development plans, evaluating (assessing) the social environment and its resources. The social worker is based on the principles of human rights and social justice. The purpose of social work is to help a person, family or group of people identify, solve or reduce social problems, developing personal resources and involving support systems. Levane (2006), Penike, Krumina (2007), Brice, Puntusa (2011), Baklasova, Verescagina (2013), Samigin, Tumaikin, Citkilov, (2016), Jonaite, Verescagina (2016), Svalbe (2016), Strunga, Lanka (2018), explains that social work missions, goals, professional standards and other regulatory enactments indicate that, social workers need understanding and professionalism. The social values of society tend to change due to globalization. Consequently, the areas of social work are expanding, New social work skills are required, specific competence, respect for differences in multicultural society in the context of globalization. Social workers should be highly skilled professionals who continuously improve their competence for sustainable development. There is a need for a sustainable education system. Baklasova, Verescagina (2013), found that, in social group work, positive attitude in the group provides a good result. The main tasks of the social support group are as follows: 1) to change the social situation of individuals; 2) helping clients develop their democratic, social and moral characteristics; 3) helping clients emotionally adapt to their own situation. Support groups for the long-term unemployed are very necessary because they are in a difficult psychosocial state, and Social workers need to pay more attention to them. In support groups, long-term unemployed people are able to discuss with each other and with their specialists all the important issues, their experiences, fears, doubts. A social network is created, acquired new knowledge, maintained and enhanced self-confidence. The group leader supervises the whole process and directs it purposefully. Support groups for long-term unemployed as a social work resource are not yet fully utilized as it is a relatively new form of work (Baklasova, Verescagina, 2013). Petrova, Uzulevica (2016) indicates that many social services are included in the duties of co-operation, however, they are not always used by clients. In a situation that the client feels hopeless, it is necessary to find the resources of the person, useful alternatives in the offer of social services. The most important thing is for a person to be ready to realize the situation and actively participate. Usually, a social worker's conversation with the client reveals a series of problems that, by complementing each other, have created this situation. As soon as problems are identified, the choice depends on the person to change it in the future (Petrova, Uzulevica, 2016). The authors of the article admit that in address the problem of a client's unemployment, a social worker usually creates tripartite co-operation: social worker - client - SEA. One of the tasks performed by a social worker is to carry out professional social rehabilitation for groups whose social adaptation and integration in society is disturbed as to form groups of social support and self-help in solving specific social problems. Unemployed people are and will be clients of social workers. Need to develop support groups, under the guidance of a social worker, to motivate clients to look for a job. Particularly important is the long-term unemployed. Based on a theoretical study, a practical study was conducted to test the hypothesis.

### **Results**

Participants: 1) Long-term unemployed people who were studying in professional development programmes, a total of 205 respondents. 2) The long-term unemployed who participated in the Motivational Job Seeking Programme, a total of 458 respondents. 3) Experts, psychologists, lecturers, social workers who work with the long-term unemployed in total 10 respondents. A total of **673** respondents participated in the study.

### **Results of the research:**

1. The long-term unemployed (205) who use vocational education or training courses offered by the SEA, 96.5% admit that they want to increase their competitiveness and return to the labor market. Respondents are motivated,





confident about their abilities and skills. 3% indicated that they are not yet sure about their state language skills, language skills need to be improved. 0.5% of respondents indicated that they had mistaken the choice of the curriculum (computer bookkeeping). It is difficult for them, work in the profession is very responsible. They don't want a responsible job. As a reason for long-term unemployment, this group of respondents lacked education that does not meet the requirements of today's employers.

2. The long-term unemployed (458) who participated in the Motivational Programme for job search and social mentor services, 12% had higher education, 39% had secondary or vocational education, 21% with secondary education and 28% with elementary education. Aged 55-63 years - 74%; aged 30-54 years - 26%. Respondents (95%) acknowledged that by participating in the Motivational Programme, they feel more confident, more motivated by changes in their lives, so that they can independently learn how to work, integrate into the labor market. They have learned to appropriately characterize and present themselves to the employer, characterizing himself, overcoming communication barriers. 5% of respondents indicated that there is no real belief in their abilities and skills. They were people with a low level of education, dependency problems and without a definite place of residence (shelter clients), aged 60+ years. All respondents indicated that such a Motivational Programme was very valuable to them. Causes of long-term unemployment - 32% health problems, low education level - 27%, alcohol and addiction problems - 11%, subjective factors - 14%, economic situation in the country - 16%. The authors of the study conclude that the "Motivation Programme" can be called the first step and the beginning of the workout.

3. The third group had interviews with NVA programme coordinators, experts, psychologists, mentors, specialists in the field of education, lecturers, social workers. Experts mention encouraging and psychological support as an important factor. There is a variety of educational programs, however they are not entirely fit for the majority of the long-term unemployed. The unemployed don't work for a long time, lose qualification, lose the ability and desire to change, lose hope and are adapted to their current situation. The causes of unemployment for long-term unemployed by experts - health problems, lack of education, no desire to change their current situation, lack of state language skills and problems with addiction, lack of physical endurance, unwillingness to change anything in their lives, exclusive dependency on social support, temporary community jobs, they do not want and do not know how to work, do not know how to plan your time, many are not accustomed to the discipline and workload required by the young foreign companies in the Latvian labor market. To remind a little, to teach the unemployed these skills, the long-term unemployed are involved in the Motivation Programme. The motivational programme aims directly at improving job search skills. All experts agreed that clients should be encouraged to detect their problem promoting self-esteem and raising motivation. It's hard to change something if the unemployed person does not want it. They have no positive experience.

Based on interviews and discussions of all experts, the authors of the study summarized the conclusions about disruptive factors in the prevention of the unemployment situation for the long-term unemployed: 1) Insufficient motivation of persons; 2) Growth of factors limiting mobility; 3) Low social level and insufficient level of education, 4) Rigid approach to engaging in motivation group training; 5) Insufficient involvement in the planned activities; 6) There is a need for examples that there is a potential change that changes life; 7) There are also positive examples where long-term unemployed people have been able to return to the labor market with the support of SEA employees or social mentors; 8) Dissatisfaction with work, this is the basis for frequent job change, unwillingness to work at a job that is not well paid; 9) For professionals - social workers, employment experts, it is difficult to change and motivate the position of long-term job seekers if they have a low self-esteem. The results of a practical study confirm theoretical knowledge of scientists.

## **Conclusions**

The research proves the diversity of methods and programmes used in professional social work. Based on the practical experience of social work and the experience as lecturers of the professional bachelor's and master's



programmes in Social work in the University of Liepaja, getting involved in professional training programmes for the unemployed as developing the Motivation programme, the authors of the research substantiate the importance of the social work dealing with different target audiences, including the unemployed. Motivation programme for job search and social mentor services, its approbation proves that this is an initial step in social work with the long-term unemployed to boost their competitive labor markets. The motivation programme is 160 lessons long, it is educational and practical. It consists of 3 interconnected parts. Part 1 - 56 lessons, includes providing psychological support, consultations on solving individual social problems, the development of personality and social skills with the aim of developing the self-esteem of the target group and motivation for change, social skills and their application in life, participation in activities that promote inclusion into society. Part 2 - 16 lessons, is intended to improve life skills, develop skills and abilities necessary in everyday life, learn how to plan one's family budget and everyday life, motivate a person to solve social problems that have become an obstacle to looking for a job or getting involved in acquiring an appropriate education. Part 3 - 88 lessons, consists of strengthening motivation and preparing for the work process, including interprofessional meetings with the aim of motivating a person and helping to choose the most appropriate and, consequently, the most successful job search path, create and strengthen job search skills for the person to independently integrate into the labor market. A good team of interprofessionals and coordinated action involving cooperation between the municipality, various state institutions (State Employment Agency, State Education Development Agency, etc.) and social workers facilitate the integration of the long-term unemployed into the labor market.

The study reveals that the social exclusion of the long-term unemployed can be reduced if a social worker: encourages and motivates the long-term unemployed person to acquire new professions, to learn, to retrain; encourages and motivates to engage in public life; encourages the acquisition of social contacts; participates in employment support measures together with the SEA specialists. A theoretical and practical research confirms the hypothesis proposed.

### Recommendations

More research is needed to improve social work, and what should be the basis for the development of social work as a science in Latvia. A multidisciplinary team must be created, and a social worker must be the leader of this team. The motivation programme can be improved, adapted to other target groups, or used to continue work with the long-term unemployed. Based on the European Union practical experience – introduce, supplement with new methodologies and motivation programmes.

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## Some Aspects of Improving the Professional Competence of Social Work Practitioners Working with Asylum Seekers

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### Abstract

Every day in the world some person or families leave their country of citizenship in order to ask for asylum in another country, thus becoming asylum seekers. However, it must be mentioned that behind the words –asylum seeker – there are live people, confused and unhappy, because they have often undergone adversity and disaster as well as danger to life in their country citizenship, they have lost their shelter, have remained without support of friends and very often even without love of their closest people, but still they have a hope to live a worthy human life.

The article analyses the specifics of social work and necessity of social workers training to work with asylum seekers.

**Key words:** social work, social worker, asylum seekers.

### Introduction

There are millions of people in the world asking for asylum every year, because of the threat to their safety and life caused by warfare, inhumane treatment or degrading punishment in their own country of citizenship, as well as due to the ominous death penalty or corporal punishment, torture and manhunt because of their race, religion, ethnic background, social or political opinion.

On June 19, 1997 the parliament of the Republic of Latvia ratified the Convention on the Status of Refugees signed on July 28, 1951 and its Protocol relating to the Status of Refugees of January 31, 1967. That same day the parliament (the Saeima) also adopted a law “On Seekers for Asylum and Refugees in the Republic of Latvia”, which started to function in 1998.

In 2015 the parliament had adopted Asylum Law, which came into force on January 1, 2016. The purpose of this law is to ensure people’s rights to receive an asylum in the Republic of Latvia, to get the refugee status, temporary protection or alternative status according to the principles of well-established international human rights.

As shown by the data of The Office of Citizenship and Migration Affairs (OCMA) of Republic of Latvia (LR), there are 2513 refugees/ asylum seekers, who have asked for the international protection since 1998, when the asylum procedure was launched until 2017 (see chart No.1). In general the status of refugee (according to Section 45 of the Asylum Law (2015) “a third-country national who on the basis of justified fear from persecution due to his or her race, religion, nationality, membership of a specific social group or his or her political views is located outside the country where he or she is a national, and is unable or due to such fear does not wish to accept the protection of the country where he or she is a national, or a stateless person, who being outside his former country of permanent residence is unable or unwilling to return there due to the same reasons and to whom may apply for



refugee status”) was granted to 157 people, whereas the subsidiary protection status (a third-country national or a stateless person to whom the refugee status cannot be granted in accordance with Section 37, Paragraph one of this Law and to whom the conditions of Section 46 of this Law do not apply, may apply for alternative status if there is a reason to believe that he or she may be exposed to serious harm after return to the country of origin thereof and due to this reason is unable or does not wish to accept the protection of the above-mentioned country) (Asylum Law, 2015) was granted to 514 people. In 2017 there were 395 people asking for asylum, which is the highest number of all years. The status of refugee was granted to 39 people, whereas the subsidiary protection status to 259 people. The main countries of origin of asylum seekers in 2017 are Syria, Vietnam, Russia, Eritrea, Kazakhstan.

**Table 1.** Statistics on asylums in Latvia 01.01.1998. – 31.12.2017. (LR OCMA)

Year	Asylum seekers	Refugee Status Granted	Alternative Status Granted
1998	58	2	-
1999	22	4	-
2000	5	1	-
2001	14	1	-
2002	30	-	-
2003	5	-	6
2004	7	-	-
2005	20	-	-
2006	8	2	8
2007	34	5	3
2008	51	2	1
2009	52	5	6
2010	61	7	18
2011	335	9	18
2012	189	10	20
2013	185	14	21
2014	364	3	21
2015	328	6	23
2016	350	47	107
2017	395	39	259
Total	2513	157	514

As shown by OCMA data, it was a fast increase of people granting the status of refugee or alternative status only the last two years. Generally during the previous seventeen years such status is granted to comparatively low number of people, there are none people at all some years. Thus there are no amassed experience of work with people having refugee or alternative status.

By now Latvia mainly has been a country of transit for asylum seekers, because many of people arriving here have admitted their final destination has not been Latvia, but Scandinavia. Our country does not seem appealing to them due to the economic situation and low benefits.

Although the analysis of data statistics confirms that the number of asylum seekers granted the status of refugee or alternative status in Latvia is low, nevertheless the sustainability aspect of particular situation is asking for current analysis and bringing forward the operational objectives in order to solve issues of successful integration of asylum seekers' families by putting emphasis on staff training who works with people having the status of refuge or alternative status.



There are individual ethnic group communities already developed in Scandinavia and other countries of the European Union, where the number of refugees is hundreds of thousands of people, and such communities facilitate daily contacting and communication. Considering the low number of refugees arriving in Latvia, there are no explicit national communities here, that is why a process of integration in society for those, who have granted the refugee or alternative status is more extended and often accompanied by the necessity of professional support.

For example, as shows the practice in the USA, there are their native or similar culture representatives involved in providing the assistance in order to create the homeliness for a refugee. Also in Europe – in Greece and Spain as well as in Italy such practice is widely used, especially with the social services provided by non-governmental organizations.

The topicality of the problem is also determined by the fact that in Autumn 2015 Latvia committed to welcome a part of the European asylum seeker from Greece and Italy from the year 2016 as part of the European Union resettlement programs.

Previously analyzed information indicates that there is an extension of social work clients' profile variety in Latvia. Already for three years the topical has become the issue of providing support for a third-country national asylum seekers. So it is a pending matter how to work responsively and effectively in the circumstances of increasing diversity, because the social work is not compatible with support of direct or indirect people, groups, political forces or power structures, which suppress other people by using terrorism, violence, torture or similar methods forcing humans to leave their country of origin and ask for asylum in other countries.

**Aim of the research:** to activate skills necessary for social workers in order to ensure successful integration of refugees or persons who have acquired alternative status.

**Results of the research:**

As a result of the analysis of theoretical literature and the practical research, it will be updated the set of skills necessary for a social worker in order to ensure successful integration process of refugee or persons who have alternative status.

**Methods of research:** study of literature, semi-structured interview, expert interview.

Authors of the article conducted a research study in February and March, 2018. In this research, besides analysis of literature, legislative documents and statistics data, an interview method was used for exploring the actual situation in Latvia of asylum seekers. There were conducted semi-structured interviews with 17 social workers from different regions of Latvia (Kurzeme, Zemgale, Vidzeme, Latgale).

The definition of social work in Law on Social Services and Social Assistance (2003) in Latvia is as follows – the social work is a professional activity in order to help people, families, groups of people and society to promote or renew the ability to function socially as well as to create favourable conditions for the mentioned functioning.

Conversely the Standard of Social Work profession (2010) states that the social worker advises and directs the social case of a client, provides psychosocial assistance by involving the necessary resources, assessing the client's needs intently renewing or improving the client's social functioning considering the client's own resources and helping to discover alternative problem solutions.





The Code of Ethics for social workers of the Republic of Latvia (2001) provides that social worker offers all of the possible assistance to everyone, who turns for help or advice not discriminating by gender, age, health condition, ethnicity, social status, race, religion, language or political beliefs, respecting the human rights in accordance with “Universal Declaration of Human Rights” of the United Nations.

Previously analysed indicates that the professional qualification and understanding of asylum seekers’ problems are highly essential because of the great possibility the asylum seekers have had to face with variety of problems when leaving his home country by escaping or non-voluntary. There can be plenty of potential reasons – the threat of torture, humiliating attitude, the discrimination by social or religious beliefs or warfare. Considering all of the mentioned above the asylum seekers may be emotionally or physically abused, and that is why there are psychological aspects, which need to be taken into account. The social worker faces many problem fields, when working with a client or client’s system in such cases: the social issues ensuing after leaving the home country – separation from relatives and friends, a lack of native culture, problems with a migration process itself, for example, anxiety or traumatic experience contacting representatives of law enforcement agencies, arrival phase problems: insecurity and often unreasonable frame of optimism, possible depression in case of extended period of unemployment and facing orientation problems within a strange culture, new language learning difficulties, and also meeting the unaccustomed standards of bureaucratic system and behavior.

The refugees suffer from a posttraumatic stress syndrome or depression, particularly those ones coming from military conflict or natural disaster zone. Therefore, one of the tasks of a social worker is to reduce the various forms of violence and threats during post-immigration, including measures to reduce domestic violence, humiliation and racism.

During the refugee integration process the social workers also face such refugee problems as heavy economic situation and frequently an extreme poverty, a bad health condition, the mental health problems, marriage crisis, domestic violence, alcohol and drug addiction, conflicts of children and parents.

Looking from the guided perspective context of client, it is truly important for the social worker to use the specific culture possibilities represented by the client. For the purpose of identification and recognition of client’s individual resources, and discovering the solutions for their successful application in the social rehabilitation process, it is necessary to implement a culturally appropriate and competent social work practice delivered by a culturally sensitive social worker.

To carry out the work with culturally different clients and groups more effectively, the social worker has to have a deeper understanding of their needs and the significance of their demographic characteristics, traditions and values (Kropf, Isaac, 1996). Therefore an important aspect is intercultural competence when working with people or families, who have granted the status of refugee or alternative status, because the mentioned competence is a systemic set of behavioral strategies and habits, correlated and complementary treatment giving the opportunities to work effectively within intercultural communication situations (Ose, n.d).

Intercultural competence sums up from several components of professional and personal competence, which implement when working with representatives of other cultures (race, ethnic groups, subcultures). The foundation of intercultural competence primarily is an ability to respect and appreciate the clients’ values, opinions and customs differing in culture field, as well as looking at those people from their culture perspective, not from a view of the social worker. Secondly, the social worker has to be aware of his stereotypes and racist attitude (Wodarski, 1992), and has to develop the ability to change his own opinion, assumptions and stereotypes by divesting from all forms of xenophobic discourses. Thirdly, intercultural competence means flexible thinking and not generalize the social worker’s way of thinking and behaving as the only correct one (Miley, O’Melia, DuBois, 1998).



Authors of the article conducted a research study in February and March, 2018. In this research, besides analysis of literature, legislative documents and statistics data, an interview method was used for exploring the actual situation in Latvia of asylum seekers. There were conducted semi-structured interviews with 17 social workers from different regions of Latvia (Kurzeme, Zemgale, Vidzeme, Latgale). The goal of interviews was to find out what knowledge and skills a social worker needs in order to successfully organize and implement the integration in the society of people granted the status of a refugee or alternative status. The respondents for the interviews were selected using so-called the method of "snowball", what is a nonprobability sampling technique where existing study subjects recruit future subjects from among their acquaintances. That means the respondents are asked to help researchers identify the additional participants with certain types of experience or knowledge, and so on, thus building up like a snowball rolling down a hill. Such a sampling method is usually used in studies aimed at gaining in-depth understanding of the situation and experience, but not the possibilities for data generalization and sample representativeness. Before the interview, each participant of the study was informed of the purpose, conduct, respect for confidentiality and the rights of the participants in the study. The researchers received the oral agreement of the participant to participate in the study. The results of the interviews are presented in aggregate form in order to respect the rights of the research participants to the confidentiality. For this reason, there is no mention of the gender and specific job of the research participants in the study outline.

The respondents can be divided into two groups: the first group consists from social workers who acquired social work education by the year 2002 (9 respondents). Then integration issues of asylum seekers were not relevant and the practitioners did not have practical experience of working with the target audience as a relatively small number of people requested asylum in Latvia. Those who applied asylum were primarily representatives of the republics of the Soviet Socialist Republics. Consequently, social worker training programs did not focus on social work with asylum seekers, refugees or alternative statuses. The second group is social workers who acquired social work education after 2002, when the Asylum Law (2002) came into force, and graduate courses on the social protection of minorities, migrants and asylum seekers were gradually included in higher education programs.

The results of interviews with social workers who had acquired education before 2002 point to the need for the acquisition of specific knowledge and skills, what allow professionals who work with families and children with the status of refugee or an alternative status:

- Orientate in the international protection standards of asylum seekers and national defense systems, as well as in the developing tendencies of this field;
- orientate in the migration trends and reasons causing them;
- orientate in types of migration and socio-economic consequences both in the country of origin and the host country;
- have a good knowledge of general intercultural communication features and conflict resolution mechanisms, because the asylum seekers are often the victims of organized violence or the survivors of other traumatic crisis, and there are also different kinds of stress factors able to cause an acute reaction in some cases and inability of self-control in various life situations;
- communicate in a foreign language. For persons who have formally applied for asylum in Latvia but whose application has not yet been concluded while they are waiting for an asylum procedure have no time to acquire the state's language and they do not speak English.

In turn, the social workers who completed their studies after 2002 (8) (more acute issues such as:

- cultural competence;
- knowledge of foreign languages.

As the interview was semi structured, issues concerning the integration of persons acquired the status of refugees or alternative status were also raised, such as:



- the issue of finding a place of residence that is not related to the skills or skills of the social worker, but to the actual situation and the offer;
- employment related to the knowledge of the language of the state and the client's professional experience.

The research also included an expert interview with a social worker whose professional activity involves the integration of refugees or persons with alternative statuses. The expert emphasizes that asylum seekers, refugees and persons with an alternative status are one of the most vulnerable groups of migrants who are at increased risk of social problems. In many cases, these people come from countries where active hostilities are taking place. Many of them have witnessed violence or have been victims of violence by themselves. Some have been a Prisoners of War and suffered from the incredibly tough conditions in the cells and lack of medical supplies. They have lost relatives and social support networks, experienced psychologically complex and traumatic migration processes. Therefore, the victims of this experience frequently deals with post-traumatic symptoms, anxiety, depression, and in some cases suicidal ideation. Additionally, it must be taken into account that the composition of asylum seekers is not homogeneous - there are both children, minors, women and men, some persons might be with disabilities. Almost everyone must be examined by both the health care professional and mental health professional. Children must have to have access to education, etc. Therefore, the social worker must represent asylum seekers in an interprofessional team and advocate them to ensure that these clients get not only social support and benefits, but to develop coping skills, process trauma, and build the strength and resiliency needed to start a new life under stressful conditions.

Although the first impressions after arrival in the host country and in which they have hopes of obtaining asylum seeker or refugee status are usually related to relief and the expectation of a safe and peaceful asylum, they face a new challenges and difficulties. After arriving in their new country of residence, people experience both sophisticated legal procedures and try to acquire a new language and culture that leads to frustrations and leads to loss of hopes and illusions; therefore, the social worker must be professionally trained to provide high-quality and effective social services for the successful integration of these people into society. The expert emphasizes that the recognition of diversity and cultural awareness are seen as key characteristics in working with refugees but social work knowledge as key of human issues and social work skills. Listening to and hearing the people draw upon important social work skills and core values.

The expert confirmed that it is quite difficult to find suitable social workers who could and would like to work with asylum seekers. One of the reasons a lack of foreign language knowledge is still topical, as well as social workers lack the necessary skills for working with migrants and refugees: there is a lack of cross-cultural experience, as well as personal fears of a possible failure when confronted with persons from other cultures. Social workers do not have enough knowledge of the international protection standards of asylum seekers and the developing tendencies of this field. For these reasons, there are very few applicants for social workers' workplaces working with asylum seekers, despite about two times higher salaries than ordinary social workers earn.

The previous review indicates that a successful development of integration plan requires from the social worker to take into account the experience of each particular asylum seeker, which includes the analysis of escape phases, escape psychosocial and also cultural aspects by choosing appropriate social work theories and methods at micro, meso and macro-level, also the social worker has to have a great knowledge of the social work directions when working with people or families who have granted status of a refugee or alternative status.

Research work and development of support programs:

- Creating a database (of persons who have granted the status of refugees or alternative statuses, their needs, problems and interests, cultural identity, religious affiliation);



- Research work and anticipation of attitudes (myths, stereotypes) of employees of society and various institutions to anticipation of possible problems of specific target groups);
- Development of support and assistance programs;
- Preparation of suggestions and proposals (on the promotion of successful integration of the target group in society – at the local governments, educational institutions and at the national level).

The work of coordination:

- Inspection of Children Rights Protection (ICRP);
- Board of Education;
- Social service (social worker - curator);
- The municipality;
- Court;
- Family doctors;
- Confessions;
- Nongovernmental Organizations (NGOs);
- Crisis centers;
- Centers of Interests;
- Volunteers;
- National Societies, etc.

Educational work:

- With the society;
- With the professionals of various profiles (on the causes and problems of asylum search);
- With the refugee family on the systems of education, social security and health, as well as culture, values, etc. of the country concerned;
- Prevention work on specific problems (drug addiction, alcoholism, violence, conflicts of race, etc.)

Social worker - the task of a social worker is to help people and families who have granted refugee or alternative status to solve social problems, to promote experiences of new life and the adoption of new behavioral models, thereby promoting their successful integration into society.

Psychosocial work with persons and families granted the a refugee or alternative status:

- Work with an individual, a family;
- Support groups for parents and children;
- Pedagogical groups;
- Educational groups;
- Interest groups;
- Self-help groups.

Solving the conflicts:

- Family conflicts;
- Interpersonal conflicts;
- Between the person / family and institutions, etc.

Consultative work:

- Consultation;
- Providing other specialist advice to the refugee family as a whole.

Specificity of the social worker's work with persons / families granted refugee or alternative status



Previously analysed shows the summed up directions of work of social worker with people granting the status of refugee or alternative status, what indicates the components of professional competencies, which are:

- Ability to identify, define, analyze and solve social problems.
- Ability to manage problem solving process and social case work.
- Ability to plan, organize and manage social work with an individual, family, group and community.
- Ability to identify, attract and develop resources in different areas of social work practice.
- Ability to find alternative solutions to social problems and choose the appropriate strategy.
- Ability to assess the quality and usefulness of provided social services.
- Ability to develop and implement social service projects.
- Ability to promote community development, availability of social services in accordance with the social needs of the population.
- Ability to engage in the formation, development, implementation and evaluation of social policy.
- Ability to implement non-discriminatory practice of social work by promoting the social inclusion of people who are socially excluded and at risk.
- Ability to carry out research activities.
- Ability to analyze the formation, development and interconnections of global social problems.
- Ability to manage the state language and communicate in a foreign language.

Evaluating the components of professional competence of social workers working with refugees and asylum seekers, the skills necessary for performing the basic tasks of the professional practice are distinguished:

- Identify the client's social problems in the social work of micro, mezzo and macro level.
- To support, improve and promote the social functioning of the client and his family members.
- To provide assistance and support to the client in solving social problems, ensuring the opportunity of client's co-operation and respecting social justice.
- Evaluate and identify the environmental suitability of the client.
- Assist the clients in evaluating and attracting resources, protect clients' interests.
- To promote personal interactions with the social environment, by improving interpersonal support systems.
- Plan and do social work with the community.
- Identify, evaluate and plan actions to reduce the risk of social risk and religious practices.
- Develop and implement preventive programs in all social work practice levels.
- Analyze the emergence, development and development of global social problems interconnections.
- To promote respect for human traditions, culture, beliefs and religions between different ethnic groups and communities.
- Adhere the professional and general ethical principles.
- Determine the priority of the work to be performed, work in the team and plan, organize and manage its work, as well as work individually.

From previously analyzed we can summarize the necessary knowledge of professional activities for performing the basic tasks of social worker's, who is working with refugees or those whom granted alternative status.

1. Knowledge at the level of idea required for performing basic tasks of professional activity:

- regulation of European Union on integration and anti-discrimination, integration policy in Latvia;
- financial instruments of European Union;
- social policy guidelines of European Union's, the Charter of Fundamental Rights of the European Union and the social charter;
- socioeconomic processes in the country (demographic processes, employment, inflation, quality of life indicators, education, culture, health care, etc.);
- the dynamics of globalization processes, social changes in Europe and in the world



2. Knowledge at the level of comprehension required for performing the basic tasks of professional activity:

- the impact of social and environmental factors on a person (individual, family, group, community);
- functional and dysfunctional relationships (partners, families, groups);
- family psychology;
- living conditions of vulnerable groups of society, and the social factors affecting them;
- poverty theories, poverty as a social problem, a culture of poverty;
- healthcare and care for people with disabilities in Latvia;
- violence, its types, signs, factors causing violence;
- types of addiction and their dynamics, work with a person with problems of addiction and co-dependence;
- religions and their role in human life;
- international human rights;
- discrimination, social isolation, signs of repression, process, causes, consequences and possible solutions in society;
- education system in Latvia and educational opportunities for refugees, persons with alternative status or temporary protection;

3. The knowledge at the level of use required for performing the basic tasks necessary for professional activity:

- social security system in Latvia;
- social work theories, methods and functions for working with an individual, family, group and community;
- professional values and ethics of social work;
- legal regulation of the activities of social service institutions in Latvia;
- network of institutions of social services in Latvia;
- types of social services and social assistance;
- communication in social work with different client groups and clients counseling;
- conflict resolution methods in social work practice;
- crisis intervention and stress management;
- life style, customs, values, stereotypes, discrimination and integration of minorities.

### **Results, Conclusions and Recommendations**

Asylum seekers and refugees are a very diverse group with diverse cultural, historical and personal experiences. The social worker, provides the necessary conditions for the realization of the goals and tasks set for the protection of families and children's rights of refugees or persons with alternative statuses, within the limits of the competence of his professional activities. The social worker is diagnosing the difficulties and problems of the socialization of families and children who have acquired refugee or alternative status, as well as existing or the potential social risks (unemployment, illness, financial difficulties, societal myths and stereotypes concerning asylum seekers, etc.) for their full integration into society, as well as the acquisition of life and communicative skills.

Therefore, it is necessary:

- to continue to educate emerging social workers and to develop continuing education programs for practicing social workers on the issues of asylum, on intercultural communication and previous traumatic experience of patrons seeking.
- attracting workers with diverse ethnic backgrounds with broad intercultural knowledge and language skills.

A holistic approach to integration and social services - social, emotional, and psychological support - is an ideal framework for integration of implementation.

Summary





Social workers with their professional activity ensure the necessary condition for protection of families and children who have acquired refugee or alternative status as well as for implementation of goals and tasks put forward for socialization and integration. Social workers, within the limits of their competence, diagnose socialization difficulties and problems of refugee families and children, existing or potential social risk (unemployment, sickness, lack of money, biases regarding asylum seekers etc.) and its influence on their wholesome integration into society and acquisition of life and communication skills.

Cultural competence in the conditions of globalization – ability to work effectively with individuals and groups, why have diverse cultural identities, has become a part of social worker's professional competence, thus preparing them to work with refugee or alternative status families. Along with the general and common professional skills social workers have to improve their specific skills in the sphere of asylum issues.

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## Pedagogical Relationships as an Aspect of Music Teachers' Professional Competence

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### Abstract

Nowadays Latvian education system is undergoing the continuous processes of implementing the changes based on a competence approach that requires a change of attitudes and new ways of thinking and acting. The context demands changes also in the field of music education. However, the research studies focus more on the content of music education and its desirable outcomes, but hardly on the significance of pedagogical relationships as one of the main aspects reflecting the professionalism of music teachers. Therefore, the following research questions have been put forward: What is the correlation between pedagogical relationships and learning outcomes for general music education? How to provide opportunities for building positive pedagogical relationships in diverse music learning environments? The results of the study prove a strong relationship between the outcomes of music education and the quality of pedagogical relationships.

**Key words:** Competency-based education, Outcomes of music education, Positive pedagogical relationships

### Introduction

Education is one of the most important factors for the growth, competitiveness and sustainability of the Latvian economy, therefore the development and perfection of learning outcomes is of vital importance both in the medium and long-term planning of Latvia education system development, which intends to develop a high-quality education, ensuring the competence development in all levels of education and creating the balance between education, science, society, economy, politics and the national economy both on a local and global scale (Guidelines for the Development of Education for 2014-2020, 2013; Guidelines for the Development of Science, Technology and Innovation for 2014- 2020, 2013; Latvian National Development Plan for 2014-2020, 2012; Latvian Sustainable Development Strategy until 2030, 2010).

At present Latvian education system is in process of a paradigm shift towards the implementation of competency-based education requirements by implementing the reform of general education, thus promoting the competitiveness of education in the local and global context. The reform of the general education content, the essence of which is the transition to a contemporary competence-based education, is being implemented in the frame of the project "Competency approach in learning content" by the National Centre for Education, emphasizing the reorientation from transferring of knowledge to joint creation of innovations (Skola2030, n.d.). The project includes reviewing and improving the learning content to reduce its fragmentation and isolation from real life. It defines the areas of learning - language, social and civic, cultural understanding and self-expression in the arts, natural sciences, mathematics, technology, health and physical activity and emphasizes transversal skills like self-knowledge and self-management, thinking and creativity, cooperation and participation, digital skills, as well as the values / virtues. The project also focuses on the creation of favourable conditions for changing the way of learning in schools, by ensuring appropriate physical environment, which enables the implementation of different forms of study, the availability of different resources (information technology, libraries, etc.) and greater freedom for schools and teachers in organizing the teaching and learning process. This situation points to the need for professional development of teachers and the ways in which they can be realized (Skola2030).

While knowledge still continues to play a key role, interdisciplinary skills become important along with the basic skills in all areas of human activity such as linguistic, social and civic, cultural and artistic, mathematical and computer science, natural sciences and engineering, health and physical activity. In order to be able to adapt in new conditions and environments, different personality traits, attitudes and a system of certain values become of great significance, because self-esteem is formed only if the learner is aware of the meaning of the information



obtained in his life and is able to use the information. The path to it is through the acquisition of thinking and creativity skills (Purēns, 2017). Therefore, the main keywords in the process of change are: individualization, innovation, values, that is in line with Delors (2013) belief and vision of education as a holistic process that fully develops the potential of each individual by encouraging balanced school curricula and taking into account all personality dimensions, including social skills and values aspects (Delors, 2013).

Although, nowadays the quality of education is among the topical keywords in education policy discourse, insufficient attention is turned to the quality of teachers, where especial role has been allocated to their professional competence emphasizing its academic, didactic and communicative aspects. However, the aspects of personality competence, which puts emphasis on relationships, connectedness and interdependence – the concepts underlying the quality of teaching and learning outcomes, have often been neglected. Positive attachment between an educator and an educatee at the level of feelings, interactive relationships focused towards the development, respect towards educatees' interests, real-life situation and future opportunities are among the main features of pedagogical relationships and considered as the foundation of teaching and learning, especially highlighting its influence on affective, emotional and intellectual dimensions of learners in diverse educational settings (Bethere, Pavitola, Usca, 2016; Nohl, 1982; Snoek, Swennen, Van Der Klink, 2011; Ziegenhain, Fegert, 2009). Quality teachers are considered to be as the most important educational resource and one of the three pillars of quality education along with quality tools and quality environment for teaching and learning (Unite for Quality Education, n.d.) In this context, pedagogical relationships can be considered as a transversal factor, which ensures the coherence across the three pillars.

As the result, it raises conceptually new requirements for teachers' education and professional development for work with the new content of general education - there is a demand for teachers who are capable of implementing a paradigm shift from transferring information to acquiring competencies based on the *School2030* initiatives (Skola2030, n.d.). Thus, it is necessary to create strong and high-quality teacher education study programmes, corresponding to the political and social demand and increasing the quality of studies and providing practice and research-based studies. Otherwise, the preparation of teachers in a conceptually new quality according to the 21st-century tendencies will be delayed, reducing the graduates' competitiveness in the labour market and in ensuring the regional interests.

### **The context and challenges in general music education**

Since music education is a part of general education, the above tendencies in relation to the need to change the educational approach, content and teacher role are also fully applicable to music teachers in general education and problem issues in music education. Currently, music education in Latvian schools is being implemented in accordance with the state's basic education standard, which is regulated by the Cabinet of Ministers Regulations No.468 (2014). Although the goal defined in the standard is to promote the learner's emotional and intellectual development, loosen creative abilities, in order to create the prerequisites for everyone to become active listeners of music and/or actively participate in music amateur groups of different types, the professionals in the sphere of music share the opinion that this standard has to be considered as outdated and the learning outcomes has become inadequate to today's requirements.

There is now a lot of discussions and exchange of ideas on what should be music education, both at school and outside. Emphasizing globalization processes, social developments, changes in culture and value orientation, increased use of technologies in the process of learning, the most appropriate solutions have been searched to keep students interested in music education, promote their musical development and growth, and ensure the continuity of the music education process. In this respect, it is important to prevent the increasing globalization and commercialization processes from being a threat to the uniqueness of the music culture.



The problematic of the objectives of music education, the learning outcomes to be achieved and the link with the historical culture, with particular attention to the aspects of the teacher's personality competence, is becoming more and more relevant. The emphasis is on the diversity of teaching and learning methods, the importance of active and informed participation in practical work, focused on the use of relevant and meaningful music for students in the learning process and the explanation of theoretical concepts based on practical experience (Fautley, 2017; Musical Futures, n.d.; Wallbaum, 2010). As the most important learning outcomes have been mentioned creative self-expression skills developed through music and improvisation, involving creativity and transversal competences. It is essential to focus not only on musical skills, but also to develop a holistic understanding of the music learning process through cross-curricular links and the use of modern technology, since it is possible to create a successful link with music in almost any school subject (Aarnio, 2017; Космовская, 2014).

In Latvia, in the content of general education created in the frame of the project *School2030* (Skola2030, n.d.), the subject of music is offered to be implemented within the area of *learning the cultural understanding and self-expression in art* in combination with the visual arts, literature and drama, by discovering and improving pupils' creative talents, knowledge, skills in the activities of musical listening, musicing, improvisation and composing, as well as creating a habit of experiencing cultural events, thus, gaining emotional and aesthetic experience (Skola2030, n.d.). Thus, the music teacher is also a subject to certain requirements in order to achieve the planned musical learning outcomes in a creative and flexible way, including the use of new technologies. Therefore, in the current changing social processes, in terms of social inequality and cultural diversity, musical teachers must learn not only musical teaching methods but also social and moral responsibility issues (Parti, 2017). It reveals the vital need to focus on the ability to form positive pedagogical relationships in order to achieve meaningful musical learning outcomes and enable students to reflect the acquired meaning of what is being learned and use the experience to solve complex tasks in new situations and contexts. However, in Latvia, there is still no list of music teachers' professional competences approved at the national level and many of music teachers believe that acquiring theoretical knowledge rather than providing opportunities for musicing and creative self-expression is of main importance. Although Lasauskiene and Rauduvaite (2013) offer a model of general education music teacher competencies that includes the aspect of personal self-development, it only indirectly implies the importance of creating pedagogical relationships.

The mentioned problems have serious consequences in terms of music learning outcomes and meaningful their use in situated experiences. Students, who enter the university, possess quite poor skills in creative musical self-expression and often lack basic musical knowledge and interest in musical activities. It is despite the demands of existing music education standards (LR Ministru kabineta noteikumi Nr.468, 2014) and defined music learning outcomes. The gap between music learning outcomes in general education and real know-how knowledge and experience in the sphere of music is in contradiction with the quality education and its implementation principles (Lasauskiene, Rauduvaite, 2013; Unite for Quality Education, n.d.). This raises questions about and points to the problems in general music education, where the mark is often regarded as the main musical learning outcome. Therefore, it is necessary to update the aspects of the competence of the music teacher, particularly the issues of forming positive pedagogical relationships, that have been neglected in the context of music education practice in Latvia.

**Research goal** - to actualize and discuss the concerns of nowadays general music education in the context of professional competence by discovering the guidelines for building positive pedagogical relationships in diverse learning environments.

The following **research questions** are put forward:

1. What is the correlation between pedagogical relationships and learning outcomes for general music education?
2. How to provide opportunities for building positive pedagogical relationships in diverse music learning



environments?

## Method

Liepāja University, the basis for the study, is a higher education institution that implements the study direction "Education, Pedagogy and Sport", which sustainability is based in the long-term experience in implementing teacher education programmes (since 1954). It is the only higher education institution in the Kurzeme region in Latvia, which prepares professionals in the field of education, including music teachers. Teacher education programmes respect the specifics determined by the Latvian education system and provide with qualified and professional teachers who are open to cooperation and partnership and are capable of implementing the pedagogical process appropriate to the knowledge, skills and attitudes necessary in the 21st century. Therefore, the students from professional bachelor study programme "Teacher" were chosen as respondents for this study, since they are representatives from different regions and have graduated different general education schools in Latvia, thus providing a broader perspective for data analysis. To get a deeper insight into the problem issues, experts in the field of general music education were asked to participate in focus group interviews.

This study reflects the data obtained from the respondents of the above-described teacher education programme during the period of 2013 – 2017.

Mixed methods research methodology that combines and integrates quantitative and qualitative approaches is used to address the topic and provide a more complete understanding of research problems by obtaining different, but complementary data. The convergent parallel design is applied as a mixed methods research strategy and a parallel databases variant is used to analyse, interpret and integrate the findings. The selected methodology allows to analyse the results obtained from different perspectives by collecting data using two data collection tools: 1) a quantitative instrument – a questionnaire and 2) a qualitative instrument - focus group interviews to complement and interpret the findings that result from the quantitative study. A side-by-side comparison is used as a strategy for data analysis of the qualitative part of the study, whereas the quantitative results of the research were analysed with SPSS Statistics 22.0 using a Spearman's correlation coefficient.

Participants (teacher students and experts) were selected using a purposive sampling strategy. A maximum variation/heterogeneous type of the purposive non-probability sample consisting of the teacher students from different qualifications (preschool to secondary school teacher students) was selected for the quantitative study to provide a possibly diverse range of insights and opinions relevant to the research questions. In total, there were 352 respondents - teacher students (N = 352) from the professional bachelor study programme "Teacher", who represent different specializations (see Table 1).

**Table 1.** The group of respondents

Specialization of the respondents	Number of the respondents (%)
Preschool education teachers	103 (29%)
Special education teachers	43 (12 %)
Primary school teachers	85 (24%)
Music teachers	35 (10 %)
Sports and dance teachers	64 (18%)
History and social science teachers	22 (7%)

The number of respondents varies among specializations according to matriculated students in each specialization every year. The largest sample is preschool education teachers (29%) and primary school teachers (24%), whereas the least - history and social science teachers (7%) and music teachers (10%).



Expert sampling as a form of purposive sampling was used for the qualitative study, in order to obtain the informed expert opinion on the issues reflected in the research questions and interpret research findings. The number of the sample consists of 15 respondents, general education music teachers, who participated in 3 focus groups – 5 experts in each group.

Based on the literature review and the existing research context, a quantitative research instrument was developed – a questionnaire that reflects existing music education process and learning outcomes according to the compulsory content defined by the Standard of General Education. The procedure was implemented once every study year and involved first-year teacher students, who entered the University right after secondary school graduation. The questionnaire consists of 12 multiple choice questions separated into 5 groups. Regarding the research questions put forward for the study, the correlation was estimated between the groups of questions. In order to complement the quantitative data obtained from the questionnaire, five exploration type questions were elaborated for the focus groups. The questions reflect the professional competence of the pedagogue, both for forming pedagogical relationships and teaching the content of Music, as well as in the context of the music learning outcomes.

To provide reliability of data, Cronbach's alpha was used to measure the reliability of a questionnaire. Data reliability for the qualitative method – focus group interviews, was provided by accuracy in documenting the procedure and a consistency in code definition. Triangulation of data as a validity strategy was carried out by using a convergent parallel approach by examining the evidence of data obtained from two different sources.

There are some limitations of the study in relation to the questionnaire – the depth of quantitative data cannot be reflected the full extent, since it is restricted by the use of multiple choice questions.

### **Findings**

The data obtained from a quantitative and a qualitative research instrument have been analysed according to the research questions put forward for the study, where the questionnaire is oriented more towards the 1st research question - what is the correlation between pedagogical relationships and learning outcomes for general music education, but the focus group interviews, in their turn, towards the 2nd research question - how to provide opportunities for building positive pedagogical relationships in diverse music learning environments. The data from both research instruments contain complementary findings that help to get objective answers on the research questions.

The relevance of the questionnaire as a research instrument is indicated by Cronbach's Alpha value  $\alpha = 0,745$ . The 12 multiple-choice questions (Q) included in the questionnaire are separated into 5 following groups (G):

1. Information about the respondents: Q1 - specialization chosen for university studies, Q2 - additional musical education (f.ex., music school, after-school activities).
2. Assessment in the Music classroom: marks in the range: Q3 - from 8 to 10, Q4 - from 5 to 7, Q5 - up to 4.
3. Musical experience acquired at school: Q6 - music language (theory), Q7 - music perception and creative activity (music listening preferences and musicing skills), Q8 - music as a component of culture (history of music, personalities in music).
4. Characteristic of relationships between music teachers and pupils at school: Q9 - opportunities experienced for creative self-expression, Q10 - a variety of methods used for raising interest in learning music.
5. Music as a lived value, meaningful and valued experiences from music lessons at school: Q11 - a richness of musical preferences, Q12 - musicing and participative activities in the preservation of cultural heritage and the inheritance of traditions.





In relation to the research questions, the correlations have been investigated between the groups of questions. It was important to find the correlations between the characteristic of pedagogical relationships between music teachers and pupils at school (G4: Q9, Q10) and a) musical experience acquired at school (G3: Q6, Q7, Q8), and b) considering music as a lived value that arise from meaningful and valued experiences in music lessons at school (G5: Q11, Q12). Consequently, it was also meaningful to find out if there exists a correlation between the assessment gained in the Music classroom (G2: Q3, Q4, Q5) and a) musical experience acquired at school (G3: Q6, Q7, Q8), and b) considering music as a lived value that arise from meaningful and valued experiences in music lessons at school (G5: Q11, Q12).

With regard to the first research question, the correlation between the characteristic of pedagogical relationships between music teachers and pupils at school and musical experience acquired at school was found out (see the Table 2).

**Table 2.** The correlation between the G4: Q9, Q10 and the G3: Q6, Q7, Q8

	Q6	Q7	Q8
<b>Q9</b>			
rs	0,601	0,786	0,642
p	0,000	0,000	0,000
<b>Q10</b>			
rs	0,653	0,801	0,663
p	0,000	0,000	0,000

The findings certify the strong correlation between the two groups of questions. The lower figures are in the acquisition of musical language, but the highest is in the use of different methods when providing music perception and creative activities during music lessons. Slightly lower indicators are for the Q9, which reveals opportunities experienced for creative self-expression than for the Q10, which indicates a variety of methods used to raise interest in learning music.

The correlation between the characteristic of pedagogical relationships between music teachers and pupils at school and consideration of music as a lived value that arise from meaningful and valued experiences in music lessons at school is reflected in Table 3.

**Table 3.** The correlation between the G4: Q9, Q10 and the G5: Q11, Q12

	Q11	Q12
<b>Q9</b>		
rs	0,795	0,742
p	0,000	0,000
<b>Q10</b>		
rs	0,812	0,693
p	0,000	0,000

The data reflected in Table 3 present a strong correlation between the groups of questions. There are slightly lower figures for musicing and participative activities in the preservation of cultural heritage and the inheritance of traditions, but the figures for the richness of musical preferences are very high and certify about very strong correlation.

Since the research context reveals the opinion that the assessment is one of the main indicators of reaching the learning outcomes, it was significant to examine the correlation between the assessment gained in the Music classroom and musical experience acquired at school (see the Table 4) and consideration of music as a lived value that arise from meaningful and valued experiences in music lessons at school (see the Table 5).



**Table 4.** The correlation between the G2: Q3, Q4, Q5 and the G3 Q6, Q7, Q8

	Q6	Q7	Q8
<b>Q3</b>			
rs	0,314	0,433	0,439
p	0,000	0,000	0,000
<b>Q4</b>			
Rs	0,199	0,297	0,413
p	0,000	0,000	0,000
<b>Q5</b>			
rs	-	-	-
p	-	-	-

**Table 5.** The correlation between the G2: Q3, Q4, Q5 and the G5: Q11, Q12

	Q11	Q12
<b>Q3</b>		
rs	0,435	0,439
p	0,000	0,000
<b>Q4</b>		
rs	0,432	0,437
p	0,000	0,000
<b>Q5</b>		
rs	-	-
p	-	-

Both tables show a moderate correlation between the groups of questions, except the Q4 (marks from 5 to 7) in Table 4 – the data points to a weak correlation between the assessment and musical experience acquired at school in terms of musical language (theory) and music perception and creative activity (music listening preferences and musicing skills). However, the correlation between the assessment and the questions concerning the aspects music as a component of culture (Q8), richness of musical preferences (Q11) and musicing and participative activities in the preservation of cultural heritage and the inheritance of traditions (Q12) is not dependent on the mark range (Q3, Q4).

Regarding the second research question and in order to have a more in-depth information and knowledge of the problem, 3 focus group interviews were conducted, each with 5 general education music teachers, who are experts in the field. There were 5 questions of exploration type asked the respondents:

1. How do you describe the quality of music education?
2. What are the most important things in learning content that students should learn during music classes to achieve music learning outcomes?
3. Which approaches / methods do you use in the context of the music subject to interest students and encourage creative self-expression?
4. What factors, in your opinion, hinder the achievement of musical learning results in the current musical learning process?
5. In your opinion, what changes will be in the musical learning process based on the initiatives of the *School2030* project?

The largest consensus in expert responses was observed in the context of the first question, which confirms that quality music education is unthinkable without a qualitative content, positive and supportive learning environment (including positive pedagogical relationships and psychological climate), and professional teachers who are able to implement the necessary learning content and reach the outcomes foreseen for music learning. Experts admit that music is the most direct way of learning the Latvian language and seeing it in the cultural and historical context of the world. Music cannot be perceived as a single piece of art or simply as a subject, which is usually once or twice a week with attention concentrated mainly on learning the theory. The subject of Music is one of the foundations of a multi-faceted, coherent learning process.



Regarding the second question, which was asked to find out the most important things in the content of Music that should be learned in order to achieve the results of musical learning, controversial but still complementary answers were received. The interviews revealed the areas, which integration in the content of Music is of paramount importance - folklore, improvisation in its various manifestations and creative self-expression through the means of music in combination with visual art, literature and drama. Getting to know the basic understanding of contemporary Latvian and foreign musical culture, skills in instrumental play, singing and singing, as well as the use of rhythm exercises, is considered as an important part of the music learning content. There is a variety of views regarding the acquisition of musical analysis skills, which is considered necessary but requires a relatively deep theoretical knowledge. Differences can also be observed in the view of the extent of the music theory that should be mastered, but the unifying is the recognition of the need to link learning theory with practical activity.

Continuing the discussion on learning methods to be used in the music learning process to interest students and encourage creative self-expression, the experts shared their experiences by revealing good practice examples and agreeing on the main goal of the musical learning to achieve - to educate students in positive emotions and cultivate the love for music. Some experts consider the various alternative approaches, such as the experience of Karl Orph and Waldorf Schools, with a particular emphasis on learning how to use the tools of playing an instrument. However, a consensus among experts is about the need to use a variety of teaching methods to teach music creative, dynamic, interesting and meaningful, including both practical work and music, and the acquisition of theoretical knowledge. It is worth noting that it is not obligatory to name theoretical concepts in name but to allow them to experience - through activity, play, movement and feelings by using various materials. In turn, in order to keep interest in the older classes, it is necessary to link the educational content with adolescent music, focusing on practical music, creating musical groups and staging songs. With regard to advanced technologies, there is a caution among experts as it requires financial investment and also the issue of professional development are becoming topical – to be able to use technologies in achieving learning outcomes.

Experts mention the disproportionately large volume of music theory intended to be mastered according to the national standard as the most important factor hindering the achievement of music education results in the current musical learning process. The acquisition of music should be based on practical activities, through an emotional experience, as well as understanding current music developments. Experts point to the fragmentation of music teaching programs and the fact that often the theory must be mastered for the sake of theory itself, without showing the possibility of linking it with practice. Similarly, there is not always a cross-curricular link between the two, creating a holistic understanding of other subjects. Certain experts point out that the lack of qualified teachers and a low prestige of the music subject is a relatively big problem, which causes the fact that students are not interested in learning music.

Regarding the view of changes in the music learning process, based on the initiatives of the *Skola2030* project (Skola2030, n.d.), experts point out that it is first necessary to put the content of new teaching into practice. However, in the formulated goals and in the description of the music teaching and learning process itself, there are several trends that are already being implemented at school, such as the desire to reduce fragmentation in the content of the syllabus, to link music knowledge with real life, apply the variety of teaching methods, take into the consideration the personality of students, the development of will and virtues, etc.

### **Results, Conclusions and Recommendations**

The analysis of the theoretical and empirical findings points to the importance of the pedagogical relationship aspects included in the structure of the professional competence of music teachers that promote interest, motivation, creative self-expression, sustainability and meaningfulness of knowledge acquired in the cultural



context and meets the requirements of competency-based education (Lasauskiene, Rauduvaite, 2013; Nohl, 1982; Parti, 2017; Skola2030, n.d.; Unite for Quality Education, n.d.; Wallbaum, 2010; Ziegenhain, Fegert, 2009).

Resulting from the findings of the study, there is observable a strong correlation between ( $>0.5$ ) pedagogical relationships and learning outcomes for general music education. The common trends in quantitative and qualitative data reveal a strong link between the existence of positive pedagogical relationships in the musical learning process and musical experience acquired at school, particularly in terms of providing methods and opportunities for creative activity, understanding music as a component of culture and musicing and participative activities in the preservation of cultural heritage and the inheritance of traditions. However, the issue related to music language aspects (theory) shows slightly less, but still strong correlation in the answers of student teachers that is further supported by the opinions of expert teachers, who have contradictory views on the amount of theory, which would be necessary to learn, but unifying is the cognition of the need to associate the theory with practice.

An important aspect in creating pedagogical relationships and achieving learning outcomes is addressed to the opportunities experienced for creative self-expression and variety of methods used for raising interest in learning music since the interest in music more often develop with more ease in less structured and self-directed activities. In this respect, both research instrument data complement and support each other. The strongest correlation was found between pedagogical relationships and the richness of musical preferences (0,812), whereas the weakest - between the assessment and musical experience acquired at school (0,199). Also, the interviewed experts did not mention assessment as an indicator for sustainability of learning outcomes.

The following **conclusions** can be drawn from the study:

1. A strong correlation is present between pedagogical relationships and music learning outcomes, particularly in terms of musical experience acquired, a richness of musical preferences, providing methods and opportunities for creative activities, and musicing and participative activities in the preservation of cultural heritage and the inheritance of traditions.
2. There were no contradictions among the qualitative and quantitative sets of data, however, the results from focus group interviews allowed to go deeper in the problem and reflected on didactic and organizational questions regarding music teaching and learning. The acquired data communicate the necessity to stimulate changes in the content of music teaching and to develop a complex, holistic view of the musical learning process and design the competencies as learning outcomes, focusing on creative activity, practical musicing, and offering specific, experience-based action models, as well as incorporating contemporary music events and the potential of new technologies.
3. There is a need to evaluate meaningfully the existing attitudinal patterns towards the essence of pedagogical relationships that is considered as one of the most important factors influencing the quality of education. In this context, the issue of updating teachers' professional competence becomes particularly urgent.

The findings have helped to reflect on and critically evaluate the challenges, as well as consider the **recommendations** for providing opportunities for building positive pedagogical relationships in diverse music learning environments in general education:

- 1) implement the teaching and learning process that is flexible and corresponds to the quality requirements of the subject content and the guidelines for competency-based education, ensuring regular feedback and critical self-reflection;
- 2) use an interdisciplinary approach and a flexible combining of the aspects of music learning content to acquiring competences in connection with social, humanitarian and exact learning content spheres, as well as providing access to their resources;
- 3) ensure the interconnectedness of studies, practice and research, implementing the link theory – theory approbation /practicum – practice;



- 4) apply skilfully different and interest provoking approaches and teaching and learning methods, as well as use meaningfully modern technologies, thus ensuring the learning outcomes and promoting creativity and self-expression of students;
- 5) be aware of the essential role of the music teacher's professional competence and personality factors and promote the opportunities for exchange of good practice among the music teachers in order to encourage and support their creative and innovative work towards providing meaningful musical experiences and promoting to view music as a lived value in students' lives and setting path to lifelong musical involvement.

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## Interaction of Corporate Social Responsibility with Consumer Behavior

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### Abstract

Corporate social responsibility refers to the responsibilities that businesses undertake voluntarily against the collective, economic system and nature. It contributes to the recognition of businesses in society and supports the shaping of corporate image in a positive way. In addition, this sense of responsibility is now beginning to take place within the criteria of consumers' business evaluation. Due to its importance, a research was conducted to determine the effect of corporate social responsibility activities on consumer behaviours. The research was conducted in the form of descriptive research and relational screening model. In this method, survey technique was used as the primary means of obtaining data. Students of Selcuk University in the academic year of 2017-2018 constituted the population of the research. Convenience sampling method, one of the non-random sampling methods, was used within this population due to time and cost constraints of the researchers and 490 samples were determined. SPSS 20 statistical program was used in the analysis of the data. Frequency distributions and demographic characteristics of respondents were examined; reliability tests and regression analysis were conducted. It was found out that general attitudes of students towards social responsibility practices had an effect on consumption behaviour.

**Keywords:** Corporate Social Responsibility, Consumer Attitudes, Consumer Behaviours, University Students.

### Introduction

Today, the multi-faceted social life has influenced the content and shape of relationships, reflecting on the relations of people with businesses. Due to this effect, businesses have had to expand their visions more than the old ones in the context of collective responsibility since these obligations are taken into account by the consumers and can shape the behavior towards the business. Within this vision, businesses are developing an understanding and putting that understanding into practice for all stakeholders. Within this understanding, there is the obligation to comply with the existing law and to establish its accountability. It is also important that the business respects the values of the community that owes its life and fulfils it at every stage. The important pillars of this vision are producing goods and services that the society needs, creating economic value, and implementing projects voluntarily in arts, culture, education, and so on.

### 1- Corporate Social Responsibility

Reviewing the literature, it is seen that the concept of corporate social responsibility (CSR) has various definitions depending on different aspects of the concept and there is not a single definition. Below are some of these definitions.

Individuals have responsibilities that involve both social and economic participation in the society they live in. In this respect, businesses have to take the individuals that constitute the society into account while carrying out their activities and attitudes, and organize the activities accordingly (Vural and Coşkun, 2011: 62). Individuals with a sense of responsibility also expect similar conscious responsibilities from businesses.

The concept of corporate social responsibility refers to the responsibilities of business or organizational structures to increase social welfare by using their resources voluntarily (Kotler, 2008) as well as the responsibilities of businesses with the impact on society, economy and nature (Biber and Tansel, 2008: 672). In another definition, corporate social responsibility is regarded as a working strategy and policy development with which business can meet the expectations of individuals and institutions in and out of business environment, business ethics, as well as economic and legal conditions (Eren, 2013: 106). From this point of view, CSR can be seen as a strategy and policy carried out by businesses. It is understood that the purpose of this process is to please people and contribute to the society. The United Nations Industrial Development Organization (UNIDO, 2016) has made another



definition overlapping the previous definition. According to this definition, corporate social responsibility is an understanding of management that adds to the social and environmental sensitivities in the activities undertaken by businesses, as well as in their relations with stakeholders. In addition, the European Commission (European Commission, 2011) defined corporate social responsibility as a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis.

Some common points stand out in the definitions of corporate social responsibility. The first one is “volunteering”. In other words, the company is voluntary in fulfilling its responsibility and doing it with its own internal dynamics. It is seen that sensitivity of responsibility does not focus on only one area but covers many areas from production and environment to quality and moral values. The fact that this understanding turns into a management strategy and becomes a guide in the identification and implementation of business policies also stands out in the definitions.

Most businesses undertake long-term and comprehensive social and environmental responsibility activities that would help them grow and contribute to the community. However, it could be seen that there is serious pressure on the part of businesses to see CSR as a business discipline and turn it into a part of the corporate structure. At this point it is very important to determine what the main purpose of CSR is. In fact, CSR has a balancing purpose, balancing the objectives and objectives of the business with its social and environmental activities (Rangan et al., 2015). It could be argued that this balancing would bring benefits to business and environment and society and would be beneficial on all sides.

From the point of business, these benefits are effective in increasing the brand awareness and increasing commitment (Yapraklı et al., 2017: 138). In addition, it could be suggested that the multi-faceted CSR activities carried out in this context also have a positive effect on consumer behavior. These activities are seen as activities covering many areas such as environment, nature, art and education. This will also contribute to the formation of a sustainable society and environment.

The field and contents of CSR evolve and become an important competitive element. One of the main objectives of businesses carrying out CSR is to be able to maintain business continuity in the economic, social and environmental aspects of business as well as business culture (Sharma, 2016: 343). In addition, that the business does not harm the society with its activities meets the needs and expectations of its stakeholders. Although businesses carry out many activities with an understanding of CSR in order to influence the public, it could be said that these activities have various implicit objectives which are beneficial to them (Santhosh and Baral, 2015: 129). Although it may have some implicit objectives, it is clear that the CSR will provide a variety of benefits in both the short and the long run.

### **1.1. Dimensions of corporate social responsibility**

Corporate social responsibility includes four fundamental dimensions, also called as Carroll’s pyramid. These are economic responsibility, legal responsibility, ethical (moral) responsibility and philanthropic (voluntary) responsibility. Because of the fact that businesses are profit-making organizations, their priority is economic responsibility. Besides businesses’ economic responsibilities, businesses also have legal responsibilities to comply with the laws and regulations. Economic and legal responsibilities also have ethical aspects, which refers to the third responsibility of businesses, ethical responsibility, suggesting that businesses should avoid harmful activities while acting properly and fairly. The fourth responsibility refers to philanthropic responsibility which encompasses those corporate actions that are in response to society’s expectation (Carroll, 1991: 42). If this classification is to be categorized within itself, we could suggest that economic and legal responsibilities are required, ethical responsibilities are expected, and philanthropic responsibilities are socially desirable responsibilities (Carroll and Shabana, 2010: 90). These categorizations provide important guidance for the organization and implementation of CSR activities and are briefly explained below.



**a- Economic responsibility:** This responsibility refers to the obligation of businesses to make profits while producing. In fact, although profit-making is not among the social objectives of the business, it is an important area for those who have direct or indirect common interests with the business. Besides, the businesses have to keep the profits of their partners at the top level by producing goods and services to society as basic economic units. While making profit is the primary incentive for businesses, the financial issue, which is expressed as a separating element in CSR practices, is intertwined with ethical consumptions, practices and many other issues (Ural, 2013: 66). Economic social responsibility is not only limited to production, consumption and profit, but also refers to a wide range of perspectives, from technological developments to staff recruitment.

**b-Legal responsibility:** With this responsibility business activities are carried out in accordance with legal and audit criteria. Laws protecting consumer protection, ecological environment, equality and security, and laws related to shareholders are regulated by the state by itself, and the appropriateness of the business is supervised by the state. In addition, the area of legal responsibilities of businesses encompasses performing actual tax calculations, taking legal responsibilities into account, contributing to the solution of social problems accordingly and responsibilities to public institutions (Torlak, 2003: 59). With this responsibility, businesses need to be transparent in their production processes, organizational structures, and accountable in every stage of their activities.

**c-Ethical (moral) responsibility:** This responsibility includes the conduct of businesses in accordance with the rules and values not included in written texts but accepted by the majority of the society. The fact that business' actions are fair and proper at every stage, collecting or keeping promises to the consumers, and not using fraudulent methods when performing production are the elements of main moral behavior. Moral responsibility constitutes the rules and expectations of interest groups, including employees, consumers, society and shareholders (Ural, 2013: 68). It is important to be respectful of moral values that can change over time and to make the society feel it. This responsibility includes having a sense of being a corporate citizen and responding to the expectations of stakeholders.

**d- Philanthropic (voluntary) responsibility:** This responsibility includes activities that strengthen the goodwill that a business makes in the community or help the business to be perceived as a good corporate citizen in the social environment (Taşlıyan, 2012: 35). It means that businesses should make efforts more than the minimum level of legislative and regulatory rules that show what must be done for a business to be accepted by the society (Dahlsrud, 2008: 6). In addition, a business is expected to support local charitable organizations, arts programs and educational institutions beyond the legal and ethical obligations. Sometimes it may not be enough to act legally and ethically in their actions and choices. The business is expected to go one step further. This step is a kind of philanthropy (Popescu and Voiculescu, 2015: 27).

Philanthropy responsibility includes activities carried out by businesses in accordance with their preferences and their own interests. In fact, these activities are not legal obligations and the society does not, necessarily, desire it clearly. Society expects these kinds of activities from businesses, but does not think of businesses which do not carry out as unethical. These include voluntary activities such as financial support for arts, culture and education, the organization of social activities for social service institutions, and the construction of animal shelters (Özüpek, 2004: 76). In addition, similar activities may be undertaken for many different areas, which are seen as problems in the national agenda of the country rather than the local ones. Today, similar activities carried out on an international scale are prevalent.

## **2- Consumer Behavior**

Human behavior is the process of interaction with one's surroundings and constitutes the basic structure of consumer behavior. In this respect, it is necessary to evaluate consumer behavior related to the market within



human behavior. However, in this evaluation it is important to limit consumer behavior to the behavior of the person related to the market and consumption (Odabaşı and Barış, 2004: 29). It is within this limitation that the consumer purchases a product or chooses a different product. The attitudes and behavior of consumers before and after they have purchased the product and all the situations they encounter is within the scope of consumer behavior (Engin, 2011: 18). In this context, we can define consumer behavior as the personal activities for selecting, purchasing and using products in order to satisfy his or her wishes and needs (Çağırın and Kılıç, 2005: 67). These activities take place within the process of the consumer's getting, consuming and disposing the product. Besides, it is clear that many components of mental, psychological and social factors are influential in this process (Garda, 2014).

Today, consumer behavior is an important aspect of marketing and it is taken seriously while developing marketing strategies. It is very important for success that marketing practitioners know the marketing environment they enter well because, in some cases, uncertainties can arise in consumer behavior for some reasons. Such a situation may result in the failure of meeting the expectations of consumers adequately. Therefore, it is important to investigate the attitudes and behavior of consumers before and after purchase in a comprehensive way.

As stated above, consumer behavior is a process and there are many components of this process. In the following section, this process will be briefly mentioned.

## **2.1. Buying Processes**

Reviewing the literature, purchase process appears to be composed of five parts, need (problem) recognition, information search/identification of alternatives, evaluation of alternatives, purchase decision and post purchase behavior (Kotler and Armstrong, 2012: 152-154). These sections are explained below.

**a- Need (problem) recognition:** The consumer purchase decision takes place with the recognition of the need. Need recognition therefore depends on the discrepancy between the consumer's current situation and the situation in which the consumer wants to be (Altunışık and Çallı, 2004: 233). This difference may lead to a physical damage on the body or cause a psychological or social. If there is no difference (if there is balance) between the consumer's current situation and the situation in which the consumer wants to be, the need will not arise (İslamoğlu, 2003: 21). The consumer sometimes does not need a product to buy a product. In some cases, consumers purchase products or services they do not need, and this is explained as a desire (Öztürk, 2015: 10).

**b- Information search and the identification of alternatives:** During the information search stage, the consumer learns about the products and services that meet his or her needs from various sources and learns about the features, prices and terms and condition of sale, service offices and alternative products or brands (Fettahlioğlu, 2008: 11). Various alternatives are determined by taking different factors such as brand, kind, place, time, price, taste, suggestion into consideration and these alternatives are subjected to comparison processes with each other in mind (Öztürk, 2015: 10). In the course of this phase, alternatives arising in the context of the abovementioned product or service are evaluated. In different product and service categories, variety of purchasing, which consists of multiple products and brands, can emerge. Consumers can even change the products, brands and points of purchase they have already bought and enjoyed.

It can also be argued that two different levels of interest emerge during the identification of alternatives. The consumer's search for information about the product increases as his or her interest increases slightly. At the other stage, the consumer is actively searching for information. The consumer tries to increase the level of active knowledge by talking to friends, searching the web, and visiting stores as active sources of information (Kotler, 2002: 98). In this process, the consumer acquires a variety of information about the product and has alternatives.

**c- Evaluation of alternatives:** Alternative products or brands that are revealed in line with the information gathered during the search process are called consumers' evoked set. Consumers have the opportunity to compare



their own needs, as well as the benefits offered by the brands, thanks to the knowledge they have gained through past experiences and current search. Thus, consumers evaluate alternatives and, as a result, they prefer brands or products that they think will provide them the most satisfaction (Korkmaz, 2006: 46). Preferences can vary from person to person, depending on the fact that alternatives generate different perceptions for people. The more a consumer becomes involved in the process of choosing alternatives and the more the importance of the purchase, the more important becomes the identification of solutions from the point of consumer point of view (Shocker et al., 1991: 183).

**d- Purchase decision:** The fourth step in the decision-making process is to make a product choice or a purchase. In this stage the consumer is making a choice between the items from the choice set and forms an intention to buy the most preferable alternative. Generally, it could be said that the purchasing preference is in line with the first preference for the brand or product. In some cases, there exist two factors that can interfere between the consumer's intention to purchase and the actual purchase decision, which can change the final purchase decision. The first factor is the attitudes of others and the suggestions of people who the consumers appreciate can change the decision of purchase. The second factor that can intervene between ones purchase intentions and the actual purchase decision is unanticipated situational factors (decrease in alternative product prices, economic crises, etc.). Thus, purchase intentions may not always transform into actual purchase (Kotler and Armstrong, 2012: 154). In fact, it is seen that purchase intentions and the actual decision stages are closely related to each other, and in some cases the product purchased may differ from the product intended.

**e- Post-purchase behavior:** The consumer evaluates the product which he or she has purchased in the last stage of the purchase decision. The evaluation comprises the level of satisfaction provided by the product, the missing aspects of the product, and the disposal of the used product. In fact, each of these topics is a new learning, and the consumer will evaluate the products and brands as alternatives in the next purchase decision process (Koç, 2007: 304). Businesses try to reduce their anxieties and hesitations about the products consumers purchase with various promotional activities and after-sales services (Mucuk, 1999: 90), because consumer can experience three kinds of intense emotion after this stage. These feelings can often be defined as satisfaction, dissatisfaction, and nonsatisfaction (Hawkins and Mothersbaugh, 2010: 633). A marketing strategy centered on consumer behavior will help to remove the hesitation of consumers after sale, and will lead them to act in favor of the product or brand in subsequent decisions.

The importance of consumer behavior, which is an important sub-discipline of marketing, has become more important in recent years. The growth of businesses, their fields of activity becoming more complex has made it even harder to predict consumer behavior and obtain accurate and up-to-date information. It is becoming increasingly difficult for managers who are in decision-making position to know consumers through communication in person due to the growth of businesses. Therefore, businesses are trying to communicate more effectively by using various public relations techniques. In the following section, the research aims to show the effect of corporate social responsibility activities, which can be evaluated within the field of public relations, on consumer behavior.

### **3. Methodology**

#### **3.1. The Purpose and significance of the research**

The purpose of the research is to determine the effect of corporate social responsibility activities on the consumer behavior of businesses. Consumers, who have an important place in the external stakeholders of enterprises today, take the activities of businesses within this responsibility into account when they make purchase decisions. From this point of view, the results of this research are important in terms of how corporate social responsibility of businesses is perceived by consumers and how this reflects on consumption behavior.

#### **3.2. The Population of the research**



Students of Selcuk University in the academic year of 2017-2018 constituted the population of the research. Convenience sampling method, one of the non-random sampling methods, was used within this population due to time and cost constraints of the researchers and 490 samples were determined.

### 3.3. Research methodology

The research was conducted in the form of descriptive research and relational screening model. In this method, survey technique was used as the means of obtaining primary data. In data analysis, frequency distributions of responses, demographic characteristics of participants were analyzed, and reliability tests and regression analyzes were conducted by using SPSS 20 statistical program. A three-part questionnaire was used in the research. The first part included questions about demographic characteristics. In the second part, a scale prepared in accordance with Carroll's (1991) four-dimensional social responsibility model was used to determine the consumer's attitudes towards social responsibility. In the third part, a brand equity model based on corporate social responsibility developed by Akkoyunlu and Kalyoncuoglu (2014) in accordance with the model of Aaker (1991) in order to determine the interaction of corporate social responsibility with consumption behavior was used with some changes.

### 3.4. Findings

**Table 1:** Demographic features

Gender	N	%	Age	N	%
Male	232	47,3	20 and under	120	24,5
Female	258	52,7	21-23	270	55,1
Science field of study			24-26	96	19,6
Social Sciences	198	40,4	27 and above	4	,8
Science	154	31,4	Class of education		
Health Sciences	138	28,2	1. year	80	16,3
Average Monthly Spending (TL)			2. year	196	40,0
Less than 500	126	25,7	3. year	112	22,9
Between 500-1000	230	46,9	4. year	72	14,7
Between 1000-1500	76	15,5	5. year and higher	30	6,1
Between 1500-2000	36	7,3			
More than 2000	22	4,5			

52.7% of the participants were female, and 47.3% were male. 40.4% of the students were in social sciences, 31.4% were in science and 28.2% were in health sciences. 51.1% of the participants were in the age range of 21-23 years. 40% of the students were in the second year. Nearly half of the students (46.9%) spent between 500-1000 TL per month.

**Table 2:** Reliability analysis

Number of Expression	Cronbach's Alpha
11 expressions of brand equity	0,67
13 expressions on Social Responsibility	0,90
Total of 29 expressions	0,87

According to Table 2; the reliability of the brand equity and social responsibility measures used in the research was Cronbach's Alpha 0.87 and the scales were reliable.

**Table 3:** Means of attitudes to corporate social responsibility perceptions





	Mean	Std. Deviation
If the price and quality of the two companies are the same, I prefer the company that carries out the Corporate Social Responsibility activities.	3,5306	1,20839
I can recommend the institutions that have adopted social responsibility as a principle.	3,7020	1,06487
Corporate Social Responsibility is the responsibility of giving the power back to the community.	3,6449	1,06651
I can pay more for the brand that supports the charity campaign.	3,2735	1,25758
Institutions carrying out Corporate Social Responsibility activities are well-known institutions recognized by customers.	3,4204	1,06188
Institutions carrying out Corporate Social Responsibility activities produce reliable goods and services.	3,6122	1,01555
The brands of the institutions that carry out the Corporate Social Responsibility activity create a special brand impression.	3,3347	1,07120
An institution's carrying out an aid campaign that I like does not affect my attitude towards that institution's products or services.	3,2531	1,23068
The only thing that I only care about is the product or service; I do not care about the institution's supporting an aid campaign.	2,9347	1,30275
The aim of the Corporate Social Responsibility campaigns is to advertise the brands to the customers.	3,3265	1,26601
General mean value	3,4032	1,06190

As seen in Table 3, the general mean value of the attitudes of students towards corporate social responsibility activities of businesses was 3.4032, which was high. The statement "I can recommend the institutions that have adopted social responsibility as a principle" had the highest mean value of 3.7020. The statement "The only thing that I only care about is the product or service; I do not care about the institution's supporting an aid campaign" had the lowest mean value of 2.9347.

**Table 4** Means of attitudes towards brand equity

	Mean	Std. Deviation
I think that foreign brands support projects to help people to avoid people's reaction.	3,2327	1,22639
Corporate social responsibility benefits the institution.	3,8857	1,04461
It is important for institutions to evaluate customer complaints.	4,1714	,99240
It is important that the institution fulfils its legal responsibilities to its customers.	4,1918	,99072
It is important that the institution does not give misleading advertisement or advertisement with incomplete information.	4,1429	1,01522
It is important that the institution fulfils its legal responsibilities to other stakeholders.	4,0939	,95039
It is important to make it easy to access the products and services of the institution.	4,1510	,94298
It is important that the employees of the institution are qualified.	3,9429	,94685
It is important for the institution to use advanced technology.	4,0082	,96986
It is important that the institution continuously provides new services.	4,0327	,97775
It is important for the institution to be sensitive to the issues related to the education of the community.	4,0367	1,03254
It is important for the institution to be sensitive to the protection of the natural environment.	4,1306	,99861
It is important for the institution to be sensitive to issues related to culture and art.	3,9510	1,03401
It is important that the institution cooperates with non-governmental organizations.	3,9878	,96347
General mean value	3,9970	,9610

As seen in Table 4, attitude toward brand equity was high with a mean value of 3.9970. The statement "it is important that the institution fulfils its legal responsibilities to its customers" had the highest mean value of 4.1918, while the statement "I think that foreign brands support projects to help people to avoid people's reaction" had the lowest.

**Table 5:** Means of attitudes towards sub-dimensions of brand equity

N	Minimum	Maximum	Mean	Std. Deviation
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Brand awareness	490	1,00	5,00	3,5378	,89554
Perceived quality	490	1,00	5,00	3,4558	,79961
Brand loyalty	490	1,00	5,00	3,0939	1,07935
Brand associations	490	1,00	5,00	3,2796	,97431
Valid N (listwise)	490				

As seen in Table 5, among the attitudes towards the sub-dimensions of the brand equity, brand awareness had the highest mean value of 3.5378. Perceived quality had a mean value of 3.4558 and it is followed by brand associations with a mean value of 3.2796. Brand loyalty had the lowest mean value of 3.0939 among the sub-dimensions of brand equity.

**Table 6:** Attitudes towards corporate social responsibility by gender

Gender	N	Mean	Std. Deviation	t	P
Female	232	4,0776	,63461	0,673	0,501
Male	258	4,0364	,71313		

An independent samples t-test analysis was conducted to determine if the attitudes to corporate social responsibility differ significantly in terms of gender variable. As shown in Table 6, there was no significant difference in terms of attitudes to corporate social responsibility.

**Table 7:** Attitudes towards sub-dimensions of brand equity by gender

	Gender	N	Mean	Std. Deviation	t	P
Brand awareness	Female	258	3,6163	,92419	-2,054	0,041*
	Male	232	3,4504	,86324		
Perceived quality	Female	258	3,4083	,82466	1,388	0,166
	Male	232	3,5086	,77492		
Brand loyalty	Female	258	2,9574	1,08611	2,976	0,003*
	Male	232	3,2457	1,05681		
Brand associations	Female	258	3,3362	,94153	1,220	0,223
	Male	232	3,2845	1,00196		

An independent samples t-test analysis was conducted to determine if the attitudes to sub-dimensions of brand equity by gender variable. As displayed in Table 7, there was a significant difference in brand awareness and brand loyalty. While females had higher mean values of attitudes to brand awareness, males had higher mean values of attitudes to brand loyalty.

**Table 8:** Attitudes to corporate social responsibility by branches of science field

	Sum of squares	Sd	Means of squares	F	P
Inter-group	9,286	2	4,643	10,553	,000*
Intragroup	214,651	487	,441		
Total	223,937	489			

\*P<0,05

As seen in Table 8, One Way Anova test was conducted to determine the difference in attitudes to corporate social responsibility according to the science branches of study. According to this test, there was a significant difference between branches of science. In addition, LCD analysis was performed and it was seen that the students studying science had the highest mean value of 4.2128, which was followed by the students in social sciences with a mean



value of 4.0723 and the students in health sciences with a mean value of 3.8573. Thus, it could be argued that the students studying in science are more sensitive to corporate social responsibility.

**Table 9:** Correlation between attitudes to corporate social responsibility and elements of brand equity

		Corporate Social Responsibility
CSR	Pearson Correlation	1
	Sig. (2-tailed)	
	N	490
Brand awareness	Pearson Correlation	,566(**)
	Sig. (2-tailed)	,000
	N	490
Perceived quality	Pearson Correlation	,365(**)
	Sig. (2-tailed)	,000
	N	490
Brand loyalty	Pearson Correlation	,020
	Sig. (2-tailed)	,663
	N	490
Brand associations	Pearson Correlation	,191(**)
	Sig. (2-tailed)	,000
	N	490

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

\*\* Correlation is significant at the 0.01 level (2-tailed).

A Pearson Correlation analysis was conducted to determine the correlation between students' perception of corporate social responsibility and brand equity. According to this, there was a significant positive correlation between perception of corporate social responsibility and brand awareness, perceived quality, and brand associations. There was no significant correlation between perception of corporate social responsibility and brand loyalty.

### Results, Conclusions and Recommendations

This study tried to investigate the relationship between understanding and activities of corporate social responsibility and consumer behavior. For this purpose, research was conducted for university students and results were obtained. It was found that the results obtained are similar to those in literature. The results of the research are also important in terms of displaying the attitudes of consumers (students) who are having higher education towards the concept of corporate social responsibility of businesses.

Generally, it was found that the students who participated in the research had high sensitivity towards corporate social responsibility. In addition, there was no significant difference between female and male students in terms of sensitivity. However, there was a significant difference between the branches of science that the students were studying. The attitudes of students studying in science to corporate social responsibility (CSR) were higher than those who study in other branches of science. Students highly recommended businesses that adopted the CSR approach. In addition, they had high attitude towards the opinion that CSR businesses were responsible for returning the support they received from the community. The goods and services produced by the businesses performing CSR activities were evaluated as reliable by students. It was also seen that when students performed their consumption behavior, they considered not only the products and services they cared about but also the campaigns that the businesses carried out for aid. However, students' attitudes towards paying more money to brands that support aid campaigns were below average CSR attitudes. This shows that when choosing between two brands within the same price range, the understanding of the CSR of businesses could be determinant.



It was seen that the students' attitudes towards the CSR based brand equity were higher than the attitudes towards CSR. Within these attitudes, fulfilling legal responsibilities of companies was seen as the most important. This demonstrates the importance willingness and conscientiousness of businesses to comply with legal regulations. In addition, it was among the priorities of consumers that businesses should take customer complaints and provide solutions for them. However, corporate support for cultural and artistic activities was regarded as important, but they were not considered to be the priorities in the first place.

In regard to CSR activities performed by businesses in brand dimension, we found that there was a positive significant correlation between the perceived quality and brand associations, but such correlation was not observed on brand loyalty. This shows that CSR activities could be advantageous for brands by positively influencing brand awareness, which is the effect that brands create in the mind of the consumer. In addition, perceived quality, which determines which brands are in and out of evaluation during the procurement process, was influenced by CSR and strengthened the reason for purchase. A similar effect was seen in the brand associations that are associated with the brand and consist of information that expresses the meaning of the brand in terms of the consumer. Thus, CSR brand associations could contribute to the formation of brand value. However, in the study, there was no significant correlation between the CSR attitudes of businesses and the brand loyalty in consumer behavior. However, regarding the gender variable, it was observed that CSR was more effective in males in terms of creating brand loyalty. Concerning brand awareness, the opposite is true, and it could be argued that CSR was more effective on women.

It was observed that businesses' acquisition of CSR as a principle would positively affect consumer behavior in favour of businesses. Even if businesses see this understanding as a cost, it could be suggested that this situation would be in favour of businesses in terms of cost/benefit in the long run.

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## Examination of the Attention Level in the Anatomy Laboratory Exam Process

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### Abstract

Attention has a special significance to achieve effective and lasting learning. The Bourdon attention test measures attention and speed of the movement. For this purpose, we aim to determine the attention of the term II students before laboratory exam, second in any laboratory course without exam and third just after the exam hence to compare them with grade average. Participants were randomly selected voluntary 46 term II students between 18-20 age range who did not repeat the class. Correlation of the 3 test demonstrated significant difference between these tests ( $P < 0,05$ ) in each other. Furthermore the individual level of attention of the students was higher in the third test. A statistically significant difference ( $p < 0,05$ ) and positive correlation ( $CC = 0,291$ ) was found between the grade average and the third test. Related this, we can point out that high level of attention leads to a high grade average in exams.

**Keywords:** Attention, Bourdon Attention Test, Memory, Medical Faculty

### Introduction

Attention is a behavioral notion that arises from the brain mechanisms and that can be defined as being aware of the stimulus (Grossberg, 2005). Internal cognitive resources from the brain and external stimulus are primordial factors to accomplish properly a behavioral goal. In fact, “the brain’s attention system consists of networks of areas that are anatomically separate from its sensorimotor processors. The main functions of these attentional networks are responding to alerting stimuli, shifting attention in response to cues, and exerting voluntary control over selective attention (Dosenbach and Petersen, 2009)”. Especially the ventrolateral and the anterior thalamus,





which are part of prefrontal cortex, play an important role in the selective attention of visual and auditory information. They are activated during tasks that involve attention awareness and behavioral engagement (Critchley, 2009) and they are signalling the need for attention necessary for learning (Bryden et al. 2011). Selective attention is a conscious effort; however, it occurs subconsciously (Tokoro et al., 2015; De Bourbon-Teles et al. 2014; Zhou et al. 2016).

The bourdon attention test (BAT) was first prepared by Benjamin Bourdon in 1895. It is very popular and frequently used test in the field of psychology. It is a standard test that measures attention, fatigue, speed of the movement, pace of work, constant concentration and also durability and work performance of monotonous work process where attention is at high level. In collective group studies, researchers using the BAT have obtained very specific and successful results. Different forms of the BAT are available and the test requires an uninterrupted attentional orientation (Bourdon, 1895, Karaduman S and karaduman M, 2004). Attention against time in bells and similar examination system is very important for anatomy. In the anatomy laboratory examination, with the duration of 30 seconds for each question, it is able to measure the knowledge of the student's as well as to measure the ability to make a quick and careful decision. As there is no time to think for a long term like in the board exams, we think that the student who can focus attention on the question in a short time in the laboratory examination can be more successful than the other students because the number of correct response answered quickly reflect the efficiency of the brain (Deary, 2012).

To be successful in the anatomy course is primordial for the motivation of the students because anatomy contributes to a suitable passage of an academic life as it constitutes the infrastructure of the other courses in the medical faculty. In order to be successful in the course of anatomy, it is necessary to get good scores in the laboratory examination as well as the board examination. The board examination and the anatomy laboratory examination differ from one another in terms of application. Therefore, no matter how well prepared the student, if it cannot gather attention, it is not possible to get a good result. In brief, attention has a special significance to achieve effective and lasting learning (Bozan and Akay, 2002) and speed is thought to reflect the overall efficiency of the brain to register and process information (Deary, 2012; Jensen, 2006; Schweizer, 2005). According thus, we aim to determine the attention of the term II students by applying the bourdon attention test against time first before laboratory exam, second in any laboratory lesson without exam and finally after laboratory exam; also to define the effect of the attention on the examination score we decided to compare it with exam results in the same committee

## **Method**

This study was approved by the Research and Ethics Committee of the Faculty of Medicine of the University. To analyze the attention of medical students, randomly selected 46 term II students between the 18-20 age range who did not repeat the class and who are voluntary for the test participated to the study. The BAT is a popular attention test that consists to find and mark certain letters among mixed letters in 3 different paragraphs (Bourdon 1895) and that can be applied to individuals with 9-20 age range. Before to start the BAT, a brief information was given to students. A page of randomly placed letters was given to the students at one time. These letters are set in a specific order on the page and there are 661 letters. In an experimental page, there are 31 letters "a", 31 letters "b" 29 letters "d" and 29 letters "g". Students participating in the study are given 1 minutes for each paragraph, a total 3 minutes to finish the test. In general practice of the test, 3 minutes was given for each paragraph but we consider that medical faculty students are faster and clever than other students that's why we deem suitable 3 minutes to complete the test. Individuals who are participating to the study are said to underline the letters a, b, d and g on the page in front of them and mark only one letter when passing through a line. However, participants have to underline all the letters a, b, d and g on the page. This situation is reminded to the participant before the test. The test was applied in 3 different times to 46 students; first before the anatomy laboratory exam (BAT1), second in any laboratory lesson without exam (BAT2) and finally just after the laboratory exam (BAT3). After the test is completed, the test is evaluated by counting the lines. In the evaluation of the test, the correct answers given by



the participants are taken into consideration and each correct answer is recorded as one point. Furthermore, if the number errors increases at the end of the page with few errors in the first lines, the attention of the student deteriorates rapidly and it can be said that he can not keep his attention for a long time. Conversely, if the errors in the first lines are getting too much and the number of errors is decreasing, we can say that adaptability is strong at the beginning of the study but it can be attentive as it progresses. Also to define the effect of the attention on the examination score we decided to compare it with the board grade average and laboratory grade average in the same committee. The obtained data was analyzed with SPSS 22.0 program. No normal distribution data was analyzed with non-parametric spearman test and normal distribution data was analyzed with parametric Pearson test and Mann-Whitney U test. Comparison of the gender was analyzed with independent sample t test for normal distribution and Mann-Whitney U test for no normal distribution. The significance level was determined as  $p < 0.05$ .

### Findings

In this study, 24 women and 22 men of term II medical faculty were voluntary to the BAT. The mean age of the participants was  $19,3 \pm 0,54$  (Table 1).

**Tablo 1:** Demographic characteristics of students

Gender	Number (Percentage)	Mean Age $\pm$ Std
Women	24 (%52,2)	$19,2 \pm 0,61$
Men	22 (%47,8)	$19,3 \pm 0,46$
Total	46 (%100)	$19,3 \pm 0,54$

The grade average of the Term II students represented no statistically significant difference ( $p < 0.05$ ) between genders according to exams type solely the grade average of women was higher as value than men in the two exams (Table 2).

**Table 2:** Evaluation of Grade average according different exam between genders

Exam Type	Mean Grade Average $\pm$ Std	P value
Board exam	Men: $73,4 \pm 11,03$ Women: $74 \pm 10,31$	0,842
Laboratory exam	Men: $73,3 \pm 20,33$ Women: $77 \pm 17,64$	0,756

Furthermore as demonstrated in the table 3, there were no statistically significant difference between genders in the comparison of the 3 BAT. The mean number of correct answers of women was higher than men in the 3 different BAT and the mean number of correct answers was higher in successive test. The higher mean correct answers number was seen in the BAT3 test (Table 3).

**Tablo 3:** Evaluation of the correct answers of the 3 BAT between genders

Bourdon Attention Test (BAT)	Mean Total Correct answer	P Value
BAT1	Men: $86,5 \pm 24,74$ Women: $86,4 \pm 13,94$	0,989
BAT2	Men: $93 \pm 22,49$ Women: $100,1 \pm 15$	0,29
BAT3	Men: $101,7 \pm 17,13$ Women: $105,1 \pm 14,35$	0,62
Total of the 3 test	Men: $281,1 \pm 50,62$ Women: $291,5 \pm 32,03$	0,792



As the higher total correct answer was seen in BAT3, individual attention level of students was also increasing during the BAT3 test whereas in BAT and BAT the individual level of students was decreasing along the test. The BAT3 was the test done just after the laboratory exam (Table 4).

**Table 4:** Evaluation of the individual attention level of students and total correct answer of Bourdon tests

Bourdon Attention Test (BAT)	Number of Total correct answers	Total Correct Answer Rate (%)	Individual Attention Level (n=46)
Bat1	3975	57.61%	Increase: 12 Decrease :34
Bat2	4448	64.46%	Increase:12 Decrease:34
Bat3	4758	68.96%	Increase: 28 Decrease: 18

It seems that releasing the stress just after the exam provides relaxation to students and increases focus and attention. Also the process of the network of the prefrontal cortex related to the attention may be still active after a certain period. A better attention can be a primordial key for higher grade average. Significant difference was found between the correlation of the 3 BAT in each other ( $P < 0,05$ ) (Table 5).

**Table 5:** Correlation between the 3 tests in each other

Bourdon Attention Test	P Value
BAT1-BAT2	0,004
BAT1-BAT3	0,000 ( $p < 0,001$ )
BAT2-BAT3	0,038

It was demonstrated in the table 3 that the higher mean correct answer was in the test done just after the laboratory exam also the level of attention of the students was higher too in the same test, namely in the BAT3. Furthermore a significant difference was found between the BAT3 and laboratory exam ( $p < 0.05$ ) also a significant difference was found between the total correct answer and the laboratory exam (Table 6). As the attention level increase the grade average increase simultaneously.

**Table 6:** Correlation of the bourdon tests with board exam and laboratory exam

	Board Exam	Laboratory Exam
BAT1	p: 0,416 cc: 0,123	p: 0,071 cc: 0,264
BAT2	p: 0,910 cc: -0,017	p: 0,188 cc: 0,198
BAT3	p: 0,987 cc:-0,002	<b>p: 0,05</b> cc: 0,29
Total Correct Answers	p: 0,333 cc: 0,146	<b>p: 0,05</b> cc: 0,291

## Results, Conclusions and Recommendations

Attention and goal directed behavior are in collaboration. Furthermore the BAT is an important modality to determine the attention necessary to achieve a good performance during exams or behavioural activity. Gathering attention for a longer time leads to a higher grade average of consecutive exams. In this study, when we correlated the 3 BAT we found both that there was significant difference between the tests in each other ( $P < 0,05$ ) and we



determine that the level of attention of the students was higher in the test done just after the laboratory exam. Furthermore individual attention level of students was increasing during the same test. As there is no time to think for a long term like in the board exams, we think that the student who can focus attention on the question in a short time in the laboratory examination can be more successful than the other students because speed reflects the efficiency of the brain to register and process information. According to the correlation analyze between the grade average and the BAT, we determined a statistically significant difference ( $p < 0,05$ ) and positive correlation ( $CC = 0,291$ ) between these items. Related this we can point out that high level of attention leads to a high grade average in exams as the students have maintained their attention over a period of time. In this study, students with high attention level get higher grade average in the exam ( $P < 0.05$ ) and parallel to our findings, Steinmayr et al., determined that students with higher levels of sustained attention demonstrated a higher intelligence and present a higher school performance. (Steinmayr et al., 2010). Previously, important studies demonstrated the evidence that the control of attention is benefit to speed, working memory and fluid intelligence (Cowan et al., 2007; Engle et al., 1999).

Therefore when we correlated the 3 BAT in each over we found that students' attention level was higher in the test done just after the laboratory exam. We can suggest that the attention of students in the first test was disturbed by the stress of the exam that they about to enter. According to robbins, the stress as acute alterator of the neural systems affect attention shifting (Robbins, 2007). Furthermore "attention shifting depends on the integrity of the prefrontal cortex and stress-related impairments may contribute to a decline the attentional control" (Liston et al., 2009) and the ability of feedback learning could be negatively modulated by anxiety (Jiang, 2018). The attention level of students was higher in third BAT maybe because the stress has decreased just after the exam and we also suggest that the process of the network of the prefrontal cortex related to the attention is still active after a certain period. Also, when a person is faced with an emotionally case, anxiety leads to inefficient high-order control and therefore to an insufficiency function of the prefrontal cortex (Liston et al., 2009). Therefore after the exam, as the students feel relieved, the level of stress was lower versus the level of attention was higher.

In this study, while we found no statistical difference related to the age of students, comparison of gender with attention demonstrated no statically significant difference solely we found numerical difference between gender and we can interpreted that women attention level was a little higher than men (Table 3). Therewithal, in a study analysing the attention level related to different sports branches, researchers determined no significant differences of attention level related to age and sports branches, but only that the attention level of women was higher than men (Kumartasli and Bastug, 2010). Furthermore, a widespread research demonstrated that men are faster than women on some tasks, while women perform faster perceptual speed tasks than men (Sheppard and Vernon, 2008). Irwing reported that sex differences were not only shown up in specific abilities but also in general intelligence (Irwing 2012. In contradiction to others studies, Kartal defined that there is no significant difference in terms of the level of attention according to the sex (Kartal et al., 2016)

Like a circle: working memory is the key point for the basis of intelligence, speed is a stronger predictor of intelligence and all together it is possible to suggest that the control of attention is effectiveness for working memory, speed and consequently for fluid intelligence. The control of attention is benefit to speed, working memory and fluid intelligence. Attentive students have a better grade average

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## Teacher's Concept of Constructivism in Real Conditions of School Teaching

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### Abstract

In the paper is observed the teacher's concept and realization of the conception of constructivism in the real conditions of school teaching. Constructivist pedagogy, despite numerous curricular reforms, is not sufficiently implemented in the real conditions of school teaching. We ask ourselves a question about which of the didactic implications has the constructivist epistemology in teaching. Teacher's concept of teaching as a general strategy for teacher's thinking and negotiation is the basis for planning constructivist-oriented teaching and for its actual practice in the lesson. In the theoretical part of the paper is represented the significance of the term teacher's conception of constructivist-oriented teaching and its real understanding of the constructivism theory in terms of school teaching. Based on the results of a research conducted through a questionnaire survey and a direct observation of lessons, we bring closer the reality of teaching of this epistemology, different perspectives, the teachers themselves as constructors of this paradigm.

**Keywords:** Constructivism, critical thinking, RWCT methods, critical thinking methods, structured lesson observation, three-phase learning model, constructivist didactics, modern paradigm of education.

### Introduction

Many creative innovative teachers in the 21st century take such a concept of teaching that is consistent with constructivist learning. However, it is possible to observe the misconceptions of those who are in the role of the teacher as the guarantor of the truth, i.e. who know and pass on knowledge to those who do not know. Many teachers in real-world schooling perceive critical thinking as a dimension in constructivist learning. In this way, as one of the dimensions in constructivist learning, defines the conception of constructivism by Kim, Fisher & Fraser, 2006, Taylor, Fraser, & White, 1994, Taylor, Fraser, & Fischer, 1997. It is well known that critical thinking has a long tradition in European didactics and is based on the well-known and frequently used taxonomy of cognitive goals of B.S. Bloom. Lai (2011) considers critical thinking in Bloom's taxonomy as the cognitive goals of the level of analysis, synthesis, and evaluation. The advantage of such perceived critical thinking is its direct grasp in teaching and learning. Aebli (1951) develops the concept of J. Piaget's developmentally psychological and epistemological findings, which he attempts to evaluate for didactics and teaching purposes. Aebli's didactics is based on the belief that thinking is based on action. The key concept of this didactics is the above-mentioned thought operations.

In didactic concepts based on constructivism, teaching is understood as creating situations in which pupils are given the opportunity to (re) construct - to create, modify and improve their existing knowledge. Assessing the learning outcomes by distinguishing right / wrong does not seem reasonable, because no knowledge is itself privileged. Learning is an act of constructing in a community of learners.

Constructivism is not a clearly defined theory, it cannot be defined and explained from a single scientific point of view, but it consists of many streams, constantly evolving. According to Janík (2010), constructivist didactics in theoretical constructions articulates quite radically; with respect to practice is supported rather moderate positions.





Thus, in terms of practice, pedagogues talk about critical thinking in connection with higher degrees of Bloom's taxonomy and the application of concrete methods of critical thinking. The use of constructivist education is spoken by Fosnot, 2005, "Constructivism is a theory about learning, not a description of teaching. No 'cookbook teaching style' or pat set of illustrational techniques can be abstracted from the theory and proposed as a constructivist approach to teaching. Some general principles of learning derived from constructivism may be helpful to keep ill mild, however, as we rethink and reform our educational practices". However, the teacher's teaching approach enters the whole process as a general strategy for teacher's thinking and acting which is the basis for planning constructivist-oriented teaching and for its real acting in the lesson.

The challenge is therefore to find out what these paradigms bring in practice. The experience speaks more about such a concept of teacher teaching, where the methods of critical thinking are classified into the classical frontal organizational form. In this context, we ask: Do the teachers understand critical thinking as the most dominant dimension of constructivist thinking? What is their understanding of this epistemology? What didactic implications constructivist epistemology has in teaching?

### Method

For the determination of the main goal we come up from problematic questions: What didactical consequences constructivist epistemology has in teaching? The aim of this research is to describe and subsequently explain the concept of constructivism and critical thinking, which is perceived as its integral part in the teaching of school practice. Together with the concept of Taylor, Fraser, & Fischer, 1997, critical thinking can be considered an integral conceptual and practical element of constructivism. We focus on the teachers themselves. The parallel aim of the research is: To find out whether there are differences in concepts and features of constructivist learning and in critical thinking due to the qualification of teachers.

### Population – sampling

The research sample consists of 20 teachers of Secondary Medical School and College of Higher Medical Education. A vocational school was chosen intentionally. In the sample of teachers are represented men and women. The average length of teaching practice of teachers is 18 years. The largest representation is provided by teachers with a length of teaching practice of 6-29 years (75%). The following table 1 shows the characteristics of the examined group of teachers. We visited 20 lessons of these 20 selected teachers.

**Table 1.** Characteristic of examined group of teachers

	Teachers of general subjects	Teachers of vocational subjects $\Sigma$
Length of teaching practice 1– 5 years	1	2
Length of teaching practice 6– 29 years	8	15
Length of teaching practice 30 2 years and more	1	3
$\Sigma$	10	20
Degree of education		
University education 0 Bachelor's degree	3	3
University education Master's 10 degree	7	17
$\Sigma$	10	20



From the descriptive data in Table 1 it can be seen that the number of males and females corresponds to the expected layout. The representation of women is characteristic in the group of teachers of vocational subjects. The examined file is balanced in terms of length of pedagogical practice. All teachers have higher education.

### Data collection tools

Two research tools are created to meet the main goal: direct structured monitoring of 20 lessons and non-standardized questionnaire for teachers who have been directly surveyed. The observation sheet of direct structured observation includes the following selected categories: teaching methods, organizational forms, structure of the teaching unit, activities of the teacher, activities of pupils, didactic tools. On the pre-prepared "observation sheet" we noted the occurrence, duration of the observed categories. At the same time, we recorded the activities of the teacher and the activities of the pupils in lesson and used didactical tools.

The following table 2 gives an overview of selected categorical systems of direct structured observation.

**Table 2.** Categorical system of teaching methods, organizational forms and phases of teaching

Teaching methods (Maňák, Švec, 2003)	Classical methods, activation methods and complex methods
Organizational forms (Vališová, Kasíková a kol., 2007)	frontal (collective) individual form of teaching individualized forms of teaching pair teaching group teaching
Phase of teaching (Maňák, 1999)	Introduction, motivation, exposure, fixation, diagnostic, application.
Three-stage learning cycle E-U-R	Three-stage learning cycle Evocation, realization of meaning, reflection

The questionnaire survey examines the concepts of constructivism and methods of critical thinking and allows the results to be compared with the findings from the observation of the individual lessons. The process of critical thinking is the process that leads to creativity in thinking and can be viewed as thinking and reasoning at its full strength. Teaching students how to think deeply while in their online course is one of the goals of this project with the main goal is to reach the highest level of quality thinking (MacKnight, Carole (2000), Ennis, Robert H. (2011b).

The questionnaire consists of individual items that are divided into sub-sections and problems related to the research goal, containing 20 questions (closed, semi-closed, enumerated, open, scale). The questionnaire is not listed in the attachment.

### Findings

#### Observation results

After processing of results of structured observations of 20 lessons in ten elected courses, it is possible to present the main repertoire of teaching methods applied by teachers of vocational and general subjects. Critical thinking methods can be categorized according to current concepts, definitions and uses, both in the activation and complex methods. According to the categorical system of teaching methods according to Maňák and Švec, 2003, we put them in complex methods. We recorded the representation and frequency of teaching methods, the duration of individual teaching methods, the duration of the categories of classical, activation and complex methods. Last but



not least, the representation of specific methods of critical thinking and their time representation.

Of 10 observations of the lessons of teachers of vocational subjects, the following facts arise. Teachers mostly applied classical and complex methods, activation methods were used in three subjects. Most of the time teachers devoted to classical (155 minutes) and complex (173 minutes) methods, activation methods occupy total 60 minutes. The total time devoted to critical thinking methods is 73 minutes. By evaluating 10 observations of lessons of teachers of general education subjects we have reached the following results. In the teaching of teachers of general subjects, classical methods clearly prevailed over complex methods. Activation methods have not been applied at all. Most of the time teachers spent using the classical methods (303 minutes). Only 85 minutes of the time take complex teaching methods, 44 minutes of which are devoted to critical thinking methods.

The most commonly used classical method is simple interpretation and takes the most time. Interpretative exposures lasted for an average of 19 minutes. General teachers spent on average 27 minutes on interpretative exposures. Teachers of vocational subjects spent on it on average 7 minutes. Activation methods were applied only by teachers of vocational subjects and used the heuristic method of problem solving and role playing. Of the complex teaching methods, independent work of pupils is the most represented. From the methods of critical thinking, teachers used most often the five-leaf method and mind map.

To analyze the results of the didactic category of the organizational form we use the classification according to Vališová, Kasíková, 2007. The analysis of organizational forms of teaching focuses on the examination of the specific organizational framework in which the process of transformation of the subject matter takes place. It shows the ways the teacher organizes the teaching process. Attention is paid to the time representation of organizational forms in the teaching of general and vocational subjects.

In the frame of the organizational form of frontal education is strongly represented in the general subjects (Czech language, German language, Maths, Civics, Biology). In the teaching of vocational subjects (Nursing, Psychology, Somatology, Ped/Psych.) is used both the frontal as well as group teaching. From the analyzed data, it is clear that in the general educational subjects strongly dominate the teacher-oriented organizational form. The evidence is that the frontal organizational form is represented in the ratio of 323: 28 minutes of group work. In the teaching of vocational subjects, the proportion of the frontal organization form to the group one is 270:118 minutes. There is also predominance of frontal organizational form here. The specific organizational forms of teaching correspond to the application of specific teaching methods and in relation to them the mutual cooperation of teachers and pupils. It is this synergy that is one of the essential aspects of developing creativity.

The methods of critical thinking that we include in complex methods are conducted predominantly frontally. Group organizational form is another used category. Classical teaching methods are logically applied more in cooperation with the frontal organizational form. Activation methods are applied with frontal and group organizational forms. Teaching methods must be set within a certain meaningful sequence of learning steps. A critical thinking strategy based on the E - U - R principles was not recorded in any lesson. We therefore evaluate classical teaching units. In many didactic textbooks, the learning process can be differentiated into parts: introduction, motivation, exposure, fixation, diagnostic and application. From the observed data we first evaluated the time representation of the teaching phases.

The observed lesson of 20 lessons is mainly focused on the transfer of new subject matter, i.e. the exposition where it is given the most teaching time. The fixation phase follows when the teacher consolidates the knowledge by practicing, repeating. The phase "other" relates to organizational issues that are not directly related to learning



(welcoming pupils in classroom, student moves, the distribution of pupils into groups, but also solving some discipline issues). This was a situation that could not be categorized into any of the above categories. From a certain point of view, the introductory phase could in many cases be included in this category, since the teachers just devoted the introduction of lessons to the above mentioned activities. The introductory phase was represented briefly or practically at all. Teachers presented the theme of the lesson, briefly introduced what was going to take place and went straight to the phase of passing on new knowledge. For the motivation stage, when the teacher tries to captivate the pupil for further work, it is 74 minutes. Relatively little time teachers spend on the application phase. The diagnostic phase, when the teacher identifies the level of knowledge acquisition, evaluates and classifies, was not represented in any teaching unit. Both groups of teachers spend most of their time in exposing and fixing the subject matter. Only teachers of vocational subjects have applied the application phase. These teachers motivate pupils to a greater extent than teachers of general subjects.

The frontal organizational form and group teaching teachers used at most in the exposure and fixation phase. In the application stage is more often used group teaching. At the motivation stage there is a frontal organizational form.

Classical teaching methods are most applied in the exposure phase. The same finding applies to activation and complex methods. Both groups of teachers in the motivation phase applied complex teaching methods. Teachers fix most using classical methods and apply by means of complex methods. Both the teachers of general subjects and the teachers of vocational subjects applied the most classical teaching methods at the exposure stage. The differences between the surveyed groups in the mentioned phase are evident in the case of complex methods where the teachers of the vocational subjects devote them more time. Only this group of teachers applied the activation methods for this phase.

Both groups of teachers most fix the subject matter using classical teaching methods. Only teachers of vocational subjects to the fixation phase have also included activation methods. On the contrary, teachers of general subjects have more applied complex teaching methods at this stage. Teachers of vocational subjects for the application phase have applied both activation and complex methods. Both groups of teachers in the motivation phase worked with complex methods. Didactic tools we found as usual in the observed lessons. In the classroom environment, which should express the principles of pupils' learning activities, prevailed the traditional layout of teaching facilities, including classroom furniture.

### **Results of the questionnaire survey**

After completion of the observation of twenty classes of randomly selected teachers, questionnaires were distributed to these teachers. In total 20 questionnaires were distributed. The return of properly filled and valid questionnaires was 100%. Questionnaires were distributed to 10 teachers of vocational subjects and 10 to teachers of general subjects. The results of the questionnaire survey showed how teachers perceive the category of constructivism and critical thinking. Under term constructivism, teachers understand the active participation of pupils in teaching with an emphasis on the development of their creative thinking. In such lesson predominates activating character of learning (learning by doing). As an essential characteristic of constructivism, they stated the active role of the pupil in the teaching and interaction of teacher-pupil. The active participation of pupils in teaching is, according to them, directly dependent on the use of activation methods, but only a small part of teachers refers to methods of critical thinking. Critical thinking is seen primarily in active involvement in teaching. Critical thinking is perceived as a process that pupils perform with the facts they learned with the help of a teacher. According to them, it is one dimension in constructivist learning.



The term "constructivism" is perceived in a broader sense. The concept of constructivism can be applied in school practice especially through the use of group work and research-oriented teaching. Comparing teachers' answers from questionnaires and conclusions from structured observation, we find no consensus between the declared and the observed. All teachers stated that they prefer a combination of classical and activation and activation methods use in their teaching very often. However, the declared application of these teaching methods does not correspond to what could be observed in lessons. Activation methods were applied only by teachers of vocational subjects and used a heuristic method of solving problem, didactic play and role playing. Methods of critical thinking were more applied by teachers of vocational subjects. In this group, however, a limited repertoire of critical thinking methods appeared (brainstorming, five-leaf method, mind map, learning one another, yes-no method). Teachers of general subjects have used two methods of critical thinking (mind map, learning one another). Time representation of these methods is low for both groups of teachers. A critical thinking strategy based on the E - U - R principles has not been recorded in either case critical thinking is therefore developed at pupils just limitedly.

### **Conclusions**

Conducted research on a specific case of school responded to the following questions: Do teachers regard critical thinking as the most dominant dimension of constructivist thinking? What is their current understanding of this epistemology? What didactic consequences does constructivist epistemology have in teaching? Teachers do not effectively promote the practices of constructivist pedagogy in their professional activities and teaching. Teachers' concept is close to the description according to Skoda, 2002, p.9. "Structurally conceived teaching is based on less traditional organizational forms and learning methods than commonly used frontal teaching and interpretation (Skoda, J., 2002, p. 9). This has shown the results of observation where the activation methods and methods of critical thinking are part of lesson, but the nature of the lessons correspond to the traditional teaching.

This fact shows the applied learning phases, their distribution over time and applied organizational forms of teaching. In researched lessons prevailed the phases and organizational forms in that teacher was more active than pupils. Both groups of teachers apply the classical methods of teaching at stage of exposure, which means they cannot expose new knowledge otherwise than by classical methods, mostly by interpretation. This finding also suggests a very limited repertoire of critical methods. We have also confirmed this in the number of use of individual methods of critical thinking.

Real application of constructivism for teachers would be the use of the methods of critical thinking by means of the E-U-R three-phase learning cycle. Although the curriculum in the Czech Republic emphasizes the development of the pupil's key competences and the development of his personality, we are still facing a concept that emphasizes the subject matter. Compare [http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP\\_ZV\\_EN\\_final.pdf](http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_ZV_EN_final.pdf).

Now there are significant innovations and updates of the concept of tertiary education in the critical thinking of future teachers. At our Faculty of Education in Olomouc, the compulsory subject of Activation Methods is a part of the education of students of all teaching professions. Students practically deal with principles of constructivism, methods of critical thinking and activation teaching methods in order to actively use this epistemology in practice. The reflection for us is increased interest of students in this subject. We react to this fact, among other things, by realizing the ESF project, where we open up another space for the realization of this concept of teaching.

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## The Importance of User Issues in the Cartographic Education of People with Visual Impairment

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### Abstract

Maps as the most ubiquitous products of geovisualization are a natural part of the humankind because the most of the information around us is linked to the geospace location. More than 85% of the perceptions are received by eyesight; therefore the majority of maps are produced for reading with eyes. However, there are a lot of people with visual impairment, and it is essential to create individual maps for their education. In general, people with visual impairment perceive the world differently, so the creation of a tactile map for these users is conceptually different, more expensive and more difficult comparing to normal maps.

The content of maps and their form must be relevant to the level of education – other maps need children, other maps need adults, other maps need people with combined disabilities (for example visual impairment combined with mental disabilities), and other maps need for instance people blinded during their “normal” lifetime. All these areas are very closely related to the user issues. In general, user issues in cartography focus the map use, cognitive aspects, user needs, and user preferences. User issues are essential in the cartographic education and cartographic research, and the importance is growing with the specificity and requirements for the training of people with visual impairments.

The contribution presents the joint research at the Institute of Special Education Studies and the Department of Geoinformatics, Palacký University Olomouc, Czech Republic. Among other issues, a new type of tactile maps has been developed, using the most advanced 3D printing options. The research includes the concept of creating tactile maps, testing them with users, and engaging of modern, tactile cartography in different levels of education, including long-life education.

**Keywords:** tactile cartography; education; people with visual impairment; user issues

### Introduction

Maps as the most ubiquitous products of geovisualization are a natural part of the humankind because the most of the information around us is linked to the geospace location. It is stated, that eyesight receives more than 85% of the perceptions, and it is one of the reasons why the majority of maps are produced for reading with the eyes. Maps are representations presenting the real world in the simplified and generalized way, focusing on the key features or specific topic (Barvíř et al., 2018). Nevertheless, for some kinds of users, the map is not only the possibility but also the necessity. There are a lot of people with visual impairment, and it is essential to create individual maps for their education. In general, people with visual impairment perceive the world differently, so the creation of a tactile map for these users is conceptually different, more expensive and more difficult comparing to normal maps.

The number of people with visual impairment is growing every year, so the importance of tactile cartography is increasing. Cartographically developed countries provide to their visually impaired citizens a wide range of publications focusing on geographic information, including high-produced equivalents of national atlases and the latest trend is a modern type of 3D tactile maps (Barvíř et al., 2018). There are many types of current tactile maps, produced every day in the world. In the Czech Republic, at the Department of Geoinformatics, Palacký University Olomouc, the joint research team developed new 3D tactile map prototypes and created the methodology for the creation of the modern type of 3D tactile maps. Now, the joint research team is working on its implementation into practice, in cooperation with educational centres for visually impaired and blind people and special schools. It is comprehensive research focusing on a lot of scientific challenges. And because the most important is the target user, there is highly essential to focus on user issues.



## **Methods**

The tactile maps are an essential element of current cartographical research. Presented study is focused on the assessment of the graphics complexity of the modern type of tactile maps, created on the 3D printers. The modern type of 3D tactile maps produced at the Department of Geoinformatics, Palacký University Olomouc, is made concerning the cartographic semiology. The theory of cartographic features and their use involve the academic disciplines of semantics, syntactic, grammar, and pragmatics, and also focus the type of maps for which cartographic elements are used.

The content of maps and their form must be relevant to the level of education – other maps need children, other maps need adults, other maps need people with combined disabilities (for example visual impairment combined with mental disabilities), and other maps need for instance people blinded during their “normal” lifetime. All these areas are very closely related to the user issues. In general, user issues in cartography focus the map use, cognitive aspects, user needs, and user preferences. User issues are essential in the cartographic education and cartographic research, and the importance is growing with the specificity and requirements for the training of people with visual impairments.

The methodology of the presented research of user issues was based on the detailed study of literature at the theoretical level and the results of the research team at the Palacký University Olomouc, Czech Republic. Since 2008, the research focusing the production of tactile maps is held. The authors did not intend to present the specific case studies but to emphasize the user issues in the process of education in tactile maps.

## ***Tactile cartography***

Tactile cartography is focusing on the creation of maps and other visualizations of spatial data, specially made for the perception by touch – mostly by people with visual impairment or blind people. In its nature, tactile cartography is mainly related to geography and computer science. Cartographers that are producing tactile maps have to cooperate with experts on appropriate pedagogy and didactics.

Tactile maps use raised and depressed surfaces to indicate spatial phenomena features. The right perception of spatial context is an essential prerequisite for the practical life of people with visual impairment. In such cases, the tactile perception may partially compensate visual perception by the mean of the cognition of the surrounding world using tactile maps (Litvak, 1979).

Non-profit organizations and universities do most of the tactile map production because the purchasing power of this target group is not enough for commercial companies.

## ***User issues***

User issues are closely related to the map use and usability studies; they are often presented as an essential part of cognitive cartography (Vondráková and Voženílek, 2016). Cognitive map-design research has the goal of understanding human cognition to improve the design and use of maps (Montello, 2002). The users of cartographic works determine user issues and according to many kinds of research represent the most critical influence in the process of map creation.

The preferences, requirements, and needs of the target users on the form of geovisualisation product are influenced by various factors: from the viewpoint of the human intellect and regarding physical abilities to the user preferences and various formal aspects. The map production customized to the user needs, preferences, and requirements have to be reflected in the context of cartographic terms and also in the condition of the future use and education.



### ***Tactile maps in the education processes***

Any education represents the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Many principles have to be followed, so in every case, it is crucial to maintaining the cooperation with pedagogics, didactics, and psychology.

The education of people with visual impairment has many aspects, where special pedagogical and medical viewpoints are essential (Regec, 2015). Special pedagogy categorizes people with visual impairment according to several criteria that form a coherent picture as a necessary basis for the needs of education, but also sports or other leisure activities (Růžicková, Kroupová, and Kramosilová, 2016). Nevertheless, the most classical dividing is on people with blindness, with the visual impairment, and possibly the binocular vision disorder.

For better understanding of the learning and teaching processes in the (tactile) cartography, it is highly recommended to study widely acclaimed publications such as Learning and Teaching with Maps (Patrick Wiegand, 2006), papers from the Journal of Visual Impairment & Blindness, papers from the cartographical journals, and papers focusing the psychology of education of people with visual impairment.

### ***Research activities connected to the tactile maps***

There are many kinds of research focusing on the theoretical part of tactile cartography (cartographic communication, tactile graphics, and semantics, symbology in tactile maps) and also on the mechanical issues (printing technologies, modern technologies in the connection to the maps). But there are just a few papers focusing user studies with people with visual impairment and focusing this particular part of the education of people with visual impairment.

At the Palacký University Olomouc, Czech Republic, there are also academic initiatives to mapping the activities in special education (Voženílek et al., 2014a) and focusing special education of people with visual impairment (Voženílek et al., 2014b). There are also many research outcomes focusing the tactile graphics, the creation of 3D modern types of 3D aids for people with visual impairment, and targeting user issues and user preferences (Voženílek and Vondráková, 2014; Vondráková et al., 2018). The presentation of the research connected to the education in tactile maps using is provided in Vondráková, Růžicková and Barvř (2018).

### **Findings**

The research focused on the user testing of modern types of 3D tactile maps is presented in Barvř et al. (2018). Maps were shown to people with visual impairment and tactile map producer at the Institute for People with Visual Impairment located in the city of Olomouc, Czech Republic. During this user testing, the concept of the methodology for the education of the tactile map using was created. In further work, this concept will be tested and adapted to the needs of teachers and target users as well.

In general, it is essential to focus the user studies because proper maps can significantly improve the quality of life of persons with visual impairment. The creation and production of tactile maps need a lot of effort from the cartographers because the concept of its inception significantly differs from the ordinal cartographic principles. The main finding is, therefore, the fact, that it is fundamental to cooperate with experts on appropriate pedagogy, psychology, cartography, geography, and didactics.

### **Conclusion**

The primary task in the tactile cartography from the view of user issues is to understand the mechanism by which the user perceives the map. The preferences, requirements, and needs of the target users on the form of geovisualisation product are influenced by various factors: from the viewpoint of the human intellect and regarding physical abilities to the user preferences and various formal aspects (Vondráková et al., 2018).



Proper tactile map design is based on the research focused on the user issues of the target user group. It is, therefore, necessary to examine user issues, also in collaboration with physicians, psychologists, experts on didactics, and statisticians. All research findings dealing with user issues in geovisualization process should lead to improving the creation of maps so that the resulting geovisualization product for the user is the most beneficial and also suit their needs and their preferences.

The contribution presented the joint research at the Institute of Special Education Studies and the Department of Geoinformatics, Palacký University Olomouc, Czech Republic. The research activities in the given issue led to the presently implemented project focusing on the development of independent movement through tactile-auditory aids.

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## Counselling for People with Visual Impairment in the Czech Republic

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### Abstract

The Czech Republic has a complex of services designed for people with visual impairment divided among several state departments. As part of the contribution, we would like to focus primarily on introducing these services, their specifics, and target groups. Because the continuity and, above all, the interdependence of services is one of the key benefits that can be enjoyed by people with visual disabilities as well as by their family members, educators, teachers or experts themselves.

In the next part of the paper, we will focus on presenting the practical experience of the authors with research and research in the given areas, which authors collected during their active work in this field. Both authors work at the Institute of Special Pedagogical Studies of the Pedagogical Faculty of Palacký University Olomouc, but they also rely on their interests in practice – visual therapist, instructor of spatial orientation and independent movement, etc.

Both theoretical and practical part of the paper will, therefore, focus on the effect of a visual therapist, as part of medical care for people with severe visual impairment, as well as to the action centres of early intervention, as part of social services for persons with visual disabilities and their family members may be provided. These two basic and relatively new areas will be accompanied by presentation in the school system and services provided in it, as well as the presentation of services provided by non-profit and non-governmental organisations.

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**Keywords:** education; visual impairment; early intervention; school system; non-governmental organizations

### Introduction

The Czech Republic is a country, where people with a disability have been segregated from the surrounding majority society for a long time (including those with visual impairment). Nevertheless, now it is also a country that is actively trying to integrate people with disabilities into society. At present, inclusive tendencies predominate, and we hope that these efforts and trends will be successful as soon as possible. As part of our contribution, we will focus on services designed for people with severe visual disabilities and their families and relatives.

### Overview of provided services for people with severe visual impairment

To persons with visual impairment and their families and relatives services across the spectrum of many departments are offered in the Czechia. There are available services from the health service sector to the non-profit sector. We would like to briefly introduce the various departments and experts working in them and then focus on a relatively new service (about 15 years) – services from low-vision therapists. The central departments that offer services to people with visual impairment include the Health, Education, Labour and Social Affairs and Non-profit sectors.

### Healthcare Resort

Within the health sector, it is possible to define preventive services and services for both diagnostic and therapeutic care. Preventive care begins already during mother's pregnancy, then screening tests for congenital disabilities (such as cataracts) are performed in children shortly after birth. Additional preventive care falls in the hands of



paediatricians who have the task of examining eyesight during crucial periods (in the age 1, 3 and 6 years), and in the event of deviations, send the child to an ophthalmologist. In the fact of a visual defect in which any age is available free of charge eye care and ophthalmological services - from outpatient care to surgical and medical treatment. We can also include the profession of a visual therapist in healthcare services, which is a non-medical profession in the healthcare sector (see below).

### ***Ministry of Labour and Social Affairs***

Within this department, people with visual disabilities are offered services both in the form of social care and social prevention, as well as support for employment. The following services are the most important for people with visual impairment: care allowance for people with disabilities (assessment of the ability to handle the care of their own person, self-sufficiency compared to peers), early care services, support for seniors in homes for people with severe visual impairment, providing disability pension (in the event of loss of ability to practice), and employers' support and incentives for people with disabilities.

### ***School resort***

For children and pupils with visual impairments, there are currently schools set up under the Education Act (561/2004), and five degrees of support are available to children and pupils who opt for an inclusive education model. In particular, pedagogical centres – school counselling facilities designed to diagnose and support children and pupils with visual impairment and their pedagogues (or parents), are particularly active in support of inclusion (formerly integration) within the Czech Republic.

### ***Non-profit resort***

The non-profit resort mainly complements government-funded services. Services in this sector offer both state organizations and local organizations: **SONS** – a unified organization of blind and partially sighted people, it is the largest non-governmental and non-profit organization that offers its services to persons over 15 years of age, through its centers and branches, it offers rehabilitation services of the first degree (Tyfloservis) and the second degree (Tyflocentrum – this facility falls under SONS, but the finance for its operation is self-directed), under the SONS, the Center for Guiding Dog Training is also included; Rehabilitation and retraining center Dědina; **Kafira** – local organizations offering similar services to SONS, but only in North Moravia; Okamžik (in Prague); Kyklop (in Olomouc); School for guiding dogs training (visual therapists.in Brno); Mathylda (in Prague), and some others.

It is just a brief overview of the services offered and provided to people with visual impairment in the Czech Republic. In the next part of the paper, we would like to focus on introducing the services of visual therapists.

### ***The visual therapy***

A visual therapist is a person focused on promoting the development and rehabilitation of vision. The visual therapist can apply modern diagnostic methods using standardised tests. At the same time, he controls methods of behavioural diagnostics, in which he monitors manifestations of behaviour in connection with visual stimulus.

According to the Association of visual therapists (2018), visual therapy is a set of methods for the diagnosis of visual functions and visual skills and follow-up, special methods for the development of visual functions and skills with the aim of maximizing the possible use by people with visual impairment with the help of rehabilitation and compensatory aids and special procedures and techniques of the use of vision. Optical therapy allows and facilitates long-term, lifelong development and maintenance of visual possibilities for gathering information from the environment, communicating, educating and educating, self-service, spatial orientation, independent movement, and managing ordinary daily activities.

The visual therapy is a borderline discipline; the visual therapist is classified as non-health personnel in the health service (according to Decree No. 424/2004 Coll.) and according to the Decree No. 424/2004 Coll. and the Act No.





96/2004 Coll. (Act on Non-medical Health Care Professions), he must also be a special pedagogue. The job description of this specialist is described as *diagnostic, therapeutic, rehabilitative, preventive, and dispensary care in the field of visual therapy*. This specialist can work independently or in collaboration with a physician. He is a person with a university degree in special pedagogy focusing on people with visual impairment and post-graduate studies of Special Pedagogy with a view to visual therapy or Special Pedagogy with a focus on visual development (up to 2008) or with a qualification course Visual Therapist. In addition, five years of experience in the field are required. By the time of acquiring the ability to work independently, the visual therapist works in a medical facility under the supervision of a professional therapist qualified to practice without professional supervision or a specialist in ophthalmology.

Thus, the visual therapist acts as a professional who interconnects the tasks of a special pedagogue of people with visual impairment. In the case of this profession, it is neither an orthoptist nor an optometrist, but a person whose primary focus is on diagnosis, functional examination of eyesight, compensation proposal, pedagogical guidance and psychological support of the person with visual impairment. Ophthalmologic therapists in the Czech Republic work both in ophthalmological surgeries, as well as in non – profit organisations and CFPs. From the position of non-medical staff in the healthcare sector, they can then themselves (after the expiration of a five-year period), of course, code for the health insurance companies (Růžičková and Kramosilová, in Růžičková, Kroupová, and Kramosilová, 2016).

The visual therapy brought the term optical and non-optical aids into the Czech dictionaries of special pedagogues for people with visual impairment. When is it essential for the next part of the paper to realise that environmental adjustments are referred to as neophobic aids to comply with the principles of visual hygiene. The visual therapist has first and foremost a task: the functional examination of vision, a design of exercises leading to further use of visual functions, and training with compensatory aids and closely related to the adaptation as mentioned above.

### ***Functional examination of vision***

The primary task of the visual therapist is the functional examination of visual functions in early-age children, non-speaking persons, persons with combined disabilities, e.g. seniors and persons after cerebral vascular events or cerebral haemorrhage, and others.

Part of the auspicious start of the psychomotor development of a child with a visual or combined disability is the promotion of a functional vision and visual functions of the child. The essence of the functional examination is not re-education of sight, but the mapping of the remaining well-preserved visual functions and subsequent elaboration of recommendations on how to stimulate the most effective use for their meaningful use. Each visual disability brings with it many problems, most of which combine disorders in multiple visual skills. Visual disability is not just a partial deficit. A functional eye exam is designed to map deficits in visual skills, and the visual therapist develops a report for pedagogues who integrate such a pupil, teacher assistants, special educators who work with pupils with visual impairment, personal assistants, and last but not least, recommendations for family members how to work with a child.

Based on many years of experience, a visual impact assessment template has been developed. It consists of the examined areas of visual functions. Each form is tailored to the needs and momentum of individual patient possibilities and skills. It is not possible to investigate everything thoroughly from time to time, preserved visual functions may change in people with visual impairment, so it is good to repeat and continually update the functional examination.

The visual therapist then follows the following areas: (1) contact with the child; (2) eyes; (3) visual skills – localization, fixation, spotting, tracing, tracking, and scanning; (4) fixing; (5) transferring attention from object to object; (6) vizus to close and far.



### ***Instruments and tests used by the visual therapist***

To the above-mentioned screening methods, visual therapists use a wide range of tests and specialized tools, where the choice depends not only on them but also on the type of clients they are working with or how much they can invest in the equipment: visual aids, depth vision, the colour hue, and sensitivity to contrast. For example, the contrast sensitivity can be tested either through the above-mentioned Hidding Heidy, LH symbols, or Vanishing Optotypes tests (Růžicková and Kramosilová, in Růžicková, Kroupová, and Kramosilová, 2016)

### **Academic research**

At the Palacký University Olomouc, Czech Republic, there are also academic initiatives to mapping the activities in special education (Voženílek et al., 2014a) and focusing special education of people with visual impairment (Voženílek et al., 2014b). Resulting *Atlas of the activities of Special Education Centres* is the important publication with many strong arguments to the politics.

There are also many research outcomes at the Department of Geoinformatics, Palacký University Olomouc, Czech Republic, focusing the tactile graphics, creation of 3D modern types of 3D aids for people with visual impairment, and focusing user issues and user preferences (Vondráková, 2013; Voženílek and Vondráková, 2014; Vondráková, 2016, Vondráková et al., 2018). All these activities led to the presently implemented project focusing the development of independent movement through tactile-auditory aids (Project Nr. TL01000507, supported by the Technology Agency of the Czech Republic).

### **Case study**

Apart from the research section on the aids that visual therapists can use in functional eye examinations, we would like to point out here as an example of the work of a visual therapist, two case studies demonstrating the work and getting with the others as part of Vision Training:

#### ***Part A, girl, born 1992***

*1. Contact with the client/patient: Mother was present during the examination. The client was very communicative, and the focus was excellent. She understood the assignments and assignments without any difficulty and tried to accomplish them with the utmost effort. The client takes anti-epileptics. Antiepileptic medication with side effects: diplopia, blurred vision, fatigue, poor coordination, disorientation, short-term orientation outages, states of sight.*

*2. Eyes: Predominantly fixes OS (oculus sinister). Severe outages and narrowing of the field of view result in occasional head compensation and scanning of micro and macro spaces, which aggravates eye coordination and requires maximum concentration and significant visual effort resulting in great fatigue and exhaustion. With great fatigue, diplopia arises. He has no spatial vision.*

*3. Coordination of Eye-Hand, leg: Due to the diagnosis in the area, he has great difficulty. The decrease in sensitivity in the field of view with the outages deteriorates the coordination. When working with text or moving in space, it is forced to use the scanning method, which makes it harder for work and movement. An eye-hand coordination error makes work and computer orientation difficult (touchscreen weighing).*

*4. Forms of perception: (resolution, comparison, naming) in a given area of great difficulty. It does not distinguish symbols or letters from crowding (Crowding phenomenon). Often diplopia arises, which dramatically impacts the distinction. When exhausted, the patient has total attention-free status and non-vision information such as Cerebral Visual Impairment (CVI).*



5. Visual acuity: To distant: OSD (Oculus sinister and dexter) 5/15, to close: OSD (Oculus sinister and dexter) 0.8, 40 cm, nat. i cor. Isolate. characters.

6. Colour vision and contrast sensitivity: Very rough disorder, reduced contrast sensitivity up to 25 degrees (Hidding Heidi).

7. Field of view: perimeter diffusion irregular irregularity decreases in contrast to total outages up to approx. 10th, worse on OS.

8. Cognitive skills: Very significant cognitive impairment. Disturbed short-term memory. Frequent memory outages and disorientation.

*Recommendation: She is a girl after severe perinatal hypoxia, has been crossed, and has permanent epileptic seizures. Due to the diagnosis of atrophy of sight, nerve partial more to OS, strabismus diverg. postoperative, hypoxic-ischemic encephalopathies (HIE) and PHR, it is necessary to adjust the text size not only according to visual acuity but also other visual functions (especially field of vision, colour, contrast sensitivity, etc.) (optimal working distance is 25–30 cm, font size: best 14–16 pt, sapphire font (Arial), fattened and symbol size: height at least 0.5 cm, width at least 0.4 cm, contour thickness at least 1 mm) to the distance (the optimum working distance in the distance is 3 meters: symbol or font height of at least 2.5 cm, width of at least 1.5 cm and contour thickness at least 0.3 cm).*

*Since the client has a problem with text-based crowding (so-called Crowding phenomenon), it is necessary to increase the spacing between letters and words and customise the spacing. It is good to use colour highlighting and jumping while reading the text. Furthermore, when working with text, she is forced to use the scanning method, which can slow down the pace of work.*

Crowding phenomenon is often the cause of specific learning disorders. It is necessary to take into account the specific needs of education due to limited visual functions or to develop an individual plan, to provide the client with sufficient time or to extend the study for a more extended period. If the person is going to work with a lot of detailed pictures such as a map, he needs to enlarge or use a particular magnifying film. We recommend a touchscreen to work on the computer.

In manual activities, people need to leave more time to orientate themselves in the space and focus on the touch, working with the client as with a person with heavy visual impairment (consultation with a visual therapist). Take care of the exact naming of the actions; follow the same procedures and frequent repetitions. We also recommend practising spatial orientation for safe and safe movement as well as visual training. Within the spatial orientation, also training in artificially induced blindness takes a place. For visual training, the creation of useful methods, it is necessary to cooperate and consult the procedures with the visual therapist.

### **Part B, boy, born 2000**

1. Contact with the child: Mother was present during today's examination. The boy was timid, weeping, angry for a moment, but the attention was good, concentrating on the simple tasks and trying to do the best.

2. Eyes: Follows in parallel, a fine horizontal nystagmus with unstable head compensation occurs. Filming his head and eyes to the left. During the examination, he had glasses.

3. Fixation: long-term, targeted, can easily transfer the attention from the object to the object, both from the static and the moving object.



4. Co-ordination of the eye: it has no problem in the area, it looks and looks.

5. Forms of perception: (resolution, comparison, naming) Real objects will recognize and name the known objects. 3D shapes recognize and name the known shapes of the wheel, square and triangle; 2D photography recognizes and names his known subjects; 2D colour symbols recognize and name the known objects; 2D black-and-white symbols recognize and name familiar objects.

6. Visual acuity: LEA Puzzle: Plays the colour as well as the black and white side without any problems; LH single symbol book VODS 0,8/3m; LH symbol line test D.B. VODS 0.32 i.e. 1.25M.

7. Contrast sensitivity: Hiding Heidi Low Contrast Face Test 1.25%; Cardiff Contrast Test 2% ie 50 (standard: 50–100).

8. Colour vision: Colour in standard.

9. Cognitive Skills: Knowing shapes: no difficulty in recognizing a wheel, a square and a triangle. Working with a picture: when working with a simple picture, it does not have a problem or a hangover, it finds everything. Orientation in space: there is no problem in the given area. Orientation in the area: it does not have a problem in the given area; it can easily find objects even in hanging

*Recommendation: Originally healthy baby after stp. viral encephalitis in the neonatal period. In our country guided for dg.: Hypermetropia oc.utr., Nystagmus. Visual acuity along with contrast sensitivity is the norm. The optimum working distance at a distance of 1.5 m max is 3 m, with a growing distance the child will have difficulty. The optimal size of the character or symbol is 2M, see the enclosed copy, so the character must be large so the child can see detail. When working with the image, it is necessary to work with a simpler see attached copy. The visual impairment is mainly due to a certain degree of mental retardation and a faint visuomothoric coordination failure, not the inability to analyse and synthesize visual perception.*

## Conclusion

In the contribution, the services in the Czech Republic to persons with severe visual impairment with an accent on the presentation of the services of visual therapists are presented.

Visual therapists are professions that originated in the Czech Republic by inspiration abroad. At present, it is necessary to pass the final examination of the special pedagogy of persons with severe visual impairment and to graduate and complete the postgraduate course. In the Czech Republic, visual therapists promote both ophthalmological surgeries and workplaces that closely cooperate with ophthalmologists, as well as non-profit organisations (e.g. Tyfloservis) as well as social services (Early Care Centres) or Education (Special Education Centres).

While visual therapy is a young and ever-expanding frontier discipline, it is significant, that this discipline is needed and perhaps extended to the public as well as to the general public in the future.

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## Visual Mathematics Literacy's Reflections on the Mathematical Reasoning of Secondary School Students

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### Abstract

The aim of the study is to determine the mathematical reasoning skills of secondary school students in solving everyday life problems and examine the reflections of mathematical visualization on the relationship between geometric thinking levels and visual mathematics literacy skills. The study is designed as a case study using qualitative research methods. Twenty secondary school students were chosen by maximum variation sampling technique. The study consists of two phases of experiment; in the first phase the students' approaches that they used to solve the problems were determined, in the second phase with the help from instructions they were encouraged to add some visual elements. The data was analyzed with the content analysis technique and four main categories were identified. It was seen that students more commonly use numerical approach in solving daily life problems, the students who have a higher geometric thinking level have advanced visual mathematical literacy skills.

**Keywords:** Daily Life Problems, Geometric Thinking Levels, Visual Mathematical Literacy

### Introduction

Today, mathematics educators are expected to train individuals who can use mathematics learned in schools in everyday situations, who are aware of mathematics' relation to real life, and who can produce effective solutions when they encounter a real problem (Doruk and Umay, 2011). By visualizing the problems in daily life problems, students can see the questions' relation to daily life more easily and produce more accurate solutions.

Mathematical visualization can be defined as the formation of diagrams of the mind using a pencil or through computers in problem solving so that students can understand a problem (Uysal, Koğ and Baser, 2011). Visualization is a powerful tool to investigate mathematical problems, to make sense of mathematical concepts and the relations between these concepts (Zazkis, Dubinsky and Dautermann, 1996). Mathematical visualization includes all the writings of a spatial nature as well as the structuring and transformation processes of mental images. (Presmeg, 1997). This can be said that visualization includes some limitations and difficulties (Arcavi, 2003; Stylianou and Silver, 2004). For students to visualize the problem, visual mathematics literacy skills must be developed. Visual mathematics literacy is a mathematical perception, expression, interpretation, evaluation and use of the problems given in the daily life, visually or spatial, visually or spatial information (Bekdemir and Duran, 2012). Visual literacy, also defined by Hoffman (2000) as "a skill that is necessary in everyday life in order to make the mind more visible, the mind to remember easily, and the mental processes to take place in a short time" is a concept among many educational systems in the world. Because a developed individual with visual literacy skills can easily distinguish and interpret the differences in many natural or artificial objects and organisms around them (International Visual Literacy Association, 2004). In other words, individuals who are visual mathematics literate can visualize problems that arise and can achieve correct results by reasoning over this image. According to new curricula, students are expected to be mathematical literate individuals and they can use these skills effectively in daily life (MEB, 2018). Visual literacy is closely related to literacy regarding the fact that almost all the other literacy is either supporter or part of it (Kellner, 1998). This relationship is more rigorous with mathematical literacy because it enables the individual to understand them better by making abstract thoughts alive and familiar (Feinstein and Hagerty, 1994). Visual mathematics literacy is a literacy concept that integrates with the ability to recognize and analyze the representatives of these concepts by using all the senses in the form and





space-related experiences (Duran, 2013). Visual mathematics literacy, like mathematical literacy due to the need in everyday life, also takes place in the education system of many countries (Bekdemir and Duran, 2012). Because in the changing world, individuals who can understand mathematics and use mathematics will be able to shape the future (NCTM, 2000). Students are required to use their mathematical reasoning skills to solve their daily life problems. Mathematical reasoning can be defined as making the right decisions by looking through the mathematical window while trying to question and understand what is happening in the environment with "why" and "how" questions (Erdem, 2015). A mathematical problem can be transformed into different forms, which allows the emergence of different possibilities related to the solution of the problem (Pilten, 2008). Although there are known mathematical reasoning approaches, the person can develop their own mathematical reasoning approaches in different ways (Umay, 2003). Students can use different strategies to achieve the outcome, but it is important to use the right strategy to achieve the right outcome (Erdem, 2015). The visual mathematical literate people can visualize the problems that they meet, and they can reach the correct results by reasoning on this visual representation. It can be said that mental thinking levels are one of the factors affecting visual mathematics literacy. Because of the differentiation of the way students perceive geometry, the process of using visualization will also differ. The Van Hiele geometry thinking model is a model that explains the way students perceive geometry. According to the model, students pass through 5 levels of thinking in a sequential manner. Van Hiele geometric thinking levels are named as follows: 0 level (Visualization), first level (Analysis), second level (Abstraction), the third level (Deduction), the fourth level (Rigor) (Burger and Shaughnessy, 1986). These five levels are hierarchical and sequential; specifies the way people think about geometric concepts rather than winning geometric concepts (Balane, 2006). Learning geometry also contributes to the development of students' spatial perception skills (French, 2004). Geometric modelling and spatial thinking, which is useful for interpreting and describing physical environments, also helps to solve real life problems (NCTM, 2000).

According to this, it can be considered that the students which have a higher level of geometry understanding can more easily visualize the real-life problems that are encountered and make more accurate judgments on this visual. It can also be said that the students who can make this judgment are more advanced in visual mathematics literacy skills. Reviewing the literature in Turkey it is seen that the number of studies on visual mathematics literacy is very low. Any study investigating the relationship between Van Hiele's levels of geometric thinking and visual mathematics literacy could not be found. The most important reason for this study is that it is the first research in the field.

In this context, the aim of the study is to determine the mathematical reasoning skills of secondary school students in solving everyday life problems and examine the reflections of mathematical visualization on the relationship between levels of geometric thinking and visual mathematics literacy skills.

For this purpose, the following research questions were asked:

1. What are the mathematical reasoning skills in solving the daily life problems of sixth grade students?
2. Is there a change in the mathematical reasoning skills of students when adding visual elements when solving problems?

## **Method**

In this research, qualitative research method was used. In this study, case study design was used, which is one of the qualitative research methods. Case studies are a research design that can be used in the assessment process in which the researcher analyzes in depth a situation. A process or one or more individuals (Creswell, 2017). In the direction of the aim of the study, "the problem-solving activity sheets" were used to try to determine the reasoning ability of the students and then the questions which could not be done were handled and studied again with the students. It has been investigated whether reasoning skills can be developed with the help of visual factors or not.

## **Participants**



The study was conducted with 11-12 years aged students, studying in a secondary school, located in the rural district of a city in the northwest of Turkey, in the fall semester of 2017-2018 academic year. Twenty secondary school students were chosen, based on the voluntariness, by maximum variation sampling technique of purposive sampling and 10 groups of two were created. The purposive sampling approach is to select the rich situations in terms of information and examine them in depth (Patton, 2005). In the maximum variation technique, the goal is to create a small sample set that reflects the variety in a sample at the maximum level and to obtain richer data (Yıldırım and Şimşek, 2008). For maximum variation, the opinions of the mathematics teachers who taught the course to the students and the mathematics grades from first semester were taken into consideration. Seven of the students were males and nine were females. Also, Van Hiele geometry test was applied to the students and Van Hiele levels were used for the formation of binary groups. To determine these levels, the requirements of answering at least 3 of 5 questions about each level correctly and to complete all previous levels were considered, the level of the students who were not at any level was evaluated as level -1 (Gül, 2014). Students are given letters and numbers E1, E2, K1, K2 and so were coded.

#### Data Collection Tools

In the research, "Problem Solving Activity Sheets" consisting of daily life problems prepared by the researcher and based on operations on integers were used as the data collection tool. Problem Solving Activity Sheets consists of 10 mathematical Daily life problems. "Problem Solving Activity Sheets" emphasizes on problems that allow students to use visual elements in their answers. It has been tried to make sure that the problems are from the daily life situations of students and require reasoning. Problems generally involve problems related to operations in integers. Then, after making the necessary corrections according to the evaluations of two specialists in the field, "Problem Solving Activity Sheets" was presented to the participants in the final form.

#### Procedure

The Van Hiele geometry test was applied to each student individually on a 40-minute, 1-hour course. According to this test, students' level of geometry understanding was determined, and students were grouped into binary groups. The study consists of two phases of experiment; In the first phase the students' approaches that they used to solve the problems in the worksheets were determined, The "Problem Solving Activity Sheets" were distributed to the students in groups of 2, and a time of 40 minutes was given for the student groups to answer the questions.

In the second phase of the experiment realized two weeks after the first phase. The same "Problem solving activity sheets" were distributed to students; with the help from instructions the students were encouraged to add some visual elements and how this would change their reasoning skills were investigated. There was no time limit for students to respond to problems again.

#### Analysis Techniques

The data obtained in the research were analyzed by the content analysis technique from qualitative data analysis methods. When analyzing the data in the content analysis, firstly the categories related to the research topic are developed and the data collected by written and visual means are analyzed according to these categories (Özdemir, 2010). In the first phase of the analysis, a table showing the correct, incorrect, and empty ones in the answers given to each question in "Problem solving activity sheets" was prepared. Then, for each question, if it is solved correctly, the way student used to solve it correctly; if it is solved incorrectly, the reasons the error originated was tabulated in detail. This process was performed for the data obtained from the first and second application. The codes were derived from the tables and four categories were determined as the common features of these codes: skills related to numerical approaches, skills related to visual approaches, skills related to joint use of visual and numerical approaches, and other reasoning skills.

#### Validity and Reliability



To increase the validity and reliability of the study, the questions in "Problem solving activity sheets" were examined and evaluated together with 17 graduate students and 2 faculty members who are experts in the field and the sheets were organized and applied to the students according to these evaluations. A detailed a-priori analysis has been carried out to determine the suitability of the problem used, including the expected incorrect and correct student responses. In addition, the study was implemented in the classroom environment, ensuring that the students' names were kept confidential and prevented from having test anxiety by indicating that there would be no effect on the academic achievement of the responses to the students. In addition, to ensure reliability, the application process is described in detail, and the data obtained is presented in an understandable manner (Çepni, 2014). For reliability in the research, data consisting of student answers are interpreted separately by the researcher and an expert faculty member in the field. Codes and themes were formed by discussing the independent analyzes and eliminating the inconsistencies.

### Findings

There are two phases of application in the research. In this section, findings from the data of the two phases are examined and presented separately.

#### *Findings of mathematical reasoning skills in the solution of daily life problems of sixth grade students in middle school*

The data of the first application of the research were analyzed and the codes were uncovered and according to the common characteristics of these codes, the mathematical reasoning skills in solving the problems of the students were gathered in 4 themes. These themes were named and investigated as: skills related to numerical approaches, skills related to visual approaches, skills related to the co-use of visual and numerical approaches, and other reasoning skills. The codes and themes determined in the analysis of student responses are given in Table 1. Frequency (f) values given in the table show the distribution of 100 student responses according to codes. The answers given by 10 binomial groups to 10 questions in total constituted 100 student responses.

**Table 1:** Defined categories, codes and frequencies

Categories	Codes	f (n=100)
Numerical Approach	<b>SK 1:</b> Solving operations correctly	35
	<b>SK 2:</b> Performing an incorrect operation	27
	<b>SK 3:</b> Performing incomplete operation	7
	<b>SK 4:</b> Misinterpreting the result	5
Visual Approach	<b>GK 1:</b> Solving the question correctly based on the added image	5
	<b>GK 2:</b> Solving the question incorrectly based on the added image	6
	<b>GK 3:</b> Adding an incorrect image	2
Visual and Numerical Approach	<b>GSK 1:</b> Performing the correct operation with the added image	2
	<b>GSK 2:</b> Performing an incorrect operation with the added image	1
Others	<b>DK1:</b> Leaving the question blank	6
	<b>DK2:</b> Answering questions correctly without operations	4

As seen from Table 1, there are a total of 10 answers to the 74, total of 13 answers to the visual approach, a total of 3 answers to the visual and numerical approach and the others category. According to this data, it can be said that students are solving problems related to integers, and they are directed to numerical processes that are more than using visualizations.

The findings obtained for each category are presented below with examples.

#### *Skills Related to Numerical Approaches*

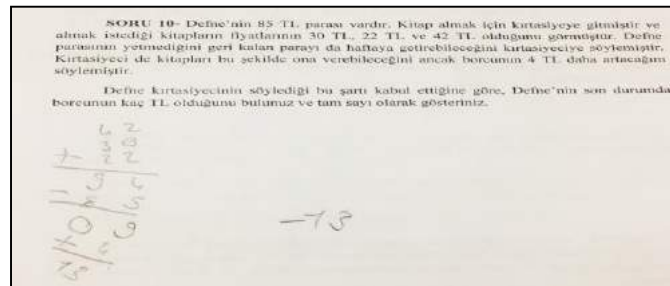


When the answers given to the questions by the students participating in the study were examined, 4 codes belonging to this category were determined. These codes are: solving operations correctly (SK 1), performing an incorrect operation (SK2), performing incomplete operations (SK3) and interpreting the result incorrectly (SK4). Table 2 provides the findings of the numerical processing skills as a result of analysis of the answers of the student groups based on the number of answers given to each question within this code.

**Table 2:** Distribution of codes for numerical approach according to questions

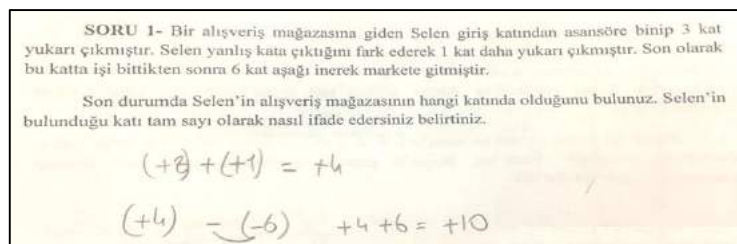
	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Total
SK1	6	10	4	5	1	1	2	1	0	5	35
SK2	2	0	6	3	2	6	2	2	3	1	27
SK3	0	0	0	0	0	0	0	3	3	1	7
SK4	0	0	0	1	1	0	0	1	0	2	5

According to table 3, the 2<sup>nd</sup> question is the question that is most processed by the students and resolved correctly. None of the groups were able to solve the question 9 by performing the correct operations. The code solving operations correctly (SK 1), contains answers to students using the integers or natural numbers and solving the questions correctly using only numerical elements without adding visual elements. It is seen that the students answer the question correctly using numerical operations in 35. Figure 1 is an example of a student answer that is assessed under the correct decoding (SK1) code within the theme of the skills related to the numerical approach.



**Figure 1:** Example of student response from SK1

The code for performing an incorrect operation (SK2) contains answers to which students have made an operational error when resolving questions. In 27 of the student solutions, there was an operation error. It is seen that 18 of the 27 mistakes resulted from the operational mistakes that students made about the integers. These mistakes usually occur when the students solve the problems by making both negative marking and subtraction. Moreover, it was determined that the 7 mistakes made in this code stem from the fact that the students cannot express the distance between two points as absolute value. Figure 2 is an example of a student response that is assessed under the performing an incorrect operation (SK2) code in the context of the Numerical Approach.



**Figure 2:** Example of student response given to question 1 of SK2

When students' responses were analyzed, it was seen that some of the questions were missing the solution, which was coded as Performing incomplete operation (SK3). Within all responses, 7 incomplete answers were found.



Among these answers, it was seen that 6 of them are caused by mistakes made about absolute value, and 1 of them were caused by mistakes made about integers. The answers which students expressed the result incorrectly after solving the question are coded as Misinterpreting the result (SK4). In all responses, 5 responses from the students' responses were misinterpreted. Of the 5 answers given within this code, 3 were found to be misinterpreted regarding integers and 2 with misinterpretation of distance as absolute value. Students mostly misinterpreted the solution of the 10th problem.

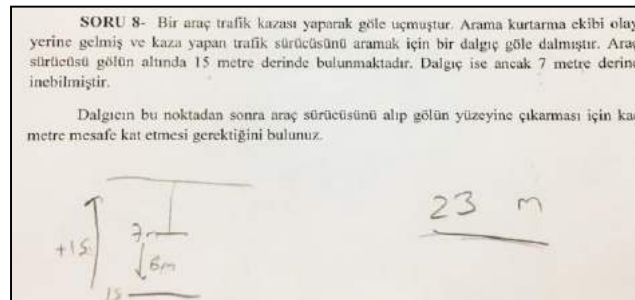
#### *Skills related to visual approaches*

As a result of analysis of student answers, 3 codes belonging to visual approach category were determined. These codes are: Solving the Question Correctly Based on The Added Image (GK1), Solving the Question Incorrectly Based on the Added Image (GK2) and Adding an Incorrect Image (GK3). Table 3 presents the findings of the numerical processing skills as a result of the analysis of the student groups' responses, based on the number of responses given in this code for each question.

**Table 3:** Distribution of the code of the visual approach according to questions

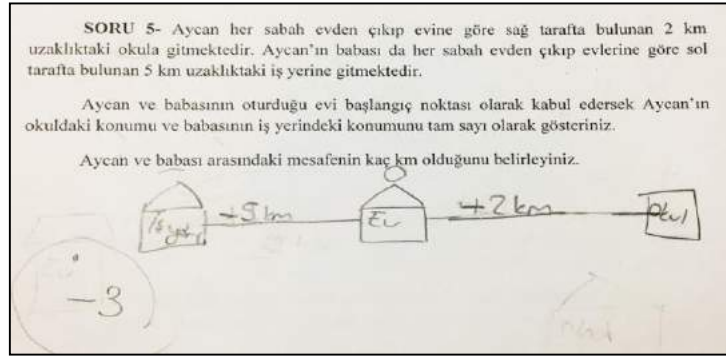
	Question 1	Question 5	Question 6	Question 7	Question 8	Question 9	Total
GK1	1	3	0	0	1	0	5
GK2	0	2	0	3	0	1	6
GK3	0	0	0	0	0	2	2

The Solving the Question Correctly Based on The Added Image Solving the Question Correctly Based on The Added Image (GK1) code involves students drawing a visual shape and answering the question according to this figure to answer the questions. 5 of the student responses were evaluated in this code. Figure 3 is an example of an answer to a student who solves the question correctly (GK1) according to the image added within the theme of the visual approach.



**Figure 3:** Example of student response from GK1

In the answers evaluated by Solving the Question Incorrectly Based on the Added Image (GK2) code, students wanted to take advantage of visual elements to solve questions. Although they can draw the visual elements for the question correctly, they are evaluated in this code when they misinterpret the shapes and solve the question incorrectly. In this error, it was observed that 2 answers were caused by the inability of students to express the distance between two points as absolute values. Figure 4 is an example of a student response that is evaluated under the Solving the Question Incorrectly Based on the Added Image (GK2) code in the context of the skills of the Visual Approach.



**Figure 4:** Example of student response from GK2

The Adding an Incorrect Image (GK3) code is used for students to try to use visual elements to solve their problems but to answer questions they cannot add appropriate visuals. The added visual element does not lead the student to correct solution to question. When the answers are analyzed, 2 responses appear to use an incorrect image. The students answered only the 9th question in (GK3) code.

#### *Skills related to visual and numerical approach*

The analyses have shown that students draw a visual element of the question in some questions and process them. These types of students' solutions were examined under the visual and numerical approach category and 2 codes were identified in this category. These codes are: Performing the correct operation with the added image (GSK1) and Performing an incorrect operation with the added image (GSK2). In all solutions, 3 responses are included in the visual and numerical approach category. Table 4 presents the findings of the visual and numerical approach to each question based on the number of answers given in this code as a result of analysis of the answers of the student groups.

**Table 4:** Distribution of codes for visual and numerical approach according to questions

	Question 1	Question 5	Question 6	Question 7	Question 8	Question 9	Total
GSK1	0	1	1	0	0	0	2
GSK2	0	0	0	0	0	1	1

The Performing the Correct Operation with The Added Image (GSK1) code is about adding a correct visual for the student to solve the question and making numerical transactions with this visualization and answering the question correctly. There are 2 student responses to this code. Group 4 correctly responds to the 5th question and group 5 correctly responds to the 6th question by adding visual elements and performing actions. Both students in these two groups are students with levels of understanding of geometry level 0. The need of students in the G4 and G5 groups for processing despite the correct visual addition can only be interpreted in the sense that they cannot solve the question by reasoning with the help of visual items. Figure 5 is an example of a student response that is evaluated under The Performing the Correct Operation with The Added Image (GSK1) code in the context of the skills of the Visual Approach.



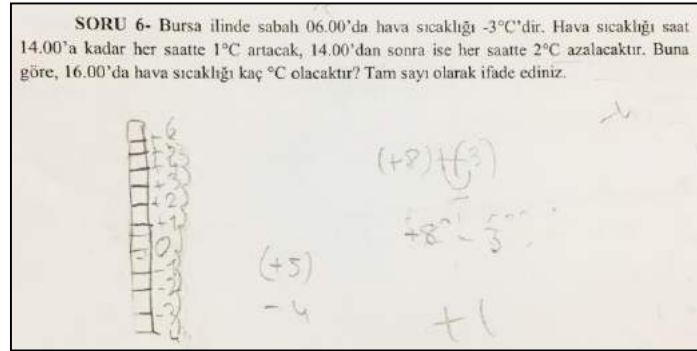


Figure 5: Example of student response from GSK1

In the answers that were analyzed under the Performing an Incorrect Operation with The Added Image (GSK2) code, the students added a correct visual and performed the operation, but the operation is wrong. There is 1 solution of this code among the solutions of the students. Group 4 incorrectly solves the question by adding the correct visual to the 9th question. When the student response is examined it appears that the reason for this error is the lack of knowledge that distance between two points should be expressed as absolute value. Figure 6 is an example of a student response that is evaluated under The Performing an Incorrect Operation with The Added Image (GSK2) code in the context of the skills of the Visual Approach.

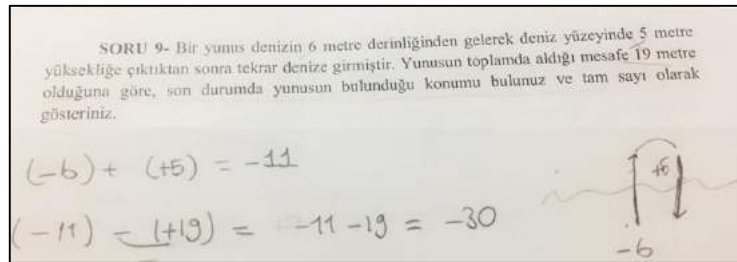


Figure 6: Example of student response from GSK2

Students seem to be unable to answer some questions, or just answer some questions correctly without performing any operations. These kinds of answers were evaluated in the others category. Since there is no operation, it could not be determined which approach led the student to solve the question. Therefore, questions that were made without any operations were included in the others category. The frequency of this category is set to 10 out of 100 responses. Two codes for this category have been identified. These codes are: Leaving the Question Blank (DK1) and Answering Questions Correctly Without Operations (DK2). Table 5 presents the number of students answered in the other category as a result of analyzing the answers of the student groups.

Table 5: Distribution of codes of other categories according to the questions

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Total
DK1	0	0	0	0	0	1	3	2	0	0	6
DK2	1	0	0	1	0	1	0	0	0	1	4

According to Table 5, it is seen that 6 of the answers of the students are empty and evaluated within the DK1 code. The most blank question is the 7th question. On the other hand, it was observed that 4 of the students' responses had the correct answer, but they had no operations, so they were assessed within the Answering Questions Correctly Without Operations (DK2) code.

*Findings related to the relationship between students' level of geometry understanding and visual math literacy skills*



From the groups formed by the students, the first group consists of two students with the level of understanding geometry level 1. When the answers given by the group are examined, it is observed that 2 of the 10 questions have visual items and they correctly interpret the visual items they have added and answer the questions correctly. The level of geometry understanding of one of the students forming group 2 is level 1 and level 0 is the other. When the group's answers were examined, it was seen that only 1 of 10 questions tried to add visual elements but the wrong visual elements were added. For the students in the 3rd group, the level of understanding of one is level 1 and level -1 is the other. As in the second group, this group tried to add visual elements in only 1 of the questions, but incorrectly answered the question by adding incorrect visual elements. All students in the other groups have level 0 geometry understanding. From these groups, Group 8 and Group 9 did not use visual elements in any of the questions. Group 7 has included visual items only in one question, but it seems that the visual they have added was incomplete. Group 4 and Group 6 have used visual elements to answer 2 questions. The visual items added by the 4th group are both correct. However, they have correctly interpreted and answered the question correctly in one of the questions, and they have answered wrongly in the other because they could not interpret the visuals that they have added despite the correct visual additions. Group 6 adds correct visual elements in a question and answers the question correctly, but the visuals they add in the other question are wrong. In this respect, it can be said that 4th group and 6th group correctly used visual mathematics literacy skills in only 1 out of 10 questions. Group 5 and Group 10 tried to make use of visual items in 3 questions. 5. The group correctly answered the question by adding correct visual elements in 2 out of 3 questions, and in 1 question it was the incorrect visual addition for the question. The visual item added by the 10th group to only 1 question is correct, and the question is answered correctly. In another question, although the correct visual insertion, the question was answered incorrectly by misinterpretation. In the other question they added visual elements, they seem to add an incorrect visual element.

*Findings related to the changes in students' mathematical reasoning skills by adding visual elements during problem solving*

The data obtained after the first application to the students were examined and a second application was made to determine if there were any differences in the reasoning skills when visual elements were added to the questions that the students could not do with the help of the directives. Thus, the sixth question was redirected to groups 1, 2 and 8; Question 8 was to Group 3, Group 5 and Group 8; the 9th question was redirected to Group 1, Group 2, Group 3, Group 5 and Group 8. The obtained data are examined under the categories of visual approach, visual and numerical approach and others in the first application and codes belonging to these categories and they will be presented separately for each question.

**Table 6:** Categories and codes used by groups in the Second Application

	Question 6	Question 8	Question 9
G1 (E1-E2)	GK1	-	GSK1
G2 (E3-K3)	GSK1	-	GSK1
G3 (K1-K10)	-	GSK1	GSK2
G5 (E4-E7)	-	GSK2	DK1
G8 (K7-K9)	GK1	GSK2	GK3

According to table 6, all three of student groups in the study added the correct visual in accordance with the guidelines given, and Group 1 and group 8 answered the question correctly with the visual help, while Group 2 also added the correct visual but needed to do operations anyway. It was observed that students with level 1 understanding of geometry in group 1 and group 2 answered the question correctly using visual math literacy skills. However, also in the 8th group consisting of students with level 0 geometry understanding, it was seen that they correctly used the skills of visual math literacy and answered the question correctly.

Group 3 consists of two students with geometry understanding levels 1 and -1. Group 5 and group 8 consists of students with geometry understanding level 0. According to Table 10, it can be said that the group with the student



with level of geometry understanding 1 answered the question correctly by the visual help and the group 5 and group 8 added correct visuals and performed erroneous operations. The reason for the error of both groups is that the distance between two points cannot be determined as an absolute value. In Figures 7a and 7b, the responses from second application of Group 3 and Group 8 is presented, who answered the question incorrectly in the first application due to the numerical approach.

$$(-7) + (-15) = 8$$
$$-15 - 7 = 8$$
$$15 + 8 = 23$$

**Figure 7a:** Example of the answer given by group 3 to question 8 in the second application

$$(-15) + (-7) = -8$$
$$-8 - 8 = -16$$
$$(-8) + (-8) = -16$$

**Figure 7b:** Example of the answer given by group 8 to question 8 in the second application

The geometry understanding levels of both students in group 1 are level 1 and the level of understanding geometry of students in group 2 is one level 1 and one level 0. Both groups followed the guidelines and were able to draw the visual items and they answered correctly. Group 3 was able to add the right visuals but again because of mistakes caused by lack of absolute value information, the question could not be answered correctly. Group 5, consisting of students with level 0 geometry comprehension, did not show any visual elements and did not answer the question, despite the guidelines. Also Group 8, which is composed of students with level of understanding geometry 0, could not draw a correct visual according to the given directions and answered the question incorrectly. It is seen that the students with higher level of understanding of geometry use visual math literacy skills more effectively than the students with lower understanding level of geometry.

### Conclusion, Discussion and Suggestions

In this study, students have gone through a numerical approach, a visual approach or a visual and numerical approach in which they have blended both to solve the problem. Most of the responses of the students (74%) belong to the numerical approach. This approach is not a surprising result as students usually solve problems using mathematical operations during mathematics lessons (Soylu and Soylu, 2006). In the answers given, only a small number (13%) of the students have added visuals and very few (3%) have added visuals and numerical processes to solve the problem. This situation is similar to the opinions that students are avoiding using visual thinking skills in problem solving (Lowrie, 2000; Cruz, Febles and Diaz, 2000; Guzman, 2002). It was seen that in the second application, students were given instructions on questions they could not do, and when students were asked to solve the questions with the help of visual items, with visual approach they were able to answer correctly the problems which they could not answer using numerical approach. In this case, based on other work done in the field, it can be said that the visual approach is an alternative solution to solve the problem (Tanışlı & Yavuzsoy Köse, 2011). When the answers related to the numerical approach were examined, it was found that students made mistakes in determining the sign related to the integers and not selecting the correct operation when the sign was negative. Similar studies on integers are in line with the results obtained in this study (Erdem, Başbüyük, Gökkurt, Şahin and Soylu, 2015; Gökbaş, 2005). The Group consisting of students with the highest level of geometry understanding which is level 1 was found to be the group that solved the question and answered the most correctly according to the visual approach. Other groups also tried to solve the question with a visual approach, but they were not as successful as Group 1. For the second application, it can be said that the groups in which the students with the level of geometry understanding level 1 are successful compared to the other groups.

In the groups using visual and numerical approaches together, the level of understanding the geometry of the students is level 0. Although the students in this group included visual elements, it is seen that they cannot solve the question by only reasoning with this visual help, besides, the students also need to do mathematical operations.



The common mistake most often made by students, regardless of the approach they use, concerns the concept of absolute value. The fact that students cannot express the distance to the starting point of a point as an absolute value causes the problems to be answered incorrectly. It has been seen that even if students add visual items in solutions, they fall into this mistake. Especially, according to the findings obtained in the second application, it can be said that, even if visual elements are provided by giving instructions to groups consisting of students with level of geometry understanding level 0, students made mistakes related to absolute value, and in groups with students who has a level of geometry understanding 1, no mistakes were made regarding absolute value. Different studies on absolute value have also resulted in students experiencing similar problems, unable to interpret the definition of absolute value (Anıl, 2007; Ubuz, Şandır and Argün, 2002).

These results show that students with high level of geometry understanding have developed visual mathematical literacy skills and those students can make more accurate visualization in everyday life problems and can solve the problems correctly by reasoning according to the visual items they have added. In fieldwork studies, the results of visual mathematics literacy and perceived self-efficacy increased as the drawing skill increased (Tanoğlu, Taşkesen, Bakırhan and Taşkesen, 2017). According to this result, it can be said that students who are able to draw drawings fit for the problem can see themselves better in visual mathematics literacy skills.

With this study, it was concluded that geometry understanding levels of students could be in parallel with the visual mathematics literacy skills and that these students were more successful in using visual items to solve their daily life problems. For future studies, it may be suggested that experimental studies investigating the relationship between students' level of geometry understanding and visual mathematical literacy are investigated and how this relationship is reflected in the solution of daily life problems in different contexts. It can be suggested that the 2nd application of this study is expanded by working with all the student groups in the 1st application.

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## Students' Perception of Success and Failure in Foreign Language Learning

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### Abstract

The paper aims to investigate attributes and examine what reasons the students see behind their achievement or failure. The research interest focuses on two related areas. The first endeavours to emphasize why individuals seek to find reasons for their success or failure. The second area explains why people seek information and thus clarify what is behind their actions. The reasons for their acts are hidden beyond the attribution process, reflecting students' attributive style. The research into the attributive process therefore aims to explore the causal links between the strategies they employ and their academic performance, thereby changing the attributions they make for success and failure.

**Key words:** attribution, success, failure, achievement, sustainability

### Introduction

As nothing happens without a reason, every person endeavours to look for the causes of human acts and what draws them to that particular behaviour. Attribution theory helps us explain a particular individual's acts and can be understood as assigning particular reasons.

Attribution is not only related to seeking the reasons of our behaviour, but also that of other people. The way we behave toward other people is to a large extent dependent on the causes that we assign to this behaviour. Therefore, attributions are very important as they help people handle their social interactions with other people in an effective way.

### 1. Attribution theories

Attribution is a social-psychological term developed within the field of social psychology, while it was shown that attributions might also be used in other fields such as pedagogic psychology. People have always been accustomed to assigning certain causes to the events happening around them, their own behaviour and the actions of other people. This attribution process therefore enables better orientation in the world (Nakonečný, 1998), while people are not only interested in the actions of other people, but also the reasons behind their acts. Attributions emerge as a result (Gilbert, Malone, 1995), while causal attributions represent a way that subjectively creates a link between the cause and the consequence of the behaviour.

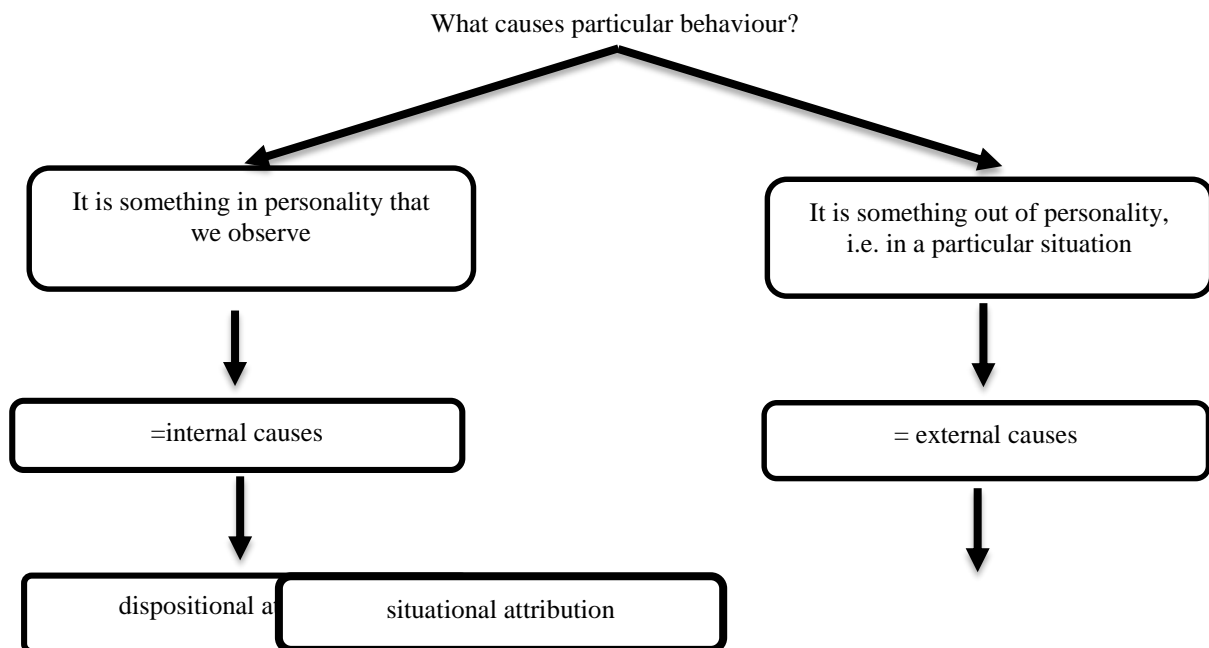
The attribution process was systematically investigated in the USA by Austrian psychologist Fritz Heider (1958) who was considered the founder of the first attribution theory, called naive analysis of behaviour.

This theory is divided into groups of attributions:

- dispositional determination of causes – the cause of behaviour can be found in a human being, it is internal
- situational determination of causes - the cause of behaviour can be found in a particular situation, not in a human being, it is external

### Attribution





**Picture 1:** Dispositional and situational attribution

The concept of attribution was further developed by American psychologist Kelley (1967) and belongs to the most precise theories, being divided into two parts depending on the amount of available information of the observer.

1. covariation principle – it can be applied when a large volume of information is available
2. a model of causal schemes – used when limited information is available

The Covariation principle (Kelley, 1973) describes attribution based on various observations (the observer knows a performer based on the various situations). In addition to the observers and performers, time also has to be considered. As a result, the influence will be assigned to that cause that creates a covariance relationship with time.

Information received from the observations is characterized by 3 signs:

consensus  
consistency  
distinctiveness.

Consensus takes into account the stability of the performer's behaviour compared to other people, i.e. if the behaviour is usual compared to other people's behaviour. Consistency considers the stability of the performer's behavior at various time moments, i.e. if his behavior is identical in the same situations at different times. Distinctiveness assesses the stability of the performer's reactions in various environments, i.e., although the environment changes, the performer's behavior will remain the same.

The observer assigns the performer's behaviour to a particular situation, which is related to low consensus, low distinctiveness and high consistency. On the other hand, low consensus, low distinctiveness and high consistency are assigned to the performer's behaviour and are related to his personality.

**Table 1:** Covariation chart



Attribution	Consensus	Consistency	Distinctivness
<b>Internal (personality)</b>	low	high	low
<b>External (situation)</b>	high	high	high
<b>Exception</b>	high or low	low	high or low

The model of causal schemes describes attribution in terms of various observations. Moreover, causal schemes or configurations are general opinions, beliefs or experiences enabling an observer to perform attribution when lacking sufficient information. In most cases, this is because the observer does not know the performer.

In the 1980s, attribution was investigated by Weiner (1986) who extended the theories of attribution in the field of performance motivation. He developed a classification system where people attribute the reasons for success or failure. In a simple case, the scheme of performance attribution 2 x 2 is used:

**Table 2:** Performance attribution scheme 2 x 2

	INTERNAL	EXTERNAL
STABLE	abilities	task difficulty
UNSTABLE	effort	luck

After a 2-dimensional concept, Weiner decided for a 3-dimensional model of reason deviation. As a result, the reasons for success and failure may be divided into 3 dimensions :

- locus
- stability
- controlability

According to the locus dimension (externality), the causes can be divided into external and internal ones. External ones are represented by the following factors: task difficulty, coincidence or teacher's mood. On the other hand, abilities, diligence or the performer's health belong to internal dimensions. Furthermore, the stability dimension is based on antipoles: stable and unstable, while the causes might be relatively stable, i.e. causes appearing in the short term, e.g. coincidence or current mood. This dimension has a strong motivational character (Hrabal, Man, Pavelková, 1989).

The controlability dimension was supposed to contribute to a better classification of causes that can be related to assessing other people and so gives information if a person is able to handle his/her own acts or is unable to do it in some particular situation.

As a result, the causes can be divided into eight groups:

**Table 3:** Types of causes in terms of externality, stability and controllability

causes	controllable stable	controllable unstable	non- controllable stable	non- controllable unstable
<b>internal</b>	knowledge	effort	abilities	mood
<b>external</b>	Help of a friend	Help of an unknown person	Task difficulty	luck, coincidence

People interpret their success in different ways, they assign different causes to it. Every person/individual can develop his/her own attribution style.

## 2. Attribution styles

Some attributions can become typical for a human being and in such cases we talk about attribution styles. Attribution styles are known as "usual present attitudes from the perspective of assigning the causes to the events



that have already happened“ (Weber, Rammsayer, 2012:101). Every individual has his/her own attribution style, people differ from one another in their own way of assigning causes. People are usually characterized by a relatively stable or learnt way used for seeking the causes of their own behaviour or the behavior of other people. In the education field, it is possible to define four attribution styles of the pupils. Consequently, the main determinants are represented by the beginning level of confidence, expectations, performance evaluation or behaviour from the accepted criteria of school success (Kusák, Dařílek, 2003).

The pupil with a self-presented attribution style welcomes each achievement but does not accept failure. Success (achievement) is assigned to dispositional causes (our abilities).

The self-protective attributive style appears in the case of unexpected failure. The pupil rejects responsibility for his own failure and lack of success that is ascribed mostly to situational reasons, e.g. bad luck, high task difficulty, subjective teacher evaluation etc.

The counter-self-presented attribution style is represented by rejecting failure pointing at situational causes such as happiness and coincidence. This style is typical for students with a low level of confidence.

The counter-self-protective attribution style appears when a pupil assigns dispositional causes to failure (effort, abilities). Such a pupil is ready to take his responsibility for his/her failure. He does not need to defend his/her personal qualities.

Attribution styles were also called explanatory styles by some researchers (Peterson and Seligman, 1984); Seligman perceived the attribution style as personal characteristics as individuals differed in their causal judgments as either being vulnerable to depression or not, considering bad or good events in their lives (Furnham et al., 1994). The studies of Peterson and Seligman (1984) showed that people who habitually interpreted the causes of negative events as global, internal and stable were also affected by those causes in whatever they did, and thus felt that everything was their fault and those causes will last forever; and as a result, they felt hopeless compared to people who interpreted causes of negative events with the opposite styles.

Moreover, an explanatory style is not only based on the feeling of hopelessness but also helplessness which are related to the concept of emotions and our own health. It can be therefore claimed that people vary widely in how much effort they put into maintaining their own health as well as the behaviour they are engaged in. The present study focuses on the relationship between health behaviour and optimism /pessimism (Dosedlova, 2014).

An explanatory style can be also understood as a theory of optimism and is also characterized by attributing external, unstable and specific causes to failures and negative experiences. On the other hand, a pessimistic explanatory style involves attributing internal, stable and global causes to such negative events. Seligman and his colleagues emphasise that the explanatory style is changeable and argue that a pessimistic explanatory style can be modified into an optimistic explanatory style (Seligman et al., 1988).

Recent studies have shifted their focus into the attributional style research from helplessness, depression and pessimism toward the relationship between an optimistic attributional style and psychological well-being (Cheng & Furnham, 2001, 2003; Sanjuan & Magallares, 2009). For measuring the attributional style, an “attributional style questionnaire (ASQ)” was formed (Peterson et. al., 1982, Seligman et al., 1979). The first studies were conducted using three parameters of the attributional style: internality, stability, and globality. Unfortunately, the internality parameter was abandoned in more recent studies (Martin-Krum, Sarrazin, Peterson and Famose, 2003, Peterson and Vaidya, 2001; Peterson et al., 2001) and theoretical works (Abramson et al., 1989; Peterson, 2000; Seligman, 2002).



As Seligman (1975) showed, serious arguments were proposed in favour of a controllability parameter, since it was shown that experienced inability to control events leads to helplessness and depression. Moreover, the studies applying controllability parameter pointed at its importance, as it was found as a reliable predictor of depression, loneliness, and anxiety, as well as of positive emotional reactions and positive future expectations and performance (Deuser & Anderson, 1995). Consequently, a number of new questionnaires measuring the attributional style have appeared, including controllability scales ASAT, Anderson & Arnoult, 1985; WASQ, Ashforth & Fugate, 2006; ASAT-III, ASAT-IY, Anderson & Riger, 1991; CDS, Russel, 1982; SFASQ, Gordeeva, Osin, & Shevyakhova, 2009).

Furthermore, there were also studies into the research exploring the association of an attributional style for negative events with academic and sport achievement. This investigation was more extensive and the most contradictory in terms of its outcomes. In some studies, the optimistic attributional style was examined in connection with higher grades (Martinez & Sewell, 2000; Peterson & Barrett, 1987; Rowe and Lockhart, 2005, Yates & Yates, 1995), while in other studies it was found in its association with lower levels of academic achievement (LaForge and Cantell, 2003; Yee, Pierce, Ptacek & Modzelesky, 2003).

An optimistic attribution style for negative events may have its pluses and minuses. Optimistic thinking may promote hope and lead to increased persistence, but it may also contribute to relaxation and withdrawal of effort. On the other hand, pessimistic thinking can cause helplessness and passivity, but it might also result in putting much more effort and energy into activity from the teacher's side. For instance, students who assign pessimistic explanations to their poor examination performance had to spend more time getting ready for their studies for the next examination (Follette & Jacobson, 1987).

Seligman et al. (1979) in early testing reformulated the helplessness theory where they reported the scores of internality and stability of positive events on the ASQ were inversely linked with depression, but the relationship was weaker than the one related to negative situations. A metaanalysis of 104 studies conducted by Sweeney et al. (1986) confirmed this finding, and it became common practice for measuring attribution styles, considering only negative events or calculating a composite difference score by subtracting positive event scores from negative event ones.

Needles and Abramson (1990) introduced a model of recovery from depression, hypothesizing that depressed persons who tend to attribute positive life events to global and stable causes are likely to become hopeful when positive events occur; the research consisted of depressed college students.

In more recent studies (Cheng & Furnham, 2003; Rigby & Huebner, 2005; Sanjuan & Magallares, 2009; Sanjuan, Perez Garcia, Rueda, & Ruiz, 2008), explanations of positive events were shown to be important predictors of psychological well-being, self-esteem, and effective coping strategies. As the association between an attribution style for positive events and achievement has received relatively little research attention so far, it would need a closer look and such research would be very enriching in relation to teaching foreign languages. In the academic domain, it was found that higher mathematics achievement in the elementary school children was associated with the optimistic explanatory style for positive events (Yates & Yates, 1995), but in a sample of law school students, it was associated with performance in a negative way (Satterfield et al., 1997). As a result, more research needs to be conducted with different age groups and educational and professional contexts.

Moreover, Satterfield et al., (1997) mentions that optimistic explanations of positive events made a negative impact upon academic success and performance of law school students. Another study (Gibb, Zhu, Alloy & Abramson, 2002) has found the link between the attribution style for negative events and academic performance in college



students to be dependent on their academic ability levels. Pessimism was found in relation with lower GPAs in students with lower ability but was beneficial for high-ability students.

For instance, Martin-Krumm and Salama-Youness (2007) revealed that the effect of attribution style upon school grades was interfered by expectations of success.

### 3. The aim of the research and research sample

Attribution theory is investigated mostly in relation to motivation. As a result, we consider a question of assigning the reasons of success and failure in relation to a foreign language in the field of psycholinguistics crucial, as an individual thinks of his /her success in the process of foreign language acquisition and looks for options and ways how to achieve his/her success. Consequently, the aim of the research is to find out how and to what pupils assign their success in learning a German language.

For purposes of this research the following research question was formed :  
How and to what pupils assign their failure in learning a foreign language?

### 4. Research methods and respondents

The research was conducted in 2016 and 2017, 135 pupils from lower-secondary and upper-secondary schools in Bratislava participated. The average age was 15 years old. The German language was considered the second foreign language for respondents in English. The pupils were given the questionnaires JASQ (Junior Attributional Style Questionnaire) which they filled in; this questionnaire was developed from the questionnaire AASQ (Academic Attributional Style Questionnaire that was created by Peterson and Baretto (1987) that aims to investigate optimism and pesimism as an attribution style. The questionnaire AASQ is adapted according to the university students' needs and their life experience. It contains negative hypothetical situations that might appear in the students' life. The questionnaire JASQ was adapted for students of lower secondary and upper secondary schools and consisted of 12 questions, such as failure in a test, fear of retaking a school year or the inability to find a book important for learning. Each of these situations contains four questions. The first question asks about the main cause, the main reason for this negative event, a respondent should write about it. The rest of the questions develops this cause where the respondent is supposed to label on a 7-grade lickert scale to what extent he would be able to influence this cause, whether it can be repeated in the future and whether this cause affects only this type of situation or not.

### 5. Findings

Table 5 depicts descriptive statistics of chosen situations from the questionnaire JASQ. Every situation contains four questions (a,b, c, d) but *question a* is not being assessed. The *questions b, c, d* represent various dimensions of causes. In *question b* the respondent determines if the cause could be influenced or not, it is called a dimension of iternality. In question c the respondent assigns whether the cause will appear also in the furture, which is called a dimension of stability. *Question d* investigates whether this cause affects just the respondent`s particular type of situation or a situation in other fields of his life or a dimension of globalization.

Based on those three dimensions, Seligman (1998) defined the optimistic and pesimistic explanation style. Optimists assign external, unstable and specific causes to negative past situations. On the other hand, pesimists determine these causes as internal, stable and global.

**Table 4:** Descriptive statistics of questionnaire results JASQ

Question	Mean	Median	Modus	Stdev
b	4.139998	4	7	2.222762



c	4.331793	4	4	1.730273
d	3.761367	4	4	1.918022

Based on the research results, the respondents assign their failure rather to internal causes to the dimension of internality, to the stable causes in the dimension of stability and the dimension of globalization to specific causes. It seems so that respondents of our research incline to a pessimistic explanatory style.

**Table 5:** Descriptive statistics of chosen situations

Situation	Question	Mean	Median	Min	Max	Stdev
1	b	4.069307	4	1	7	1.733536
	c	5.257426	5	2	7	1.346503
	d	4.059406	4	1	7	1.713603
	b	5.148515	6	1	7	1.909901
5	c	4.188119	4	1	7	1.718795
	d	4.138614	4	1	7	2.000149
	b	2.67	2	1	7	2.025369
	c	4.050505	4	1	7	1.662146
10	d	3.08	3	1	7	1.867749

Legend: Mean – average, Stdev – standard deviation, Min – minimum value, Max – maximum value

Situation 1: you are not able to learn the entire subject matter that you were asked to study by the teacher. Descriptive statistics reveal in the situation number 1 that the respondents assign their failure in this situation to the dimension of internality rather than to internal causes, even though it is very tight, in the dimension of stability it is assigned to stable causes and in the dimension of globality to slightly over average global causes. This implies that in this situation the respondents are clearly pessimistic.

Situation 5 : You don't have such good grades to decide for the school that you desired. In this situation respondents assigned that they see their failure in the dimension of internality in internal causes, in the dimension of stability in stable causes and in the dimension of globalisation to global causes. In this kind of situation the respondents incline to pessimism.

Situation 10 : You are supposed to write an assignment where the teacher gave you recommended literature but it was not available in your library.

The dimension of internality strongly points to the external causes in a case of failure of respondents in this situation, the dimension of stability has almost an average value, with a light tendency to stable causes and in the dimension of globalization we can see inclination to the specific causes. In this situation the respondent feels optimistic.

## 6. Discussion

When learning a foreign language a learner is interested in achieving particular aims. His achievement can be seen as the success or failure of a particular human being that is related to performance motivation. In the education field Dařílek and Kaločová (1991) found out that successful pupils assign their success to stable or specific causes in various courses, while less successful pupils saw their causes of their failure rather in coincidences and external circumstances, eg. task difficulty. This was not proved in our research, as different pupils inclined preferably to pessimism than to an attribution style, not regarding their success.





Kusák a Dařílek (2003) state that the typical interpretation of students' success is internal, perceived as efforts and skills that they put in, as well as failure that is explained by external causes, such as coincidence or task difficulty. This does not correspond to our research, where the respondents see their failure in internal causes, that is underpinned by their attributional style inclining to pessimism. It is possible that pupils are exposed to many negative experiences in schools, thus they become pessimists in the field of school success. In schools there is always a lack of emotional mood with students and emotionality is being neglected (it is not given enough attention) (Petlak, 2014). It might be also related to teachers, who often express their causal attributions to pupils and they often adopt them subconsciously. The teacher represents a dominant factor in teaching (Stranovská, Stančeková, 2017) and he should therefore endeavour to form environment where the pupil will move to optimism and thus to the trust to his own skills and knowledge. Besides that, there are set too high expectations of the students and they also give themselves too high aims that they are not able to meet, so their failure reflects a negative image of themselves and thus strengthen their interpretation of their failure to internal causes, as a lack of their skills (Schmalt, Langens, 2009, Fries, 2010).

## 7. Conclusion

The acquisition of a foreign language is a complex phenomenon which is affected by many factors. One of them is represented by success or failure attribution. Our research showed that the attribution process is different with various respondents and thus opens new ways for further research. Attribution of success and failure can be compared with an interest in a foreign language and can be also compared with its performance that pupils achieve with their attribution style. The analysis and comparison of the optimistic and pessimistic explanatory styles could also be significant in foreign language acquisition. There is a small amount of research into the attribution field, where you can test a lot of ideas that might be helpful in a foreign language acquisition topic regarding a pupil and the teacher.

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## Intermediate Role of Forgiveness between Transformational Leadership and Innovative Behavior

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### ABSTRACT

This study seeks to find an intermediate mechanism that affects a relationship between transformational leadership and innovative behavior. Extant research has emphasized the effect of TL on intrapsychic traits of individual employees such as intrinsic motivation and empowerment. However, the significance of interpersonal relationship-based traits was underrepresented. Grounded on the context-attitude-behavior framework, we argue that transformational leadership improves innovative behavior by elevating the level of forgiveness, an interpersonal relationship-based trait, among employees. Structural equation modeling analysis with a survey from 374 Korean employees shows that forgiveness partially mediates the effect of transformational leadership on innovative behavior. This study highlights another path that TL affects innovative behavior. The implications and limitations of the study and suggestions for future studies are discussed.

**Keywords:** Transformational leadership; Forgiveness; Innovative behavior; Mediation analysis

### Introduction

As a business environment rapidly changes and becomes fiercely competitive, a firm's ability for innovation has become critical for survival as well as sustainable growth (Teece, Pisano, & Shuen, 1997). Thus, a firm spends significant amount of resources to obtain and maintain its innovative capability (Groysberg, Lee, & Nanda, 2008; Hagedoorn & Duysters, 2002; Romijn & Albaladejo, 2002). In particular, it focuses on the development of individual employees, because they are main actors who initiate and implement innovation (Scott & Bruce, 1994). For example, followers of transformational leaders contribute to organizational innovation by conducting innovative behaviors (Jung, Wu, & Chow, 2008; Keller, 1992). Considering the significance of individual employees as an innovation driver, scholars have tried to identify factors which can stimulate their creative behaviors. For example, Oldham and Cummings (1996) have reported creativity-related characteristics of both individual members and organizational contexts such as the degree of job complexity and supportive/controlling supervision. Among various factors which affect members' creative and innovative behaviors, leadership is considered as one of the most critical organizational context (Amabile, 1988; Jung, Chow, & Wu, 2003; Scott & Bruce, 1994), particularly transformational leadership (Shin & Zhou, 2003; Sosik, Kahai, & Avolio, 1998).

Transformational leadership (TL) has been defined as "broadening and elevating followers' goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement" (Dvir, Eden, Avolio, & Shamir, 2002, pp. 735). TL, consisting of four dimensions such as charisma, inspirational motivation, individualized consideration, and intellectual stimulation, has been known to not only motivate members of an organization to create new things, but also provide energy for realizing the novelty through innovative attempts (Keller, 1992; Sosik et al., 1998). However, despite the theoretical importance of TL as a driver of innovative behavior, there has been relatively less emphasis on how the underlying mechanisms of TL affect innovative behaviors of employees (Gumusluoglu & Ilsev, 2009; Shin & Zhou, 2003). In fact, some studies have attempted to find a precise intermediate mechanism explaining the relationship between TL and innovative behavior and examined mediating factors such as an employee's intrinsic motivation (Shin & Zhou, 2003), empowerment (Gumusluoglu & Ilsev, 2009), and creative efficacy (Gong, Huang, & Farh, 2009). However, they



are limited in that they have mainly focused on intrapsychic aspects of an individual member in explaining the relationship. Behaviors and outcomes of individual employees are not free from the effect of interpersonal relationships and interactions. And an employee's creativity and innovative behaviors are not exceptions (Edmondson, 1999; Oldham & Cummings, 1996). Thus, we argue that it is necessary to investigate mediators pertinent to interpersonal relationship-based traits to extend our understanding on the relationship between TL and innovative behavior.

In particular, in this study, we focus on one of the relationship-based traits, forgiveness, as an intermediating factor between TL and innovative behavior. According to the perspective of positive psychology (Seligman & Csikzentmihalyi, 2000), forgiveness is one of the most fundamental and universal human strengths or virtues in explaining human interactions (Cameron & Caza, 2002).

Forgiveness is critical for organizational effectiveness because various interpersonal problems such as relational conflict and noncooperation are constant variables in the workplace (Aquino et al., 2006; Cameron & Caza, 2002). Forgiveness can not only buffer the negative effects of the problems but also enhance the quality of relationships, morale, job satisfaction, social capital, well-being, and organizational productivity (Cameron, Bright, & Caza, 2004; Cameron & Caza, 2002; McCullough, Rachal, Sandage, Worthington Jr, Brown, & Hight, 1998). Such positive emotions can broaden and build cognition, attention, and action (Fredrickson, 2001; reviewed in Isen, 2000) and thus, are likely to facilitate creativity that is the basis of innovative behavior (Ashby, Isen, & Turken, 1999; Fredrickson, 1998; 2001; Scott & Bruce, 1994; West & Farr, 1990).

To connect and integrate the relationships among TL, forgiveness, and innovative behavior, we draw on the context–attitude–behavior framework (Martin & Cullen, 2006; Shin, Sung, Choi, & Kim, 2015), which addresses that organizational contexts critically affect members' attitudes and behaviors. Extant research has suggested that leadership functions as a critical social context which creates members' attitudes, then builds their behaviors (Martin & Cullen, 2006; Mulki et al., 2009; Shin et al., 2015). We expect that TL would increase each member's forgiveness by not only satisfying their various psychological needs (Kark, Shamir, & Chen, 2003; Kovjanic, Schuh, Jonas, Quaquebeke, & van Dick, 2012) but also stimulating the collective identity (van Knippenberg, van Knippenberg, De Cremer, & Hogg, 2004). Based on the overarching perspective, we argue that TL would increase innovative behavior through the mediation of forgiveness.

To this end, we collected cross-sectional data from 374 currently working Korean employees who are affiliated with approximately 20 different organizations including large, medium and small corporations. Structural equation modeling (SEM) analysis was conducted to test our hypotheses.

## **Theory and Hypotheses**

### **TL and innovative behavior**

TL is defined as a leadership style which encourages subordinates to pursue higher-level values that prompt them to achieve the mission and vision of their organization, beyond individual interests and goals (Bass, 1985; Podsakoff, Mackenzie, & Moorman, 1990). It consists of four components: charisma, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Avolio, 1994). By realigning each member's value systems, TL facilitates their personal and organizational changes, eventually encouraging them to surpass initial expectation pertinent to performance (Jung & Avolio, 2000; Jung et al., 2003). Thus, the transformational leadership has been considered a virtue of promising leaders.

In particular, several studies have noted the significant role of TL in promoting innovative behavior of organizational members (Jung et al., 2003; Jung et al., 2008; Shin & Zhou, 2003).





Innovative behavior includes all kinds of member's activities that devise and implement new ideas to improve organizational performance (Scott & Bruce, 1994). For example, Sosik and his colleagues (1997) found that TL is highly likely to encourage one's members or subordinates to think 'out of the box', facilitating their exploratory approaches which generate more creative thoughts. In addition, Shin and Zhou (2003), by analyzing data from 290 employees and their supervisors in 46 Korean firms, reported that TL increases the follower's creativity. They found that the follower's intrinsic motivation partially mediates the relationship between TL and creativity.

Because a firm constantly faces new problems in the fast-changing environment that requires it to develop creative solutions, research on the relationship between TL and innovative behavior has garnered much attention. Thus, Sosik et al. (1998: 113) suggest that the behaviors of transformational leaders function as "creativity enhancing forces."

### **TL and Forgiveness**

Forgiveness is defined as "the set of motivational changes whereby one becomes decreasingly motivated to retaliate against the offending partner, decreasingly motivated to maintain estrangement from the offender, and increasingly motivated by conciliation and goodwill toward the offender despite the offender's hurtful actions." (McCullough, Worthington, & Rachal, 1997, pp. 321–322). Thus, forgiveness is critical for relational and organizational resilience because an organization is inevitably entangled with a variety of relational issues that an organization should deal with (Aquino et al., 2006; Cameron & Caza, 2002). It does not only alleviate the harmful effects of the interpersonal problems but also may function as an opportunity to enhance organizational outcomes such as the quality of relationships, morale, job satisfaction, social capital, well-being, and organizational productivity (Cameron et al., 2004; McCullough et al., 1998).

Despite the significant organizational implication of forgiveness, there has been little research on how to enhance forgiveness in an organization. In this study, we particularly focus on a role of TL as a motivator of forgiveness in that the transformation that TL pursues ultimately matches the ideal type of positive psychology (Cameron et al., 2004; Seligman & Csikzentmihalyi, 2000).

Transformational leaders may enhance forgiveness of members because they often attempt to facilitate group harmony which is based on their collective identity (Hook, Worthington, Utsey, Davis, & Burnette, 2012; van Knippenberg et al, 2004; Zdaniuk & Bobocel, 2015). Collective identity means one's self which is defined by connection to his or her social groups (Brewer & Gardner, 1996). To promote the harmony of their organization, transformational leaders tend to effectively enhance the collective identity of organizational members (van Knippenberg et al., 2004). For example, the idealized influence of TL heightened collective identity by emphasizing collective interests of their organization (e.g., Bass & Avolio, 1994). When their collective identity is stimulated or salient, people tend to try to forgive others more in order to maintain or increase the identity (Hook et al., 2012). Therefore, TL can facilitate forgiveness of members by influencing their collective identity (Zdaniuk & Bobocel, 2015).

More specifically, each sub-dimension of TL such as charisma, inspirational motivation, intellectual stimulation, and individual consideration is likely to increase the forgiveness of members as follows. First, a leader's charisma may help subordinates trust their leader and even identify themselves with the leader. Through the personal identification with their leader, the followers can fulfill their needs for both dependency (Kark et al., 2003) and competence (Kovjanic et al., 2012). According to Conger and Kanungo (1998), "Dependence stems in large part from a strong identification with the leader" (pp. 216). Moreover, in that transformational leaders tend to be considered as competent role models by followers, the leadership would increase the sense of competence of them. Thus, the needs satisfaction of dependence and competence increases psychological well-being of members, and subsequently heightens the extent to which they forgive others (McCullough et al., 1998; Thoresen, Harris, &





Luskin, 2000). Second, a transformational leader is likely to inspire followers to pursue a higher-level value beyond individual interests. It ultimately accrues to the elevation of self-esteem because they can find more meaning and value in their works. By satisfying the need for competence, the enhanced self-esteem provides psychological resources to forgive others more easily (Kovjanic et al., 2012; McCullough et al., 1998). Third, an intellectual stimulation that transformational leaders provoke may enable members to yield more productive outputs because it helps members to develop their new and efficient approaches (Howell & Higgins, 1990; Jung et al., 2008). As a result, members may feel that they have not only autonomy to conduct their task, but also competence to successfully accomplish it.

The enhanced basic needs satisfaction (i.e., autonomy and competence) may grant members psychological resources and thus, enhance the level of forgiveness in an organization. Lastly, when a leader thoughtfully considers individual members' individual characteristics, situations, and well-being, they experience not only psychological attachment to their leader but also psychological safety and relatedness (Popper, Mayseless, & Castelnovo, 2000). The emotional linkage can function as a psychological base to forgive others in an organization (Mauger, Peery, Freeman, & Grove, 1992; McCullough, & Witvliet, 2002). Taken together, we argue that TL affects the level of forgiveness in an organization.

**H1:** TL is positively associated with the forgiveness of members in an organization.

### **Forgiveness and Innovative Behavior**

Forgiveness increases innovative behaviors of members by enhancing their positive emotions such as empathy, compassion, and love. Many studies have found that forgiveness is associated with psychological and physiological recovery (McCullough, & Witvliet, 2002; Whited, Wheat, & Larkin, 2010), which ultimately contributes to enhancing positive emotions (Green, DeCourville, & Sadava, 2012; Worthington & Scherer, 2004). For example, Worthington and Scherer (2004) argue that forgiveness is an emotion-focused coping strategy which reduces stressful reactivities, and thus, is likely to replace the negative emotions pertinent to un-forgiveness with more positive ones. In addition, forgiveness increases physiological health by positively influencing immune and cardiovascular system. Through reducing anger and hostility, forgiveness promotes physical health (Thoresen et al., 2000). The increased psychological and physiological health would directly contribute to enhancing positive emotions.

The increased positive emotions which are driven by forgiveness would facilitate innovative behaviors of members in an organization. Prior studies have demonstrated that positive affect boosts creativity (Estrada et al., 1997; Isen, 2000). According to broaden-and-build theory (Fredrickson, 1998, 2001), positive affect such as joy, interest, contentment, and love not only broadens individual's momentary thought-action repertoires but also builds his/her physical, intellectual, social, and psychological resources (Fredrickson, 2001). In other words, positive emotions broaden cognition, attention, and action (Fredrickson, 1998, 2001; reviewed in Isen, 2000) and thus, facilitate creativity (Ashby et al., 1999; Fredrickson, 1998; 2001). Extant research empirically supports that positive affect tends to change an individual's cognitive patterns into more flexible, creative, unusual, open, and integrative patterns (Estrada et al., 1997; Isen, 2000). Thus, although there exist few studies examining the effect of forgiveness in an 'organizational context' (Aquino et al., 2006), we expect that organizational members who experience positive emotions are likely to think and behave in a more creative way. Considering that creativity is a critical antecedent of innovative behavior (Scott & Bruce, 1994), we argue that forgiveness contributes to increasing members' innovative behavior through enhancing their positive emotions.

**H2:** Forgiveness of organizational members is positively associated with their innovative behavior.



### **Mediating role of Forgiveness between TL and Innovative behavior**

Integrating the aforementioned hypotheses, we propose that forgiveness mediates the relationship between TL and innovative behavior. TL would increase innovative behavior of organizational members by enhancing the level of their forgiveness. The overall structure of the mediation model is based on a context–attitude–behavior framework (Martin & Cullen, 2006; Shin et al., 2015). Many studies have suggested that leadership tends to function as a social context that affects organizational members' attitudes and subsequently their behaviors (Martin & Cullen, 2006; Mulki et al., 2009; Shin et al., 2015). For example, Mulki and his colleagues (2009) showed that important organizational contexts such as leadership (i.e., instrumental and caring leadership) create member's attitudes (i.e., job satisfaction and satisfaction with supervisor) and behaviors (i.e., efforts on their job). Thus, we argue that TL functions as an important context in an organization which builds each member's behavior (i.e., innovative behavior) through affecting their attitude (i.e., forgiveness).

**H3:** Forgiveness mediates the relationship between TL and innovative behavior.

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Insert Figure 1 about here  
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## **Method**

### **Participants**

A total of 374 currently working Korean employees participated in our survey. Participants were recruited through an online survey pool ("survey monkey") and were compensated with small gifts. Participants had the opportunity to complete the online survey at any point during a three week period. They are affiliated with approximately 20 different organizations including large, medium and small corporations.

The sample included 232 (62%) men and 142 (38%) women. Participants indicated their age as follows: 20s (19%), 30s (34.2%), 40s (32.9%), and 50s (13.9%). The occupational types of respondents were office workers (61%), administrative positions (22.2%), sales & marketing (3.7%), education (3.2%), and R&D (1.9%). With regard to their positions, staff (12.8%), assistant manager (14.3%), manager (37.4%), deputy general manager (23.4%), department/general manager and above director (12.1%) were included. Participants indicated their industry as follows: financial and insurance activities (73.3%), service (6.5%), information service and telecommunications (6.1%), manufacturing (4%), education (2.7%), health and welfare (2.4%), and construction (1.1%). In addition, with regard to firm size the participants belong to, firms having above 500 employees (82.1%) occupied the majority. Finally, with regard to tenure, below 50 months (39.8%), 50 to 100 months (14.2%), 100 to 150 months (12.6%), 150 to 200 months (5.1%), 200 to 250 months (11.2%), and above 250 (17.1%).were included.

## **Measures**

### ***Transformational leadership***

To measure TL, we adopted Bass and Avolio's (1994) Multifactor Leadership Questionnaire (MLQ). We used 12 items measuring the four dimensions of the leadership behavior. The sample items were "leader in my organization is a role model I want to be.", "My leader articulates a compelling vision of the future" (response scale: 1 = never to 5 = almost always).

### ***Forgiveness***

We used the 12-item Transgression-Related Interpersonal Motivations Inventory (TRIM) from McCullough and his colleagues (1998) to measure forgiveness. The HFS is comprised of two subscales: avoidance and revenge. The sample item of avoidance dimension was "I am trying to keep as much distance between us as possible". And in case of revenge dimension, "I'll make him/her pay" was used. We utilized five items of TRIM. Responses were



provided using a 5-point scale; rated from 1 (never true) to 5 (almost always true).

### ***Innovative behavior***

We used the 5-item scale of innovative behaviors at work developed by Scott and Bruce (1994). Members were asked to respond on the degree to which they engage in and show innovative behaviors at work. Sample items were (1) “I seek out new technologies, processes, techniques, and/or product ideas at work” and (2) “I generate creative ideas at work”. Responses were made on a five-point Likert-type scale ranging from 1 = “not at all” to 5 = “to an exceptional degree”.

### ***Control variables***

We included various control variables for innovative behavior to provide unbiased estimates. Past studies have consistently reported that education, position, and industry influenced innovative behavior (e.g., Baer, Oldham, & Cummings, 2003; West & Anderson, 1996, Wiersema & Bantel, 1992). For gender (Carmeli & Schaubroeck, 2007), tenure (Tierney & Farmer, 2004), age (Janssen, 2004), we also included them as control variables considering that these demographic variables could affect our results.

### ***Analysis***

We first conducted a correlation analysis to gain a basic insight on our analysis using SPSS (Version 21). Then, to confirm whether our data has a normal distribution, we presented mean, standard deviation, kurtosis, and skewness. In addition, utilizing Amos 21, we assessed the fit of data to our hypothesized model using structural equation modeling (SEM). As recommended by existing research (Anderson & Gerbing, 1988), we applied a two-step approach, measurement and structural model. Model fit was assessed by several goodness-of-fit indices generally suggested in the extant studies (Byrne, 2002; Hu & Bentler, 1999), such as chi-square ( $\chi^2$ ), the comparative fit index (CFI), and the Tucker-Lewis index (TLI). The desirable fit for CFI and TLI were greater than .90, and an RMSEA less than or equal to .06. And we did an additional analysis using a bootstrapping method to test whether the indirect effects were statistically significant (Shrout & Bolger, 2002).

## **Results**

### ***Descriptive statistics***

The means, standard deviations, and correlations among the study variables were computed (Table 1). All variables were assessed for skewness and kurtosis to test the normal distribution of the data. Results indicated multivariate normality for all measured variables in that the skewness did not deviate from the range of positive 2 to negative 2, and the kurtosis also did not deviate from range of positive 8 to negative 8 (West, Finch, & Curran, 1995). Results showed that there exist statistically significant correlations among research variables.

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Insert Table 1 about here  
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### ***Measurement Model***

We applied the two-step procedure recommended by Anderson and Gerbing (1988) to analyze our mediation model. The first step was to test a measurement model, followed by a structural model test. To conduct a measurement model test, we used the following procedures.

First, we calculated Cronbach alpha of each variable to confirm reliability. Results showed that all variables have valid internal consistency (TL = .97, forgiveness = .87, and innovative behavior = .92). Second, we performed confirmatory factor analyses (CFA) to examine whether the measurement model exhibited an acceptable fit to the data. Only after an acceptable measurement model confirmation could the structural model be tested. To investigate discriminant validity of the three constructs (i.e., TL, forgiveness, and innovative behavior), we



conducted the CFA of the 22 items that compose all scales. The three-factor model showed enough fit to the empirical data ( $\chi^2 (df = 202) = 445.051$ ; CFI = .965; TLI = .960; RMSEA = .057). Then, we sequentially compared the three-factor model with other alternative models, such as two-factor and one-factor model, conducting chi-square different tests. The results of the chi-square comparison tests demonstrated that the three-factor model fits to the observed data better than any of other possible models.

As with all self-reported data at the same time, there exists a potential problem for common method bias, resulting from multiple sources such as consistency motif and social desirability (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Following the suggestions from Podsakoff and his colleagues (2003), we performed statistical analyses to assess the severity of common method bias. First, Harman one factor test was conducted on the three research variables (TL, forgiveness, and innovative behavior) in our theoretical model. Results from the test presented that three factors were present and the most covariance explained by one factor was 46.96 %, indicating that the common method bias was not a serious contaminant in the current study (Podsakoff et al., 2003).

### Structural Model for Testing Mediating Variables

We conducted SEM to empirically validate our theoretical framework. As described in Table 2, the fit indices of our hypothesized full mediation model (Model 1) was enough to accept ( $\chi^2 = 181.965 (df = 81)$ ; CFI = .973; TLI = .961; RMSEA = .058). Then, according to the suggestion of Anderson and Gerbing (1988), we compared Model 1 with an alternative partial mediation model (Model 2). The model was identical to Model 1 except for the addition of direct path from TL to innovative behavior. The fit indices of Model 2 ( $\chi^2 = 103.590 (df = 80)$ ; CFI = .994; TLI = .991; RMSEA = .028) were significantly better than those of Model 1 ( $\Delta\chi^2 [1] = 78.375, p < .01$ ). The result demonstrates that the partial mediation model has the best fit, which rules out an alternative mediation mechanism.

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Insert Table 2 about here  
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Coefficient values of the hypothesized model are shown in Fig. 2. Although we included various control variables (e.g., age, gender, tenure, position, education, and type of industry) in our research model, many of them were not a significant predictor of innovative behavior except gender. Also, our results showed that TL is positively related to forgiveness ( $\beta = .29, p < .001$ ), confirming Hypothesis 1. Hypothesis 2 was also supported because forgiveness was positively associated with innovative behavior ( $\beta = .15, p < .01$ ). And TL was also positively correlated to innovative behavior ( $\beta = .45, p < .001$ ).

### Bootstrapping

The bootstrap procedure was used to test whether the indirect effect between TL and innovative behavior exists. Following the recommendations of Shrout and Bolger (2002), we generated 5,000 samples ( $N=374$ ) from the original data set through random sampling with replacement. Then, we used the AMOS 21 to re-estimate the path coefficients of our final model. The mean indirect effects were calculated by estimating each path coefficient across the 5,000 samples. The corresponding estimates of standard errors for the distribution of the means were considered together. Shrout and Bolger (2002) highly recommended the 95% confidence interval (CI) for the mean indirect effect. When the CI does not include zero, the indirect effect is statistically significant at the .05 level. The CI for the mean indirect effect of TL on innovative behavior through forgiveness excluded zero (95% CI = [.014, .088]). The result means that the mediation effect between TL and innovative behavior was statistically significant, thus confirming Hypothesis 3.



## **Discussion**

A fast-changing and competitive environment has prompted an organization continuously to develop innovative solutions for unique and challenging problems that it faces. In this environment, the success of an organization largely depends on innovative capability that individual employees have. Thus, many of prior research on innovation capability of individual employees have focused on what affects innovative behaviors. In particular, the role of leadership has been taken as a critical factor because leaders significantly influence not only organizational cultures, but also perceptions of attitudes of members (Grojean, Resick, Dickson, and Smith, 2004; Howell & Higgins, 1990).

Among many leadership styles, in this study, we focus on the role of TL in facilitating innovative behaviors because existing empirical research has reported a significant link between TL and innovative behavior (Keller, 1992; Shin & Zhou, 2003; Sosik et al., 1998). In specific, we examine an intermediate mechanism that TL affects innovative behavior of employees. Although some studies dealt with mediating factors (i.e., member's intrinsic motivation, empowerment and creative efficacy) between the two, it is still less explored how interpersonal relationships and interactions in an organization affect the link. Considering that members' creativity and innovative behaviors are critically influenced by their social and interpersonal aspects, it is highly needed to examine intermediating factors in terms of interpersonal relationship-based traits such as forgiveness. Drawing from a positive psychology, we argue that forgiveness is a critical mediating factor because (1) transformational leaders can enhance forgiveness of members by facilitating their psychological needs satisfaction such as autonomy, competence, relatedness, dependence, and psychological safety (Kark et al., 2003; Kovjanic et al., 2012; Popper et al., 2000), and (2) heightened positive emotions by forgiveness among employees may let them open up to diverse ideas, tolerate different approaches, and promote creative combinations (Ashby et al., 1999; Fredrickson, 1998, 2001), eventually contributing to enhancing innovative behavior. Our results show that forgiveness partially mediates the relationship between TL and innovative behaviors.

Our findings provide some important theoretical contributions to the related literature and practical implications to key decision-makers of an organization. First, this study emphasizes the importance of forgiveness in the workplace by empirically demonstrating the mediating role of forgiveness between TL and innovative behavior. Although existing studies have showed the positive relationship between forgiveness and various psychological outcomes, such as positive emotions, interpersonal cooperation, quality of relationships, and psychological well-being, the role of forgiveness in an organization has received relatively little attention. Based on the perspective of positive psychology, we investigate not only the antecedent and consequence of forgiveness in an organization but also the mediation effect of forgiveness between the variables. Thus, this study may provide organizational scholars with an opportunity to re-consider and re-posit the value of forgiveness in an organization.

Second, our research may contribute to enriching both TL and positive psychology literature by investigating the effect of TL in the perspective of positive psychology (i.e., forgiveness). To the best of our knowledge, our research is the first empirical result which connects TL with forgiveness. By providing theoretical ground and empirical evidences as to how a positive psychology construct such as forgiveness plays a critical mediating role in an organization, this research may suggest a possibility that integrates TL and positive psychology research (Cameron & Winn, 2012).

For leaders in any business field, our research may provide some meaningful practical implications. First, our results may provide an implication to organizational leaders about how to enhance their members' innovative behavior. When they implement TL in their organizations, they may use the level of forgiveness among members as an indicator that reflects the effectiveness of their TL. In other words, if the level of members' forgiveness does not increase in the organization, it means that their TL does not work effectively. Moreover, our results suggest that if leaders do not have a TL style, they can still stimulate the innovative behavior of members by directly





boosting members' forgiveness.

Second, we take the perspective of positive psychology into an organizational context, which is an essential part of human life. By providing empirical evidences that emphasize the critical role of a positive psychology construct, this study implies the importance of 'positive management in an organization' (Cameron et al., 2004; Cameron & Winn, 2012). Our results suggest that top management teams or leaders in an organization consider the beneficial effects of the positivity and need to implement various strategies and systems to enhance the positivity of members. Although this study contributes to TL literature by providing theoretical and practical implications, we should interpret it cautiously since it has several limitations. First, although our hypotheses were based on a context-free model, the context of our study (i.e., only including Korean subjects) may have influenced our results. Therefore, it would limit its generalizability to other cultures. Due to the constraint, we should seriously consider a possibility that the relationships among our research variables may differ across countries. Second, we could not consider the influences of environmental factors (Delaney & Huselid, 1996). External factors such as industrial growth rate (Greer & Ireland, 1992) and demand changes for the main products (Langerak, Hultink, & Robben, 2007) would function as important factors which influence innovative behavior. Further research needs to complement our limitation considering these factors. Third, because our survey design was not longitudinal, but cross-sectional, it is not adequate to insist the causal effect of TL on innovative behavior. To confirm the causal relationships among the variables more clearly, it is necessary to perform longitudinal studies. Fourth, this study was not free from the fundamental issue of common method bias because we collected our data from identical person at the same time. Although we conducted a complementary test to overcome this problem, further studies considering the matter are needed. Lastly, since we use self-report survey data, it is possible that the data cannot fully capture the reality of member's behavior. To complement this problem, collecting data through various methods including experiments, third-party observations, and peer-evaluations is necessary.

In summary, forgiveness is one of main constructs in positive psychology and thus, we expect that our study which investigates the TL's influence on innovative behavior from the perspective of positive psychology would contribute to deepening both TL and positive psychology literature. By providing theoretical and empirical foundations pertinent to how the construct from positive psychology functions as an important internal mechanism in an organization, our study may bolster the important role of positive psychology in organizational science (Cameron & Winn, 2012). We encourage that future studies, with more robust data and research designs, examine the various elaborate mechanisms and contextual factors that affect the relationship between TL and innovative behavior.

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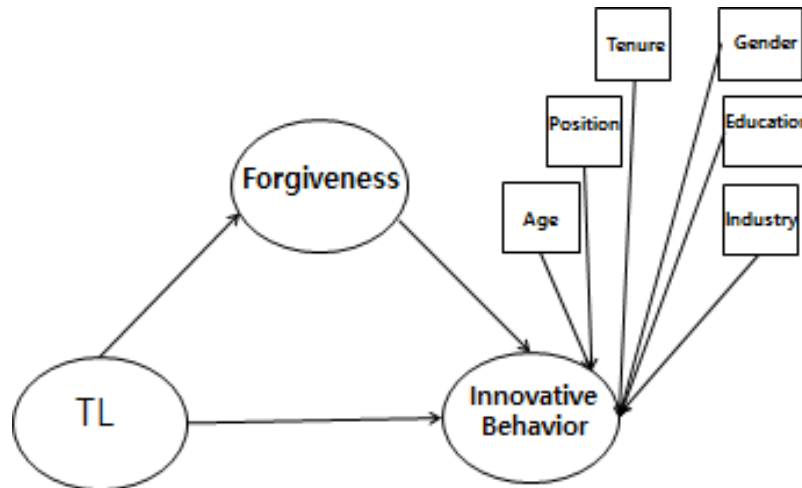


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**Table 1.** Means, Standard Deviations, and Correlations between Variables

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. TL	3.84	.73	-							
2. Forgiveness	3.00	.81	.27**	-						
3. Innovative behavior	3.85	.61	.55**	.27**	-					
4. Tenure	124.09	117.81	.13*	-.03	.21**	-				
5. Position	2.92	1.60	.19**	-.01	.29**	.66**	-			
6. Age	38.70	8.77	.15**	.01	.26**	.67**	.77**	-		
7. Gender	1.38	.49	-.23**	-.10	-.34**	-.32**	-.45**	-.41**	-	
8. Education	3.18	.38	-.02	-.01	.04	-.01	-.03	.03	.06	-
9. Industry	-	-	-.26**	-.11*	-.20**	-.11*	.01	.06	.21**	.21**

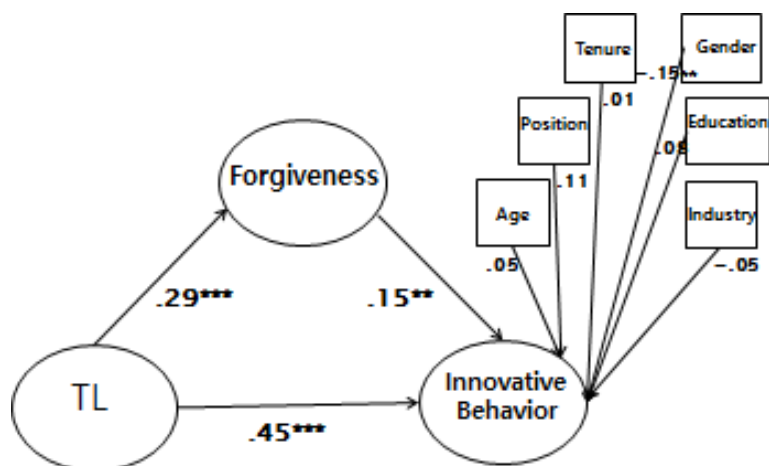
\* $p < .05$ . \*\* $p < .01$ . As for gender, males are coded as 1 and females as 2. As for position, general manager or higher are coded as 5, deputy general manager and department manager 4, assistant manager 3, clerk 2, and others below clerk as 1. In case of education, was "below high school diploma" is coded as 1, "community college" 2, "bachelor degree" 3, and "master degree or more" are coded as 5.

**Fig. 1** Theoretical framework of TL and innovative behavior



**Fig. 2** Final structural model. Standardized coefficients are presented.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ .





## New Trends in the Supply Chain Management Field

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### Abstract

The aim of the paper is to examine how supply chain, transportation and logistics has evolved over the time from operational research viewpoint, delve contributions of OR to logistical processes improvement, following to the evolution in the environment, area and technologies. Investigation of recent trends into supply chain management developing has to create exciting opportunities for further development of SCM. Research focuses on small retrospective description of logistics processes, transportation and supply chain development and latest trends reviewing in scientific articles. Literature analysis used as scientific method, cases and conclusions added from authors practice as well. The scientific approach to the supply chain managing, transport problems solving and developing widespread use of advanced IT resources will potentially provide significant progress in the development of logistics science and practice. The widespread availability of massive data amounts has created challenges and opportunities to transport and logistics systems.

**Keywords:** Collaboration, Flexibility, Transportation.

### Introduction

Problems in transportation and logistics had to be tracked and researched historically while transportation developed as business direction. At present, the main function of operational research is the collection and research of freight and other logistics data with the aim of facilitating the decision-making process for the involved professionals. Logistics specialists, through the implementation of operational research methods, continuously improve cargo transportation systems, increasing their efficiency each time, thus improving the position and competitiveness of transport companies. Therefore, OR as a complex scientifically – business system has a big influence on logistics and transportation systems, as well supply chain improvement and developing. Both data availability and IT systems capacity are factors which is able to restrict OR daily usage, but current increasing of data volume information systems calculation capacity can arise this field of research more precise and powerful.

Recently technologies have evolved very fast both Operational researches does the same. The internet availability, technological developments, individual approach to information resources, developed and diverse data transmission tools, access to large volumes of in-depth data not only does make it possible for further use the IT tools for OR, but also brings completely different challenges to the development of methodologies and processes. The second part of this article presents chronologically the analysis of situations in logistics and the changes in their solution possibilities in line with the development of IT technologies. It is clear that with the advent of information technology, both software and hardware, it is possible to explore the industry and find acceptable solutions and optimization methods for increasingly sophisticated and deeper logistics processes. In the section 3 are shortly presented both big data and internet development as technological phenomenon. This paper highlights the problems of logistics, transport and supply chain management, mainly related to the transportation of goods. The author believes that the situation of passenger transport is similar, although new research is needed in the recently developed area of shared use city transport. The latest developments in the logistics, transport and supply chains are dealt with in the fourth chapter regarding the development of OR's influence. Fifth chapter describes mobility processes. At the end of article author's conclusions and essential directions for further research are finally drawn.

### Method





Literature review is used as a research method.

### **Findings**

Historically transportation and logistics problems are deep-rooted. Only recently operational research (OR) gained reliability based on fast-growing information technologies and thus increased use in logistics and transport. No big data was collected, segmented and operatively analyzed previously due to lack of information technologies capacity.

Transportation and logistics.

Historically, freight transport has taken place in all ages - even when logistics as a science has not yet existed. The original land freight movements transports were horse-drawn carriages. Household goods were transported by land used for the vehicles available during the relevant period of time, including human power.

The first serious freight transport processes can begin to be dealt with in ancient Rome in the context of providing troops in far-flung raids. In order to provide a large number of troops, it was necessary to develop the load carrying capacity and the speed of delivery. Therefore, largest history has maritime transport operations, but only invention of sea container 1956 allowed to significantly increase the turnover of sea freight, in the same time reducing the size of the transported goods lots. Together with invention of steam engine, transportation systems developed, because cargo loads and transport capacities increased. It related to both sea and land transport. Invention of rail roads (19th century) together with development of steam engines, allowed railroads transportation growth rapidly. Airplane invention in 1903, allows increase the speed of passengers and cargoes transportation, the same time expanding the access area in places where earlier supplies were not possible.

Recently in business and scientifically field frequently been spoken about supply chain management as a part of logistics operations. In authors opinion supply chain management cannot be reviewed as part of logistics, but more than scope of all operations, like topical issue of logistics business. Supply chains main target is delivering the goods in time in place for the smallest costs in all of delivery route. In the same time supply chain management leads both information and financial resources streams, keeping documentation and tare flow in mind.

In logistics business mostly, cargo and passenger's transportation issues been reviewed separately except ancient maritime transport, when all passenger flows mostly liable to cargo transportation processes. While passenger's transportation is more related to government companies due the specific security issues, local law and objective necessity of society, cargo transportation is mostly in the private business company monitoring with exception of air passenger lines. In this view – public sector moreover involved into public transportation systems maintenance and for designing of infrastructure for private vehicles both business cargo trucks movement. Fleets of passenger vehicles, mainly busses and trains, has necessity to be supervised, controlled and coordinated due to security and cost saving.

Significance of operational research.

Transportation and logistics problems has been studied for a long time by researchers and practitioners in operational research. In fact, the first contribution dates back to 1930 and is due to Tolstoy (Schrijver, 2002. P 442). Initially processes for railway transport problems of salt, cement and other bulk and heavy cargoes was simulated and processed into railroad network of former Soviet Union. This country due to Soviet economics model, usually has long distances between raw material extraction sites and production and recycling places with enough population. Tolstoy tried out transportation issues providing a number of interrelated solutions for each problem. It was a strongly described, that reaching the positive balance, is collated by positive costs in all of the



delivery stages. Possibly that Tolstoy has to be first, who understood, that the optimal solution can only be achieved by adjusting the processes throughout the entire delivery route. It could be initiation of supply chain approach in logistics. A revolutionary large system for those times was considered. It was ten resource extraction sites and more than 65 destinations were summarized along existing railway network. Further transportations problems were issued by Hitchcock (Hitchcock, 1941) and Kantorovich (Kantorovich 1942). OR historically developed by following up evolution of the industry problems and evolution of information technologies the same time.

The most important stages of transportation logistics research history.

Years 1960 – 1970. Arising of transportation science. Transport is perceived as traffic, public and cargo transportation. The term „logistics“ is a young field that refers inventory management and cargo deliveries or distribution. IT field where preparing for launching into industry by developing of several new programming languages. The first FORTRAN compiler was delivered 1957, but 40 FORTRAN compilers already were available in 1960s. FORTRAN was computer language which was developed for scientific needs and where the leading one in science and production- manufacturing field more than next 50 years. Along with FORTRAN other programming languages were cultivated: Logo in 1968; Pascal in 1970; C, Smalltalk and Prolog in 1972; SQL in 1978.

Decade 1980s common carriers, private fleets, trucking were studied. This decade originates such subsectors studies as railroad and sea transportation research. Serious attention was converting to air transportation both passengers and transport field. The same time – speaking about IT industry – home consumption personal computers were designed and developed as well programs for general using to increase personal productivity and games certainly. Talking about games, in authors consideration, there are designed more and more specifically and more sophisticated in use, thus training new generation of users.

1990s. Transportation research included freight and passenger's carriage. As into ancient transportation systems this two flows unification researched. Logistic science main trend was separate logistics processes and operations merging into supply chain management to reduce costs and increase profitability. The processes and variety of problems, revived by logistics science increased. In the mid-1990 internet was developed to the critical boarder, to have positive impact on all spheres of live on all of society. World Wide Web as tool for global information approach any time and any place, where internet available, e-mail communication and all of data sharing possibility fast and secure, online purchasing for company and household needs, blogs, forums and social networking, gave more and more tools for industry use.

Year 2000- 2010 numerous of applications created for transport and logistics needs. Information technologies takes the lead position in providing logistics operations. The view on transport of passengers and cargo transportation was revised. Recent scientific findings show that no great difference between this two transportation fields, the procedures and solutions are similar. Mobile digital distribution platforms applications became available through developing mobile devices – laptops, tablets and smartphones (Speranza., 2016)

Scientific research activities increase both practical using of research results in logistic industry and quality and quantity of scientific articles. More and more scientists took part in logistics industry developing. Business structures insists on logistics and supply chain developing due to costs reducing. By the other hand – logistics operations have impact on all of industries and solutions or algorithms prepared for one situation, can be used moreover. Reviewing of two articles- authors Asskoy & Derbez, 2003, „Software for supply chain management and Partyka & Hall 2014., „Vehicle routing problems“, published in journal „OR/MS today“, affirm this influence. These two surveys are accompanied by a summary of the problems addressed in the software and the corresponding OR tools, from facility location to warehouse management, from lot sizing to production



scheduling, from supply chain network design to inventory management, from fleet management to vehicle routing (Toth, 2014).; (Corberan, 2015).

IT hardware (Internet of things) and big data.

The latest advances in information technology relate to the processing of so-called big data. This development has become possible because, on the one hand, more and more data volumes are created, on the other hand, technological development allows them to be processed. Technically created IT tools or hardware application for internet developing, to the so-called internet of objects or things (IoT). Researched that quantity of callings Google for „big data “ recently exceeded callings for „Supply chain management „year 2013 (Walter, 2013). It does not mean, that big data is more important in industry that management of supply chains, but shows us signals that massive data amount analysis is more important for business research and can more precisely show us recent trends of industry. Big data analyzation now is prerogative of trade, design and public institutions for economy and marketing trends forecasting.

Three main features differ big data from normal ones. There are variety, velocity and volume. Researched, than moreover data is being processed into internet now, than be stored in all of internet resources 20 years ago (Mc Affe, 2012). Data transmission speed is extremely important for many applications, possible than more important than data volume. Normally we cannot even imagine the variety forms of big data takes. It is images and messages in social networks, global positioning system data collected, mobile conversation cellular system records, accumulated various sensory readings. Often, we do not care about the amount of data we make on a daily basis using social networks, mobile devices and smartphones. It is overwhelming amount globally related to locations, activities conversation between people. We are so accustomed to our smartphones, tablets, laptops, mobile apps in everyday life, then cannot imagine living without it. Producing of personal data causes big data in society, which while allowing to analyze them, make decisions and take actions based on the results of big data analysis. As a result – part of society, who has access to this data and can analyze it, has to know more and can transform this knowledge to the real actions.

Scientifically culture requests that all decisions should base on research data. It is only way to make motivate conclusions. This is an obvious concept to operational researchers. However, the big data is creating a new broad range of opportunities for operational researchers in the field of transport and logistics. In fact, while big data is an extremely popular expression and scientists are requested by increasing number of companies, acquiring big data is far from being sufficient. Big data is the input to advanced quantitative tools that can lead companies and institutions to better decisions (Davenport, 2012).

The origin of big data is justified in Internet of Tools (IoT), which can be explained as physical objects network composed of software, network connectivity and rather data receiving, data collecting ad aggregating devices. All the connected actives allow objects to be sensed and controlled remotely across an existing network infrastructure, creating opportunities for more direct integration between the physical world and computer-based systems. Recently, IOT has begun to include conditional intelligence-enabled tools - intelligent networks, smart homes, unmanned vehicles. It this net each tool is identified by technological solutions inserted in its and is possibility to cooperate with other tools. Stabile Internet connection and powerful data traffic are only conditions for successful cooperation between IT tools. Into these connections big data huge amounts generated and quantity of generated data growths from day to day. to inter-operate within the existing Internet infrastructure. Big data and IoT are opening enormous opportunities for a large number of innovative applications and research projects.

Development directions in supply chain management.



The business environment in the logistics industry is developing extremely fast. Process that recently seemed distant and unattainable, today is put into practice as a normal procedure. Some trends were identified as influential in the closest future of the supply chain management industry. If short summarizing there are:

- Systemic focus: optimization of entire supply chain network, customer value co-creation;
- Information synthesis: Information is holistically shared, joint interpretation to improve performance;
- Collaborative relationships: Joint accountability and rewards, total system value creation;
- Demand shaping: Proactively influencing demand, total system value creation;
- Transformation agility: ability to change conditions constantly;
- Flexible network integration: Dynamic selection of partners upstream and downstream;
- Costs optimization from global cargo flows view point (Stank, 2015).

The most important tasks for further research are: systemic, collaborative and dynamics.

Systemic direction.

Operational research approach has facilitated access to chain management and transformed it into a decision-making process based on inspections and analytical data in all of supply sequence. The systemic direction suggests that better problem solutions can be identified when broader parts of the supply chain are jointly modeled and optimized. As example- Integrated vehicle routing problems collect and aggregate processes which has taking place among routing. In this case additionally to routs preparing, loading, unloading, repacking, producing etc. fields are viewed. The same tame the separate problem solved individually lead to solution of exact problem only. No systemically solution available, because no system analyzed all over. One of the first papers, that showed the benefits of integrated decisions is due to Chandra and Fisher (1994). More recently Archetti and Speranza (2016) compared the heuristic solution of an inventory-routing problem with the solution obtained by sequentially and optimally solving the inventory management and the routing problems (Speranza, M.G.2016).

The sequential solution models of a traditional supply chain management style where customers control their optimal inventory policy and decide ordering times and quantities. Only afterwards, the supplier organizes an optimal distribution, that has to take customers terms and quantities as constraints. The inventory – routing models instead a more recent integrated management policy, called Vendor Managed Inventory (VMI), where the supplier is responsible for the distribution as well as the inventory at its customers properties (Marques, 2010).

It is easy to summarize, that all problems must to be reviewed together combined with a summary of all chain management styles to take advantage of the integration of all processes and as result, to take all the benefits of all business involved parts

The mathematically calculated tests results (Archeti, C. 2016.) show that solution of goods routing problems gives the opportunity to save 10%, whereas inventory and transport common optimization provides costs reducing on 15% and 9% respectively.

Collaborative direction.

Collaboration has been widely discussed in supply chain management area and many strategies has been suggested including Vendor management strategy (VMS), or Collaborative Planning, Forecasting and Replenishment (CPFR) initiatives. Collaboration can be seen as a tool that enables integration and global optimization of a supply chain. Main purpose of the paper is to start from observation that collaboration is a trend in supply chain



management, enabled by the technology and stimulated by increased competition and expected benefits. New optimization problems arise when decision making takes place in a collaborative environment (Fawcett, 2012).

The collaboration of supply chain management has to be seen from two viewpoints. Really it is internal cooperation of supply chain participants, but for more complete collaboration as well external participants to be involved in planning and implementation of the process. If we talk about collaboration – it is partnership, which can improve existing business of individual partner through collaboration. The same time collaborating as a new practice can positively change their attitude and introduces aspects of co-operation in joint interactive activities. Working separately, each partner is focused on solving their own problems and cannot see all of common or global performance.

Collaboration between carriers can be taken as interesting example. Statistics show, that in 2010 the number of non-loaded vehicles in the roads all of Europe varies between 15% and 30%. The average load of trucks is lower than potential capacity and particularly low in city food distribution segment (Giachino 2010).

Assuming that several carriers cooperate with each other in the area of freight transport, or even across Europe as a whole, each of them may decide to serve the subset of its own customers, others may be shared with other carriers. The profit coming by the “shared” customer will be partly collected by the carrier owning the customer and partly by the carrier actually serving the customer. The order of distribution of revenues is extremely important and must be in the form of a written agreement. Otherwise, interpretations that can lead to termination of cooperation will begin shortly. In the case of cooperation, where costs of individual carrier are minimized due to having profitable cargoes only, cooperation system is wide enough and intensive enough, profit increase strongly from small positive to up to 85% depends on location and customers demand (Fernandez 2016.). The same time additional benefits appear in common economical and business environment. It is economy of fossil fuel, decreasing CO<sub>2</sub> emission, decreasing of road maintenance costs and decreasing of vehicles quantities on a road the same time.

Dynamic direction.

The constantly changing business environment conditions, processes transformation frequency, growing of customer demands listed as trends caused by the continuously changing flow of data about customers, purchases, deliveries, locations, inventories. This situation logically leads to the need to find new, non-standard solutions and implement them in business. Recently e-commerce has its specific impact on the dynamics of logistics systems. Now systems must to offer more effective responses to customer requests, which becomes more and more difficult over the time. By the other hand, competitiveness pushes us to be more reactive and costs saving. This variability of conditions makes difficult to predict demand and supply. Planning activities based on forecasting will remain essential in supply chain management, especially in upper parts of the supply chains. Trended most part of models should also capture all the possible, uncertain information available on future customers and expected operations (Smichi-Levi 2004).

Trends in transportation

Recently observed, that light passenger cars are rapidly taking over the passenger transport business in big cities. as well as light personnel transport remains dominant for most of people developed countries. Due to social trends and government support electrical personal cars are taking more and more place in all amount of personal transport. Serious trend is transport sharing applications using and convenient Taxi services decrease in competitiveness. New startup enterprises show his own opportunity to develop maintain numerous apps for new transportations mobility options. As example has to be mentioned trademarks Uber, Grabtaxi, BlaBlaCar, Zipcar. It is only most



famous brands offer an alternative transportation management to people, based on strong using information technologies, mobility and internet tools. Starting from youngest population using new options rapidly implemented in the day routine of all the population, where it is possible due to sufficient public IT services level. Especially young people change his habits due to hired transportation ability. They are tended to use new available options by one hand and take decisions in favor of not buying personal cars as well to escape from the problems associated with obtaining a driver's license.

Six main directions will challenge way we move.

- Autonomous vehicles: Hands -free and feet-free driving is reality, full autonomous vehicles will become reality shortly;
- Electric vehicles: mainly transit buses and short-range vehicles are electrical at present, electrical vehicles are becoming more economical and can travel longer without being charged;
- Connected vehicles: Traffic data are becoming available on vehicles, vehicles are equipped with internet connectivity;
- Collaborative consumption: One-demand mobility options are growing; collaborative options enable mobility without using personal cars;
- Efficient multi-modal networks: Crowdsourcing transit data will adapt schedules to traveler's needs, multiple trip options will be offered to travelers.;
- New materials: Lighter vehicles will be designed, also increase the distance (mafiadoc.com) travelled by electrical vehicles by one charge (Porter.2015.)

Nowadays all list above already outdated and has to be reviewed by researching of latest articles and based to authors experience.

In the cargo transportation field, the latest one's research based on vehicles using without driver, or pilot. Latest achievements allow to accept cargo trucks and taxis without driver, ships in cargo lines without crew, piloted by artificial intelligence only.

### **Results, Conclusions and Recommendations**

The development of technical, IT solutions and vehicles used in the logistics industry has led to changes in the systems of goods and passenger transport and, hence, in the concept of supply chain management. The logistics industry is a low profitability business, but the widespread use of logistics processes makes it possible to bring economic efficiency even with low savings on a spot. At the same time, institutions are driven by sustainability goal, intends as the ability to meet the needs of the present without compromising the ability of future generations to meet their needs. It is expected that the huge economic impact of logistic costs on companies together with new arising business opportunities, will rapidly change transportation and logistics. The limited supply of fossil fuels and the need to preserve the natural environment for future generations, are pushing for the emergence and implementation of new modes of transport and environmentally more friendly solutions.

Habits of population countries with intensive hi tech processes using in transportation changes into not purchased private transport and not to and even do not spend resources on driving and obtaining a driver's license at all. That means new trend of growing public and crowdsourcing transport shown.

Over the past years, OR has given serious consideration to thinking about introducing innovation in both supply and chain management, and in the transport of goods as part of its components. This paper has summarized the major trends but several others are behind of corner. Opportunities for the consolidation persons and cargo flow on the same vehicles, as well driver free vehicles development, could be researched closest time. As well costs





savings and revenue management, which is essential to both clients and services suppliers. Operational research of logistics and supply chain systems just now is absolutely necessary to justify the future directions of the industry expansion. As the IT technologies more developed, as more problems in the industry are discovered and solved.

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## Legal Awareness of the Issue of Bullying at the Workplace as a Starting Point for the Teacher's Prevention and Defensiveness

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### Abstract

The main objective of this paper is to determine the awareness and experience of workplace bullying among teachers. The partial objective is to identify possible forms of legal protection against bullying in the workplace. As part of an extensive research conducted among teachers of primary schools in the Czech Republic, which was focused on the experience of bullying in the workplace, an alarming fact was found such as low awareness on the issue of the phenomenon among teachers. The incidence of bullying among teachers in Czech schools is related to the fact that the problem of workplace bullying is not clearly defined in Czech legislation and the victim does not have enough support in the legal system. The paper presents an overview of legislative regulations based on the idea of the inviolability of natural rights, which the victim of bullying can rely on to resolve the situation.

**Keywords:** workplace bullying, teacher prevention, legislative

### Introduction

Workplace bullying has become a widely discussed and examined issue lately. The concept of mobbing was first described in 1984 by Heinz Leymann (1996) as 'a subtle act of aggression in the workplace; on a daily basis for several months an employee is exposed to hostility from one or more individuals, while experiencing helplessness and fear of being excluded from the group of co-workers.' Leymann (1996) also defined five most frequent mobbing strategies: impossibility to express one's own opinions and to communicate, limited social contacts, threat to the victim's reputation, attacks on the quality of professional and personal life, and eventually threat to the victim's health. Mobbing is also associated with intimidation, insulting, belittling and chasing of the victim, giving senseless and difficult tasks, lack of trust and support, slandering, etc. (Fox & Stallworth, 2005). Another definition is presented by Einarsen and his colleagues (Einarsen, Hoel, Zapf, & Cooper, 2011), according to whom this behaviour involves harassment, offending and social exclusion of an employee or negative influencing of the employee's work. An activity can be considered bullying if such behaviour is regular (e.g. once a week) and repeated (e.g. during the past 6 months). During this escalating process, the victim is getting into an inferior or subordinate position and is the target of constant negative activities (Einarsen et al., 2011). Considering the latter definition, there are some features that characterize and distinguish workplace bullying from other forms of violence:

- Undesirable behaviour;
- Repeated, long-term hurting;
- Asymmetry (Einarsen, Raknes, & Mathiesen, 1994; Einarsen et al., 2011).

Taking into account the previous definition, bullying in the workplace is characterized by at least three aspects, which include undesirable behaviour, repeated and regular nature, and power imbalance. The first aspect of bullying in the workplace is that the victim of bullying is exposed to direct or indirect behaviour that is highly



undesirable. These undesirable forms of unethical behaviour in the workplace may range from very subtle manifestations of negative behaviour to deliberate attacks on an individual (for example withholding information that affects the victim's work performance, repeated reminding of errors, or excessive supervision). Another sign that differentiates bullying in the workplace from other forms of violence is that bullying in the workplace is not a single attack or incident, but it is repeated and long-term aggressive behaviour directed against one or more persons (Einarsen, Raknes, & Matthiesen, 1994). This form of undesirable behaviour takes place regularly over a longer period of time, usually 6 months or 1 year (Einarsen, Matthiesen, & Hauge, 2008). This criterion is supported by the argument that bullying in the workplace leads to mental and psychosomatic disorders which can be diagnosed after a period of six months, such as the post-traumatic stress disorder (Leymann, 1996). The last feature, which is power asymmetry between the mobber and the victim, manifests as the victim's helplessness to resist, stop or prevent abuse. Power asymmetry very often results from the formal distribution of power in the organization and also from informal resources, particularly personal contacts.

The above mentioned knowledge on workplace bullying suggests that this is a form of mental maltreatment with systematic, deliberate and especially repeated attacks on an individual. This form of psycho-terror uses discriminating and degrading approach, excessive criticism, ridicule, and minor or major intrigue, which the victim is unable to prevent by means of usual volitional mechanisms. The victim's mental balance is disrupted, which is reflected in work performance and might lead to serious personality integrity disorders in the *mental* area (depression, concentration disorders, self-doubt, anxiety, and even psychiatric syndromes with suicidal thoughts), *psychosomatic* area (cardiac and blood circulation disorders, astringent breathing, headache, neck pain, back pain, skin diseases and diseases of the gastrointestinal tract), *psychosocial* area (inability to establish social relationships and ties, isolation, degradation of interpersonal relationships, distrust, disruption of private life, etc.) and last but not least in the *economic* area in the form of decreased work performance, increased morbidity and associated high treatment costs (Mikkelsen & Einarsen, 2001; Cakirpaloglu, Šmahaj, Dobešová Cakirpaloglu, & Zielina, 2017; Huber, 1995; Svobodová, 2008). The authors also state that the consequences of mobbing are devastating both for the victims of workplace bullying and the observers. For example, some studies suggest that the witnesses of bullying in the workplace are marked by decreased job satisfaction, lesser efficiency, higher fluctuation, and increased mental discomfort; this may even lead to depression (Vartia, 2001). Paradoxically, the consequences are also reflected in the aggressor's personality – fear of being revealed and punished, atypical social ties and dubious pleasure from the suffering of others result in a lack of concentration on work, and their actions lead to a dysfunctional working environment.

This issue is therefore a serious problem and phenomenon, which includes violation of social norms associated with limiting fundamental human rights with possible tragic consequences for the victim and the victim's personality. Some researchers suggest that the mentioned adverse phenomena occur in schools as well as universities, present a burden for many teachers, and are the cause of not only serious personal problems, but also affect the quality of the teacher's performance including teacher-student relationships (Čech, 2011; Záborská & Květon, 2012).

#### **Awareness of mobbing among elementary school teachers**

The main objective of this paper is to determine the awareness and experience of workplace bullying among teachers. The partial objective is to identify possible forms of legal protection against bullying in the workplace. The analysis of awareness of mobbing was based on an assumption that just as children who are insufficiently informed about bullying in the context of specific primary prevention are unable to define, identify and prevent bullying, many adults are unaware of the phenomenon of *workplace bullying*, which is based on specific principles and development and which can be defined, avoided and effectively prevented. The research sample comprised 1,103 elementary school teachers who represented the population of Czech elementary school teachers. The research instrument was a questionnaire designed by the authors of the study and triangulated by several



independent experts and statistically tested in order to ensure high reliability of the questionnaire and validity of the results.

Table 1 shows awareness of mobbing (i.e. being able to define it as an undesirable phenomenon) without providing its definition in less than a half of the respondents, specifically 43.9% (42.8% for bossing). On the other hand, more than a quarter of all respondents were unable to define this phenomenon (26.5% for mobbing and 27.7% for bossing). In this case the validity was significantly increased because the teachers were not provided with the definitions and by using the electronic questionnaire they could not read the definitions beforehand.

Table

**Table 1:** Awareness of mobbing and bossing without learning about the issue

	awerness of mobbing			awerness of bossing		
	absolute frequency	relative frequency	cumulative frequency	absolute frequency	relative frequency	cumulative frequency
yes, I know what the problem is	484	43,9	43,9	472	42,8	42,8
probably yes, but I am not sure	325	29,4	73,3	320	29,0	71,8
no	292	26,5	99,8	305	27,7	99,5
didnt answer	2	0,2	100,0	6	0,5	100,0
total	1103	100,0		1103	100,0	

### Legal protection of the victims of workplace bullying in the Czech Republic

It is clear that various forms of mobbing represent a serious problem that should not be underestimated because it has a substantial effect on the school climate, quality of interpersonal relationships, and last but not least has serious consequences for the victim of mobbing. It is therefore desirable to define relevant defence mechanisms against these undesirable forms of behaviour, including applicable legal norms that are directly linked to this phenomenon and that the victim may rely on. The victims' knowledge and awareness of mobbing is then crucial to primary prevention of possible occurrence of this phenomenon not only in the school environment.

In the Czech Republic this issue tends to be considered taboo, which also results in insufficient awareness of the problem and possible defence mechanisms. Bullying in the workplace and relevant defence mechanisms are not sufficiently defined in Czech legislation. Existing legislation does not include the concepts of mobbing or bossing; these concepts are not defined. However, this does not mean that the victims of bullying are not provided with any protection. Prevention of workplace bullying is derived from general legislative provisions relevant to the issue across the legal system using provisions of different legal force. The core provisions applicable in the area include primarily the Anti-Discrimination Act, Civil Code, and Labour Code; the victims are also protected against criminal offences of the aggressor by some provisions of the Criminal Code.

According to the Constitution of the Czech Republic, Constitutional Act No. 1/1993 Coll., all citizens may do that which is not prohibited by law; and nobody may be compelled to do that which is not imposed by law. According to Article 4 of the Constitution, the fundamental rights and basic freedoms shall enjoy the protection of judicial bodies.



According to the provisions of Article 1 of Resolution of the Presidium of the Czech National Council No. 2/1993 Coll., on the Charter of fundamental rights and freedoms as part of the constitutional order of the Czech Republic, the fundamental rights and freedoms are inherent, inalienable, non-prescriptible, and irrevocable, and all people are free and equal in their dignity and rights. According to Article 10, everyone has the right to demand that their human dignity, personal honour, and good reputation be respected, and that their name be protected, everyone has the right to be protected from any unauthorized intrusion into their private and family life, and everyone has the right to be protected from unauthorized gathering, public revelation, or other misuse of their personal data. Article 7 provides for employees' right to privacy in the workplace.

A significant legal norm of a general nature is Act No. 89/2012 Coll., the Civil Code, which in Section 81 stipulates that the personality of an individual is protected; this applies especially to the person's life, health, dignity, respect, honour, privacy, and expressions of personal nature. Section 82 of the Act stipulates that an individual whose personality rights have been affected has the right to claim that the unlawful interference be refrained from or its consequences remedied. In the case of violation of rights and responsibilities ensuing from an employee's right to equal treatment or in the case of discrimination, the person may take court action in order for such discrimination to be refrained from, the consequences of the discriminating behaviour to be remedied, and a reasonable satisfaction to be provided. Refraining from discrimination may only be enforced if the unwarranted interference in the victim's personality persist (Štefko, 2015).

If such remedy appears to be insufficient, especially because the discriminating behaviour resulted in a considerable damage to the person's reputation, dignity or respect in society, the person shall also be entitled to monetary compensation. The amount of the compensation shall be determined by the court with regard to the seriousness of the damage and the circumstances under which the violation of the rights was committed. Provided that the employee suffers material damage as a result of mobbing, including for example personal belongings, such employee may seek compensation in compliance with general provisions on compensation for damage as defined by the Civil Code and Labour Code. According to Section 265, Sub-section 1 of the Labour Code, the employer's liability for material damage sustained by the employee is identified as objective liability. The employer shall be liable to his employee for damage sustained by the employee in performance of working tasks or in direct connection therewith by the employer's breach of statutory duties or intentional conduct against good morals. According to the provisions of Section 265, Sub-section 2 of the Labour Code, the employer shall also be liable to his employee for damage sustained by the employee outside the workplace, provided that such damage was sustained in connection with performance of working tasks for the employer.

In terms of labour-law relationships, the issue is included especially in the provisions of Act No. 262/2006 Coll, the Labour Code, which in Section 16 and subsequent sections stipulates that employers shall ensure equal treatment for all employees as regards employee working conditions, remuneration for work and other emoluments in cash and in kind (of monetary value), vocational (professional) training and opportunities for career advancement (promotion). The purpose of the protection of employees as economically weaker subjects in a labour-law relationship is to ensure equal treatment of all employees and therefore, any discrimination in labour-law relationships is prohibited. Employee protection by their employers is also stipulated in the provisions of Section 302, Clause c of the Labour Code, according to which managerial employees are further obliged to create favourable working conditions and secure occupational safety and health, which is consistent with the provisions of Section 101 and subsequent sections on the minimization of risks threatening the life and health of employees at work. In the event of any damage in performance of working tasks the employer shall be, in compliance with the provisions of Section 265, Sub-section 1, liable to his employee for damage sustained by the employee. The right to privacy guaranteed by the Charter is closely associated with the issue of monitoring of employees in the workplace. In this context, the provisions of Section 316 stipulate that without a serious cause consisting in the employer's nature of activity, the employer may not encroach upon employees' privacy at workplaces and in the



employer's common premises by open or concealed surveillance (monitoring) of employees, interception (including recording) of their telephone calls, checking their electronic mail or postal consignments addressed to a certain employee. Where there is a serious cause which justifies the introduction of surveillance (monitoring) mechanisms, the employer shall directly inform the employees.

The terms direct discrimination, indirect discrimination, harassment, sexual harassment, victimization, instruction to discriminate and inciting discrimination, and cases in which different treatment shall be considered permissible are defined, following the general provisions of the Labour Code, in the provisions of Section 4 of Act No. 189/2009 Coll., on Equal treatment and on the legal means of protection against discrimination and on amendment to some laws (the Anti-Discrimination Act). According to Section 6 of the Anti-Discrimination Act, discrimination shall not be different treatment provided that the nature of work-related activities implies that such different treatment constitutes an essential requirement for work performance; the purpose under this exception must be legitimate and the requirement reasonable. Similarly, discrimination shall not be measures, the purpose of which is justified by preventing or compensating for disadvantages ensuing from belonging of a person to a group defined on grounds stipulated by the Anti-Discrimination Act. However, as *lex specialis*, the Anti-Discrimination Act provides for protection against bullying only in cases when an employee is discriminated on grounds of race and ethnicity, nationality, gender, age, sexual orientation, health disability, religion, belief, or opinion. In other cases, it is necessary to proceed in compliance with the general provisions of the Civil Code.

If an employee is a victim to bullying by the employer, he/she has an opportunity to contact the respective office of the Labour Inspectorate, which shall be obliged to resolve such complaint, or perform an inspection in the workplace to check for any signs of bullying by the employer or unequal treatment of the employees. If the Inspectorate identifies undesirable behaviour on the part of the employer, the employer may be in compliance with Section 11, Sub-section 2 of Act No. 251/2005 Coll., On labour inspection imposed a fine of up to CZK 1 million; for an offence consisting in non-investigation of a complaint concerning the exercise of rights and responsibilities under a labour-law relationship a maximum fine of CZK 400 thousand may be imposed.

For the purposes of legal protection, it is also possible to use the provisions of Section 4 of Act No. 435/2004 Coll., On employment, which defines equal treatment and non-discrimination in exercising the right to employment. In exercising the right to employment, any discrimination is prohibited. The right to employment cannot be denied to any citizen on grounds of gender, sexual orientation, race or ethnicity, nationality, citizenship, social origin, descent, language, disability, age, religion or belief, property, marital and family status and family relationships or obligations, political or other opinions, membership and activities in political parties or political movements, trade unions or employers' organizations. Discrimination on grounds of pregnancy, maternity, paternity or sexual identification shall be considered discrimination on grounds of gender.

The area of administrative-legal liability is governed by Act No. 251/2016 Coll., On some offences, which in Section 7 defines offences against civil coexistence, including behaviour leading to defamation by ridicule, gross insult, bodily harm, wilful act, or another form of abusive action. The Act also defines the aggressor's responsibility for unlawful conduct and a possibility of conciliation procedure initiated by the respective administrative body.

Bullying in the workplace in the form of violence in the workplace, threatening the life and health of the victim, blackmailing, restriction of personal freedom, threatening human honour and dignity constitute some criminal offences pursuant to Act No. 40/2009 Coll., Criminal Code. Specifically, Chapter 1 of the Criminal Code specifies the following criminal offences against life and health: murder, killing, and bodily harm; Chapter 2 of the Criminal Code specifies the following criminal offences against freedom, personal and privacy rights and confidentiality of correspondence: restriction of personal freedom, blackmailing, oppression, and defamation; Chapter 3 of the





Criminal Code specifies the following criminal offences against human dignity in sexual sphere: rape, sexual duress, and sexual abuse. A relatively new phenomenon that goes hand in hand with the advent of new information technologies arises from the provisions of Section 354 of the Criminal Code. This is a criminal offence of dangerous pursuing called stalking (or cyberstalking in the electronic environment), when a victim is subject to long-term and continuous harassment by an aggressor using information and communication technology, telephoning, texting, chatting, or emailing. Cyberstalking manifests in the form of threats, false accusations, damaging data or equipment, stealing identity, monitoring the computer, or sexual harassment. What frequently happens is that the intensity of this type of harassment increases and the victim gradually fails to cope with the attacks.

In this context, procedural criminal law provides for a possibility to resolve bullying in the workplace by means of court criminal proceedings. In this manner the most serious cases of bullying are resolved where the interests protected by the Criminal Code have been violated and the unlawful conduct shows signs of any of the above mentioned criminal offences. These cases are resolved by relevant prosecuting authorities, i.e. the police, public prosecutor and judge, who use the maximum possible amount of available evidence to carry out investigations required for a fair decision on guilt and punishment.

### Conclusion

The paper highlighted three fundamental problems. The first problem is that according to many available research studies mobbing is becoming a serious occupational issue, which threatens not only the victim of this unethical behaviour but also the relationships and climate in the workplace, and performance and quality of work. It even affects the school environment, which is a serious if not alarming fact considering that the school is an institution with a significant social mission of educating future generations. In addition, the initiators of this behaviour are typically persons with a university degree, who abuse the intellectual and educational potential.

If this phenomenon affects the school environment, it is obvious that teachers must have sufficient information both in terms of prevention (early detection of any signs of mobbing) and defence, should any teacher become the victim of mobbing. This is associated with the second problem. As the research suggests, awareness of mobbing among the population of teachers is of a very low level. This means that both prevention and education are insufficient, and should a teacher be bullied by a fellow teacher, the victim would not know how to defend oneself against this behaviour, which could seriously affect the person's health and quality of life.

This is associated with the third problem, which is based on the analysis of Czech legal regulations. The terms mobbing and bullying are not clearly defined in Czech standards and laws. Victims of mobbing need to rely on other legal standards that qualify mobbers' conduct as unlawful. These findings suggest two crucial tasks for the Czech Republic. One of them is to increase the awareness of and prevention against mobbing in the workplace; the other one is to gradually implement the term mobbing in the Czech legal system with a clear declaration that this is serious discriminating behaviour that does not belong to the working environment. The first task is achievable in a shorter period of time, also thanks to new publications and research studies on this issue.

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- Act No. 40/2009 Coll., *Criminal Code*, as last amended.



## Goal Setting Skills in Teachers' Professional Development

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### Abstract

The article deals with the cyclical action research aimed at improving the strategy of organising the process of the development of student teachers' goal setting skills. The aim of the research was to find out how to help students create compelling and SMART goals. By setting goals at the beginning of the semester and tracking progress toward those goals, student teachers could focus on improving a few specific, high-impact skills rather than trying to improve everything at once. The goals were regularly adjusted by discussing them with a critical peer and setting deadlines and reflecting on this process in course feedback. The reflections reveal that goal setting in the teacher's profession is an important component of a teacher's development, it helps master discrete skills to impact their overall performance, and in-turn, student achievement. The feedback received on the applied strategy also suggests recommendations on the implementation process to assist teacher educators.

**Key words:** Goal setting, Professional development, SMART, Reflection.

### Introduction

This article explores the value of goal setting as a teacher development practice organized as the cyclical action research in the succession of three years. Firstly, it reports on the process of the authors – teacher educators' own development. The process of writing things down, organizing ideas, getting feedback from students has helped to better the work with student teachers in improving their goal setting skills and thus hopefully contributing to their professional development. The intention to share this experience in the article has been inspired by the research done by Minnesota State University, Mankato, associate professor Heather Camp (2017) who has explored goal setting as a teacher development practice in higher education using goal setting theory. Secondly, the aim of the research was to find out how to help students create compelling and SMART goals. The research sample was the students of teacher education programmes in two teacher education institutions in Latvia: the University of Latvia and Liepaja University. The strategy of organising the process of the development of student teachers' goal setting skills has been applied, reflected upon their goal progress at midterm and the end of a semester and constantly improved for the next cycle. The analysis of student teachers' goal-setting practice and their experience also revealed potential factors that either helped or hindered goal achievement, especially working towards the deadlines. The following research questions have been set: how successful student teachers are at setting, prioritizing and accomplishing their goals; what the value of goal setting in teacher's profession and in teacher's development is.

### Professional development

Teachers' professional development is a substantial part of the lifelong learning concept (UNESCO 2015), and it has been regulated by numerous wide-scale governmental documents, such as policies, strategies, and frameworks. Teachers may choose among the variety of continuing professional development types and activities; however, an important issue is the **teacher's individual choice** towards one's own professional development activity. "Allowing the teachers to determine what direction their professional development will take increases the success of the teachers in their journey to be lifelong learners" (Trotter 2006: 11). It is crucial to take responsibility for



professional development, which further leads to the right choice of development pathways resulting in particular career goals (British Council, 2015).

In order to understand teacher development in practice, Foord (2009) proposes a model which organises a developmental activity into “five concentric circles: you, you and your students, you and your colleagues, you and your school, you and your profession” (Foord 2009: 14).

- The first circle, the inner circle, involves oneself, the teacher working alone, the things one can do on one’s own to develop oneself and one’s teaching.
- The second circle is teacher and students, the things one can do with one’s students in mind, students’ needs, getting feedback, trying something new.
- The third circle is teacher and colleagues, the things one can do together with colleagues in the classroom – peer observation, team teaching, staffroom support, mentoring to develop oneself and one’s teaching.
- The fourth circle – teacher and school, the development actions one can take in the context of school, its staff and administration.
- The fifth circle – teacher and profession, the things one can do in one’s professional capacity; attending and presenting at conferences, membership of professional communities, and writing for publication (Foord, 2009).

The manner and the scale of how teachers develop as professionals deepen the dimensions and cut the edges of their professional development, besides development can happen naturally as a result of teachers going about their everyday business. “We are all developing, the question is *how*. If we reflect on where we actually want to go, as opposed to simply “getting somewhere”, like Alice [Alice’s Adventures in Wonderland, Lewis Carroll] and if we consider the action we can take to get there, we might find ourselves enjoying the sensation of walking quickly and confidently up an escalator, rather than laboriously up the stairs” (Foord 2009: 7). At this point, the reference could be linked to the reflection of the student teacher of the Action Research Cycle No. 3 “... *anyway, there is no need to turn your life into a ‘rat race’. In that case, this is not what you really want because the really desirable goal must be met with pleasure and any obstacles must be understood and overcome*” (Cycle 3 Student VV). This determines to change the perspective through which the teachers’ professional development is being perceived, as therefore, teachers individually serve as the trend-setters of their professional initiatives, setting self-directed learning at the centre of attention of the academic research. However, what is said by MindTools.com (2018: <https://www.mindtools.com/page6.html>) “many people feel as if they’re adrift in the world. They work hard, but they don’t seem to get anywhere worthwhile” very often refers to teachers. Therefore “teachers should be given latitude to form their own professional development” Trotter (2006: 11) and Teacher Goal Setting could be an important component of a teacher’s development. Camp’s findings (2017: 61) “indicate that teachers’ goals may impact their professional growth and instructional effectiveness”.

### Research Methodology

A continuous action approach was ensured by cyclically planned study activities and it was based on the people involved. The authors of the article implemented the mutually agreed upon activities of developing goal setting skills in two teacher education institutions in Latvia. The action research was carried out in order to understand, to evaluate and then to change and to improve educational practice at the Faculty of Education, Psychology and Art, University of Latvia and the Faculty of Pedagogy and Social Work, Liepaja University.

The University of Latvia (UL) with 15,500 students, 13 faculties and more than 20 research institutes is one of the largest comprehensive research universities in the Baltic States with an educational and research potential in humanities, social and natural sciences. The number of students at the UL constitutes 18% of the total student population in Latvia. The research sample every year has been about 30 practising teachers – master students of



the Professional Master Study Programme „Teacher” study module “Education for Well-being and Cohesion” taking the course „Educators Professional Identity and Pedagogic Mastery”.

Liepaja University (LiepU) is one of the oldest and biggest higher educational institutions in the Kurzeme region (Latvia). Since 2008 it has become a multi-profile state-financed regional higher education institution with 1600 students in 4 faculties. The research sample in Liepaja University has been about 10 students yearly of the professional Master Study Programme “Career Counsellor” acquiring the professional qualification of a Career Counsellor and Specialist in Youth Affairs or Career Counsellor and Social Pedagogue, or Career Counsellor and Teacher-mentor. Goal setting activities have been offered in the study course “Development of Professional Identity in Different Life Cycles”.

The choice of the action research was determined by less concern for the universality of findings, and more relevance of the findings to the researchers and the target group. Critical reflection and careful examination of evidence from multiple perspectives were the basis of action research. Thus, it was aimed to get an effective strategy for improving goal setting skills and changing the ways of organising this process.

Goal setting activities for the purpose of this research have been designed to focus student teachers on developing and mastering discrete skills that will impact a teacher’s overall performance, and in-turn, student achievement, as supposedly, by setting good goals in the beginning of the year and tracking progress toward those goals, student teachers can focus on improving a few specific, high-impact skills rather than trying to improve everything at once.

The data were collected by reflection notes on the implementation of authors’ teaching plans, student teachers’ working documents on setting and prioritizing goals and the reflection tool MAX (Motivation – Acquisition – Extension) that student teachers completed after four 90-minute learning workshops where the goal setting, sharing, discussion activity always took about 30 minutes.

A reflection tool MAX (Motivation – Acquisition – Extension) had been used to complete unfinished sentences:

3 things I learnt/ heard for the first time/ understood

2 things I want to try/ most relevant to me/ I will use

1 thing I would like to examine in more detail/ I did not understand

Three things would characterize the learners’ motivation, two things would provide the evidence of the acquisition and one thing would tell about the learners’ readiness to extend the learned material, to apply in practice (Mikelsone and Odina 2016).

Student teachers’ working documents on setting and prioritizing goals were inductively categorised and coded according to priorities, life areas and time line. According to priorities:

- personal priorities – goals that had indirect impact on a teacher’s success or happiness. These included goals that promoted or encouraged personal sustainability, or goals around performance related to professionalism (i.e., attendance, interactions with peers, non-teaching related duties);
- professional learning goals – the instructional practices that were of the highest priority to improve student outcome goals;
- student outcomes – teachers would set student outcome goals for each grade and subject they taught.

Another coding system had been used to sort out the goals connected with important areas in one’ life: Education, Career, Family, Hobbies, Wellfare, Well-being, Sustainable development.



And finally, how student teachers terminated goals: all life, five years, one year, three months, one month and one week. During the first cycle of the action research student teachers' working documents on setting and prioritizing goals were inductively categorised and coded according to priorities, life areas and time line, but later on in the process of improving the goal setting methodology some of the coding, like areas of life and time aspect, lost its topicality. More valuable were student teachers' own reflections on the process.

The collected data were analysed to make instant and long-term amendments for authors' teaching plans of the goal setting activities.

### The findings and discussion on the development of goal setting methodology

During **Action Research Cycle No. 1**, goal setting activities started with the discussion of the personal awareness levels based on Barrett's (2008) Stages of Psychological Development and Levels of Consciousness (see Figure 1.). 14 Master students participated in this cycle and they started by specifying their present stage of psychological development and evaluated their present level of consciousness.

Six out of the 14 students were on the differentiating stage and were heading towards the transformation level or individuating stage, five students marked themselves on the transformation level and aimed to reach internal cohesion, three stated they were on the internal cohesion level and were planning to move to the level of making a difference. Afterwards the students were offered to set their goals for reaching the next level, then prioritize them and describe in detail what they would have to do to reach their goal number one. Four students had chosen personal priorities, seven professional learning goals and two goals connected with their student outcomes. There was no direct correlation between the stage of the development and the type of the goal. One goal was written for a month, three goals were formulated for three months, two goals for five years, eight goals were formulated for the whole life providing no clear deadline, in fact their formulation was so vague, they could hardly be called the goal, but a judgmental statement.

**Figure 1.** The Seven Levels of Consciousness and the Seven Stages of Psychological Development



(Barrett n.d.: <https://www.valuescentre.com/mapping-values/barrett-model>).

According to important areas in life, five goals were related to career, four to education, two to sustainable development and one concerning well-being, well fare and hobbies. Afterwards the students were offered to find a critical friend to discuss the goals and their steps and agree about the things to be done by next time. The process of goal setting was reflected on in six out of 14 students' MAX evaluations.





Mostly the following quotes were the evidence of the acquisition – understanding of the process and noticing its meaning in four cases and in two cases – the extension – they would implement it in their practice.

As the goal setting activity was proposed in relation to the theme “The Seven Levels of Consciousness”, it initially encouraged students to realize at what level of consciousness they saw themselves. Based on this, students set their goals, which could be defined as too general, emotional and long-term, for example, “*I must learn!!! A person develops oneself whole life*”, “*...to perfect my life so that I am in harmony*” (Cycle 1 Student AZ); “*to shape my professional development! To improve my knowledge and skills, to attend courses, to cooperate with colleagues*”, and as existential and far-reaching, for example, “*to continue to grow according to the levels of consciousness*” (Cycle 1 Student EG); “*to travel around the world*” (Cycle 1 Student AZ).

Since student teachers were not asked to set specific deadlines for reaching goals, they were of a wide range, from one week to an indefinite time, the same could be said about the steps. For instance, one goal was defined as a personal response to a particular situation and reflected the need to understand one’s personal qualities and feelings. “*The last Friday session made me think about tolerance. I started wondering whether I really had it [whether I am tolerant]*” (Cycle 1 Student AV). This goal was achieved within one week (the submission deadline for MAX evaluation) by reflecting the steps in MAX evaluation leading up to the result. The specific steps became evident through the verbs “*I found out ... I read ... I verified ...*” (ibid.). As a result, the student came to the answer “*My belief is, ... it exactly coincides with my understanding. To sum up ...*” (ibid.), the student reached his goal and provided feedback to generate a new conversation in the seminars: “*I want to know more about tolerance towards the new one, including how it can be reliably estimated and to what extent this competence is required in the work of the teacher*” (ibid.). Thus, it can be concluded that the goal setting activity has encouraged students to reflect on work at seminars, study and understand their individual reactions in a particular situation and give direction to both their further activities and provide information about how the content of the study course should be enriched. It confirms the students’ professional development and the development of professional identity.

Another case revealing the goal set for one’s lifetime confirms that if a person is well aware of herself (which is essential for future teachers), they do not give up their goals. According to the 7 levels of personal consciousness, the student determined that she aimed for “intrinsic coherence”. To reach this level she had set several goals, the first two were “*to explore the possibility of how to travel around the world and go on a long journey*” (Cycle 1 Student AZ). She had set no specific deadline, but already during the study course the student directed her actions towards strengthening her inner coherence and travelling. “*Another revelation for me was very personal ... after the concert, people in tears came to us and told us how important this story was to them, how happy they were .... Then I realized how important it was not to make work the most essential thing in life. And the professional revelation ... the studies in this programme were not accidental, but logical, because they led to the goal that I had set for myself as soon as I had decided to become a teacher of mathematics. Be a professional, wise, entertaining, positive, energetic, resourceful, up-to-date teacher who helps students find their way in life. And this goal could not be reached without having gained these revelations, and I would not have come to these revelations so soon if I had not studied in this programme*” (Cycle 1 Student AZ).

This experience proves that in order to be happy with oneself and to be a great professional, a person needs internal harmony between work and leisure, studies and family, and so on.

These two examples led to the conclusion that the successful setting and achievement of a goal occurs when persons know themselves, their needs and desires. Camp’s findings (2017) also indicate that an individual’s awareness of his/her progress on a given task is essential for goal setting to be effective.



After 3 years, in informal correspondence this student gave a feedback *“I can remember very well goal setting activity, and most probably because it was so personal to me and also because I succeed in some way fulfilling my goals”* (Cycle 1 Student AZ, 2018). Commenting on the goals put forward during studies, she admitted *“I have finally completed what I set up as my plan for your course. I work in the South East Asia-Myanmar International School. [Before I have worked in the Arab Emirates] ... and there is so much to discover, see and understand. ... I have to say that I am very pleased that I am FINALLY here. Right now, my contract is for 2 years ... I was appointed here as the Head of Middle School Math Department”* (Cycle 1 Student AZ, 2018).

It is important to note that these goals were discussed with a colleague who accepted them and confirmed that they were feasible and realizable. Students recognized that this was an essential aspect as it promoted mutual responsibility and interest in each other, which was an important feature of a professional teacher. *“Giving the control of your goals to a third person helps yourself to evaluate the goals and the feasibility of achieving them more seriously. Reducing the number of small and narrow goals should be considered in order to contribute to the increase the proportion of large goal”* (Cycle 1 Student NK).

However, it must be admitted that not all goals were sufficiently clear and achieved and student teachers themselves admitted it in their reflections: *“When we had to set goals, I realized why I could not achieve so many of my goals. I had set too general goals, without a time limit, without any way of verifying if I had done anything to reach them”* (Cycle 1 Student AB). Vague and unclear goals make it difficult to determine clear steps of implementation. There is a need for reflection on these goals, and a collegial discussion with a critical friend. By allowing time for this discussion, it helps students to specify what they want to achieve and set clear steps for reaching the goal.

Therefore, in the second cycle of action research, more attention had to be paid to discussions in which students would tell each other about their goals and ways of reaching them, question, clarify and make comments to finally confirm that these steps were appropriate for reaching goals in the time scale.

Taking into account the experience of the previous cycle and the reflections of former students, the goal setting process in **Action Research Cycle No. 2.** started with the definition of the goals, prioritizing them and defining the steps. The biggest challenge turned out to be putting the goal into words and providing specific deadlines. Another issue the student teachers were struggling with was deciding what mattered most, the four-quadrant “Eisenhower Decision Matrix” for importance and urgency was applied. It is essential to distinguish between what is important and what is urgent. According to Krogerus and Tschappeler (2017: 10 quoting US President Eisenhower): “the most urgent decisions are rarely the most important ones”. Keeping in mind teacher’s professional development, Foord (2009: 24) insists on maximizing the time to be spent on the quadrant: *important and not urgent*, as these activities involve “planning (classes ahead of time) and development (reading, action research, getting feedback, applying for a course)” whereas the activities of *not important and not urgent* and *urgent and not important*, often occupy a lot of time, especially urgent and not important, where “apparent urgency can create a false impression of importance”.

The process of defining, reviewing goals stayed the same, only the students specifically evaluated their goals in terms of urgency and importance and they returned back to their goal discussions for 3 times, accounting for the goal achievement and finally they reflected on their success in goal setting.



**Figure 2.** The Eisenhower Decision Matrix, based on Krogerus and Tschappeler (2017: 11).



From the perspective of the student teacher, the assignment looked like that: *“Another thing which I find motivating is setting our goals. We were supposed to write 5 goals and then we had to list them accordingly. Then we wrote how to achieve goal number 1 and then we discussed with our partners and tried to intimidate to change priorities. Next day we continued the same thing, but with different set of partners and agreed upon the order in which he or she had set upon her goals. I think we can use this activity to motivate students. They can write some goals and can reflect back after a period of time. This can encourage them to complete task within some time limit. I was also thinking, perhaps we can use this activity to set goals for the whole class or for different set of groups and teachers could then display upon a notice board and students can be rewarded if the given target is completed on time. On one hand setting priorities within a group can become a difficult task as some students may agree but some can disagree, but on the other hand it can teach them to become tolerant to each other”* (Cycle 2 Student RS). This reflection entry also reveals that the student teacher is considering to extend the learned material and apply it in practice.

The students were aware of the timeline ahead and could define the goals accordingly, but they lost the notion of the goal. 19 students out of 33 students who participated in the goal setting activity had stuck to specific objectives leading to writing a master’s paper. Eight were defined as goals, mostly professional ones connected with writing the master’s thesis, two were personal goals and four were unclear, like *“to devote time for studies/ motivation”*; *“to communicate with knowledgeable people”*, *“to explore if problem is topical”*, *“to study in the programme”*.

The process of shaping the goal is often twofold: clarifying and specifying one goal gives rise to new ones. This is due to the fact that student teachers are still unable to deal with the perspectives of their goal and are not certain from which point of view it has to be viewed and addressed. Therefore, it is closely connected with both knowing oneself and professional mastery – to clearly understand what one wants and to know in what context to solve it. The more clearly the problem is seen, the more properly the goal can be set and the clearer solution steps can be defined.

It is significant that in these discussions students also learn from each other as every story has got many aspects that can be expanded more widely. Therefore, it indicates that these goals, although individually defined, contribute to the professional development and identity development of every student. The goal of one student reveals the issue of attitude, the goal of another – personal values, one more – the importance of professional status, but getting to know all of them during the discussion, the students’ personal understanding is enriched by new perspectives and knowledge. Improving the teacher’s professional skills means understanding that it is not a linear and stable process, but it emerges in all directions.



*“Goal setting and prioritizing, drawing up a plan – for me this seems to be a very natural process that I have learned to do consciously. But during this exercise, I saw that it was very valuable to the course mate I talked to. It seems to me that it will be very useful that at the next meeting, we will tell each other how we have managed to achieve the goal” (Cycle 2 Student AP).*

*“A third thing that I learned was that I was able to stick to at least most of steps that I had set in the previous class. I talked with my “goal partner” from the time on my own outside the class activity time and realized that I had done almost everything that I had hoped to do and that she had as well. It was good to know that actually I was able to stick to the small goal that I had set, as this can be something difficult for me to do on a regular basis” (Cycle 2 Students JH).*

*“I really like the group works whether it is discussing our goals, talking about our professional or personal development or about our characteristics. I think we all have a lot to offer and we can learn at least one thing from each other’s experience. I appreciate the openness of the course mates; they are quite frank in expressing themselves. Sometimes, it makes you realize how little you know about each other. Personally, I believe that there are no bad or good experiences. Every experience makes you wiser and more self-conscious. They help you to develop more professionally and personally” (Cycle 2 Student RQ).*

The second aspect that was especially paid attention to during the second cycle of the action research was time. One thing is to clearly define a goal and set steps, but it is just as important to set a realistic time for its implementation. Therefore, students in discussions on goal definitions were also encouraged to focus on realistic deadlines. *“The assignment of setting my goals certainly inspired me professionally. This led us to think concretely about our immediate goals that must be fulfilled. In order to fulfill our goals, we must be able to plan our time, which is one of the most important skills of each teacher (including myself)” (Cycle 2 Student IP).*

When assessing the activity of defining the goals in this cycle, it can be concluded that by orienting students to discuss and reflect on their goals, goals become more specific and achievable, for example, *“The other thing that facilitated my professional development was also the goals. In this case, the identification of the most important goal, the ability to list in detail its steps (not general) in order to achieve this goal. This is an important feature of the teacher’s work, explaining concretely how to reach the desired goal” (Cycle 2 Student OB).*

Analyzing the feedback of critical friends, it could be seen that students had appreciated the timeline aspect, as it had helped to achieve at least partly the goals put forward *“the most success brought the goals with clear steps and outcome – it gave a specific feeling what should or should not be achieved by a specific time, even being behind the schedule. It was interesting that at the beginning it was always slightly fearful to write exact times, specific things being afraid to admit that I would not manage. It is hard to let myself make mistakes and learn from mistakes, it is a kind of self-defense mechanism. Secondly, it was comparatively difficult to put forward realistically achievable steps at a specific time, there was an intention to write more optimistic scenario. On the whole, I have moved forward, but I am still behind the real plan” (Cycle 2 Student SI).*

Regardless of whether the goals were focused on the outcome of a personal life or the field of work, the interaction between these two areas had helped student teachers move forward in their development, learn from each other and at the same time take responsibility for achieving their goals. *“... aspect that helps me achieve the goals is that someone has signed the page, in fact the very signature was not the most important issue, but the one who has signed it. ... a person who cares whether I have really done what I have written” (Cycle 2 Student PD).*

It gives rise to the sense of significance, which is also reinforced by the fellow colleague’s monitoring who confirmed with a signature the enforceability and performance of the goal. The demonstration of this sense of



significance is closely related to the person's own life, therefore, with one's perception of self (identity). Feeling and recognizing oneself as important, a person is able to perceive the other person as important. A goal setting activity is a great way for developing and practicing this perception and facilitating the teacher's professional development.

The value of reflection and a sense of significance being recognized as essential aspects of developing professional identity and pedagogical mastery, in **Action Research Cycle No. 3**, the same procedure was followed as in the previous cycle, but more attention was paid to defining SMART goals (MindTools.com 2018; <https://www.mindtools.com/page6.html>). SMART is a popular acronym used to identify the characteristics of effective goals. There are plenty of variants for deciphering the letters:

- S – Specific (or Significant). Who, what, where, when, which, why;
- M – Measurable (or Meaningful). Quantifiable and can be measured;
- A – Attainable (or Action-Oriented, Ambitious and High impact, Agreed (Foord, 2009));
- R – Relevant (or Rewarding, Realistic (Foord, 2009)). Aligned to best practices and research, aligned to school priorities, aligned to team priorities;
- T – Time-bound (or Trackable). A clear end or target date;

However, Foord (2009) in professional teacher development uses the acronym SMARTER

- E – Ethical/ Exciting (Worthwhile) (Foord, 2009);
- R – Recorded (Reported) (Foord, 2009).

According to The John Whitmore's (2012) GROW (Goal, Reality, Options, Will) model used in coaching and mentoring, it is necessary to distinguish between final or outcome goals and performance goals. A final goal might be "I want to graduate from the university", but a performance goal helps to achieve this "I will be working on my master's paper for two hours a day". During this cycle of the action research, 14 requirements were put forward (Krogerus, Tschappeler 2017: 23) for evaluating student teachers' set goals: SMART, PURE and CLEAR approach (Specific, Measurable, Attainable, Realistic, Time-Phased; Positively stated, Understood, Relevant, Ethical; Challenging, Legal, Environmentally sound, Agreed, Recorded). On the whole 32 student teachers participated in this goal setting cycle.

Compared with the first and second action research cycles, when students created their own system about how to define goals, the goals defined in the 3rd action research cycle were more specific, more achievable with identified successive steps and deadlines. *"It's no secret that achieving goals is a well-defined system – a set algorithm consisting of successive steps. These are the rules, and they apply to all without exception"* (Cycle 3 Student VV).

Unlike the previous cycles of study, the goals of the 3rd cycle also reflected student teachers' personal meaning and attitude, why such a goal was needed and why exactly such a goal.

For example, *"I was professionally encouraged by self-improvement – self-defense (thickening of the skin) and filtering (critical thinking) .... My goal is to learn to take things easier"* (Cycle 3 Student KR).

Thus, it can be assumed that by offering a clear and sequential methodology for setting and defining the goal and planning the steps, students are able to concentrate on higher issues and searching for meaning. This is directly related to the aim of the course – to deepen the understanding of the professional identity.

*"Personally and professionally, I need to develop ideas how to help children develop their mental highways that are necessary for the world of art at the same time preserving themselves, their ideas, their hearts"* (Cycle 3 Student LP).





*“I have come to the conclusion that every adult needs to know why something needs to be done and what will happen when something is done” (Cycle 3 Student NE).*

The sense of activities and the meaning of action always reveal the human dimension (subjectivity), which develops not only individually, but also in a social context (Vilber, 2011). This is also evident in the goals of the reflections of the 3rd action research cycle student teachers, which reveal the progress towards self-development, interaction with others and helping others (sense of significance). *“Persistence in achieving the goal. Setting the goal and purposefully going to it is my new challenge, the discovery of my current stage of life” (Cycle 3 Student IR).*

*“Revisiting the goal document again, I realize that it’s easy for me to create new goals, see what needs to be done without completing the previous task... I think that I would need to be more careful about the steps to reach the goal and to follow them, and only then to set new goals” (Cycle 3 Student AM).*

*“The thing that I learned – I know how to draw up a plan for achieving the goal. Only it is difficult to prioritize. And as I move forward, I see that I am approaching the goal! I’m happy about it” (Cycle 3 Student AM).*

Meaningful goal definitions reveal both personal growth and significance and self-awareness that correlates with the outcomes of the study course. Thus, it can be concluded that by offering a precise algorithm in the SMART form for defining goals, students are given the opportunity to think about these goals more deeply. *“I find the idea of goal-setting by three main criteria called SMART, CLEAR and PURE encouraging and motivating, although I must confess that I did not set my personal goals according to these standards and I lack practice in this area. I used to consider and set my goals using just one or two points for formulation. For example, sometimes my goals were defined by time limit and were recorded on paper, but I did not take into account measured, attainable, challenging and realistic aspects. Therefore, I see that the roots of my problems and failure to achieve several goals in the past might be connected with the incomplete or irrelevant formulation of a goal as such. For example, one of my previous goals, which I did not quite realize, was to learn Spanish two years ago. I was inspired by the language and I started to learn it on the internet, participating in webinars, reading e-books and so on, but I did not decide at the beginning which level I needed to reach, or in other words how to measure my results. Furthermore, I did not plan how many hours a week I should invest that is I did not take into account realistic and time-phased aspects. Gradually I stopped my learning and now I have realized that in order to achieve a certain result, I must be precise and considerate about my future plans. It is now obvious, that there is a certain room for improvement in my skills for setting personal goals for the future” (Cycle 3 Student DM).*

*“You have to be able to choose the right tool to achieve your goal – If you swim, then in what style? If you go by boat, then with what? If you need to fish, then how – by fishing rod, “cord”, tin, net, fish pot, etc., it is necessary to choose suitable methods” (Cycle 3 Student LO).*

## **Conclusions**

By asking students to reflect on and evaluate goal setting activities, the following main benefits and conditions to be considered in a goal setting process were identified:

1) the opportunity to reflect and discuss with colleagues. *“And yet, in order for my goal to succeed, I have to show it publicly, for example, to colleagues or management. Only then when I have shared my commitment with someone else, only then I take responsibility for what I am doing and heading towards the realization” (Cycle 3 Student NE).*





*“This assignment – to review the previously set goals and draw conclusions about what has been done and what is still to be done (and the reasons why the goal has not yet been achieved) can be useful both in our daily work and in various activities, and for offering it to students, for example, class teacher’s lessons. I liked that the assignment made me mobilize myself both on the first occasion and repeatedly. As I had put forward very concrete, relatively easy implementable goals within a short period of time, reaching them was not difficult this time. The structure was very helpful” (Cycle 3 Student SM);*

2) the use of a precise algorithm for defining goals (SMART, SMARTER). *“Recorded and planned goal becomes achievable. By designing our goal, we better understand how to get from point A to point B. Objectives help us to achieve it strategically” (Cycle 3 Student LL).*

3) allocated time for goal setting and consideration of it as an instrument for one’s long-term development, not as a means of “fire-fighting”. *“I concluded that it was necessary to allocate more time to planning our future goals, to reflecting on the realization of our intentions, because in defining the “big goal” it should be divided into small, detailed, mini-goals. Sometimes there is no strength to implement the big goals and they remain unfulfilled. External and internal forces always work in this process. Also, the balance between external and internal forces maintain my future goals, i.e., like a nut before splitting. A moment, it will be!” (Cycle 3 Student IK).*

4) taking responsibility for the realization of the plan by balancing the internal and external factors. *“I liked the specificity of the task. I was forced to think rationally and constructively. I remember my feelings when I described the priority goal in steps – beautiful clarity” (Cycle 3 Student SM).*

*“In my work ... I have not defined goals in written form. At the moment, ... I see it as a future objective. I have a vision of how I see my work and my employees, how I see the progress and development of my department, but I have not recorded it anywhere. At the moment, it seems to me that it is my insecurity that if I write it and fail, then this will be a proof of my inability, but on the other hand, if I write it, I define it, I reflect on a clearly achievable goal for a particular period, then I can choose tactics, tasks for achieving these goals and I can set my own benchmark” (Cycle 3 Student NE).*

Evaluating the reflections and feedbacks of these three goal setting action research cycles, it is evident that student teachers have gained new experience, a different access to getting to know themselves and professional development. However, it cannot be guaranteed that all of these approaches will still be used in their future personal and professional life. These reasons can be: (1) routine, when something new is learnt, it should be applied in practice, otherwise returning to everyday conditions, it is soon forgotten. Amundson (2016) reminds that in order for the material one has acquired to be fruitful, it is important to start using it as soon as possible. If this does not happen, after a short time one will return to the old habits; (2) lack of confidence in one’s abilities. People appreciate the achievements of others to work differently, but they are not always able to do it themselves; (3) the inability to see the relationship between matters and the existing links between people. It is not enough to create a list of goals. One should be able to see how these goals and steps correspond to the social context (other people) and what consequences they leave behind them (to be socially responsible).

#### **The intentions for Action Research Cycle No. 4. Goal Setting**

Analysing the data of the previous three action research cycles, it has to be stated that if the intention is to concentrate on teachers’ professional development, not catching up on urgent issues, the goal setting activity should take place at the beginning of the studies, that way maximizing the time to be spent on important and not urgent goals, as in these goals the students would concentrate more on developing some specific skills,



accumulating knowledge, raising awareness and forming attitude. The development would be initiated more by students themselves and they would feel more ownership of the process and follow through with it.

First of all, the student teachers should start by evaluating their present skills according to the five circles of development: teacher alone, teacher and students, teacher and colleagues, teacher and school, teacher and profession (Foord, 2009). Based on this evaluation they should rank their priorities, according to importance and urgency, then define their goals, using the following formula combined with SMART goals criteria:

**Table 1.** The guidelines for goal setting activity (based on Rochester City School District, 2011).

Smart goals criteria	Smart goals tool
State an Intention to Engage in Learning (Action Verb)	Specific (What do you want to achieve?)
Describe an Area of Focus (What?)	Measurable (How will you know the goal has been met?)
Include the Relevance (Why?)	Action (What action will you take? How will you accomplish the goal?)
Add the Activities (How?)	Relevant (Why is this important?)
Estimate a Completion Date	Time Frame (When do you hope to complete this?)
Describe Possible Evidence (How will you know if your goals have been reached or whether or not it has impacted your learning?)	

Afterwards the goals should be discussed with a critical friend, with a signed agreement later, and the goals should be revisited at least 3 times and reflected on.

Having goals is the fundamental key to success in any profession, career and in life in general. Setting goals helps anyone grow, expand, transform sometimes in unimaginable ways. Conclusions drawn from this action research reveal that goal setting in the teacher's profession is an important component of a teacher's development. By developing goal setting skills, teachers can master discrete skills to impact their overall performance, and in turn, student achievement. The feedback received on the applied strategy also suggests recommendations on the implementation process to assist teacher educators. Teacher goals should be complemented by continuous feedback, open and honest dialogue, and additional opportunities for teachers to learn and grow through large and small group professional development. All of these pieces work together in order to help teachers develop and grow. Goal setting is an important method for

- Deciding what you want to achieve in your life.
- Separating what is important from what is irrelevant or a distraction.
- Motivating yourself.
- Building your self-confidence, based on a successful achievement of goals (MindTools.com 2018: <https://www.mindtools.com/page6.html>).

Besides, teacher development should also be the most important lever schools can invest in to improve student achievement.

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## System of Preparation and Integration of Individuals Leaving Children's Homes

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### Abstract

Placement in children's homes is ordained by a court decision in cases where family care has failed and no substitute family care is available. Specialized employees in children's homes work together with external specialists in a systematic and meaningful way to prepare these children for full integration in society. Using an individual plan of child personality development, they focus on adoption of social and life skills. The objective of the present research is to analyse the process of preparation of adolescent individuals and to specify their subsequent integration in society. The research is based on a qualitative approach and uses the methods of studying documents and conducting interviews. The target group comprises 15 respondents who left children's homes after they came of age. A total of 15 case studies were processed followed by a framework analysis according to predetermined categories.

**Keywords:** Adolescent individual, children's home, individual plan of child personality development, agreement, departure from institutional education, forms of integration, pitfalls

### Introduction

The functioning of children's homes as educational establishments providing institutional education of children and youth and ensuring substitute education of children aged 3 to 18 years, or dependent individuals who are systematically preparing for their future career is governed by Act No. 109/2002 Coll., On institutional or protective education in educational establishments and on preventive educational care in educational establishments. Detailed regulations concerning institutional and protective education are specified by Implementing Decree No. 438/2006 Coll., which stipulates the details of institutional and protective education in educational establishments.

Children's homes provide educational, material and social care of individuals who for various reasons cannot grow up in a family environment. These individuals are not diagnosed with severe behavioural disorders, are involved in the system of institutional education, and go to usual schools that are not part of children's homes. Leaving children's homes represents a relatively significant and emotionally demanding step associated with concerns about the future and responsibility for further steps in life, which is affected by a number of factors such as finding a job, housing, stable background, etc. Although in recent years educational establishments have tried to be as close to a natural family environment as possible and prepare individuals for independent life, their activities are still bound by the institutional nature defined by the law. The activities on the part of children's homes to some extent reflect the decisions made by the individuals who are about to start an independent life. These activities include communication about the plan of child personality development focusing on the adoption of social and life skills, self-sufficiency and successful integration in the area of independent satisfaction of life requirements and management of everyday situations, development of communication skills for the purposes of negotiating with authorities, searching for a job, provision of housing, financial management, etc. The right to be respected is stipulated primarily in Article 12 of the Convention on the Rights of the Child, which provides for children's right to express their views freely in all matters affecting them, the views of the child being given due weight in accordance with the age and maturity of the child. A similar provision is stipulated in Section 8, Sub-section 2 of Act No. 359/1999 Coll., On social and legal protection of children, which states that children who are capable of



formulating their own opinions, have for the purposes of social and legal protection the right to free expression in all matters affecting them.

The issue of young individuals leaving children's homes and their preparation lacks a systematic approach in the Czech Republic; the amount of support of a young individual depends on the possibilities of specific establishments and staff, which often results in the fact that an individual has insufficient information required for resolving various life situations (Běhounková, 2012, p. 154).

High-risk areas that individuals encounter after they start independent life include unpreparedness and a lack of independence in dealing with life situations, and economic unpreparedness. Some financial contribution is stipulated in Section 33 of Act No. 109/2002 Coll. On institutional or protective education in educational establishments and on preventive educational care, according to which a child leaving the establishment by legal reasons and in compliance with internal regulations, shall be entitled to a single financial contribution. Detailed regulations concerning the discharge from children's home are specified by Implementing Decree No. 438/2006 Coll., which stipulates the details of institutional and protective education in educational establishments. Specifically, this is stipulated in the provisions of Section 2, Sub-section 6, according to which preparation of children for their future independent life may be supported by establishing one or more separate apartment units for one to a maximum of three children to prepare for leaving their children's home. These apartments may be used by individuals older than 16 years, or according to the conditions defined by the internal regulations of the children's home in question.

According to the provision of Section 5 of Act No. 561/2004 Coll., On pre-school, elementary, secondary, higher vocational and other education, children's home as educational establishments shall issue a school educational programme aimed at children's all-round development. In compliance with these objectives, children's homes produce individual plans aimed at personality development, individual decision making, increasing social competences, preparation for the labour market, and the development of work habits.

Section 33 of Act No. 109/2002 Coll. also obliges children's homes to provide consultancy services in the provision of housing, searching for a job, and coping with onerous life situations. According to the provisions of Section 24, Sub-section 1, Clause j and k, the children's home director shall be obliged to inform the respective municipality with extended competence about any planned discharge of an individual from the establishment due to coming of age at least 6 months prior to the discharge in order to ensure follow-up care and to provide space for negotiations with a social custodian.

The providers of social services and professional social counselling rendered to individuals leaving children's homes shall be coordinated by municipalities with extended competence. The services of follow-up support and care rendered to individuals leaving children's homes are defined by Act No. 108/2006 Coll., On social services.

Specifically, this includes the following services:

- Asylum houses for youth up to 26 years of age – service rendered for a transitional period of time to persons in an adverse social situation involving loss of housing,
- Halfway houses – service rendered to young people up to 26 years of age, who leave educational establishment providing institutional or protective care after coming of age,
- Accommodation in social support centres, intervention centres, or reception centres.

In compliance with Act No. 111/2006 Coll., On assistance in material need, individuals leaving children's homes due to coming of age are in case of unsatisfactory social situation and insufficient financial resources entitled to a financial contribution in material need.



## Method

Previous research studies by Hanáková, Kormaňák, 2015, Matoušek, Pazlarová, Baldová, 2008 or Gjuričová, 2007 in this area emphasise a problem of insufficient readiness of individuals leaving children's homes associated with consequent risks of life failure in the form of criminal activity, consumption of habit-forming substances, prostitution, etc. The central problem that individuals encounter after leaving residential establishments is insufficient experience with life outside the children's home, which results in unreal ideas about their independent life, a low level of education, and minimal social competences (Matoušek, Pazlarová, Baldová, 2008).

In this context, the objective of the present paper is to analyse the process of adult individuals leaving children's homes and the process of their transition to independent life in society through a qualitative approach using the methods of document study and interview. The study used a qualitative research design (Hendl, 2005). This is a process of searching for understanding, which is based on various methodological traditions concerning the research problem. The researcher works in the field and acquires a detailed description of the individual, relevant events, effect of the environment on the individual, the individual's reactions to local situations and conditions, searching for contexts, etc. The present research is based on the case study approach (Miovský, 2006), which assumes that a thorough examination of a single case will help understand similar cases, and a structured interview (Hendl, 2005), the purpose of which is to ensure that the data will not differ. Gavora (2000) states that the respondents selected for a research need to have certain knowledge and experience concerning the issue in question.

The qualitative research was based on 15 case studies involving 15 individuals who left their children's homes and remained in contact for a period of two years. The inclusion criteria were the use of starting apartments, halfway houses, and other forms of housing. The respondents were selected from children's homes across the whole Czech Republic. Anonymity of the respondents was ensured in accordance with the provisions of Act No. 101/2000 Coll., On personal data protection. The research also included 15 interviews with social workers from the children's homes, which was a source additional information concerning the area '*Process of integration*'. The research was divided into two parts; the first part dealt with 'The system of preparation for leaving children's homes', where the following five categories were defined:

1. Education,
2. Length of preparation,
3. Services,
4. Finance,
5. Work experience.

The second area focused on '*The process of integration of individuals in society*', which included the following four categories:

6. Age and contribution,
7. Housing,
8. Employment,
9. Counselling

The research was carried out by means of a framework analysis using data interpretation based on case studies in the nine categories. Regarding the number of respondents, for the purposes of data processing they were divided into three tables, five respondents each. The processing of the case studies was then consulted with selected professionals from the 15 children's homes where the research was conducted from August 2017 to May 2018.





## Findings

In the framework analysis and subsequent data interpretation concerning the system of preparation of individuals for leaving children's homes and the process of their integration in society, the following was observed:

**Table 1.** Respondents (own research)

CATEGORIES	HANA	ALENA	DITA	TOMÁŠ	KAMILA
<b>In children's home from</b>	6 years	8 years	15 years	4 years	9 years
<b>Interests</b>	Dancing, PC, skiing	Music, playing the guitar, PC	PC, music, reading, animals	Sport - football, PC	Cycling, dancing
<b>Education</b>	Vocational school – shop assistant	Grammar school, higher vocational school – social field of study	Agricultural vocational school – farmer	Vocational school – painter	Secondary educational school
<b>AREA 1</b>					
<b>SYSTEM OF PREPARATION FOR LEAVING CHILDREN'S HOMES</b>					
<b>LENGTH OF PREPARATION</b>	6 months in a training apartment	Training apartment from 17 years of age	6 months in a training apartment	6 months in a training apartment	Training apartment from 15 years of age
<b>SERVICES</b>	Yes	Yes	Yes	Yes (ironing with difficulty)	Yes (ironing with difficulty)
<b>FINANCE</b>	YES – pocket money and finance from temporary jobs – reserve	Yes – pocket money and finance from temporary jobs	YES – pocket money and finance from temporary jobs – reserve	Pocket money – does not get along (spends on cigarettes)	Yes – pocket money and finance from temporary jobs
<b>WORK EXPERIENCE</b>	2 y of temporary jobs	2.9 y of temporary jobs	2.7 y of temporary jobs	No temporary jobs, refuses	2.1 y of temporary jobs
<b>AREA 2</b>					
<b>INTEGRATION OF INDIVIDUALS IN SOCIETY – 2 YEARS</b>					
<b>AGE, CONTRIBUTION</b>	20 years, CZK 12,000 package	22 years, CZK 10,000 package	19 years, CZK 12,000 package	18 years, CZK 10,000 package	20 years, CZK 12,000 package
<b>HOUSING</b>	Halfway house	Starting apartment	Halfway house	Relatives' place	Rented place with boyfriend
<b>EMPLOYMENT</b>	Shop assistant in Penny Market	Social service worker in retirement house	Agricultural cooperative 1 year, 1 year registered with the Labour Office	Worked for 3 months, then registered with the Labour Office	Kindergarten teacher
<b>COUNSELLING</b>	Children's home – aunt and social worker	Did not use children's home	Children's home – social worker, Labour Office – retraining	Children's home – social worker	Children's home – aunt and social worker



**Table 2.** Respondents (own research)

CATEGORIES	JANA	VERONIKA	NINA	DANA	TADEÁŠ
<b>In children's home from</b>	5 years	13 years	10 years	16 years	12 years
<b>Interests</b>	Music, painting	PC, volleyball	Embroidery, PC, reading	Tennis, music, swimming	Football, PC
<b>Education</b>	Medical vocational school – health care assistant	Business college	Vocational school – dressmaker	Vocational school with school leaving qualification - hairdresser	Vocational school – carpenter
<b>AREA 1 SYSTEM OF PREPARATION FOR LEAVING CHILDREN'S HOMES</b>					
<b>LENGTH OF PREPARATION</b>	Training apartment from 15 years of age	6 months in a training apartment	3 weekends, training apartment for 6 months	Training apartment from 16 years of age	6 months in a training apartment
<b>SERVICES</b>	Yes (not baking)	Yes	Yes	Yes	Yes (not baking or ironing)
<b>FINANCE</b>	Yes – pocket money and finance from temporary jobs – reserve	Yes – pocket money and finance from temporary jobs	Yes – pocket money and finance from temporary jobs	Yes – pocket money and finance from temporary jobs	Pocket money and finance from temporary jobs – does not get along
<b>WORK EXPERIENCE</b>	2.2 years of temporary jobs	2.4 y of temporary jobs	1.8 y of temporary jobs	2.2 y of temporary jobs	1.1 y of temporary jobs
<b>AREA 2 PROCESS OF INTEGRATION OF INDIVIDUALS IN SOCIETY</b>					
<b>AGE, CONTRIBUTION</b>	20 years, CZK 12,000 package	19 years, CZK 11,000 package	18 years, CZK 12,000 package	19 years, CZK 11,000 package	19 years, CZK 10,000
<b>HOUSING</b>	Starting apartment	Halfway house	Rented place with a friend	Starting apartment	Parents' place
<b>EMPLOYMENT</b>	Health care assistant in urology ward	Office work in a private company	Dressmaker in a private company	Hairdresser with a self-employed person	1 year in the company, 1 year registered with the Labour Office
<b>COUNSELLING</b>	Children's home – aunts and social workers	Children's home – social worker	Children's home – aunt, friend's parents	Children's home – aunt	No institution used



**Table 3.** Respondents (own research)

CATEGORIES	ROBERT	PAVEL	HEDVIKA	ZUZANA	BOŽENA
<b>In children's home from</b>	8 years	8 years	10 years	12 years	14 years
<b>Interests</b>	PC, cars	Sport - tennis, PC	Ceramics, music	Painting, music, PC	PC, swimming
<b>Education</b>	Vocational school – mechanic-setter	Vocational school – toolmaker	Business college	Grammar school, faculty of education	Vocational school – baker
<b>AREA 1</b>					
<b>SYSTEM OF PREPARATION FOR LEAVING CHILDREN'S HOMES</b>					
<b>LENGTH OF PREPARATION</b>	3 weekends, 6 months in a training apartment	Did not go to a training apartment	Training apartment from 17 years of age	3 weekends, from 17 years of age in a training apartment	3 weekends, 3 months in a training apartment
<b>SERVICES</b>	Yes (cleaning with difficulty)	Yes (not cooking or baking)	Yes	Yes	Yes (cleaning with difficulty)
<b>FINANCE</b>	Yes – pocket money and finance from temporary jobs – reserve	Yes – pocket money and finance from temporary jobs	Yes – pocket money and finance from temporary jobs	Yes – pocket money and finance from temporary jobs – reserve	Yes – pocket money and finance from temporary jobs – reserve
<b>WORK EXPERIENCE</b>	1 y of temporary jobs	2.4 y of temporary jobs	2.6 y of temporary jobs	3.3 y of temporary jobs	1.1 y of temporary jobs
<b>AREA 2</b>					
<b>PROCESS OF INTEGRATION OF INDIVIDUALS IN SOCIETY</b>					
<b>AGE, CONTRIBUTION</b>	19 years, CZK 11.000 package	18 years, CZK 12,000 package	20 years, CZK 9,000 package	22 years, CZK 10,000 package	18 years, CZK 11,000 package
<b>HOUSING</b>	Halfway house	Parents' place	Starting apartment	Starting apartment	Halfway house
<b>EMPLOYMENT</b>	8 months with a company, then registered with the Labour Office	With a self-employed person in the field	Office work in a private company	Educator in an after-school care centre	Shop assistant 9 months, then registered with the Labour Office
<b>COUNSELLING</b>	Children's home – aunt	Children's home – social worker	Children's home – aunt and social worker	Children's home – aunt	Children's home – aunt

## 1. System of preparation for leaving children's homes

### Category: Education

8 respondents successfully completed vocational schools in the following specializations: Mechanic - setter, toolmaker, dressmaker, carpenter, shop assistant, farmer, painter, baker. One respondent completed vocational school with school leaving qualification specialized in hairdressing, three respondents completed secondary vocational school, two graduated from grammar schools and continued in their study, one respondents completed higher vocational school specialized in social work and one respondent graduated from the faculty of education, field of study education.



### **Category: Length of preparation**

Of the 15 respondents, two stayed in the training apartment from 15 years of age, one from 16 years of age and three from 17 years of age. Seven respondents completed their stay 6 months before leaving children's home, one respondent 3 months before, and one was not included due to full capacity. Four respondents participated in three-module series of weekend courses under the following project: *'Social integration of young people from children's homes – supporting disadvantaged children in the labour market and in maintaining employment'* which was carried out in the Central Bohemian Region and funded by the ESF. The weekend courses focused on practising a job interview, writing a CV and a motivation letter, improving communication (adoption of communication techniques, increased confidence in others – sharing, prevention of risk behaviour (drug addiction, gambling, etc.), improving economic skills such as producing a personal budget, setting of own objectives, including their subsequent achievement.

### **Category: Services (activities)**

14 respondents had an opportunity to try out life in training apartments located in the premises of children's homes. They adopted the following activities: cleaning the apartment, cooking and baking, doing the dishes, washing, ironing, shopping, cash management. Of the 15 respondents, a total of 8 successfully adopted all services of the required extent. 3 respondents (boys) managed ironing with difficulties, one of them also had difficulty ironing, 2 respondents (girl and boy) showed reserves in cleaning, 1 respondent was not interested in baking at all. It should be noted however that not even children growing with their biological parents are not proficient in all of these activities.

### **Category: Finance**

Children's homes provide children with various forms of temporary jobs for them to learn work habits and increase financial literacy. They receive various amounts of pocket money and the possibility to earn some extra money should motivate them to develop financial reserves. Of the 15 respondents only 1 refused any offered temporary jobs during his stay in children's home and had difficulty getting along with his pocket money and had to borrow. The remaining 14 respondents took active part in various temporary jobs, which primarily included manual work such as adding goods, distribution of leaflets, preparation in food processing plants, minor sale. Seven respondents got along with their pocket money and extra earned money to cover their expenses, 6 respondents developed a reserve, and 1 respondent did not get along with his pocket money and extra finance earned, which might be related to the length of his temporary job 1 year and 1 month.

### **Category: Work experience**

Work experience by means of temporary jobs was earned by 14 respondents during their stay in children's home, of whom six individuals were able to develop a financial reserve. Their work experience of average length of 2.1 years significantly increased their ability to succeed on the labour market.

## **1. Integration of individuals in society**

### **Category: Age and contribution**

The respondents left their children's home at the following **age**: four at the age of 18, five at the age of 19, four at the age of 20. Two respondents left children's home at the age of 22 years because of their follow-up study. All respondents received a financial contribution ranging from CZK 9,000 to CZK 12,000 and 14 respondents also received a *start package*, which contained the basic equipment required to start an independent life outside children's home (bed linen and bed sheets, towels, dish towels, set of cooking pots, set of plates, set of cutlery, set of knives, set of glasses and cups, iron, ironing board, vacuum cleaner, electric kettle, basic household products). The start packages were funded by selected projects of by sponsors of the children's homes. The average value of the start package was CZK 21,000.



### **Category: Housing**

The starting apartments were used by 5 respondents, one is owned by the children's home, three by the municipality and one by the regional authority. During the first year the respondents were charged a reduced rent of CZK 2,500 to 3,000. Five respondents used halfway houses, 2 of them were close to the children's home and place of employment and 2 in the place of the respondents' residence. Two respondents moved to their parent's place and one to the relatives' place. One respondent rented an apartment with her boyfriend and one rented a place with a friend. According to the results, the possibility of independent living was used by 12 respondents out of 15, which equals 80%. In resolving the housing issue the respondents were helped by their children's homes; all 15 social workers suggested that one year prior to the respondents' discharge, they had started discussing various forms of housing. 8 individuals were accompanied by social workers and assisted in concluding contracts.

### **Category: Employment**

All respondents succeeded on the labour market and found a job that matched their field of study. Longer employment was found by 11 respondents of the total number of 15, which confirms their successful integration. The remaining four respondents were eventually (after having worked for 3 months, 8 months, 9 months, and 1 year) registered with the Labour Office. Two of these respondents took part in three-module weekend courses. In relation to their registration with the Labour Office, three respondents turned to the social workers in their children's homes and asked for advice. In cooperation with the social worker in one of the children's homes, one respondent underwent retraining organized by the Labour Office.

### **Category: Counselling**

According to the interviews with the 15 social workers in the children's homes, the adults leaving the children's homes were informed about social services, counselling and other types of assistance. They received contacts of custodians for adults. After leaving their children's homes, 14 respondents asked social workers or aunts in the children's homes for advice. Their questions related to housing, partnerships, communication in the workplace, financial literacy, or debts.

### **Results, Conclusions and Recommendations**

In the first area of the research entitled '*System of preparation for leaving children's homes*' involving 15 respondents it was observed that the system was effective because the individuals were prepared in the required areas such as education, financial literacy, adoption of work skills and habits, temporary jobs, and staying in training apartments. Only one respondent was not placed in a training apartment prior to his discharge due to capacity reasons. The weekend courses, which were attended by four respondents, were very helpful. The question that remains is financial literacy. The present research confirmed that adequate motivation leads to active involvement in temporary jobs. A total of 14 respondents earned extra finance, which were in 6 cases used to develop a financial reserve. *Successful integration* of all 15 respondents confirmed a direct association between completion of education and success on the labour market; in the case of 11 respondents throughout the 2 years of monitoring. In the area of housing, a great benefit was living in starting apartments by 5 respondents, another 5 respondents found accommodation in halfway houses. The question that remains is how many children's homes have starting apartments outside their premises that are owned by municipalities, regional authorities or non-governmental non-profit organizations. All 15 respondents were greatly helped by the financial contribution and start package.

Counselling was provided to all 15 respondents by professional staff of the children's homes. According to the social workers, greater cooperation with custodians for adults would be desirable, especially in the area of housing and employment. The results of the research suggest that after their discharge, the professional staff in the children's homes helped 14 respondents build their personal life and develop their social skills.



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## Entrepreneurial Trends of the Faculty of Education Students

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### Abstract

The aim of this research is to determine the entrepreneurial tendencies of the education faculty students. In the direction of the problem of the research, the following sub-problems were searched: 1. What is the entrepreneurial tendency level of the education faculty students? 2. Are the entrepreneurship tendencies of the students significantly different according to the variables of gender, age, foreign language level, their parents' educational status, branch, family income, whether mother or father owns his/her job, whether mother or father is public servant, whether mother or father is retired, previous education about entrepreneurship, whether they have a business idea of their own, which they do not share with anyone, general moods and the type of settlement where most of the life is spent? 3. Is there a meaningful relationship between the subscales of the students' entrepreneurial tendency scale? 264 of the collected data were evaluated. The entrepreneurship tendencies of the education faculty senior students were found to be "high" in the entrepreneurship, control orientation and innovation and creativity sub-dimensions, while the risk taking tendencies were found to be "moderate".

**Keywords:** Entrepreneurial leadership, entrepreneurship tendency, education faculty students

### Introduction

Entrepreneurship is the skills necessary to build a new system which aims to produce or market a product or service that may be able to display or demand appropriate and effective behavior in social relationships, in business, in school, at home, in society, in various arts, in official institutions and in virtual environments in an appropriate and timely manner. Entrepreneurship includes sub-skills such as empathy, showing harmonious behavior in human relationships, planning, implementing, taking risks, and sensing the necessity of a product that may need any field, planning the product, producing, market researching and marketing. Entrepreneurship is seen as the economic assets of man's mental effort and is included in the factors of manufacturing.

The definition of entrepreneurship was first made by the Irish economist Richard Cantillon in the early eighteenth century. In this definition, an entrepreneur is defined as a person who buys and produces manufacturing inputs and services. This definition draws attention to the feature of putting the entrepreneur into a danger and indicates this (Tosunoglu, 2003, pp. 4-5). De Bono (1989) described entrepreneurship as "desire to do a job". Entrepreneurship is essentially the ability to recognize, prefer, evaluate, and then innovate on a platform that is not evident. There are a few factors affecting ability (Ferrante, 2005). These are the focus of control, the tendency to throw in danger, the need to succeed, tolerance in an uncertain situation, innovation and self-assurance (Koh, 1996). Given the work done on entrepreneurs, it turns out that some of the entrepreneurs have similar qualities. The most important of these qualities are a visionary vision, innovation and creativity, control orientation, high self-esteem and risk-taking tendency (Cansız, 2007, pp. 36-43). Top (2008) states that entrepreneurship is not a result of creation, it is a phenomenon starting from early ages and shaped during life. For this reason, there are some factors that cause entrepreneurship attitude. Some of these factors are family life, personal qualifications, financial status of the family, perspectives of religion and life, living space for children, educational and occupational status and training of parents (Girginer and Uçkun, 2004, p.783). Entrepreneurs with a high level of success may have similar qualities such as being able to take risks, acquire a dynamic personality, take responsibility, develop, innovate, be open to change, want to be ambitious and strong, and finally achieve success. It is not possible for the people who cannot show such qualities to be entrepreneurs and to be successful in this way (Oktay, 1996). Individuals are increasing



their ability to become successful entrepreneurs by supporting their existing qualifications with educational institutions of different levels, educational programs of institutions, and information received from universities. The training on entrepreneurship increase the knowledge of the trainees, ensure their trust and improve entrepreneurial tendencies by raising their self-respect (Souitaris et al 2007, p.570). Individuals with strong entrepreneurial tendencies are more productive in their lives (Top, 2008, p.15). The career prospects and attitudes of the individuals begin to shape during the university education. (Wilson et al., 2007, p. Entrepreneurship training was initiated by Shigeru Fijii in 1938 at Kobe University in Japan. Small business management courses in the world began to emerge in the 1940s (Sexton and Bowman, 1984). In 1947, Myles Mace introduced the first entrepreneurship course at Harvard Business School in the USA. Over the past 20 years, the number of small business management and entrepreneurship courses in different educational institutions has grown considerably (Alberti et al., 2004). In the United States, teaching in the field of entrepreneurship has been widespread in the 1970s. In the 2000s, entrepreneurship classes were taught in nearly 2000 universities in many countries of the world, and this field publishes scientific magazines (Finkle et al., 2006; Cetinkaya Bozkurt, 2011).

The education given in the university and this education process are considered important for the good development of young people. In this process, young people recognize their personality traits, try to integrate these traits with character and try to convey these traits to life. In the perception of the young, the time spent in the university seems to be important in correctly perceiving and assessing the events, and in investing in the profession that will be achieved and carried out in the future (Artan 2005, p.18). It is of great importance for university students to grow up as entrepreneurship-minded people who do not suppress their creativity but are equipped with the knowledge and skills they will be able to perceive the various potentials of the environment they live in as an opportunity (Titiz, 1999, p. 218). According to research, one of the main differences between the non-entrepreneur and the entrepreneur turns out to be education. The school has an important feature in the discovery and development of the skills and abilities inherent in the birth of the individual (Lee et al., 2006).

Entrepreneurship is a vital proposition because it is a dynamic force for the development of the economy. It is not easy to establish a business and maintain it. For entrepreneurs, courage, talent and creativity have to coexist. This is only possible through entrepreneurs who have these factors in place. There are many factors that have a decisive influence on entrepreneurship tendency or entrepreneurial intent. These include financial resources, education, role models, work experience, belief, family, culture and personality traits (Bozkurt and Erdurur, p. 59). In this research, students' entrepreneurial tendencies will be examined in the sub-dimensions of audit focus, innovation and creativity, entrepreneurship and risk-taking tendencies.

**Audit Locus:** The audit locus is a variant that reflects how the individual perceives the link between his or her actions and the consequences of those actions (Zhao and Chen, 2008). Rotter (1966, 1975) observed that individuals differed in their ability to control their own lives. Some people believe that they can control their own lives, see the power they need for the behavior they want to do, or vice versa, some people they depend on external factors (Cüceloğlu, 2010, Bozkurt and Erdurur, p. 60).

**Innovation:** Innovation is an influential factor in new business activities. According to Schumpeter (1934), innovation is the focal point of entrepreneurship. It is to increase the resources available in the enterprises or to provide new employment opportunities by adding new things to them (Rahman and Lian, 2011, Bozkurt and Erdurur, p.60).

**Risk taking:** Risk refers to the likelihood of an undesired event or effect occurring (Fisher, 2009). Risk-taking involves making decisions in an unknown region or unknown conditions without knowing what the consequences will be (Wakkee et al 2010, Bozkurt and Erdurur, p.60).



**Entrepreneurship:** Entrepreneurship represents a universal phenomenon as a process (Morris et al., 2006, p. 431). Gedeon (2010) explains entrepreneurial in his study that analyzes the different theoretical roots of the concept of entrepreneurship, as being dynamic, changing opportunities, being innovative, facing risk and uncertainty, superior in decision making, benefiting from price arbitrage.

The purpose of this research is to examine the entrepreneurial tendencies of the education faculty students. For this purpose, it was tried to determine the level of entrepreneurship tendency in audit focus, innovation and creativity, general entrepreneurship and risk-taking sub-dimensions. For this purpose, the following sub-objectives were tried to be answered:

1. What is the level of entrepreneurial tendency of the students?

2. Are the entrepreneurship tendencies of the students significantly different according to the variables of gender, age, foreign language level, their parents' educational status, branch, family income, whether mother or father owns his/her job, whether mother or father is public servant, whether mother or father is retired, previous education about entrepreneurship, whether they have a business idea of their own, which they do not share with anyone, general moods and the type of settlement where most of the life is spent?

3. Is there a meaningful relationship between the subscales of the students' entrepreneurial tendency scale?

The scanning model was used in this study. Scanning models are intended to describe the past or present as it exists. It is tried to be defined as an event, an individual or an object, as it is in its own conditions and as it is (Karasar, 2009: 77).

### **Universe and sample**

The study's universe constitutes a total of 382 fourth grade students studying in the seven departments of the Faculty of Education at Fırat University in the academic year of 2017-2018. It was not necessary to take a sample because it was targeted to reach all the students. 264 questionnaires were evaluated for reasons such as absenteeism in the application phase of the research, reluctance to fill in the questionnaires, and loss of data. The data collection tool consists of two parts. In the first part, there are factual questions, in the second part there are the items about entrepreneurial leadership tendencies of the students. The scale used by Krejcie and Morgan (1970) was used to determine the size of the sample. The sample size required for the 95% confidence level at the stage where 400 people have charts is specified as 196 persons (Krejcie and Morgan, 1970: 607).

When the personal characteristics of the students participating in the study were examined, 191 (72.3%) of the students were female and 73 (27.7%) were male. 154 (58.3%) of the students are aged 20-22 and 110 (41.7%) are over 23 years old. When the foreign language level of the students was examined, it was found that 107 (40.5%) were low, 104 (39.4%) were middle, 36 (13.6%) were high and 17 (6.4%) were inadequate. 79 of the fathers (29.9%) graduated from primary schools, 56 (21.2%) graduated from secondary schools, 75 (28.4%) graduated from high schools and 54 (20.5%) are undergraduates. 125 (47.3%) of the mothers graduated from primary schools, 48 (18.2%) graduated from secondary schools, 34 (12.9%) graduated from high schools and 13 (4.9%) are illiterate. 30% of the students (11.4%) were in mathematics department, 33 (12.5%) were science students, 35 (13.3%) were social studies students and 43 (16.3%) in Computer and Instructional Technology Education, 30 (11.4%) in classroom education, 49 (18.6%) are in Turkish and 44 (16.7%) are in the field of preschool education. When the average incomes of the families are examined, it is seen that 20 (7.6%) have less than 1000 TRY, 90 (34.1%) have between 1001-2000 TRY, 84 (31.8%) have between 2001-3000 TRY and 70 (26.5%) have more than 3001 TRY. 95 students (36.0%), the mother or father has his or her own job, while 169 (64.0%) do not own it. In the question whether your mother or father was a public servant, 80 (30.3%) of the students answered yes, and 184 (69.7%) answered no. When asked whether your parents were retired, 106 (40.2%) answered yes, and 158



(59.8%) answered no. For the question “Do you have any previous training on entrepreneurship” 39 (14.8%) of the students answered yes and 225 (85.2%) answered no. In the question of whether you have a business idea that you cannot share with anyone, 120 (45.5%) of the students answered yes, and 144 (54.5%) answered no. When asked “How is your general mood” question, 95% (36,0%) of the students were tense, 33 (12,5%) were peaceful, 29 (11,0%) were greedy, 60 (22,7%) were happy, 15 (5.7%) were fatalistic and 32 (12.1%) were dreaming. For the type of settlement you spend most of your life, 35% (13,3%) of the students answered as village, 56 (21,2%) town / district, 119 (45,1%) city and 54 (20% , 5) metropolitan.

### **Data collection tool**

The data of the study were collected by the Entrepreneurship Trends Scale developed by Girginer and Uçkun (2004: 795). The Cronbach Alpha scale was calculated by the researchers to be over 0.70. In this research, reliability analysis has been done again. Internal consistency coefficient of the scale was calculated as 0,784. In the first part of the scale used in this study, there are factual questions to describe the demographic characteristics of teachers and in the second part, there are 34 items related to entrepreneurship tendencies of the students. The data collection tool is rated "Always (5)," often (4), "sometimes (3)," rarely (4), "never (1). The range of the data collection tool is 4/5 = .80. Explanatory factor analysis was performed to ensure the validity of the data collection tool. Factor analysis is a statistical technique that aims to explain the measurement by collecting variables that are the same or that measure the quality with few factors (Büyüköztürk, 2009: 123). The suitability of the data for factor analysis was tested by Kaiser-Meyer-Olkin (KMO) and Bartlett test. The Bartlett Test = 4839,401 and the validity coefficient KMO = .822,  $p = .000$ . Cronbach's alpha value of the scale is .853. The first factor of the scale consists of thirteen items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13) and the Cronbach Alpha reliability value of this dimension is .60. The load values of the substances in this factor range from 0.534 to 0.719. The second factor consists of nine items (14, 15, 16, 17, 18, 19, 20, 21, 22) and the Cronbach Alpha reliability value of this dimension is .68. The load values of the substances in this factor range from 0.518 to 0.699. The third factor consists of six substances (23, 24, 25, 26, 27, 28). The Cronbach Alpha reliability of this dimension is .69. The load values of the items in this factor range from 0.454 to 0.652. The fourth factor consists of six items (29, 30, 31, 32, 32, 33, 34). The Cronbach Alpha reliability value for this dimension is .63. The load values of the items in this factor range from 0.607 to 0.690. In the origin of the scale, the first factor is entrepreneurship, the second factor is controllability, the third factor is innovation and creativity, and the fourth factor is risk-taking.

### **Analysis of data**

The data were analyzed using the SPSS for Windows 21 program. In order to determine students' demographics (gender, whether their mothers or fathers have their own job, whether their mothers and/or fathers are public servants, whether their mother and/or father is retired, whether or not they previously had training on entrepreneurship), frequency and percentage values are used. Independent groups were t-Tested to determine whether there was a significant difference between opinions on these variables. Arithmetic mean and standard deviation techniques were used to determine the levels of students' emotions. One-way ANOVA was used to determine whether there was a difference between the groups' mean scores to determine whether there was a significant difference between their views on age, foreign language level, education level of father and mother, family income, general moods variables. The significance level of the applied tests was taken as .05.

### **Findings**

This section includes findings and interpretations of sub-dimensions according to the views of the students.

What is the level of the entrepreneurial tendency of senior students in the Faculty of Education? The results of the analysis for the sub-purpose are given in Table 1.

**Table 1.** The results related to the students' entrepreneurial orientation



Sub-dimensions	$\bar{X}$	SD
Entrepreneurship	3,64	,47
Control focus	3,78	,58
Innovation and Creativity	3,78	,68
Risk Taking Tendency	3,42	,87

As can be seen in Table 1, the tendencies of entrepreneurship of senior students in the education faculty, in the sub-dimension of risk-taking tendencies ( $\bar{X}=3,42$ ) are "moderate" while in the sub-dimension of entrepreneurship ( $\bar{X}=3,64$ ), audit focus ( $\bar{X}=3,78$ ) and innovation and creativity ( $\bar{X}=3,78$ ) are "high". As a result of descriptive statistical analysis, it was found that from the expressions in the sub-dimension of "entrepreneurship characteristics", entrepreneurship education should be given at universities ( $\bar{X}=4,34$ ), and man can overcome every disability with courage and faith ( $\bar{X}=4,26$ ); from the expressions in the sub-dimension of "control-oriented"; you need to do the right job at the right time for success ( $\bar{X}=4,26$ ) and I control my own movements myself ( $\bar{X}=4,22$ ); from the expressions in the sub-dimension of "Innovativeness and creativity" different ideas constitute constructive effects for new entities ( $\bar{X}=3,98$ ) and experience in entrepreneurship is essential ( $\bar{X}=3,93$  from the expressions in the sub-dimension of "risk taking"; I run after new meals, new places and new experiences ( $\bar{X}=3,94$ ), and when I'm afraid I go on the fear ( $\bar{X}=3,75$ ) have the highest average.

The analytical results for the sub-purpose of whether the entrepreneurship tendencies of the Faculty of Education upper-class students had previously had an entrepreneurship-related training or not, or whether they had a business idea of their own were given in Table 2.

**Table 2.** Independent sample t-test results

Sub-dimensions		N	$\bar{X}$	SD	Levene F	p	t	p
Have you already taken entrepreneurship training/courses?								
1. Entrepreneurship	Yes	39	3,80	,52	,893	,346	2,284	,023*
	No	225	3,61	,46				
2. Innovation and creativity	Yes	39	4,01	,64	,830	,363	2,290	,023*
	No	225	3,74	,68				
Do you have a job idea that you can not share with anyone?								
1. Innovation and creativity	Yes	120	3,90	,67	,171	,679	2,727	,007*
	No	144	3,67	,68				

As seen in Table 2, as a result of the t-test, in the sub-dimensions of "entrepreneurship" and "innovativeness and creativity", it is seen that those students who had taken entrepreneurship lessons ( $\bar{X}=3,80$  - ( $\bar{X}=3,61$ ), than the students who hadn't ( $\bar{X}=4,01$  - ( $\bar{X}=3,74$ ); in the sub-dimension of "innovation and creativity" it is seen that the entrepreneurship characteristics of the students who had a business idea and hadn't share with anyone ( $\bar{X}=3,90$ ) are higher than the others ( $\bar{X}=3,67$ ). Regarding the entrepreneurial tendencies of the education faculty of the senior students, there were no significant differences according to gender, whether it is mother or father's own job, whether mother or father is a public servant, whether mother or father is retired.



Does the lifelong learning trends of the education faculty differ significantly according to the variables of average income, general moods, and residential area in which they lived in the majority of their lives? The findings of the ANOVA analysis for the sub-objectives are given in Table 3.

**Table 3.** ANOVA analysis results

Sub-dimensions	Average Income	N	$\bar{X}$	Source of variance	Sum of squares	sd	Average of the Squares	F	P	Difference
1. Control orientation	1.lower than 1000 TRY	20	3,48	Between groups	3,192	3	1,064	3,195	,024	1-3,4
	3.2001-3000 TRY	84	3,87	In-group	86,601	260	,333			
	4.More than 3001 TRY	70	3,84	Total	89,793	263				
2. Risk-taking	2. Between 1001-2000 TRY	90	3,20	Between groups	10,092	3	3,364	4,580	,004	2-3
	3.2001-3000 TRY	84	3,67	In-group	190,989	260	,735			
				Total	201,081	263				

As shown in Table 3, ANOVA analysis was conducted to determine whether the entrepreneurship trends of students were significantly different according to the level of foreign language proficiency, mother and father's educational status, branch, family income, residential type, and general mood. As a result of the analysis, it was found that in the control-orientation sub-dimension, the level of the control-oriented level of the students whose income level was less than 1000 TL ( $p < 0,05$  level of significance) was lower than the ones whose income was between 2001-3000 TL and more than 3001 TL. In the risk-taking sub-dimension, it is seen that the risk-taking levels of the family whose income level is between TL 1001-2000 are lower than the income level of the family between 2001-3000 TL. There was no significant difference in the level of foreign language, parents' educational status, branch, type of settlement and general mood.

The results of the analysis of entrepreneurship scores according to the departments where senior students of education faculty have studied are presented in Table 4.

**Table 4.** Entrepreneurship scores according to the departments where students study

Department	n	$\bar{X}$	SD
1. Mathematics Teaching	30	3,57	,43
2. Science Teaching	33	3,68	,53
3. Social Studies Teacher	35	3,69	,56
4. Computer and Instructional Technology Education	43	3,62	,49
5. Classroom Teaching	30	3,68	,47
6. Turkish Language Teaching	49	3,64	,50
7. Preschool Teacher Education	44	3,58	,35
Total	264	3,64	,47

When Table 4 is examined, it is seen that the highest average of the students' scores on entrepreneurship tendency scores belong to students in social studies teaching department ( $\bar{X} = 3.69$ ) and the lowest in entrepreneurship tendency scores belong to students in mathematics department ( $\bar{X} = 3,57$ ).

What is the correlation between subscales of entrepreneurship tendency scale of senior students of education faculty? The findings of the analysis for the sub-purpose are given in Table 5.





**Table 5.** The Relationship between Entrepreneurship Tendencies of Students According to Sub-Dimensions

		1.	2.	3.	4
Entrepreneurship	Pearson Correlation	1	,540**	,568**	,445**
	Sig. (2-tailed)		,000	,000	,000
	N	264	264	264	264
Control focus	Pearson Correlation		1	,693**	,464**
	Sig. (2-tailed)			,000	,000
	N		264	264	264
Innovation and creativity	Pearson Correlation			1	,477**
	Sig. (2-tailed)				,000
	N			264	264
Risk-taking	Pearson Correlation				1
	Sig. (2-tailed)				
	N				264

\*\*Correlation is significant at the 0.01 level (2-tailed).

According to Table 5, there is a moderate, positive and significant relationship between entrepreneurship, control orientation, innovation and creativity and risk-taking tendencies ( $r = 0.54$ ;  $r = 0.57$ ;  $r = 0.45$ ,  $p < .01$ ). Taking into account the correlation coefficients ( $r^2 = 0.30$ ,  $r^2 = 0.33$ ,  $r^2 = 0.20$ ), it can be said that 30% of the total variance of the entrepreneurship tendency of the students is from control orientation, 33% from innovation and creativity and 20% from risk-taking tendencies. There is a moderate, positive, and meaningful relationship between students' focus of audit tendencies and innovation and creativity and risk-taking tendencies ( $r = 0.69$ ,  $r = 0.46$ ,  $p < .01$ ). When the correlation coefficients ( $r^2 = 0.48$ ,  $r^2 = 0.20$ ) are taken into consideration, from the total variance of the students' focus of audit tendencies, 48% is innovation and creativity, 20% is due to risk-taking tendencies. There is a moderate, positive and significant relationship between students' innovation and creativity tendencies and risk-taking tendencies ( $r = 0.48$ ,  $p < .01$ ). Taking into account the correlation coefficients ( $r^2 = 0.23$ ), it can be said that 20% of the total variance of the students' innovation and creativity tendencies is due to their risk-taking tendencies.

### Results, Conclusions and Recommendations

This research was conducted to examine some demographic characteristics and entrepreneurial tendencies of education faculty students. As a result of the research, it was determined that other entrepreneurship features, excluding the risk taking characteristics of the students, are at a high level. The findings of the research done by Çelikoğlu (2015) are similar to these findings. In this study, it was found out that in sub-dimensions of entrepreneurship characteristics, innovativeness and creativity, students who had previously been taught entrepreneurship have higher entrepreneurship characteristics than the other students, in sub-dimension innovativeness and creativity; students who had an idea of business of their own and hadn't share with anybody have higher entrepreneurship characteristics than the other students. The findings of the research done by Çelikoğlu (2015) are similar to these findings. As a result of the research carried out by Uluyol (2013), it is found that students have a high level of entrepreneurial potential. However, it has been found out that the courses such as financial management and entrepreneurship that students have received do not have significant effects statistically on the entrepreneurship tendencies of the students. In this case, the prominence of entrepreneurship education emerges. According to the findings of the research conducted by İpçioğlu and Taşer (2009), it is revealed that the 4th-grade students who are about to complete the business education on risk-taking ability have more risk-taking abilities. This result shows that the education given in the business section has a positive effect on some entrepreneurial feelings of the students. According to the findings of the research conducted by Yüzük (2010), it is seen that there is a significant relationship between the individuals who had taken entrepreneurship lessons or training and their occupational ideals after finishing the school. An important part of the girls who want to do their own job after finishing the school had taken entrepreneurship lessons or training. According to the findings of the research



conducted by Çetinkaya Bozkurt (2011), 62% of the teaching staff agree with the idea of entrepreneurship lesson gives the students the ability to take responsibility. The percentage of undecided persons in this regard is 22%. Some traits specific to successful entrepreneurs, such as the determination to education, desire for success, focus on goals and opportunities, ability to take the first step and responsibility, internal control orientation, can be taught to individuals and especially entrepreneur candidates (Arıkan, 2002).

In this study, it was determined that students in the social studies teaching department had the highest average score of entrepreneurship tendency scores and mathematics department students had the lowest entrepreneurship tendency scores. There was no significant difference according to the department variable. There was no significant difference for gender variable. These findings and the findings of the research conducted by Pan and Akay (2015) are the same for both departments and gender variables. In the study conducted by Ercan and Sünbül (2009) there is no any significant difference between the entrepreneurship levels of the students according to gender variable. There were no significant differences according to gender in some of the researches about assertiveness and entrepreneurship which are personal characteristics (Aytar ve inçeoğlu, 1997). In the study conducted by Arı (1989), it was seen that men were more venturous and showed more entrepreneurial behaviours than girls. On the other hand, in the study conducted by Avşar (2007) at Çukurova University, it was seen that the entrepreneurship tendency of male students was found to be high in terms of characteristics attributed to entrepreneurship.

In this study, there was no significant difference according to the educational status of the father. According to the findings of the research conducted by Yüzükak (2010), there was no significant relationship between the level of education of the father and the professional ideal of the girl students. The findings are consistent. According to the findings of the research conducted by Çelikoğlu (2015), it has been determined that the risk-taking levels of entrepreneurship tendencies are significantly different according to father education level and those with father's having upper education and above education level, have a tendency to take more risks. Findings are not consistent.

In this study, it was seen that the level of the control-oriented level of the students whose income level is less than 1000 TRY is lower than the ones whose income is between 2001-3000 TRY and more than 3001 TRY. In the risk-taking sub-dimension, it is seen that the risk-taking levels of the students whose family income level is between 1001-2000 TRY are lower than the students whose family income level is between 2001-3000 TRY. According to the findings of the research conducted by Çelikoğlu (2015), it has been determined that entrepreneurship characteristics differ according to family income level and those with 2000 TRY or less have more entrepreneurial characteristics.

In this study, there was no significant difference in the variable of mood states of the students. According to the findings of the research conducted by Çelikoğlu (2015), it was seen that the innovation and creativity characteristics differ according to the general moods and the students who had ambitious and happy personality had more innovation and creativity abilities. According to the findings of the research conducted by Çelikoğlu (2015), there was no significant difference according to mother's education level and foreign language level. Also in this study, there was no significant difference in mother's educational level and foreign language level. The findings are similar. According to the research findings made by Yüzükak (2010), there is a significant relationship between the educational level of the mother and the occupation to be selected after finishing the school. In this sense, it was found that the level of education of the mother affects the profession choice of the girl students. In this study, there were no significant differences in the entrepreneurship tendencies of the education faculty students according to variables of whether mother or father has their own work, mother or father is a public servant, mother or father is retired, branch, residence type.

## **Recommendations**



The fact that university graduates have been trained in entrepreneurship is important for ensuring that the initiatives to be undertaken are more developed and sustainable. For this reason, entrepreneurship education should be given at universities.

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## Exploring Teachers' Attitude in the Context of Inclusive Education

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### Abstract

The attitude of teachers towards the inclusion of pupils with special needs is considered as an important resource for ensuring optimal learning interaction environment for each student. For the research study presented in this publication the instrument called Technical Manual for Attitudes towards Teaching All Students has been selected to observe three components of attitude – cognitive, affective, and behavioural (Gregory & Noto, 2012).

The results of the statistical research data analysis generally confirms the attitude of respondents that a student with mild to moderate disabilities can be more effectively educated and positively assessed in the regular classrooms if there is an opportunity to receive a mentor's support and if the teacher is able to create a welcoming classroom environment for learners with disabilities. In turn, the relevance of indicators from sphere of developing personal and professional relationships with regards to cultural environment of the Latvian educational system serves as the grounds for discussion.

**Keywords:** inclusive education, pupils with special needs, teacher's attitude.

### Introduction

The implementation of inclusive education at EU level is one of the EC priority activities. In this regard, it is planned to design and implement programmes to promote social innovation for the most vulnerable groups of people including people with special needs, and to provide innovative education, training and employment opportunities for deprived communities in order to fight discrimination and enable them to take the full advantage of their potential (Communication from the Commission Europe, 2010). With regards to the education system, inclusion has progressed from the ideas that school should be able to meet the needs of all children without identifying any of them as forming a separate category (Kullmann et al., 2015; Long, 2000). However, in the education system of mainstream schools this process still gets defined as educating students with or without SEN (Rafferty et al., 2001). The diversity of the contemporary social environment determines the differences in the adaptation and practical implementation of the inclusion idea on the level of national, regional and even particular educational institutions (Werning, 2014). Consequently, in the recent years the implementation of the inclusion process in its legal and communal sense must be regarded as an important paradigm shift both in international and national policies (Maykus et al., 2014). In this context an important field of research is the provision of resources for the implementation of inclusive education.

Respecting the fact that children have special needs when they have difficulties that prevent their learning progress, in providing inclusive education a targeted mobilization of resources is required. Particularly important are the teaching staff resources, which also include the professional competence of teachers who work in comprehensive schools in the inclusive educational environment.

Summarizing the research findings, it can be described as a set of skills obtained during the professional education process based on knowledge, experience, values and attitudes, which consists of several elements: (1) assessment of pupils' diversity – in education diversity is considered as a resource and value; (2) support for all learners whose development of personality, abilities and talents needs to be stimulated; (3) working together with others – collaboration and teamwork are essential conditions for teachers' activity; (4) skills to follow pedagogical ethics



and to create a favourable microclimate in the classroom for collaboration with pupils and colleagues; (5) personal professional development – teachers are responsible for their lifelong education (Bethere et al., 2016; Long, 2000; Miles, 2000; North & McKeown, 2005).

Scientific research confirms that, in the context of inclusive education, the structure of teachers' professional competence must also include subjective personal qualities such as motivation, belief, value orientation and particularly the attitude, as they are critical for maintaining a successful inclusion programme (Baumert & Kunter, 2006; Hellmich et al., 2016; Kullmann et al., 2015).

It can be added here that the attitudes are evaluative in their nature and linked to ethical, moral and psychological dimensions. This complex of personal qualities determines the implementation of the teacher's professional activity by (1) welcoming diversity and pluralism of opinions and practices; (2) empathising with people who are perceived as different; (3), avoiding ambiguity and uncertainty; (4) developing an awareness for using different types and means of communication; (5) accepting opinions and objections when questioning what is generally assumed as “normal” according to their prior knowledge and experience; and (6) willing to seek the opportunities to engage and co-operate (Baumert & Kunter, 2013; Hellmich et al., 2016; Long, 2000; Urton et al., 2014).

There are many factors, both personal and created by social environment, which contribute to the development of positive and negative attitudes. It is important to know what develops the attitudes in order to give teachers the support they need to implement the inclusion to its full potential (Stranovská & Lalinská, 2017).

Currently in Latvia the reforms of educational system are taking place and it goes hand in hand with discussions about how to improve the implementation of inclusive education. However, the teachers' attitude towards what is happening in the educational system is not a developed field of research. Consequently, scientifically-based research tools appropriate for the national cultural environment have not been developed.

In this study, the teachers' attitudes are considered in the context of a three-dimensional model, which includes both the affective perception assertions of the inclusion process and the reactive, behavioural and cognitive indicators of attitude. Taking into account the deficit of research-based data in this regard, the purpose of this publication is to initiate a wider study by analysing quantitative data related to the teachers' subjective assessment in terms of inclusion of children with mild to moderate disabilities. Respectively, the strategic goal of the study is to get involved in a broader international research context and develop research capacity in Latvia.

The following research questions have been put forward for this study: (1) What are the attitudes of teachers towards the inclusion of children with mild and moderate disabilities, and (2) How the indicators of the individual dimensions of attitude model are marginalized, setting out the basis for further discussions and in-depth research in relation to the attitudes of teachers towards the inclusion of children with mild and moderate disabilities.

### **Teachers' attitude concept for implementing inclusive education**

In social psychology attitude is defined as a mental trend, systems of positive or negative evaluations, emotional feeling, and tendencies, which manifest themselves as assessing particular social environment's objects with attachment or avoidance (Eagly & Chaiken, 1993). In this way, an assessment judgment is made for the feeling or impression, the usefulness and veracity of the information provided, and involvement in the actions and social processes (Delamater & Myers, 2001; Matthewman et al., 2009; Long, 2000). Research findings reveal different perceptions of researchers about the structure of attitudes. In this context one of the most commonly used perceptions is a three-dimensional model that includes three evaluative components: (1) affective component – feelings or emotions that the object evokes; (2) behavioural component – tendency or disposition to act in a





particular way towards the object; (3) cognitive component – our perception, thoughts, beliefs, and ideas about the object. The affective or feeling component is of a prime importance and it can have significant impact on the other two components (Delamater et al., 2015; Eagly & Chaiken, 1993).

Similarly to the understanding of the attitude design, scientific research does not identify a common view about the interactions between the above mentioned elements. In this regard, a relatively typical is the clarification which states that the relationship between the attitude components is determined by:

(1) a solid foundation for information and knowledge; (2) a subjective recognition of attitude; and (3) a protective and supportive essence of attitude in relation to individually significant subjects, objects or activities (Matthewman et al., 2009). According to the psychological research findings, the above-mentioned interactions are characterized by variations related to each person's individuality (Huskinson & Haddock, 2006). Therefore, systematising the scientific research ideas of Gasterstädt and Urban (2016), teachers attitudes are defined as pedagogically relevant subjective concepts that basically affect perception of the environment and professional interaction with pupils.

Thus, it can be assumed that positive attitudes of teachers towards inclusion are translated into effective action for implementation of the education process. This means that the teachers who accept the responsibility for teaching a wide diversity of students and who recognize the contribution their teaching has on their students' progress, feel confident in their instructional and management skills; they also get involved in regular professional training and can successfully implement inclusive programmes. However, in this context Heinrich et al. (2013) expresses evidence-based beliefs that still a complete clarity is missing about how beliefs and attitudes influence the implementation of lessons.

Looking at the positive manifestations of teachers' attitudes in the context of inclusive education, the scientific evidence confirms that the learner is accepted as an independent individual, and not as someone moulded by an educator. This belief is the foundation for positively oriented pedagogical relationship, which is characterized by several features: (1) congruence: expression of feelings, spontaneous reactions and forgiveness for mistakes; (2) empathy: understanding how the world is perceived by the learner, at the same time ensuring the support of a competent adult; (3) balance: between compassion, care and distance; (4): acceptance: of the learner's personality both in its positive and negative manifestations (Gollwitzer & Schmitt, 2009; Maio & Haddock, 2015). According to Brooks and Goldstein (2007), a positive attitude in a long-term allows the teacher to maintain the ability to act adequately when confronting the professional challenges: (1) creatively organize the learning process in the classroom; (2) competently develop an individual educational plan for learners; (3) develop a positively oriented relationships with the parties involved in the interaction, that is, pupils, colleagues, parents; (4) respond adequately to the positive and negative behaviour of students; (5) feel satisfaction with work, and motivation to perform effectively the professional duties; (6) assess adequately the quality of the performance.

In the inclusive education environment positive attitude for the teacher is needed not only for overcoming the current challenges. It also promotes professional curiosity, motivates for a critical assessment of new information and fosters perfection of the pedagogical concept (Briñol & Petty, 2005).

As previously mentioned, the formation of teachers' attitude is influenced by the interaction of individual and social factors. In this context, the analysis of scientific research studies reveals a wide range of indicators, such as teacher's life and professional experience, competence, self-confidence, support from professional environment, etc. (Avramidis & Norwich, 2002; de Boer, 2012; Hellmich et al, 2016; Urton et al., 2014).



An analysis of the research findings reveals a rather contradictory view of the relationship between the teachers' age and their attitudes towards inclusive education (Schüle et al., 2016). A study conducted in Latvia with regards to teachers' competence in the inclusive environment mention the same difficulties identified by the teachers with the work experience of 36-40 years in their self-evaluation: controlling personal negative emotions and awareness that self-control reduces the ability to establish a quick contact with adults and children (Bethere et al., 2016). It is understandable that this amount of professional experience is characteristic for older teachers. However, the influence of professional experience on teacher's attitude formation is evaluated contradictory, as for example, Avramidis & Norwich (2002), analysing numerous studies, denies this correlation. Praisner (2003) points out that the teachers who have the opportunity to work in inclusive education on a day-to-day basis express more positive attitude towards it than the teachers who do not have practical experience in this field. In turn, a controversy is indicated by the research study of de Boer (2012) who suggests that teachers seem to be endorsing inclusive education in general, but they do not like to be involved when it concerns their own teaching practice, and their opinion varies according to the type of disability.

Research reports suggest that teachers' attitudes are influenced by the type of developmental disorder they face in their day-to-day work. Often the limited knowledge of teachers about the special educational needs of pupils can be observed, which is replaced by categorical individual theoretical and medically oriented developmental disorder concepts. Teachers have limited knowledge about developmental disorders (Maykus et al., 2014). Analysing research findings, de Boer (2012) has indicated that negative teachers' attitudes towards inclusion of students with emotional and behavioural difficulties or moderate learning disabilities and emotional disturbances are more common than towards students with other types of disability.

Undeniably, the assessment of the teacher's personal abilities and influence plays an important role in the development of teacher's attitude. Urton's et al. (2014) study confirms that a positive attitude and a sense of personal influence ensure: (1) a competent use of personal physical, mental and social resources; (2) higher achievement level when overcoming the challenges; (3) greater strength in conditions of high and prolonged psychological stress; (4) a more positive expression of personal opinion about inclusive education to other teachers and society in general.

Teachers' positive attitude towards inclusion and inclusive environment is a critical factor. Since personal attitudes strongly influence an individual's choice of actions, the school's microsystem is of great significance. If teachers feel comfortable at school, they transfer this feeling to their pupils. As the result the school environment is being created, where diversity is viewed as a resource and where otherness is valued.

## **Method**

The Attitudes towards Teaching All Students instrument has been applied in the study described in this publication. As mentioned above, the attitudes have three components – cognitive, affective, and behavioural, and it was important to include all three in evaluating teachers' attitudes towards inclusion. In accordance with this condition, in this study the survey Attitudes towards Teaching All Students (ATTAS-mm) was employed with a strong reliability and validity (Gregory & Noto, 2012).

The instrument consists of two parts: the respondent information and the 9-items scale. The respondent information consists of indicators related to the person involved in the study: (1) current role in education; (2) gender; (3) highest obtained degree in education; (4) the quantity of work experience; (5) geographic location of the educational institution; (7) the base of knowledge for work with children with special needs acquired as part of their professional qualification; (8) working place – type of educational institution; (9) material base of the school



(resources) for the implementation of inclusive education; (10) personal plans for continuing the career at the relevant educational establishment, and (11) career development plans towards becoming an administrator.

The questions of the second part of ATTAS-mm are grouped in three subscales in order to study the attitude of teachers: Subscale 1 – Belief that all students can succeed in general education classrooms; Subscale 2 – Development of personal and professional relationships; Subscale 3 – Creation of the learning environment for all students. The answers were offered to measure the respondents' attitude on a Likert-type 7 point scale (“agree very strongly”, “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, “strongly disagree”, “disagree very strongly”). For the implementation of the objectives set for this study, the questionnaires were translated into Latvian, maximally respecting the authenticity of the semantics of questions.

A study on the manifestations of teachers' attitudes in the inclusive education environment has been conducted since 2016. The first phase was a pilot study aimed at confirming the ATTAS-mm's compliance with the cultural environment of Latvian educational system (Bethere et al., 2017). This publication analyses the data obtained in 2017/2018. For statistical analysis of the research data, the SPSS 22.0 program was employed: a method of descriptive statistics, Kruskal-Wallis test, and Kendall's tau-b correlation test. According to the data encoding system, the lower average value of the indicators indicates a higher number of positive answers.

## Findings

The respondents were selected by purposeful random sampling strategy (N = 113). The analysis of democratic indicators shows that 95% of all respondents are women. Regarding the educational environment in which the research participants perform their professional activity, 21.2% of respondents work in the basic education schools, 61.8% - in secondary schools, 16.8% - in vocational education institutions. Most of these educational institutions are located in rural areas (84.1%), 13.3% – in sub-rural, while in urban areas - 2.6%.

When assessing the material provision for implementing the inclusive education in educational institutions represented by the teachers participating in the study, 59.3% of respondents confirm that this is minimal (resources are not enough), 34.5% consider it as sufficient (sufficient resources), 3.5% assess the provision of resources as maximal (provision of resources allows flexibility for perfection of the educational process).

The professional activity of the research participants is characterized by the indicators related to their qualification, pedagogical work experience, plans to continue work at the educational institution and the amount of workload for work with children with special needs (see Table 1).

**Table 1.** Indicators of professional activity and the groups of respondents

Professional group	%	Pedagogical work experience (in years)	%	Amount of workload for work with children with SEN (hours per month)	%	Plans to continue work at school (in years)	%
Students	7.1	0-4	15.0	Up to 1 hour	8.0	Less than 5	22.1
Basic education teachers	78.8	5-9	15.0	2-10	20.4	5-10	51.3
Subject teachers	8.8	10-14	9.7	11-80	24.8	11 - 20	24.8
Support personnel	5.3	15-19	7.1	More than 80	5.3	More than 20	1.8
		More than 20	53.2	Not yet in the field	41.5		



Here it can be added that in relation to future career plans, 90.3% of respondents express their unwillingness to become an administrator. Accordingly, 2.7% (3 respondents) already hold this position.

Respondents' education indicators are evaluated in two aspects: the acquired vocational or academic education and the acquired knowledge for professional work with children with special needs (see Table 2).

**Table 2.** Education indicators for the groups of respondents

Professional/academic education	%	Qualifications for work with children with SEN	%
Bachelor	58.5	Higher education studies	8.0
Masters	7.0	Only continuing education courses	49.6
Doctoral	1.8	Only practical work	21.1
Other option	32.7	Other option	21.3

It should be added that in relation to the achieved academic education level, the indicator "other option" stands for 7.1% of the students. Accordingly, other respondents confirm the acquisition of higher vocational education without an academic degree.

The indicator "other option" related to the acquisition of knowledge and skills for the work with learners with special needs stands for 8% of respondents who are not qualified in this field. Accordingly, in other cases different combinations are indicated: "higher education institutions, further education courses and practical work", "higher education institutions and practical work" or "continuing education courses and practical work".

The statistical analysis of ATTAS-mm questionnaire data confirms that the total Full Scale Cronbach's Alpha value is  $\alpha = 0.745$ , which indicates the relevance of the particular research instrument (see Table 3).

**Table 3.** Technical Data and Scoring Charts

Scales	Cronbach's Alpha	Item Mean	Item Standard deviation	Scale Mean	Scale Standard Deviation
Full Scale	.762	3.573	1.359	32.16	7.2967
Subscale 1	.668	4.956	1.4642	14.87	3.419
Subscale 2	.429	2.761	1.3627	8.28	2.852
Subscale 3	.653	3.003	1.2510	9.01	2.947

Analysing the dominant tendencies when comparing the three attitudinal components (cognitive, affective, behavioural), the average value of indicators is analysed for each component (see Table 4) and for their profile questions (see Table 5).

**Table 4.** Statistic average scores for the indicator scales

Indicators	Mean	Sum
Subscale 1	4.956	1680.0
Subscale 2	2.761	936.0
Subscale 3	3.003	1018.0

As the result of the Kruskal-Wallis test, statistically significant differences are recognized depending on the respondents' professional group, as the statements included in Subscale 2 ( $p = .026$ ) are more commonly accepted by the basic education teachers (Mean Rank 158.56), and less by the students (Mean Rank 216.02).



Correspondingly, the statements included in Subscale 3 ( $p = .011$ ) are more commonly accepted by basic education teachers (Mean Rank 157.02), and less by the support personnel (Mean Rank 208.42).

According to the Kruskal-Wallis test, significant differences ( $p = .044$ ) are observed in the indicators of Subscale 3, depending on the respondents' education level: more positive evaluations are characteristic for the respondents with a doctoral degree (Mean Rank 243.46), and more negative - with the Master's degree (Mean Rank 151.88).

Similarly, according to the results of Kruskal-Wallis test, the significant differences ( $p = .022$ ) are observed in Subscale 3 indicators in relation to the respondents' experience for working with children with SEN. In this case, more positive evaluations are typical for the respondents who work with SEN children 11- 80 hours per month (Mean Rank 94.30), but more negative for respondents who work with SEN children more than 80 hours per month (Mean Rank 137.28).

The statistical data analysis confirms the correlation of Subscale 3 with Subscale 1 ( $r = .182$ ,  $p = .001$ ) and Subscale 2 ( $r = .227$ ,  $p = .000$ ). Statistically significant correlations with the profiling questions have not been identified.

**Table 5.** Average statistics of respondents' answers

No	Question	Mean	Standard deviation	Sum
Subscale 1	Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated	6.088	1.2856	688.0
	Students with mild to moderate disabilities should be taught in regular classes with nondisabled students because they will not require too much of the teacher's time	4.646	1.5863	525.0
	Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms	4.133	1.5207	467.0
Subscale 2	I would like to be mentored by a teacher who models effective differentiated instruction	2.071	.9885	234.0
	I want to emulate teachers who know how to design appropriate academic interventions	3.301	1.6631	373.0
	I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success	2.912	1.4365	329.0
Subscale 3	I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	2.867	1.2786	324.0
	Students with mild to moderate disabilities can be trusted with responsibilities in the classroom	2.451	.9160	277.0
	All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible	3.690	1.5588	417.0

With regards to particular indicators, in Subscale 1 the following statement is significant: "Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated" (Mean 6.088, Sum 688.0). In this case, there is a correlation between the statements "Students with mild to moderate disabilities should be taught in regular classes with nondisabled students because they will not require too much of the teacher's time" ( $r = .282$ ,  $p = .000$ ) and "Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms" ( $r = .302$ ,  $p = .000$ ). A moderate correlation ( $r = .550$ ,  $p = .000$ ) is identified between the statements "Students with mild to moderate disabilities should be taught in regular classes with nondisabled students because they will not require too much of the



teacher's time" and "Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms".

However, in Subscale 2 the most significant statement is: "I want to emulate teachers who know how to design appropriate academic interventions" (Mean 3.302, Sum 373.0). It has correlations with the statements: "I would like to be mentored by a teacher who models effective differentiated instruction" ( $r = .168$ ,  $p = .035$ ) and "I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success" ( $r = .202$ ,  $p = .008$ ). On the other hand, there are no correlations observed between the last two statements.

Between Subscale 3 indicators, the most significant is the statement: "All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible" (Mean 3.690, Sum 417.0). It has correlations with "I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities" ( $r = .311$ ,  $p = .000$ ) and "Students with mild to moderate disabilities can be trusted with responsibilities in the classroom" ( $r = .360$ ,  $p = .000$ ). The correlations between the statements are also identified in relation to "I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities" and "Students with mild to moderate disabilities can be trusted with responsibilities in the classroom" ( $r = .408$ ,  $p = .000$ ).

## **Results**

The topicality of the research reflected in this publication is confirmed by scientific findings that the teacher's attitude is a decisive variable for ensuring the inclusive education process. In this regard, the link is crucial between the inclusive values of an individual and the development trends of the educational process. Therefore, in order to support inclusive education, the scientific research is needed which allows to accumulate data in relation to the manifestation of teacher attitudes.

The results of such data analysis can also serve the teachers for developing a successful career. For this purpose, the assessment of attitudes should include several functions: (1) it observes the actual professional performance of the teacher; (2) the teacher can follow their own self-development in the course of acquiring new experiences; (3) it serves as a basis for self-correction of teacher's activities and motivates teachers to seek the ways how to improve their performance; (4) the assessment results help to shape the social status of teachers, affect the growth of their professional self-confidence and ensure the satisfaction of their need for self-realization (Stranovská & Lalinská, 2017).

The purpose of this study is to explore teachers' attitudes towards inclusion in the general education classroom. Thus, the empirical data collection obtained using ATTAS-mm is currently serving as a diagnostic tool for diagnosing the teachers' attitudes. Assessing the prevailing trends of the research results, in the cognitive attitude dimension there is an evidence for a positive attitude of teachers towards educating the students with mild to moderate disabilities in regular classrooms in comparison to special education institutions.

Accordingly, the data obtained in this study on the affective dimension, in this case – the development of personal and professional relationships (Gregory & Noto, 2012), testify the prevailing positive attitude of respondents towards being mentored by a teacher who makes effective differentiated instruction, the desire to emulate teachers who know how to design appropriate academic interventions and believe that including students with mild/moderate disabilities in regular education classrooms can contribute to learning the social skills necessary for success.





Also with regards to the behavioural dimension of attitude, the research data confirms the readiness of teachers to create an accepting environment for all students for learning, which includes the desire for the respondent to be regarded as a professional who can create a welcoming classroom environment for students with mild to moderate disabilities. Most of respondents agree that students with mild to moderate disabilities can be trusted with responsibilities in the classroom and should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.

However, data analysis also confirms the negative attitude towards the idea that all students can succeed in general education classes (the cognitive dimension of attitudes). In this context, the negative attitudes are expressed towards the statement that separate classes that exclusively serve students with mild to moderate disabilities should be eliminated, and students with mild to moderate disabilities should be taught in regular classes with nondisabled students, because they will not require too much of the teacher's time (see table 5).

In this phase of the study, there are no data based explanations about the negative tendencies of the cognitive component of attitude. It can be assumed that in this context social conditions are important. In Latvia, following the historical traditions, the special and mainstream education systems have been developing separately already since the 19th century. At present, according to the amendments of the regulatory framework, the special education applicants' status has been revoked for students with learning difficulties and disabilities. The consequences and impact of these changes on the education system as a whole and on every teacher employed in inclusive education is not yet comprehensible. At the same time, an internal and external pedagogical-psychological support system is also subjected to a long-term perfection process. The availability of information on the progress of this process and the expected results is relatively limited for the wider community of educational professionals. Although there is no particular statistical data that would confirm this, however, the negative attitude of the research participants might be explained by the minimalism of material resources necessary for the implementation of inclusive education in educational institutions, which was evidenced by the majority of respondents.

Political and economic factors contribute to the lack of support for inclusion as well as lack of clarity in this context may also be the source of controversy in relation to the obtained results in Subscale 2 (developing personal and professional relationships). The statistical data analysis confirms the significant dominance of the affective component in comparison with the cognitive and behavioural domain. However, the low Cronbach's Alpha value confirms the non-conformity of this questionnaire segment with the cultural environment (see Tables 3 & 4). Here it should be added that the analysis of data obtained from the previous pilot study in Subscale 2 context proves that the Cronbach's Alpha value is  $\alpha = 0.534$  (Bethere et al., 2017). It can therefore be concluded that not enough empirical arguments are ensured for the claim about the test's non-compliance with the particular cultural environment. However, this indicator initiates a reflection on the future research strategy on teachers' attitudes. It can be assumed that the statistic indicators can obtain a scientifically valid value by quantitatively increasing the research base. At the same time, the development of the research on the affective component of attitude could be a subject for discussion both for potential researchers and respondents, paying particular attention to the wording of the questions included in Subscale 2 in the Latvian language.

At the same time, a special attention has to be paid to statistical indicators, which testify comparatively significant negative expressions of affective component in the group of students – research participants. This means that the research of attitudes should also be necessary in the future teachers' auditoriums with the subsequent perfection of the professional qualification acquisition programme.

In turn, in relation to the behavioural attitude component (Subscale 3), which is characterized by a medium-high statistical value (see Table 4), the significant differences are observed for respondents in relation to their work



experience or daily professional activities in the inclusive education environment. The statistical data analysis shows that the respondents who work with the learners with mild to moderate disabilities for more than 80 hours per month express more negative attitudes towards the need to be considered as a professional who can create a welcoming classroom environment for all students in a way that students with mild to moderate disabilities could be educated in regular classrooms together with non-handicapped peers to the fullest extent possible. These results can serve as evidence of contradictions between the quantity of professional experience of teachers and the quality of their attitudes, which proves the need for the theme to be addressed in the continuing education programs for teachers.

### Conclusions

The study addresses teachers' attitude as one of the basal elements of personal competence for creating inclusive, equitable, and democratic learning communities. Resulting from the findings of the theoretical and empirical study, the authors can conclude that attitude is a significant component in the structure of teachers' professional competence as it unites cognitive, affective and behavioural components, as well as is characterized by personal relevance and knowledge aspect, thus having an influence upon a person's professional activity and raising awareness of personal beliefs and values.

In the context of inclusive education, teachers are active participants in the education process. They have to be motivated and interested in implementing quality education for diverse learners, therefore it raises considerations of strategies for ensuring meaningful knowledge transfer into practice.

Regarding the research questions about the teachers' attitudes towards the inclusion of children with mild or moderate disabilities, the majority of respondents are strongly convinced that (1) for pupils with mild and moderate disabilities inclusive education should be provided in regular classrooms together with nondisabled students, (2) separate special education offers should be maintained for children with special needs, (3) possibilities to develop personal and professional relationships in inclusive education are evaluated positively, and (4) inclusive learning environment should be created for all students. In the context of this study, the influence of the factors like gender and location of the educational institution on teachers' attitudes is not established. In turn, the factors such as professional qualification of respondents and the length of their work experience with students with mild to moderate disabilities should be considered as influential.

The results of the research data analysis certify the relevance of the research instrument chosen for the study in the national cultural environment. However, due to the cases with low Cronbach's Alpha value, a further challenge would be to continue researching the attitude of teachers employed in inclusive education in relation to the affective component.

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## Music Education at General Secondary Schools in Czech Republic, Poland and Slovakia

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### Abstract

This paper presents a study looking at music education at general secondary schools in the Czech Republic, Slovakia and Poland. The principal research problem the study aims to focus on, or draw attention to, is the necessity and benefits of music education as a part of general education at upper secondary level. It presents a content analysis of selected curricular documents: Rámcový vzdělávací program pro gymnasia/the Framework Educational Programme (National Curriculum) for Gymnasiums (grammar-type secondary schools), Štátny vzdelávací program pre gymnáziá v Slovenskej republike/the State Education Programme for Gymnasiums in Slovakia, ISCED 3A – complete general secondary education, and Podstawa programowa dla lyceum ogólnokształcące. The study also includes a research survey whose objective is to compare the opinions of teachers of music subjects at general secondary schools on specific aspects of music education and the form of completing music education at general secondary schools in the chosen countries. The survey questions focus on the content, methods and forms of music education and the form or options for completing it (school leaving exam in music). The study is based on original research of a quantitative nature undertaken through questionnaires. The electronic questionnaires were distributed to teachers of music subjects at general secondary schools in all regional capitals in the Czech Republic, Poland and Slovakia. The data acquired was mainly processed using the Statistica statistical methods program. Implementation of the research investigation through the chosen research methods (theoretical content analysis of curricular documents and questionnaire survey) provides a comprehensive perspective on the issue under investigation.

**Keywords:** general secondary school, music education, music teacher, curricular documents

### Introduction

Music education has been, and will continue to be a topical issue, as to a certain extent it reflects society's level of cultural development. At general secondary schools, for many students music education represents essentially the last opportunity for systematic education in the subject, and consequently to acquire a positive attitude to music and to cultivate musical taste. One might suppose that the quality of music education at general secondary schools, or the lack of quality, influences not just the efforts of previous teachers at pre-primary and primary level in the subject, but also the student's future need for contact with music.

The need to stress the importance of secondary music education led us to map its forms, compare differences and find inspiration in how it is taught in selected countries. As such, this is a comparative study in which we have focused on secondary music education in the Czech Republic, Slovakia and Poland, in particular in terms of comparing the education and teaching method of music.

### Objectives of the comparative study

The issue of general secondary music education is an extensive one. The principal objective of this comparative study was to compare the current conception of music education at general secondary schools in the Czech Republic, Slovakia and Poland ("CZ", "SK" and "PL"). We ascertained and compared the opinions of Czech, Slovak and Polish teachers on selected aspects of the music education process (objectives, content, methods, forms, etc.), options or form of completion, and other selected dilemmas relating to secondary general music education in CZ, SK and PL.

The comparative study is divided into four more overall sections: theoretical and conceptual-methodological sections, a theoretical content analysis section and empirical research. Below we present the sub-objectives of the individual sections. We can summarise the sub-objectives of the theoretical section in the following points: to use research of specialist books and journals to define the basic terminology in looking at the issue (music education, process, aesthetic-artistic value);



- to analyse the music education concept at Czech, Slovak and Polish general secondary schools, including relation to education policy from the end of the last century;
- to characterise the educational goal and components of music as a taught subject;
- to present the teaching bases of music as a taught subject (content, curriculum, methods and forms of music education).

Within the conceptual-methodological section, we have characterised additional key terms which we have used in our examination of the issue as a conceptual basis for the study. The sub-objectives were:

- to determine the conceptual framework of the research on which the empirical section of the comparative study will be based;
- to present a brief overview of previous research studies on the issue;
- to present G Z F Bereday's comparison model and its application to the issue.

The next section of the study is the theoretical content analysis, which is also the basis for subsequent preparation and implementation of the research. Within this section, we determine the following sub-objectives:

- to analyse selected Czech, Slovak and Polish curricular documents and identify key educational conception terms in regard to the issue looked at (educational field, key competencies, cross-subject topics and anticipated outcomes);
- to evaluate the music education issue and compare its representation in currently valid curricular documents and at the upper secondary level in CZ, SK and PL.

The final section of the comparative study is empirical research. The principal objective is reached in this section, building on the previous sections of the study. It gives a comparison of the opinions of Czech, Slovak and Polish music teachers at general secondary schools on selected aspects of the music education process. We can summarise the sub-objectives of this section in the following points:

- to describe the process of research preparation (determining objectives and subject of research, research design);
- to present the research questions and research hypotheses;
- to present the research tool, selected research methods and sample;
- to present and interpret the results of the questionnaire survey undertaken;
- to undertake a summary of the results of the research survey and answer the defined research questions.

### **Research design**

In this comparative study, the empirical research is conceived in line with GZF Bereday's model. The research design comprises three successive phases which differ both in terms of the nature of research activity, and in the research methods used.

The first preparatory phase is focused on gaining insight into the current state of the issue investigated by researching theoretical or empirical studies related to the issue. We have also undertaken a theoretical content analysis of the selected curricular documents<sup>1</sup>, which were used for a provisional comparison – a preliminary comparison of the issue in the selected countries. This preparatory phase ends with the formulation of research questions for the subsequent phase of implementation – empirical research.

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<sup>1</sup> *Rámcový vzdělávací program pro gymnázia, Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – complete general secondary education and Podstawa programowa dla liceum ogólnokształcące.*





In the follow-up second phase, we undertake a research survey conceived as a questionnaire survey. We first prepare the specific form of research tool, which is an electronic questionnaire of our own construction created in three versions – Czech, Slovak and Polish. The final questionnaire form was subject to more than half a year of pilot use, during which time we made numerous amendments to the research tool by consulting with experts (Slovak and Polish native speakers, practising teachers, methodologists and statisticians). This is followed by implementation of the questionnaire survey at Czech and Slovak gymnasiums and Polish lyceums followed by statistical processing of the data and an evaluation and interpretation of the results. The questionnaire survey looks at the music education curriculum implemented, captures the “practice language” (i.e. the standard language used by the teacher) and leads to a comparison of the ascertained data. The final – evaluation – phase of the research comprises a summary of the results of the research survey, discussion, conclusions and outlining possible future development.

### **Second phase of empirical research**

In the following text, we shall focus in particular on the empirical research in its second phase, which presents comprehensive conclusions from the questionnaire survey undertaken, something we consider fundamental.

### **Research subject and objectives**

The second empirical research phase of the comparative study comprises the questionnaire survey implemented in the research, given to teachers of music subjects (“music teachers”) at general secondary schools in CZ, SK and PL (i.e. Czech and Slovak gymnasiums and Polish general lyceums). The questionnaire survey looks at specific aspects of the music education process (objectives, content, methods, forms, etc.), the form by which it is completed and music teachers’ opinions on selected dilemmas within music education at general secondary schools. A quantitative approach is taken in the research survey.

The subject of the empirical research is the music education curriculum implemented. The research looks at the objective, content, organisational and methodological aspects of the curricula. We have defined the following goals for our research into the music education curricula implemented at general secondary schools in CR, SK and PL:

- to compare the opinions of music teachers on the connection between music educational activities and more general art and cultural, or aesthetics and value education objectives – target and content dimension of curriculum implemented;
- to compare forms of music educational process implementation (content, activities, methods and forms of teaching) – content, methodological and organisational dimension of curriculum implemented;
- to ascertain which factors music teachers believe limit or in contrast support the music educational process – organisational dimension of curriculum implemented;
- to identify and compare the range of schools undertaking school leaving exams in music and compare numbers of graduates over a determined period – organisational dimension of curriculum implemented;
- to compare the form or preferred form of content and implementation of music education completion (school leaving exam in music) – target and content dimension of curriculum implemented.

### **Research questions**

Subject to the presented research objectives, we have formulated research questions as follows (again, in brackets we give the curriculum implemented dimensions investigated):

1. According to music teachers in general secondary schools in CZ, SK and PL, to what extent have music educational activities played a role in meeting designated educational objectives? (target and content dimension of curriculum implemented)



2. What emphasis do music teachers at general secondary schools in CZ, SK and PL place on the topic in their teaching (target dimension of curriculum implemented)
3. What is the degree of complexity in music educational activities in music teaching at general secondary schools in CZ, SK and PL? (content and methodological dimension of curriculum implemented)
4. What methods and forms of teaching do teachers prefer for music subjects at general secondary schools in CZ, SK and PL? (methodological and organisational dimension of curriculum implemented)
5. In what form is music education implemented at general secondary schools in CZ, SK and PL?(organisational dimension of curriculum implemented)
6. According to music teachers at general secondary schools in CZ, SK and PL, which limiting factors restrict, or stop, and which factors in contrast support (would support) meeting the content and objectives of music education at their schools? (organisational dimension of curriculum implemented)
7. How many of the general secondary schools in CZ, SK and PL participating offer school leaving exams in music? (organisational dimension of curriculum implemented)
8. How many students have done a school leaving exam in music subjects at the general secondary schools in CZ, SK and PL over the designated period - from school year 2005/2006 to 2015/2016? (organisational dimension of curriculum implemented)
9. What types of knowledge and skills which students demonstrate in school leaving exams in music subjects at the general secondary schools in CZ, SK and PL are most common? (target and content dimension of curriculum implemented)

### **Research sample and research methods**

We have used different methods and procedures in our research. In the first preparatory phase of research, we applied a theoretical content and comparative analysis method, allowing for a conceptual understanding of the issue being investigated.

In the second phase of the research survey, a frequently utilised quantitative research method was used – a questionnaire. The research tool was an electronic questionnaire of our own construction which contained alongside the obligatory sociodemographic questions mainly closed and scaled questions (Likert scale, numerical rating scale) and a number of semi-closed questions. In creating the research tool, we took care to ensure the questionnaire was translated and adapted to work within the conditions of the Czech, Slovak and Polish educational environments.

The research sample for the second phase of the research comprised Czech, Slovak and Polish music teachers and Czech and Slovak gymnasiums and Polish lyceums. We based the representativeness of our research sample by including general secondary schools in all regional capitals in CZ (13), SK (8) and PL (16). The research sample was created by random selection.

A total of 115 Czech and 69 Slovak gymnasium teachers and 121 Polish general lyceum teachers filled in the on-line questionnaire. Before processing the data statistically, we eliminated respondents who did not meet the main criteria, i.e. a teacher of music or music educational subject. Following this selection, we had a total of 288 questionnaires, 104 of which were from CZ, 64 from SK and 120 from PL.

### **Interpreting the results of the questionnaire survey**

In processing the data obtained, the following tests and descriptive statistics methods were used – nonparametric tests: Pearson's chi-squared test of correlation and the Kruskal-Wallis analysis of variance; descriptive statistics tools: absolute and relative frequency alongside pie and bar charts, arithmetic mean, median, minimum and maximum values. Undertaking the research survey has allowed us to answer the determined research questions (RQ 1-9).



For the first research question, we made the assumption that the opinions of music teachers at general secondary schools in CZ, SK and PL on music educational activities' involvement in meeting more general educational objectives would differ. To test this hypothesis, we used Pearson's Chi-squared test, and the results of this showed that our assumption was justified. Overall, we can state that Czech music teachers at general secondary schools place greater importance on music education in terms of its involvement in meeting more general educational objectives than Slovak and Polish music teachers do.

Our assumption in the second research question was that Polish music teachers would place greater emphasis on theoretical knowledge than Czech and Slovak music teachers. We used the Kruskal-Wallis ANOVA test to verify the hypothesis. On the basis of the results of the statistical tests and their comparison, we confirmed our assumption and we determined that music teachers at general secondary schools in PL place greater emphasis on topics relating to theoretical knowledge than music teachers in CZ and SK do.

We approached the third research question with the assumption that Czech and Slovak music teachers would prioritise activities in learning, while Polish music teachers would teach with a more theoretical focus. We also used the Kruskal-Wallis ANOVA test to verify this hypothesis. On the basis of the statistical test results, i.e. comparing median values, we found that Polish music teachers in most cases prefer teaching activities which involve a theoretical teaching focus, while Czech and Slovak music teachers chose those activities available which characterise an activity-focused education approach.

We based our fourth RQ on the assumptions that music teachers at general secondary schools in CZ, SK and PL would prefer different teaching methods, and that Czech and Slovak teachers would use more experience-based teaching methods than music teachers in Poland. The Kruskal-Wallis ANOVA test was used to investigate the hypothesis. On the basis of the results of the statistical tests, i.e. a comparison of median values, we found that the postulated assumptions could only be partially confirmed. An investigation of the questionnaires showed that music teachers at general secondary schools in CZ, SK and PL did differ in teaching method preferences, but nevertheless that Czech and Slovak music teachers had almost the same preferences, and as such a clear conclusion could not be reached. We were able to confirm the other postulated assumption unequivocally – that music teachers at general secondary schools in CZ and SK use experience-based teaching methods more than music teachers in PL.

Also as part of RQ 4, we ascertained what forms of teaching music teachers prefer. In order to describe the data set collected and the variables within the research questions for which we did not pose a hypothesis, we used the following descriptive statistics tools – in this case, absolute and relative frequency, along with bar charts. Based on comparing respondents' answers (averaged values) we ascertained that Czech, Slovak and Polish music teachers most commonly teach using a whole-class – frontal form, with group and co-operative teaching in second position. Teachers least commonly use other methods of organised teaching forms, i.e. co-operative and individualised, out-of-school teaching and teaching through projects.

We stated two assumptions for our fifth research question: that in Czech and Polish general secondary schools, music education is implemented mainly as an obligatory subject and an obligatory elective subject, and in Slovak schools as a cross-subject topic. We also assumed that music teachers at general secondary schools in CZ, SK and PL would prefer different forms of implementing music education than those that actually are implemented. We used a Pearson's chi-squared test to verify the hypotheses. On the basis of the results of the statistical tests, we can only partially confirm the postulated assumptions. It can be stated that forms of implementing music education at general secondary schools in the selected countries differ, however the specific wording of the first hypothesis cannot be confirmed. Although in Czech gymnasiums and Polish lyceums music education is mainly implemented



as an obligatory and obligatory elective subject and in Slovak gymnasiums as a cross-subject topic, the responses of Polish respondents had matching numbers of responses of obligatory elective and obligatory subjects. At the same time, however, this assumption is contradicted in our finding that music education at Slovak gymnasiums is more frequently implemented as an obligatory subject than as a cross-subject topic. We could not unequivocally confirm the second hypothesis either. By comparing the answers of respondents in terms of prioritised forms of implementing music education, we ascertained that in most cases music teachers would not prefer implementing music education in a different form to the one actually implemented. In terms of Slovak music teachers, a very surprising (or even startling) finding was that they were not particularly interested in teaching music as an obligatory subject.

The opinions of Czech, Slovak and Polish music teachers at general secondary schools on supporting and limiting factors did not differ significantly. Music teachers in CZ and SK most commonly gave students' lack of interest as a limiting factor in teaching music subjects, while Polish respondents saw two items as the most common hurdles in music education – similarly students' lack of interest, and also a lack of time allocated to teaching the subject. In second place, music teachers in CZ and SK also gave lack of time for music subjects. In the answers about supporting factors, we do not see major differences in opinion between Czech, Slovak and Polish respondents either. Music teachers in CZ, SK and PL stated that the following three factors supported their teaching of music education subjects – the specialised classrooms they can use, funding from school management (e.g. in purchasing teaching materials, musical instruments, etc.) and high quality classroom technical equipment (PC, data projector, sound equipment and system, etc.). The respondents' answers also make clear that teachers in CZ and SK encounter greater support in out-of-school forms of music education (visits to concerts, theatres, excursions, etc.) than those in PL do, and that in SK and PL music teachers are supported more in organising art-focused events by the school itself (concerts, performances, talent competitions, etc.) than in CZ.

By comparing frequency of responses, we can say that schools which do not offer their students the opportunity to undertake a school-leaving exam in music outweigh those that do in all the countries selected. The frequency is highest in Slovak gymnasiums, and lowest in Czech gymnasiums. Of the total number of respondents (i.e. 288), 65.97 % of respondents answered No, i.e. 190 music teachers, meaning that 34.03 %, or 98 respondents, stated Yes.

In the eighth research question, we tried to map the number of students who had undertaken a school-leaving exam in music subjects at general secondary schools in CZ, SK and PL between the 2005/2006 academic year and the 2015/2016 academic year. The average number of graduates in all three countries (overall) over this particular decade ranged from 3.3 % to 5.4 %, i.e. 3 to 5 graduates.

Here we faced a certain difficulty in expressing a firm conclusion for this area. The answers here were meant to be on the basis of an assessment of answers to the questionnaire item asking respondents to find information in school documents. We were aware of the difficulty of this questionnaire item, and the fact that respondents' answers may be merely approximate. As such, we state that due to difficult data interpretation, in this case we shall avoid formulating generalising conclusions.

Two questionnaire items were included to answer RQ 9, with their answer logically conditional upon a positive response to the question of whether a school-leaving exam (SLE) could be undertaken at the particular school in a music subject. Respondents determined the level of importance of sets or types of knowledge and skills which students demonstrated in the school-leaving exam in music subjects. By comparing respondents' answers, we ascertained that SLE students at Polish schools had to demonstrate theoretical knowledge in particular, rather than musical skills. In contrast, the assessment of music teachers in CZ and SK showed that they think it is important



that SLE students in general secondary schools demonstrate not just theoretical knowledge, but also demonstrate musical skills.

We used the next questionnaire item to determine whether or to what extent respondents in the selected countries differed in their opinions on SLE focus in music subjects, and to what extent they would prefer a different focus. We found that in many cases, music teachers would prioritise other sets or types of knowledge and skills which the students could demonstrate. All respondents were consistent in having marked preference for demonstrating music creative skills in the SLE, and also knowledge of the history of European and national music – they believe this is of most importance in the SLE.

In the final part of presenting the results of the questionnaire survey, we looked at answering the survey questions which were not reflected in the research questions. We were interested in the opinions of Czech, Slovak and Polish music teachers on the importance of anchoring music education within the taught subject at general secondary schools. On the basis of comparing frequency of responses of respondents taking part, we can state that most of them consider music education at general secondary schools to be very important, and they would introduce it.

Another question looked at issues of assessment in music education. We used the questionnaire survey to ascertain the opinions of Czech, Slovak and Polish music teachers on suitable assessment methods at general secondary schools. By comparing the frequency of answers of respondents taking part, we can say that there is some difference in opinions on assessment methods in music subjects, although the option of a combination of written assessment and grade were most common in the answers.

Last but not least, we wanted to use the questionnaire survey to map music focus in further study amongst students who had undertaken an SLE in music subjects at general secondary school. We were interested to know whether students who undertook an SLE in music subjects over the period looked at continued their studies in a music subject (school). On the basis of respondents' answers, we can state that there is a clear music focus in the further studies of students who have undertaken an SLE in a music subject.

### **Comparative study evaluation and conclusions**

The comparative study presented looks at music education at general secondary schools in selected countries through fundamental teaching disciplines – in particular music education, general education, instruction, comparative education, education methods and to a lesser extent also the history of education. We see the benefits of the comparative study in the following aspects:

- An evaluation of the developments up to the current time in this issue within the CZ, SK and PL educational environment at an upper secondary education level;
- A holistic perspective on the concept of music education and curriculum, and implementation of music education at general schools in CZ, SK and PL;
- A description and comparison of the current state of music education teaching at general schools in CZ, SK and PL;
- Providing suggestions to improve music education at general schools in CZ, SK, PL;
- Providing impetus for further research surveys in this field.

We managed to achieve the principal and sub-objectives as stated in the different sections of the study. The principal objective was not to list the problems of music education and describe how to solve them, but rather to create a comparative study looking at the conception of music education within Czech, Slovak and Polish general secondary schools. Another objective was to perform a comparative theoretical content analysis of selected



curricular documents and compare the opinions of Czech, Slovak and Polish music teachers at general schools on selected aspects of music education.

The research survey we implemented allowed us to test relations between the opinions of music teachers in CZ, SK and PL on selected aspects of music teaching. The hypotheses we posed and our search for relations between variables were related to the following areas: the connection between music educational activities and more general art and cultural, or aesthetics and value education objectives; the method of music educational process implementation – taught topics, teaching activities, methods, forms and means; form of implementing music education as a taught subject; limiting factors or factors supporting the process, school-leaving exams in music education plus a number of questions providing further information.

Despite the carefully considered strategy of empirical research, some methodological procedures proved problematic, and as such one must approach the interpretation of some results and the conclusions expressed cautiously. We see the limits of empirical research in the impossibility of generalising some results found due to: low questionnaire response rate, uneven coverage of the research sample within different Regional capitals, and difficult statistical evaluation of data for questions difficult to answer (where respondents had to seek out data).

It would be appropriate to continue in future research activities, in particular monitoring the issues of key competencies in curricula, in the issue of pregraduate preparation of future secondary music teachers and the further education of teaching staff, the use of ICT in secondary school music teaching, etc. There is also an opportunity for in-depth qualitative research – another topic for research would be, e.g., to undertake interviews with teachers of music or other in-depth studies which would further specify experience of teaching music.

The main task of education at general secondary schools remains preparation for study at university and college, despite all the almost constant changes being implemented. Today, the general nature of teaching at this type of secondary school is valued. Over the course of their studies, pupils can choose from a wide range of elective and optional subjects. There is an emphasis on interdisciplinary co-operation, connections between different educational contents, but the higher profile of some subjects can often completely overshadow others. In other words, students at general secondary schools do not have to undertake music education in a music subject, for example, if they would rather learn another subject. Thus schools allow specialist preparation for further education in an art or music subject to a limited extent only. If students do learn music at gymnasiums, then one of the ways to improve the quality of preparation for future study at an art or music-type further education institution might be for the teacher to take a creative approach to teaching. As such, all teachers should exploit not just their educational experience, but also work with new sources of information and modern learning technologies (computer, interactive board etc.), and create new models, situations and means to achieve determined goals.

In conclusion, we should stress that we consider it essential to draw attention to the important role that placing complete music education within the school education system plays, and its vital role in forming young peoples' personality – their values system and taste. It is also very important to showcase all examples of successful teaching practice.

General music education is a much-debated issue within Czech schools, and is at the forefront of teachers' interest in theory and practice, and amongst specialists and the general public, and it is a topical issue. In this context, one can speak of the benefit of a comparative study which from a synchronous perspective, i.e. investigating the current state of the issue, can outline ideas leading to more effective implementation of music education.





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## Mentoring Between Theory and Practice

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### Abstract

Mentoring is often associated with direct contact, face-to-face between individuals: some who have some experience in a field and possess certain abilities to transmit it (mentor) and others who need this help (mentored person). The paper shares some of our experience in the Mentoring Postgraduate Program of Continuing Vocational Training and Development.

**Keywords:** mentor, mentored person, mentoring relationship.

### Introduction

The Mentor is etymologically a Greek word of *Μέντωρ* representing the name of the one who was appointed by King Ulysses of Ithaca to take care of his son Telemachus while he was gone to the Trojan war - it is frequently mentioned in the Odyssey. Other sources state that this Mentor was actually the goddess of Athens (who presents in the book both masculine and feminine qualities such as the cultivation of qualities, education, support and protection as well as aggression, assertiveness and risk taking) embodied in man or even the king's closest friend and counselor. This is the oldest term of the mentor, and it has been largely preserved today. Mentor acted as a parent, teacher, friend, guide, and protector with Odysseus' son.

There is a multitude of definitions of mentor and mentoring in the literature. The mentor concept is as old as education itself. We present some modern definitions of the term mentor in a chronological order:

*Mentors* are guides that guide us along the journey of our lives ... They embody our hopes, illuminate our path, help us to decode and interpret the signs encountered on the road, prevent the dangers that may arise and point to unexpected pleasures, along the road (Daloze, 1986).

*Mentors* are counselors, people with career experience who want to share their knowledge; are supporters that give emotional and moral encouragement; are tutors who give specific feedback on a person's performance; are sponsors, sources of information and help in obtaining facilities; are patterns of identity, the type of person that should be in the academic field.

Successful mentors must be “teachers, coaches, trainers, models, protectors, and sponsors up to a certain point in their relationship with novices to provide opportunities for development of others by identifying situations and events that contribute to knowledge and experiences in the life of novices” (Barnett, 1995; Crocker et al., 2002). *The mentor* concept is as old as the education itself is the activity that the mentor carries out in an educational institution, together with the practitioner, to the benefit of the latter in order to build self-confidence during pedagogical practice and as a proposal until the completion of education (Pătrăuță, 2008).



*The mentor is*, that person who possesses the professional knowledge and skills necessary to successfully accomplish tasks specific to a professional position. He advises the debutant and offers practical assistance (Ezechil, 2008; Ezechil, 2009, Ezechil et al., 2011).

These definitions clarify *three basic features of the mentor*. The former refers to the character of the mentor, which must encompass wisdom, care and dedication in the formation of the new generation. The second characteristic relates to the word trust. A *mentor* gains respect and confidence through the quality and transparency of his life. The third characteristic refers to the term coach, coach-player, that is, the coach who demonstrates the gameplay itself, the best moves, the best way to attack. He gets dirty, sweat, suffers side by side with the ones he trains; he inspires by his own example. The role of *mentor* model should not be understood in the sense of copying or imitation, but as a facilitator of learning in the sense of acquiring independence, developing certain abilities, and understanding all the variables specific to the activity of the mentor. *Mentoring* is seen as a process whose essence consists in passing the skills and information from experienced people to debutants. *Mentoring* is often associated with direct contact, face-to-face between individuals: some who have some experience in a field and possess certain abilities to transmit it (mentor) and others who need this help (mentored person).

*Mentoring* is a “dynamic relationship between a person who wants to learn and another willing to help and guide it.” Mentoring involves an occupational dimension - oriented towards career progression and a development of psycho-social functions - by providing counseling and linking a mentor with a mentor (Crașovan, 2005).

The qualities of a good mentor: over the last 20 years in Romania, a great deal has been written about the mentor's qualities. James B. Rowley (Crașovan, 2005) identifies six essential qualities of a good mentor:

1. *A good mentor is involved in helping practitioners but also debutants in success and gratification in their new work.* Mentors are able to have an important and positive impact on the lives of others.

2. A good mentor accepts debutants.

The basis of any relationship is empathy - accepting another person without making judgments. Empathy is defined as the willingness of the educator to understand so much the student and the student that they are able, without neglecting their distance from it, to live in their states (joys and tribulations). Mentors do not judge or reject mentoring people as poorly trained, naive or withdrawn, but see these characteristics as challenges that need to be overcome.

3. *A good mentor proves instructional support.* Teachers enter into their careers with varying degrees of instructional skills. Debutants should be helped by mentors to improve their performance, whatever their level of skills. The discussions between mentors and mentors are of real use. Discussions based on sharing experiences can take several forms:

- a. the person mentored to assist the mentor;
- b. the mentor to assist the mentor,
- c. mentor and person mentored to assist other teachers.
- d. mentors and mentors can engage in teamwork or planning teamwork;

4. *A good mentor is effective in different interpersonal contexts.*

Each mentoring relationship takes place in a unique interpersonal setting. The debut teacher can be largely concerned about different attitudes in terms of mentor support.

Good mentors must have a profound understanding of their own styles of communication and a willingness to objectively observe the behavior of the debutant.



5. *A good mentor is a model of continuous learning.*

Transparency, openness in collaboration with colleagues, including debutants, on the optimization of the instructive-educational process is the attribute of a good mentor. *Mentors* lead and take part in workshops, teach and enroll in different forms of training, develop and experience new practices, share their new knowledge in a peer-friendly manner with their debut teachers.

6. *A good mentor communicates hope and optimism.*

A good mentor capitalizes on the opportunities to assert the human potential of mentoring people. This is done through private conversations and public meetings.

According to Davis (1991), Craşovan (2005) *other attributes of the mentor would be:*

- *Tender (sensitive) hardness*, which involves objectivity and honesty from the mentor. The mentoring relationship is a period in which the mentor has to be tough, firm, and sensible. Finding a balance between these seemingly contradictory aspects is a permanent challenge for mentors, empathy having a primordial role.
- *Ability to use and failures*. Often, it is said that whoever makes no mistakes makes no decisions. Mistakes should be accepted for innovation to take place. "Mistakes are worthwhile because, most of the time, most of us learn more from our mistakes than from successes" (Craşovan, 2005). The value of the mentoring relationship is not the list of successes and failures, but the possibility of observing some people in problematic situations and overcoming the various obstacles.
- *Integrity*. The mentor is a model of profession. There must be a correlation between the mentor's activity and the guidance he gives to mentors. The mentor must be aware of this aspect and his example has an impact on others.
- *Wisdom*. In making the most accurate decisions, despite the pressure of the group, wisdom has its well-established role. Wisdom is a combination of value judgment and courage. Always disciples need to be led to wisdom. Metaphorically speaking, wisdom is "a spiritual and ethical compass, an inner sense of direction that enables us to choose the right path when we are at a crossroads."
- *Motivation*. Mentors' motivation of teachers is like investing trust in them. Investing trust in the mentor gives it confidence in its own strength, courage to try, to risk, to develop.
- *Perseverance*, which is considered to be "the main ingredient" in achieving all purposes. Always perseverance should be accompanied by a real judgment of value, of criticism. This last aspect of the mentors always makes it in a positive, constructive sense, leading to the development of the mentored person.

## Method

Starting with the academic year 2016-2017, the University of Oradea and the Department for the Training of Teaching Staff reorganize the mentoring courses within the *Postgraduate Program of Continuous Vocational Training and Development*.

- Form of education: *Frequency education (IF)*
- The field of study underlying the curriculum: *Education Sciences*
- The university qualification on which the curriculum is based: *Primary and pre-primary education*
- The occupational standard on which the study program is based: *COR 235902 - Mentor*
- Competence units: **1. Interactive communication** **2. Communication mentor-student practitioner** **3. Maintaining the balance within the working group** **4. Developing the ability to teach knowledge and to train the skills** **5. Guiding**



*the student's observation of the teaching process 6. Students' guidance in the design of the didactic project 7. Evaluation of students' performance 8. Planning and organizing student practice.*

To issue the certificate, it is necessary to obtain 60 credits from the curriculum and pass the certification exam. The education plan has a total of 480 hours: courses, seminars and practical applications.

We mention some subjects from the Educational Plan: *The mentor's status in the Romanian legislation; Strategies for developing the students' skills and habits regarding the design and development of didactic activity; Mentoring activities of pedagogical practice (assisting and counseling students in carrying out pedagogical practice activities in educational school units); Internship mentoring activities (assisting and counseling graduates / debutants in the process of their integration into the teaching staff and in the culture of the educational school units in which they were assigned); Educational communication in the mentor-student relationship.* In the period 2016-2018, three *Teacher Teachers* graduated this *Postgraduate Program of Continuing Vocational Training and Development: Mentor*

**Table 1.** Structure of the sample of students over the years

Series	No. of graduates	Percentage (%)
I. 2016	107	37.81%
II. 2017	117	41.34%
III. 2018	59	20.85%
Total	283	

**Table 2.** Structure of the sample of students by sex

Series	Men / Women	Percentage (%)
I. 2016	3 / 104	2.80%/97.20%
II. 2017	0 / 117	0%/100%
III. 2018	4 / 59	6.78%/93.22%
Total	283	

**Table 3.** Structure of the sample of students by age

Series	No. of graduates 25-40/40-55/55-65 years	Percentage (%)
I. 2016	32 / 70 / 5	29.90%/65.42%/4.68%
II. 2017	57 / 50 / 10	48.72%/42.74%/8.54%
III. 2018	25 / 25 / 9	42.37%/42.37%/15.26%
Total	283	

## Findings

The persons designated in the educational field to take up and exercise these functions are represented by the category of experienced teachers who enjoy a great prestige within the professional community they belong to and contribute to the initial training of the teaching staff by monitoring direct co-ordination / assisting the realization of pedagogical practice in the educational school units in which they operate.

*Mentoring in pedagogical practice* does not differ from other activities within the program of future teacher training only because it is done by teachers with pre-university education experience. An important feature of this



activity is that it is carried out even in the professional field where future graduates are to integrate. From this point of view, a number of authors emphasize how important it is for students to understand the importance of integrating them into concrete work situations where they can establish operational correlations between academic learning and effective occupational practices through integrated learning or experiential learning (Kolb, 1984; Bradea, 2017).

Gowing et al. (1997) suggest - for example - an action model that aims to understand the role of placement in the professional field. In such situations, students / learners are encouraged to spend time and effort in preparing different actions, are encouraged to reflect on how to do these actions, and on their behavior as practitioners.

In the conception of the mentioned authors, by placing in the professional environment, the students:

- acquire a series of opportunities to test the learned theories in practice;
- are introduced into the culture of organizational school environment;
- are involved in relevant professional situations.

### **Results, Conclusions and Recommendations**

In the Romanian education the initial training for the teaching profession is more theoretical and idealistic. Pedagogical practice cannot fully encompass the complexities and situations faced by future graduates. In the instructional-educational process, the most difficult variable to be controlled is the student, who can act differently in different situations. And this is a reason to attend *Mentor courses*, in addition to providing a thorough knowledge of Didactics, ensuring a good pedagogical practice.

To the questions addressed to our learners, “What does it mean to you to be a good mentor?” and “What does mentor, apprentice, disciple mean to you?”, these responded according to the following:

Answers to the first question:

A good *mentor* is someone:

- whom you respect;
- who respects the disciple and those around him;
- who is informed and open, ready to share their own experiences;
- that provokes, urges reflection and self-reflection and provides advice;
- who can listen to the apprentice's problems and reflect on what is being said;
- who is interested and ready to invest time, patience and effort in the apprentice;
- who can listen to the new ideas of the apprentice and provide feedback on them;
- which encourages, can be critical, but always in a positive and constructive way;
- who has a positive, fair, objective and realistic perspective.

In the second question, which deals with the understanding of the key concept of mentor-person, the disciple, the “disciple” (conceptual delimitations, attributions), the following answers were obtained:

Person-mentored, the disciple:

- must have a mentor;
- is willing to learn from a mentor;
- it is open to feedback and advice;
- is eager to learn new methods, techniques, attitudes and learn new skills and competences;
- seeks and knows how to use valuable advice and must also commit to advance both professionally and personally;
- goes through reflection, analysis and synthesis processes, self-analysis, understanding of extremely diverse educational contexts, etc.





The persons designated in the educational field to take up and exercise these functions are represented by the category of experienced teachers who enjoy a great prestige within the professional community they belong to and contribute to the initial training of the teaching staff by monitoring direct co-ordination / assisting the realization of pedagogical practice in the educational school units in which they operate.

*Mentoring in pedagogical practice* does not differ from other activities within the program of future teacher training only because it is done by teachers with pre-university education experience. An important feature of this activity is that it is carried out even in the professional field where future graduates are to integrate.

*The mentor - mentor relationship* will work only if both partners take their roles seriously, engage in tasks and build relationships based on respect and trust. Debating teachers must seek to engage in such a relationship, accept the emerging opportunities, actively listen, master clear and realistic goals, accept mentors as help, and be eager to learn.

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## Multicultural Education in Theory and Practice of the Last Decade Since its Integration into the Education Programmes in the Czech Republic

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### Abstract

The paper summarizes the works of the most prominent theorists of the multicultural education at Czech schools since its integration into the Framework Education Programmes, at which point the handbooks by J. Průcha were usually used by Czech teachers, through the partial works by e.g. D. Švingalová, E. Cílková, P. Schönerová or V. Jirásková all the way to the reflection of the changing concept by J. Buryánek, J. Balvín, L. Gulová or J. Hladík, and, finally, the critical approach, reflected in the works of D. Moree, P. Morvayová or M. Kaleja. The study aims to point out that the approach of the teachers and the academicians towards the multicultural education referred to as “culturally standard” by D. Moree prevails even though it has been facing criticism expressed in the works of numerous authors, either reflected in the willingness to include a wider range of topics such as those related to ageism, gender, social exclusion, physical and mental disability etc. or manifested in an emphasis on the training of undergraduate teachers and the development of their multicultural competencies within further education of pedagogical staff.

**Keywords:** multicultural education, ethnicity, racism, discrimination, intercultural communication, cultural model, education, integration, identity

### Introduction

Contemporary Czech society is not considered multicultural in the long term; therefore, including the multicultural education into curriculum ten years ago have not met appreciation by the teachers. Likewise, on the professional level this topic was reflected since the late nineties of the 20<sup>th</sup> century. This topic does not have long tradition in Czech environment, so the approach to multiculturalism is often outdated and not reflecting its conceptual changes in the world. The aim of the paper is to reflect concept of the multicultural education in theory and practice of Czech education.

### Method

Based on analysis of the best known Czech specialist of multiculturalism, we will show different approaches to the multicultural education on theoretical level. Based on this, we derive basic approaches reflected in educational practice, which are confirmed by the outcomes of our research among the teachers, using semi-structured interviews.

### Findings

#### *1. Multicultural education in theory*

Educational dictionary (in Czech: Pedagogický slovník), whose author was also J. Průcha (who is the most cited Czech author in the field of multicultural education), delimits the multicultural education in two senses: in the first one, the multicultural education is seen as an interdisciplinary area of theory and research; and it is seen as a set of practical activities in the second one. The multicultural education strives to create via educational programmes individual's competences to understand and respect cultures other than theirs, eliminate (or weaken) ethnical or racial prejudices (Průcha, Walterová, Mareš, 2003, p. 129). Also its practical impact in terms to create attitudes to immigrants, members of other nations, cultures, races, etc. (ibid.) is emphasized. In the book *Multikulturní*



*výchova: Teorie-praxe-výzkum*, Průcha (2001, p. 15) similarly defines the multicultural education as an educational activity whose aim is to teach people of various ethnicities, races, nations and religions to live together, respect each other and co-operate.

In this sense, the multicultural education is also approached by the curricular documents. According to the current delimitation of the multicultural education from the Framework Educational Programme for Secondary General Education (Grammar Schools; in Czech: *Rámcový vzdělávací programu pro gymnázia* – hereinafter referred as to RVP G) from 2007, the multicultural education focuses mainly on the cognition and understanding of cultural differences among people of various origin, interpersonal relationships, intercultural communication and adaptation to a life within a multicultural society (p. 73). According to RVP G, the aim of the multicultural education is to mainly develop the pupils' self-understanding and understanding of values of their culture, to support their integration within a broader multicultural environment while also keeping their cultural identity. In order to be successful and effective, the multicultural education has to penetrate the whole educational environment of a school, and it has to be related to interpersonal relationships in the school as well (between the teachers and their pupils, among pupils themselves, between the teachers and the family). The classroom climate in the background of a broader school and social environment, and also the teacher's personality and their competences.

While J. Průcha (2001) perceives the terms *multicultural education* (in Czech: *multikulturní výchova*) and *intercultural education* (in Czech: *interkulturní vzdělávání*) as one, J. Hladík (2009) or M. Kaleja (2013, p. 7) discuss the necessity to distinguish between those two terms: The intermulticultural then represents the mutual interaction of different sociocultural groups while the smaller groups (which intertwine and enrich each other, etc.) are created within larger ones. By doing so, a multi-interactive sociocultural bond is created. If we want to emphasize the fact that attributes are transferred from one cultural group to another (and vice versa), it is advised to use the term transcultural. We consider the preference of term *intercultural education* in one part of a Czech pedagogical public intentional mainly in case when it is referred to a certain thought stream which is intentionally avoiding using publications and conclusions which were often reached by e.g. J. Průcha, since (as justified e.g. by P. Morvayová) there are serious objections towards their content-related, reflexive and definitional aspect at crucial areas related to terms e.g. *ethnic group*, *culture* or *cultural change* (2008, p. 14).

The study aims to point out that the approach of the teachers and the academicians towards multicultural education referred to as “culturally standard” by D. Moree prevails even though it has been facing criticism expressed in the works of numerous authors, either reflected in the willingness to include a wider range of topics such as those related to ageism, gender, social exclusion, physical and mental disability etc. or manifested in an emphasis on the training of undergraduate teachers and the development of their multicultural competencies within further education of pedagogical staff.

**In the Czech Republic, we nowadays distinguish primarily between two approaches to the multicultural education:**

- a) Differential (pluralistic) multiculturalism => culturally standard approach to the multicultural education**
  - Began in nineties of the 20<sup>th</sup> century and it is prevalent until today (i.e. Průcha, Cílková and Šchönerová, Švingalová);
  - It is based on existence of natural and uncrossable boundaries between groups;
  - It is based on the idea that individual's behaviour may be explained based on cultural habits of a group whose member they is;
  - It describes different ethnic groups or cultures as homogenous and static groups;
  - It applies reductionist approach to the multicultural education – i.e. it emphasizes ethnic difference;



- It emphasizes the cognitive competences;
- It leads to confirmation of stereotypes and prejudices;
- It contributes to confirming of the ethnic/national symbolical dichotomy (Hirt & Jakoubek, 2005).

**b) Critical multiculturalism**

- It is gradually enforced at the academic level (e.g. Hirt, Moree, Morvayová, Preissová Krejčí);
- It strives for a reconstruction of conceptual and practical instruments developed under a *multiculturalism* label;
- It no longer uses a list of characteristics of individual groups, it relativizes concepts of group identity;
- It uses the transcultural approach to the multicultural education, i.e. it extends the multicultural education to other forms of otherness – sex, cultural environment, social class, religion, language, ethnicity, etc.;
- It leads to the disruption of stereotypes and prejudices;
- Its focus lies in the affective and behavioural competences;
- Dana Moree (2015) states that it strives to create openness, to support pluralist thinking and individual, civic approach.

According to D. Moree, there is a simple clue how to recognize the approach which was used for the inspiration of a particular teacher. If they mainly teaches about minority groups (e.g. Roma, Czech, Vietnamese, or e.g. gays and lesbians), it often leads to the description of whole groups according to their stereotypical characteristics – therefore, it is more the culturally standard approach to the multicultural education (Moree 2015, p. 177). However, if the education is focused on topics of the intercultural coexistence, e.g. culture, conflict, identity, communication, etc., it is the transcultural approach to the multicultural education.<sup>1</sup>

By the enforcing of fundamentals of intercultural coexistence, D. Moree certainly publicized the problematic mentioned above, however, she was not the first and also not the only one – as early as in 2006, V. Jirásková points out that the multicultural education may be in various forms. The effect of the multicultural education lies mainly in the provision of the experience of cultural diversity to pupils and students. The value fundament of the multicultural education does not lie in a mere provision of information about different cultures, but it is based on the development of pupils and students to the intercultural (and multicultural) understanding (Jirásková, 2006, p. 66). We understand the *cultural diversity* as the issue of race, socio-economic class, family affiliation, language, culture, sexual preference, or physical or psychical handicappedness (Gulová, 2006, p. 52).

**2. Multicultural education in the practice**

From our research which was realized in the previous 5 years among Czech basic and secondary school teachers, it follows that the teachers consider the learning about different cultures the most important part of the multicultural education; less important parts are the understanding of those cultures and even less the respect to their different habits and traditions. This may be illustrated by the two following responses from the teachers:

I understand it as a coexistence of different nationalities, or races, in some countries. However, this does not relate to us.

Because of the world is somehow shrinking, it is becoming globalized, the more and more people emigrate and come across to people of other religion or different race.

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<sup>1</sup> Methods of transcultural approach in the multicultural education are discussed practically in e.g. Preissová Krejčí, Šotola et al., 2012.



This is not surprising because their concept of the multicultural education corresponds to the curricular documents as stated by Kusá (2012, p. 46) – Concept of multicultural education in Framework Education Programmes for Basic Education corresponds with culturally standard model.

### Results, Conclusions and Recommendations

Based on the performed analyses of sources, it is possible to summarize that we more and more often meet the ones that do not consider a shallow adoption of spiritual values (e.g. respect to the dignity and rights of every individual, solidarity, empathy, tolerance, dialogue, etc.) by pupils an aim of the multicultural education. However, they emphasize the real internalization of those tolerant, multicultural and pluralist values and attitudes into their value ladders which may lead to prevent a xenophobic way of thinking and to support the understanding of every individual as a dignified human being (Preissová Krejčí 2014, p. 100).

The aim of our research was to point out the developmental trends, or to proof the prevalent approach of academicians to the multicultural education which was described as culturally standard by D. Moree. On the other hand, we also showed that this approach is accepted critically by some professionals for a long term. This relates to the preference of topics of intercultural coexistence in the educational practice (comparing to the multicultural education), and also to the broader sphere of topics included in the multicultural education which are related to e.g. ageism, gender, social exclusion, physical and mental handicap, etc.

We take positively the fact that professional publications encouraging critical multiculturalism are published more and more. This approach is also needed in educational practice, because the old culturally standard approach is still prevalent among teachers, and it does not correspond with the contemporary knowledge (i.e. overcoming of the concept of race). The result is a still present danger of subduction of ethnizing of social characteristics (Rusnáková, Šramková, 2013).

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## Leadership Strategies to Address At-Risk Drop-out Students: Case Study

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### Abstract

The purpose of the study was to identify the strategies practiced by one school principal at Tebobon Secondary School or SMK Tebobon in addressing students at-risk of dropping out. The study found that there were five strategies that most effectively addressed risky students, namely (i) identifying students at-risk of dropping out, (ii) finding local community assistance (iii) maintaining visibility, (iv) changing school and community perceptions and (v) smart partnership with experts. SMK Tebobon has successfully addressed the problem of risky students in their schools using the strategies stated. The findings being pilot, should be shared to guide other principals facing similar challenges. These strategies should also be used as one of the National Professional Qualification for Executive Leadership (NPQEL) course modules by the Institut Aminuddin Baki (IAB) to train potential school leaders in troubleshooting such issues. For the strategies to be implemented effectively, the module should consider the diversity of and the needs of life-long learners in the education system.

**Kerword:** Principal; drop-out; at-risk. life-long learners, leadership

### Introduction

Malaysia Education Blueprint 2013-2025 demands all school leaders to curb truancy and respond to the Government's target of zero dropout. The demands is consistent to the five systems aspirations of Malaysia's education system namely access, quality, equity, unity and efficiency. However, Muhyidin (2012), in his keynote speech during the Inauguration Ceremony of the Official Strengthening and Teaching Program of Youth, Federal Territory, reported that in 2011, the number of students involved in the misconduct increased to 108,650, of which 18,550 were involved with school truancy. Skipping school scenarios will become more severe if not addressed promptly that eventually can lead to social delinquents problems and student dismissal.

Students' overall achievement and outcomes in Malaysia are still a challenge as states with a significant number of rural schools such as Sabah and Sarawak have shown a lower performance compared to those with few rural schools (Ministry of Education, 2013). By 2020, to achieve the aspirations of the system, that 100 percent of students get access to education across all levels of pre-school education; and a 50 percent reduction in the achievement gap (urban-rural, socio-economic, gender), principals should ensure every child gets a place in school. Any child not in school or has skipped school is to be proactively approached. This calls for the MOE's intention, to achieve the zero level of dropouts, to be addressed jointly between school and society. All school leaders need to be aware of the changes that take place and to design a proactive, creative and systematic framework.

In this case, Malaysia has yet to have enough empirical collection of documentation to assist stakeholders, especially school principals, to address issues that contribute to the risk of student dropout. This is because the causes of dropouts vary by location, student backgrounds, including school situations, which need to be understood and handled appropriately according to the case context. Therefore, this is a practical study to be carried out to improve the corpus of school leadership knowledge in addressing the problems of students at-risk of dropping out. Hence, the main purpose of the study is to identify how an outstanding principal who works at



SMK Tebobon or Tebobon Secondary School has successfully focused and addressed the problem of truancy; and discipline disorders among the students.

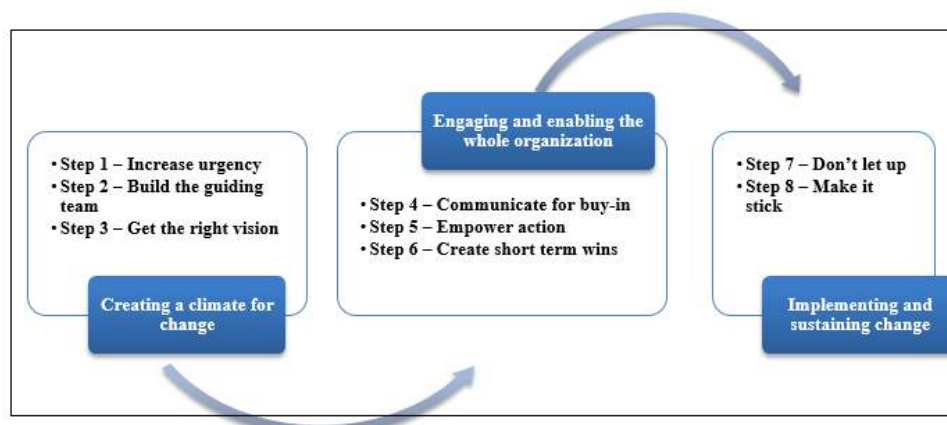
Affective principals are the key determinants of school success and effectiveness (Glanz 2006; Hoy and Davis 2006; Leithwood 2005; Marzano, Waters, and McNulty 2005; Mohd Suhaimi and Zaidatol Akmaliah 2007). In this regard, Hallinger (2008, 2011) has analyzed the studies conducted by educational researchers for over 20 years and has concluded that principals should play the role of an effective instructional leader in school as they are positively associated with achievement and academic performance of students (Bell, Bolam and Cubillo 2003; Coelli and Green 2012; Domsh 2009; Gurr 2015; Muhammad 2012; Leithwood, Seashore Louis, Aderson and Wahlstrom 2004; O'Donnel and White 2005; 2002; Srinides 2009).

Principals are also key determinants of innovation and positive innovation in schools (Fullan 2007; Hallinger 2005; Hoy and Miskel 2008; Kursunoglu and Tanriogen 2009; Leithwood, Mascall and Strauss 2009; Schleicher 2012). Therefore, the readiness to face challenges and changes in policies to bring success to the school is highly demanded and every change that has been made has to have a clear objective.

In this case, the process of change by principals should be planned and implemented systematically so that the changes bring about meaningful impact to the scenario faced. In order to fulfil this purpose, particularly this study applies a change model – a specific model that focuses on leadership change namely; the Eight-Level Process by John Kotter (1996).

This model begins by identifying the need to make changes. When a necessity has been identified, then the next step is to create the urgency for the need to change. Principals as school leaders need to convince their team members (teachers especially) of the need to change. Principal needs to make teachers understand the situation of having to face problems of students dropping out of school or playing truancy and slowly bring about the change - to the excitement of coming to school. With the need to change, the next step is to have the principals form a group with influence and power to execute the plan to change. The group will create a clearer vision, mission statements and achievable goals.

To clarify this vision, communication is essential so that all school members are clear with their roles and goals to be achieved. Once all team members understand the vision, principals and members of the group need to address barriers or disagreements from the sources that prevent change. After these obstacles have been overcome, leaders need to highlight short-term wins and accomplishments; accompanied with achievement facts and figures to inspire and add confidence to the school community towards the change. The next stage is to clearly explain the overall change to realize the vision. Finally, after the change is accepted as part of the school culture, the process of change is considered complete, appropriate and acceptable. The model of change by Kotter is illustrated as follows (Figure 1):





**Figure 1:** Eight-Level Process for leading change by John Kotter (1996)

Many studies confirm that effective leadership adds value to the output of students (Edmonds 1979; Mortimore, Sammons and Thomas 1994 and Purkey and Smith 1983). Among the leadership factors identified are school culture, school conditions, student discipline, resource distribution, leader knowledge of the curriculum, teaching and assessment level, work focus, visibility level, positive reinforcement, communication skills and so on.

#### *At-risk dropout students*

In Malaysia, student dropout is not a new phenomenon and has been reported since 1960s. The Dropout Report, better known as the Murad Report, is also an abbreviation to the Committee Report on the Review of Education and Society, a report that was first written in 1972 and tabled in 1973 as an effort to reduce the dropout in education in Malaysia. This report was headed by Tan Sri Murad Mohamed Noor as Director of Planning and Research at that time. This report is the result of his study in "Operational Awareness" launched in 1969 to address the problem of dropout students in rural areas due to hard-core poverty. This report concludes that children from low-income families often drop-out because their parents cannot afford to send their children to school.

The Malaysian Education Statistics Booklet (KPM, 2013) reports that the attendance of students in government schools, covering primary and secondary schools, declined in 2013 as compared to 2011. In secondary schools, the percentages are 86.63% in 2011 and 82.39% in 2013. Studies by Baker, Taylor and Hall (2001) lists four important truancy factors as family, school, economy and students. While studies by Mohamed Sharif and Hazni (2010) and Azizi Yahaya et al. (2007) states that the most important truancy factor is the teacher's factor and is followed by school atmosphere, electronic media, peers, student and family attitude. When truancy symptoms are not addressed immediately, serious drop-out problems are bound to happen.

In America, various strategies have been used to address risky students that turned out positive. The first strategy is the involvement of parents. This findings has consistently demonstrated family involvement with higher student achievement, improved attitudes towards school, lower dropout rates, increased attendance and other positive effects for students, families and schools (Henderson & Mapp 2002). Another study confirmed that home visit programme worked well for students with chronic absent records (Schargel & Smink 2001). This programme worked by identifying the causes of absenteeism, and to initiate a discussion on community service that can help.

Another strategy is to establish a loving relationship between school and students based on trust, respect, justice and equity (Green 1998; Strand & Peacock 2002). When a student is absent, immediately talk with their family members by making a personal phone call during the day and inform the students about the need to attend school. This study suggests that in schools where there is a relationship based on trust, care and support, there was obvious higher attendance, higher student performance and lower rates of suspension. These schools also conducted programmes based on local community and culture to attract students to school.

Another strategy that is practiced abroad is to set up a student advisory team. The Advisory programme is set up in many ways but the overall goal of all the programmes is to provide each student with a teacher or staff member to assist in providing emotional, academic and personal support. This is especially useful in secondary schools with a large number of students whereby students do not have the opportunity to form personal relationships with teachers (Wimberly, 2002).

#### **Methodology**

This case study uses qualitative designs where data was collected through interviews with the principal at SMK Tebobon. SMK is an acronym for *Sekolah Menengah Kebangsaan*, which means Public Secondary School of



Tebobon. Tebobon is an area located not far from Kota Kinabalu, Sabah. An in-depth interview method was used as it provides a special opportunity for the researcher to personally meet the respondent of this study to gain more detailed information about the experience, the feelings and the actual situation in the school. The researchers spent two working days at the school, observing how the principal run the school in-situ and interviewing him when situation permits. All conversations were recorded, transcribed and thematically analysed to answer the research questions. We also toured the school and experience the school culture. The focus of the study was to identify what strategies are being used in addressing students at-risk of dropping out. The study looked at the aspects of instructional leadership according to the principals' perceptions.

SMK Tebobon is a national type secondary school (high school) that started operating in 2003. Starting November 1<sup>st</sup>, 2009, SMK Tebobon was led by Mr Loh Kok Cheang as principal and assisted by 131 teachers and 14 support staff. The school has a total of 1,963 students, comprising a large proportion of local children of Kampung Tebobon, a small part of the navy's children and a small portion of the children belonging to the Universiti Malaysia Sabah (UNIMAS) staff. This shows a vast difference in the socio-economy background of the families these children come from. This diversity has affected the attitudes and behaviours of students which requires diverse action by principals and teachers of this school.

SMK Tebobon was academically ranked as 1822 out of 2198 secondary schools in 2009, the first year the principal started his service in this school. In the second year, 2010, he managed to rank well in 1714 from 2204 school. The school started progressing in 2011, the third year under the leadership of the principal being studied. In 2013, the school showed further improvement and ranked 1523 out of 2312 school. The ranking is done by the State Education Department and based on the school achievement, curriculum and co-curriculum activities.

SMK Tebobon also won various victories during his administration. Among the achievements were the Group Innovative Teachers Award, Excellent Parent Teacher Association (PIBG) Award, National Cleanest School Canteen Competition, Excellent School Resource Centre Award, Excellent Curriculum Management Award, Excellent Canteen Management Award, Sabah Environment Protection Department Award, and Excellence Prayer Room Award.

SMK Tebobon's principal is a charismatic, persevering, prudent leader and prioritized work. His traits draw all teachers, school support staff and all students to respect him as a leader. He believes that any information obtained is the key to success. Based on his service history, he is also an experienced leader as Principal, Lecturer and Education Consultant. His extraordinary features, qualities and value as a leader are selflessly rendered to the school, resulting in SMK Tebobon becoming one of the referred schools despite the challenges faced.

## **Results**

Based on the in-depth interview, this study found that SMK Tebobon principal has implemented five strategies in managing risky students. Firstly, he (i) identified students who are at-risk of dropping out, (ii) sought community assistance, (iii) maintained visibility, (iv) renewed perceptions and (v) smart partnership.

### **(i) Identifying students at risk of dropout**

His first strategy was to identify students at risk of dropping out. He uses several ways to identify the pupil. One way is to check through the attendance record of the student. According to him, "I identify the students who are at risk of dropping out from the attendance record, usually students at-risk are often absent without a reason." He got this student's information through the respective class teacher.



All students identified are recorded for further action, he does this not only at the beginning of the year but throughout the year. Every month he will then instructs the student counsellor to shortlist the ten most frequently absent students. He took the right action for not suspending or expelling the student before the investigation was executed. The results showed that the pupil was living in poverty.

*"I told two of my counsellors to list the worst attendance of students and report to me. I was very surprised when I read the report. They are mostly from very poor family and they are absent because they have to help support the family "*

*"To help these poor students, I personally looked up for old friends who are willing to give monthly pocket money so that the student can come to school. Eventually a few friends agreed to sponsor RM50 a month for these students. And then more friends and parents came forward the help out, and more and more students were sponsored."*

It was his first project which he named MAYANG which simply means 'Caring is Sharing'. His main purpose was to help students who are critically at-risk of dropping out due to family economic problems. MAYANG was focused on critical cases and was a success in the first year it was launched. After MAYANG, he came up with another program focused on delinquents who plays truant from time to time.

*"My next project was named Home Visit, launched to address the problem of absenteeism. It was focused on students who skipped school or classes simply for the fun of it. In this program, I and selected teachers will visit the homes of these students, talk to their parents and discuss with parents how to help their children. Most parents appreciate our concern and pay more attention to their children whereabouts. Some parents even took the initiatives to do their own investigation and help us by 'sending' these delinquents to the school. This program was a winner and managed to curb absenteeism down to 10 percent."*

Following the success of the Home Visit program, he then broadcast the "Let's Go To School" campaign with the motto "School Loves You" dedicated to addressing the challenges of future students at risk of dropping out. This program is consensual between the school, family and community involving school administrators, PIBGs, department heads, counselling teachers as well as disciplinary teachers. This effort created a huge impact on attendance to school. According to him,

*"All these programmes are implemented simultaneously when needed and when deemed necessary to be effective and successful in solving the problem of absenteeism. All programmes are still being sustained with continuous improvement."*

(ii) Getting community support.

His next challenge was to win the support of the community. Being located in a rural area not far from Kota Kinabalu was a huge hurdle because his students came from families with various social and economic background. The first action he did was to meet the village head where the school is located. He went to the village head house to introduce himself and his administrative teachers. Having gained the confidence and trust of the Village Head, he set up a Collaborative Working Committee with the local village people. This collaboration is important to instilled the sense of belonging to all the school children and villagers.

*"I had the idea of appointing a few villagers the authority or the 'power' to looked for the school children who misbehaved and skipped schools, and surprisingly it was very effective. The villagers appreciate the trust that was given to them and help me by 'catching' these truants and send them to the school."*



The significance of this official appointment is a symbol of official rights and authority given to them - that now the villagers have the authority to reprimand students who skipped school.

(iii) Maintaining Visibility

Once the principal has succeeded in establishing a good rapport with the villagers, the next focus is on building relationships with students by maintaining visibility. He achieves this by ensuring himself to be seen at the students' most frequently visited places, such as at the school entrance and at the canteen.

*"I made sure to speak with at least ten students each day. I did this every morning at the main entrance of the school. After a while, I can recognize the earliest and the last student coming to school. It is actually very effective because then they all know me. They will say, eh principal, and even parents are beginning to recognize me."*

This effort is the personal touch of the principal so that students start realising that their presence is important and felt. The morning conversations with students are not necessarily in a formal form. The principal only asks simple questions and in a relaxed manner:

*"I just ask students simple questions like "how are you? What's your plan for today?"*

He even used simple English with the students and sometimes he was surprised by the good response received from the pupil:

*"I am very surprised, sometimes the students greet me and sometimes I just pat the student's shoulders like a dad's touch. Some students were scared that I might reprimand them or something, but later on they became increasingly comfortable and they were the ones who acknowledged me first."*

He uses the "shoulder patting approach" to the male students only so that the students feel cared and respected for the effort of coming to school. Sometimes he is also present at the main gate when the students return home. His actions have given students new hope. Many of his students have started to feel the joy of being in school because they started feeling needed, valued, respected and honoured no matter what their background was like.

(iv) Renewed perceptions

He then took the next step by renewing the perception of the community towards the school. A positive perception will allow the community to push the school towards excellence. Among his actions is to enhance the physical environment of the school:

*"I have "gotong-royong" or community clean-up session together with the students and the villagers by cleaning the pathway along the entrance to the school."*

Then, together with the Parents Teacher Association (PTA), the principal conducted students' haircut session.

*"I noticed, the students who had fashionable hair were egoistic and spent a lot of time to take care of their hair. So I decided to introduce a crew cut to all the boys in this school. The sudden haircut strategy was challenged by all parties including parents. One parent even wanted to punch me because I cut his son's hair without asking his permission. But when we explained, that my purpose is to make it easier for us to identify boys who skipped school, and it would be easier for us to monitor his child's behaviour when out of school, the father agreed completely because his son always plays truant. The father even offered how he could help the school."*





When the perceptions of the community and school authorities are becoming more positive, he goes on to the next step by participating in competitions that can certainly bring victory even if the competition is not popular. This is because victory and winning can reinforce the positive perception of people towards the school.

*"I entered the cleanest canteen management competition because I was confident of winning. The teachers and PTA were apprehensive at first but I told them, it is okay if we don't win, at least we try. It is very important to buy-in and get their support."*

When the school won the Excellent Canteen Management Award in 2012, followed by other awards in the following years, the entire school and the village community begun to take pride in their success and this enhances confidence in the ability of the school to succeed.

(v) Smart partnership

The principal also receives help from authorities in the community and by attending courses and trainings.

*"I initiate in getting some help from The People's Volunteer Corps and Neighbourhood Association Club to monitor the students that play truant. The students like to hang out at the coffee shop. In the past, nobody cared. But since their hair were cut short, these students were easily recognized. The community helped by advising the students and some even help sending them back to school."*

*"I also attended several courses organized by the Ministry of Education, State Education Department and District Education Office to get new inputs."*

Finally, he also search for continuous financial support in helping at-risk students due to poverty.

*"This is difficult because it involves money. I asked for the help from many parties, including the community welfare authorities to help at-risk students from poor family. I also contacted my old friends to help. Lucky for me I have generous friends who volunteered to help these students. "*

### **Conclusions and Recommendations**

This study describes the findings of the five strategies used by SMK Tebobon's principals to address the at-risk dropout students, namely; (i) identifying students at-risk, (ii) gaining community support, (iii) maintaining visibility, (iv) renewed perceptions, and (v) smart partnership.

The first strategy is to identify the students who are at risk of dropping out. The principal himself identifies students at high risk, through the attendance record and makes visits to the student's home to investigate the reason for absenteeism. The principal's actions coincide with studies stating that deviant and anti-social behaviour such as truancy is closely related to the behaviour and structure of the family itself (Nik Ruzyanei et. Al. 2013; Mansor et. Al. 2017; Glasser, 2000). Among the causes of school truancy at SMK Tebobon is the students' family whereby they lack family socialising and no encouragement from parents resulting in these students having no interest in learning and feeling bored at school.

The second strategy is to get community support and to build relationships with parents by visiting the homes of students who are frequently absent. Good rapport allows principals to get community assistance to monitor truancy and other disciplinary misconduct. Communities become the eyes and ears of the school in helping to eradicate truancy and dropout.



The third strategy is to maintain visibility to ensure that students are aware that the principals do care and will always be around for them. Principals play a key role in the cultivation of good school discipline, either through administrative assistance or personal efforts. The principal's practice of being present at main places where the students move about eg at the main gate shows that he has high personal discipline and practices a management pattern known as *management by walking around*. The action was to support and to motivate the students. It coincides with the expression (McEwan, 2003). The warmth shown by the principals while welcoming the students to school and say goodbye when they are leaving can encourage the presence of students to school. This is supported by a study by Manivannan (2002), of which 49% respondents say the atmosphere of the school itself such as, strict rules, the care-less attitudes of teachers towards students, heavy workload, unattractive teaching styles and classroom boredom, encourages truancy or absenteeism. Other studies suggest that school should create caring relationships by showing concern and contacting parents of the absent students (Balkis, Arslan, and Duru, 2016; Demir and Akman Karabeyoglu, 2015; Rama, Anitha and Vasudhakar, 2014; Smith, 2009)

The fourth strategy is to renew the perception of the students and the community about the school itself by winning a few competitions. Beings winners bring pride to the school and also the community. It increases their confidence and self-esteem, and makes them realized that they too can be successful. Follow-up activities like the "gotong-royong" (community cleaning up) were also able to strengthen the relationship with and within the community as well as enhancing the school as a more conducive place to study. Constant physical and environmental development of a school that is interesting and conducive can motivate students to attend school (Azizah 2002; Sahenk 2010).

The fifth strategy is smart partnership with experts to get advices and/or financial aids. Principals use *The People's Volunteer Corps and Neighbourhood Association Club* services to ensure that their students are not skipping school by hanging out or loitering around during school hours. This strategy coincides with Baharom (2001)'s view that successful principals create cooperation and collaboration between school and community members demonstrating that they have successful leadership traits, practices and qualities.

The main idea of a school is to produce first-class human capital and excel in terms of academic achievement and self-esteem. The findings show that the SMK Tebobon principal has successfully addressed the problem of at-risk dropout students, as the first step towards effective schooling. It is in line with one of the educational goals of giving education opportunities to all citizens. The SMK Tebobon Principal has successfully fulfilled human needs by providing the students with the will for survival and the needs for affection. He believes that the need for love and sense of belonging is important because we need others to satisfy both needs. Here, school authorities are important agents to meet the needs of the students. His actions should be emulated by other principals and incorporated into the school's strategic planning.

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## Teachers' Opinions on the Problems of the Turkish Education System and Solution Proposals in the Context of Sustainability

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### Abstract

Each part of the society is directly or indirectly affected by the problems experienced in the education system. The aim of this research is to reveal the awareness of the teachers who are in the school's business and the solutions to the problems in the Turkish education system. Research is a case study from qualitative research methods and content analysis technique is used. The working group formed twenty-three teachers who worked in Ankara in the academic year of 2017-2018. Interviews were conducted with the selected teachers through the purposeful sampling method. The data were analyzed by content analysis technique. Participants all see the frequent change of the education system as the most important problem. The majority of participants think that the absence of a sound educational philosophy and the lack of a training policy based on this educational philosophy cause the above-mentioned problems to arise. In line with the opinions of the teachers, the main reasons for these problems of the Turkish education system are the fact that the Ministry of National Education is not in education, the politics of education are completely under control, errors in the curriculum, and decisions taken at ministerial level related to education.

**Keywords:** Education system, Problem of education system, Education system and suggestions, Turkish education system

### Introduction

It can be defined as a whole system of parts that are interrelated and affect one another. In the context of the organization, it defines the system as a whole, which consists of interconnected sub-systems that receive inputs from the systems around it and serve as outputs and outputs. In the case of a system, education can be considered as a system that is connected to a higher system, which has subsystems and which affects each other as a whole. There are many opinions about what education is, what purpose it is done. These views differ from the views of the world, facts and events. The purpose of education is also based on philosophical approaches. Sönmez (2014) states that the educational system is structured with the meanings that every philosophical approach loads into the human being.

With the changing world and technology, education systems have begun to change and developments are expected to meet the needs of society. The Turkish education system is not enough to meet the needs of the society with the changing and developing technology and faces various problems.

It is difficult to predict which of these nested problems is the cause and which is the result. For example, central examinations, which are seen as the most important problem, are the reasons for the existence of special classrooms, which are seen among the important problems. At the same time, the lack of planning at all levels of education, quality differences between educational institutions, lack of an effective orientation in transition to educational levels, the tendency of the students towards general high schools due to problems related to vocational education can be the cause or the result of these problems (Yılmaz & Altinkurt, 2011). (Aşkar, 2007; EPÖDER, 2010; Şimşek, 2006; Türk eğitim sen, 2001) problems related to educational programs, (Erg, 2007a, 2008, 2009; Gök, 2004; Gür & Çelik, 2009) problems related to inequalities in access to education, (Gedikoğlu, 2005; Okçabol & Gök, 1998; Yolcu & Kartal, 2010) memorized education, (Eğitim Sen, 2009; Türk eğitim sen, 2001) problems related to infrastructure infrastructure, (Arslan, 2004; erg, 2007b) transition between stages, (Özdem, 2007); Yolcu, 2007) many studies have been carried out on financing of Education. In this study, problems were identified, but the teachers' opinions on solutions to problems and problems were not investigated.

Problems in the education system are directly or indirectly affected by all segments of society. However, it can be said that the students, teachers and administrators are more likely to be affected by these problems, as well as their





knowledge on these problems. Therefore, it can be said that the opinions and recommendations of these three groups are of a different importance in the evaluation of the system and in the determination of measures to improve the system (Yeşil& Şahan, 2015).

The aim of this study is to present the teachers' awareness of the problems in Turkish education system and their views on the solution of these problems. In this way, solution suggestions for problems can be developed from within the education system.

### **Method**

Case study of qualitative research methods and content analysis technique were used. Case study is a research strategy that involves experimenting with a specific case in its real life context using multiple proofs (Robson, 2002: 178). According to Yin (2009), case studies are simply capable of answering a specific question rather than a specific question of how and why. Content analysis is a scientific approach that allows objective and systematic examination of verbal, written and other materials (Tavşancıl and Aslan, 2001).

### **Study Group**

The study group formed twenty-three teachers active in Ankara in 2017-2018 academic year. Interviews were made with selected teachers by sampling method. Based on the information available, the units, events and cases that show characteristic characteristics in terms of analysis are taken into consideration. In deciding the extent to which the sample represents the universe, it is necessary to have a very close relationship with the properties to be investigated by the control units taken. This example can be selected because it reflects a larger group of existing data in light of a particular feature (Mayring, 2000: 284). The interview form was composed of semi-structured questions developed by the researcher and the opinions of the seven faculty members of the field expert were taken and rearranged in line with the opinions and the final version was given. In addition, five teachers have been asked and the understanding of the questions has been tested.

### **Collection and Analysis of Data**

Teachers' views on the reasons seen as the most important problems of the Turkish Education System and why they are important problems, the causes of the problems and the suggestions of solutions are analyzed by means of the content analysis technique based on the answers given to the open-ended questions. According to Duvager (1989), a text is based on the classification of its items according to the predefined categories. Text, books, documents, etc. Content analysis, which is a kind of screening with the aim of determining certain characteristics of the material, examines the material in certain light of expectations by developing quantification measures beforehand (Karasar, 2016: 184).

### **Findings**

A total of twenty-three teachers was consulted in this research. Five of the respondents are primary school teachers, seven participants of the group is middle school and the rest is high school teachers. Eleven of the participants were male, twelve were females. Five participants have professional experience between 11-15 years, eighteen participants have over twenty years of professional experience.

### **Findings about problems of Turkish education system**

Participants all see the frequent change of the education system as the most important problem. Eighteen of the teachers who participated in the survey think that the education system is far from scientific. The lack of researcher means that it is a memorization based system which is based on an education system and is not related to the traditional education concept, interest and desire, lack of education system, lack of planning in education, focus on teaching, crowd of classes, teacher training, incompatibility of educational policies with the needs of the country.



### **Why it is seen as the most important problem**

Not implementing a long-term education system, instability in educational policies, low student level, constant curriculum change cause turmoil in education. The fact that the topics are heavy and not in line with the level of competence, consistency and continuity in education do not allow for the development of original individuals engaged in researching memorable sites. The fact that education should be independent of politics, the attempt to implement an educational policy that is out of the world, the lack of a general education policy.

The majority of participants think that the absence of a sound educational philosophy and the lack of a training policy based on this educational philosophy cause the above-mentioned problems to arise. Almost all of the participants state that there is no coherence in our education system, that the system is memorizing, that education is based on knowledge, but does not meet the psychosocial developments of students, suggesting that educational policies are about to break away from the earth and save the day. The effect of politics on the education system is that the school is a very boring place from a fun place. The lack of a training philosophy, a lack of a built-in educational philosophy, the shaping of the educational curriculum with universal values, the lack of social transformative role of education, the inadequacies of space and materials, the inadequacy of the organization, the inadequacy of the quality of personnel, the lack of adult education and its negative effects on the education process and the devaluation of knowledge, the devaluation of the teaching profession. Some participants state that education is creating problems due to the application of neoliberal policies, stemming from the fact that education has been moved away from the public sphere and presented to the market. One of the participants was given the following opinion.

*P-23. Presenting the education field to the market can be regarded as the first problem. Because it seems to have the power to redesign (all of the masses) all other titles that have not lost this initiative and the struggle in this sense.*

### **The main cause of the problems**

Considering the political opinion of the ruling party in need when the decisions of the Ministry of National Education are not made, the Ministry of National Education is not in education, frequent changes are made, education policies, mistakes in the curriculum, paperwork, Our traditional teaching system. The fact that the Ministry of National Education is not independent and the students placed in the education faculties according to the university examination system have a low score, the teachers should be selected with the highest score. The fact that the education administrators do not consist of qualified and sufficient persons, the educational policies are constantly changing. The fact that education is like a summer-glazed board, there are no questionable and investigative individual training programs, we have not yet embraced the basic values of the republic and have not yet become a democratic individual.

*P-21. I think that education is not given importance and that it is distanced from the wisdom of knowledge. Students should be defined by starting from the family and cooperating with the parents, and training should be given accordingly. Awareness, guidance is a must. I think that the educators are starting from the very beginning and educating the public consciousness.*

Education is the ideological use of the state and every group of power is trying to shape it according to its own political philosophy. There is no solid education policy. It is constantly changing with the changing politics.

*P-16. In short, it can be expressed as the interests of the capital and the states that have become the protectors of these interests. However, for non-organized (in the real sense) and claims, they can be ordered from those who have lost the power to intervene in areas that concern themselves. However, it is necessary to see all the oppression*



*and manipulations that lead to this dissimilarity, together with keeping them accountable; I would like to open it to the benefit of resolving the situations that lead to the multiple oppression of people. Finally, the stance of scholars, intellectuals and politicians who are with them for masses can be included in this discussion.*

### **Solving problems in the education system**

A well-established education system brings success in the long run, by attracting the influence of governments through National Education, by not being a political instrument, by restructuring the education system based on a philosophical basis. Successful education system implementations in the world should be taken as an example and appropriate systems should be developed with the expectations of the education system in the world and the world. These problems can be mitigated through a consensus that will be formed through the common participation of all components of the training and all affected parties. With the education policies not being fixed according to their needs and educating the educators in accordance with the profession ethic, the bureaucrats, administrators should come to education management with openness, awareness and impartiality. There are opinions that people who do good work should be rewarded. One of the participants thinks that these problems cannot be solved.

*K-19. "Insoluble !!! Under the heavy conditions we are in, we provide realistic transformations of bona fide reform efforts and I do not know if the system will solve their problems. However, the development of social resistance without despair can contribute to solution (because this area can be seen as a reconstructed area) and at the reformist level, the formation of social reconciliation, the constructive contributions of the parties etc. (which is difficult, conflict of interest prevents it)."*

### **Educational policy that should be watched with teacher's point of view**

A system to raise free, thinking, rational, human-focused, racing, conscientious, moral individuals. It must be free, national, impartial. An unchanging, robust, multi-intelligent system should follow a policy of inquiring, investigating. There must be a training system that is in accordance with the expectations of the department based business world based on life-based, sampling, based on a humanistic, realistic educational policy away from politics. Educational policies should be pursued to meet the needs of the Republic, which is the government's founding policy. A multicultural and flexible education system that can see differences as wealth can be constructed. . It should be an education system that emphasizes science and intelligence, and that can improve the skills of students. It has been argued that there should be an education system that encourages research and inquiry, and raises criticism and self-criticized individuals. The views of the two participants are as follows.

*K-10. It should be a structure in which the teacher is more active, more flexible curriculum is followed, the student can be offered more choice of courses, the guidance system which can be informed about the options in front of him frequently, the more individual communication with the teacher,*

*The K-5. First of all, the educated person should be organized as serving the self-discovery process. From here, a relationship should be provided in ways that will turn society reality into reality. It is necessary to open up the applications that will pass on the understanding created by the consensus.*

### **Conclusions and Recommendations**

This research aims to reveal the opinions of teachers about the problems of the Turkish education system and the solutions of these problems. The frequent changes in the education system are due to the fact that it is a system that is based on memorization and examination, traditional education concept, lack of interest in education, lack of planning in education, lecture oriented, crowded classes, teacher education, incompatibility of education policies with country needs, and away from public education. As a result of many previous researches similarities shows (Yilmaz & Altinkurt, 2011; Gedikoglu, 2005).



In view of the teachers' views, the main reasons for these problems of the Turkish education system are the fact that the minister of education is not from within education, the policies of education are completely controlled by politics, mistakes in the curriculum, Unable to get rid of the tradition in teaching approaches, the lack of qualified and qualified persons of education managers, the constant change of education policies. The absence of inquiring, researching individualized training programs. Education is the ideological use of the state and every group of power is trying to shape it according to its own political philosophy. There is no solid education policy. Along with the changing politics, it has been continuously changed.

Thanks to a reconciliation of the education system based on a philosophical point of view and the settlement of the problems in the Turkish education system, the restructuring of the education system will lead to success in a long term, a consensus that will be formed through the participation of all the components of education and all affected sectors, deductible. In the case of educating individuals who are free to think, educated and educated, educated, educated, informed, objective bureaucrats, administrators come to mind, science and mind are in the foreground, and universal values and adaptable to the world a training policy has been set up to solve the problems.

It is possible to address the problems of the education system and suggestions for solutions in different categories. It can be classified as problems originating from education policies, educational programs, philosophy of education, teacher and student qualifications.

The education policy is a national project, and when we carry the traces of the past, one side also holds the perceptions of the future by meeting the needs of today. Education policy should be sustainable, inclusive and have ample space to be developed further. Although ideologies are different, each country has a national educational policy (Ereş, 2009). But globalization; the education system, education policies, education financing, lifelong education approaches and teaching programs. The education policy produced only quantitative and non-quantitative aspects.

Educational programs should be based on how to train the up-to-date, future-oriented individuals, and be the ones that carry both locality and universality. Educational programs need to be taught by teachers and practitioners based on a philosophical approach. Within the Turkish education system, the education programs bring problems from being taken from one of the developed countries and being tried to be implemented exactly.

The educational system must be based on a philosophy of education to be sustainable and the ontological, epistemological, logical and axiological structure of this philosophical understanding must be fully applied. Apart from the determined philosophical approach, it is possible to encounter problems with different philosophical approaches such as education programs, measurement, learning environments and teacher training. Educational philosophy is a study area bearing the traces of the past as a determinant of educational policy, considering today's needs and at the same time embracing the perceptions of the future (Erkılıç, 2008). According to Ertürk (1988), if we aim to create a philosophy of national education; it is not enough, but this has been going on for many years and this is still valid nowadays. Research should be done in the light of science and a philosophical approach should be constructed by making use of the solutions in line with the needs of our country correctly and possible.

A philosophical approach should be formulated by exploiting and exploiting possible solutions. Teacher competencies are one of the most important problems of the education system. The teacher needs to be trained in the best way in the context of field knowledge, general culture and pedagogical formation. Many changes in education have failed because they are not supported by the development of the human element (Bursalıoğlu, 2002). Teachers should be trained from one source as it is in other profession groups. Teacher training in the Turkish education system is provided by many sources, and a problem is emerging as a problem because a sufficiently qualified student cannot be selected as a profession. Well-established educational philosophy should be grasped and applied to teacher candidates. Teachers' opinions and beliefs about educational philosophy affect



how they teach in the classroom. In addition, teachers should have knowledge about various educational philosophies, and the relationship between the program and the philosophical foundation will also help the effective implementation of the programs (Quoted by Doğanay, 2011). The teaching profession can be made more attractive and the profession of qualified students can be preferred.

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## Teachers' Opinions on the Functionality of Educational Projects

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### Abstract

The aim of this study is to present the staffed teachers' opinions on the functionality of the school projects which were conducted in 2016-2017 educational years at schools in Bolu city center and counties. The participants of this study are 118 staffed teachers (61 female and 57 male) from 9 middle schools and 1 high school. The participants of the study were selected by utilizing purposeful sampling and their attendance to school projects were taken into consideration. In order to receive the teachers' opinions on the subject a 30-item 5-Point Likert Type "Teachers' Opinions on the Functionality of School Projects Survey" was developed by taking 13 teachers', who has teaching experience, and field specialists' opinions. The survey consists of 4 dimensions which are "Preparation", "Team Preparation", "Application" and "Result". In the process of forming these dimensions, the production process of the projects was taken into consideration. Descriptive survey model was utilized as the research design. In order to analyze the data, factor analysis, Test of Normality, Mann-Whitney U test and Kruskal-Wallis H test method were utilized. The results of the study showed that a great majority of the teachers agreed that the "preparation" stages of the projects are functional. Most of the teachers agreed that "team preparation" stage is also functional. A great majority of the teachers' opinions are in favor of the functionality of "application" stage regarding the field work. Besides, most of the teachers remarked that the "result" stage of the school projects are functional.

**Key words:** Project Functionality, Efficiency, School Projects

### Introduction

According to Turkish Language Association's webpage the meaning of the word "project" of which meaning roots in French is defined as:

1. A scientific study draft which has been planned and organized, cost calculated, approved by foundations and institutions, accepted to be executed by private institutions or government in short or long term.
2. A draft which is desired to be actualized

Ministry of National Education 's Regulation on Secondary Education Institutions defines "project" as "a study which is conducted on a subject according to students' requests, guided by the teacher with the aim of researching and comment on the matter, reaching the information, producing authentic ideas and presenting a product.

The basic feature of project is to enable students to decide and use the power of implementation as a group or individually by following the paths which lead to the solution (Şahin, 2009)



Generally, “project” is defined as a study which is conducted by students as a group or individually in a field they desire, a scientific research, creative thinking, commenting on subject matter, producing an idea, making an inference, an activity which is practiced inside or outside the classroom with the aim of improving the ability to make connections.

Project method phrase is used for the first time by an American Teacher in 1908 in the syllabus of Agricultural Vocational School. Since then the method is used in America and many countries around the World (Kemertaş, 2001; cited in Duran 2009). The actual founder of the method is American Educator John Dewey. Kilpatrick and Collings, who are students of Dewey, applied and improved the method. In 1912, the method was tried at J. J. Rousseau Institution in Geneva and became prevalent and applied in America. In United States of America, Kilpatrick and M. Collings who was one of the educational inspectors were regarded as the most interested contractors of the method. Especially, Collings obtained very good results which could not even be compared with the other educational applications in other schools (Öztürk, 1958, cited in Saban, cited in Duran 2009).

Projects strive for the students to be involved in interesting and different events. Students are canalized to creating products, expressing their ideas to other people by fostering discussions, editing the results, turning data into graphics, making predictions and examining and answering the questions (Blumenfeld and others, 1991; cited in Sayan, 2011). A student's deciding on how and in what order to solve a problem is the main feature of a project (Yaman, 2003: 117; cited in Çilesiz, 2014). Also, projects create an environment in which students can gain the ability to research scientifically and learn by experience. Since the project is to study profoundly on a subject on which it was desired to be informed, tests take place and can be adapted to the daily life (Dede and Yaman 2003: 118; Balkı 2003: 4-5; cited in Çilesiz, 2014).

According to Moursund (2002; cited in Balemén, 2016) a project is prepared in 11 steps. These steps are:

- 1) Designating the targets
- 2) Determining and defining the problem
- 3) Determining the final report's features and the way of presentation
- 4) Determining the assessment scale
- 5) Creating the teams
- 6) Determining the detailed questions and organizing the data collecting process
- 7) Creating a work schedule
- 8) Determining the checkpoints
- 9) Gathering information
- 10) Reorganizing information
- 11) Presentation of the project

While the project selection can be made on a list created by teachers, the subjects which are brought as a result of students' desires and researches can be taken into consideration (Aslan, 2013). A subject which is adopted by the students is better in terms of carrying out the process. In that context, teachers' guidance on choosing a subject desired by students is crucial.

The evaluation of the subject is as important as choosing the subject of the project. Rubrics and checklists are the main tools which are used in the evaluation process of the projects. In addition, students' ideas can be used in order to determine the evaluation tools. In project Works, evaluation criteria should be determined and explained to the students beforehand.



In the process of the evaluation of a project usually the questions below are utilized (Çepni, 2005; cited in Akarsu, 2008, cited in Aslan, 2013):

- Has a surveyable subject been determined in the chosen field?
- Has the determined subject been turned into a surveyable subject?
- Has the purpose sentence of the surveyable subject been written?
- Has the proper project method's general form and the operational ways been determined?
- Has the collected data been transformed into a systematic form? (Tables, categories or graphics etc.)
- Have the results and suggestions been written based on the data?

It is possible to say that modern life is full of scientific and technological content. In order to comprehend and evaluate that content a scientific background is required. In order to develop a proper perception and evaluation ability in our society, individuals should improve themselves at relating cause and result, collecting data, deciding depending on information, critical thinking and following global network. Ensuring the development of our children becomes easier with the help of the education they receive at schools. Therefore, the education at the schools should be proper enough for that purpose rather than following a traditional approach.

There is no doubt that the occurrence of the education can take place both at the school and out of the school. As a social process, the occurrence of the education is only possible under some specific conditions under the light of specific principles. In school context, education also requires special conditions (Budak, 2009). At this point, by taking contemporary learning methods and processes, TUBITAK Science Expos, European Union, ERASMUS, MARKA projects are conducted and it is aimed that young people attain these abilities.

The aim of this study is to examine the functionality of the relevant educational projects. In this process, the functionality of the educational projects is examined according to the staffed teachers' educational level, experience, type of the project, gender, branch and type of the school.

1. Do teachers' opinions on the functionality of educational projects vary depending on the education level of the teacher?
2. Do teachers' opinions on the functionality of educational projects vary depending on the vocational experience of the teacher?
3. Do teachers' opinions on the functionality of educational projects vary depending on the type of the project?
4. Do teachers' opinions on the functionality of educational projects vary depending on the teacher's gender?
5. Do teachers' opinions on the functionality of educational projects vary depending on the branch of the teacher?
6. Do teachers' opinions on the functionality of educational projects vary depending on the type of the school?

## Method

### Research Model

The descriptive survey model is utilized as the research model in this study.

### Population and Sample

This study presents the staffed teachers' opinions on the functionality of the educational projects at schools in Bolu town and boroughs in 2016-2017. In total, 118 staffed teachers, 61 female and 57 male, from 9 secondary schools and 1 high school participated in the study. In the process, the teachers' participation in educational projects was taken into consideration and purposeful sampling technique was utilized.

**Table 1.** Participants' Demographic Information

Variables	f	%
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Education Level	Bachelor's Degree	102	86,4
	Master's Degree	16	13,6
Experience	1-5 Years	23	19,5
	6-10 Years	36	30,5
	11-15 Years	32	27,1
	16+ Years	27	22,9
	EU	21	17,8
Type of Projects	TUBİTAK	88	74,6
	MARKA	1	,8
	OTHERS	8	6,8
Gender	Female	61	51,7
	Male	57	48,3
Branch	Turkish	18	15,3
	Math	14	11,9
	Science	14	11,9
	Social Sciences	7	5,9
	Foreign Languages	14	11,9
	Education of Religion and Ethics	10	8,5
	Arts	3	2,5
	Special Education	3	2,5
	Counselling	5	4,2
	Physical Education	5	4,2
	Music	3	2,5
	Information Technologies	7	5,9
	Technology Design	3	2,5
	Form Teacher	1	,8
	Vocational Classes	4	3,4
Type of School	Empty	7	5,9
	Secondary School	103	87,3
	High School	15	12,7

As it can be observed in Table 1, according to the education level variable 86,4% of the participants have bachelor's degree and 13,6% of the participants have master's degree. According to the vocational experience 19,5% of the participants have 1-5 years of experience, 30,5% of the participants have 6-10 years of experience, 27,1% of the participants have 11-15 years of experience and 22,9% of the participants have over 16 years of experience. According to the type of the projects which were conducted in the schools, 17,8% of the participants conducted EU Projects; 74,6% of the participants took part in TUBİTAK Projects; 0,8% of the participants participated in MARKA Projects and 6,8% of the participants took part in other projects. According to the gender variable, 51,7% of the participants are female and 48,3% are male. When branch variable is taken into consideration, it can be seen that 15,3% of the participants are Turkish Teachers; 11,9% of the participants are Math Teachers; 5,9% of the participants are Social Sciences Teachers; 11,9% of the participants are Foreign Languages Teachers; 8,5% of the participants are Religion and Ethics Teachers; 2,5% of the participants are Arts Teachers; 2,5% of the participants are Special Education Teachers; 4,2% are Counselling Teachers; 4,2% are Physical Education Teachers, 2,5% are Music Teachers, 5,9% are Information Technologies Teachers, 8% are Form Teachers, %3,4 are Vocational Class Teachers and 5,9% of the participants did not answer the relevant question.

#### **Data Collection**



In order to collect the teachers' opinions a 30-item 5-point likert-type scale "Teachers' Opinions on the Functionality of the Educational Projects Survey" was created by asking 13 teachers' who have teaching experience and field experts' opinions. The survey has four different aspects such as; "Preparation", "Team Preparation", "Implementation" and "Result". While these aspects were being formed, the making process of the projects were taken into consideration.

### Data Analysis

The data which were obtained from 118 surveys were transferred to IBM SPSS 25.0 packet software and analyzed. In order to determine the normality of the data, Normality Distribution Test was applied to the data in SPSS software.

**Table 2.** Normality Distribution Test

	N	X	ss	Skewness	Kurtosis
Preparation Aspect	118	20,822	3,84	-1,535	2,912
Team Preparation Aspect	118	15,525	3,365	-1,061	1,476
Implementation Aspect	118	29,084	5,281	-1,381	2,652
Result Aspect	188	41,516	6,77	-1,209	2,091
Total	118	4,054	,656	-1,118	1,787

According to the result of the analysis, since there are over 30 participants and skewness and kurtosis values are not between +1 and -1 it is assumed that the data are not scattered normally. In that context, the data were analyzed by using Mann Whitney U and Kruskal Wallis-H tests.

### FINDINGS

#### Factor Analysis Test Results

**Tablo 3.** Factor Analysis Test

	Strongly Disagree		Disagree		Neither Disagree Nor Agree		Agree		Strongly Agree			
	f	%	f	%	f	%	f	%	f	%	$\bar{x}$	ss
1	3	2,5	8	6,8	5	4,2	56	47,5	46	39,0	4,14	,960
2	4	3,4	4	3,4	4	3,4	45	38,1	61	51,7	4,31	,949
3	2	1,7	7	5,9	16	13,6	54	45,8	39	33,1	4,03	,929
4	2	1,7	3	2,5	9	7,6	48	40,7	56	47,5	4,30	,850
5	5	4,2	7	5,9	10	8,5	51	43,2	45	38,1	4,05	1,045
6	4	3,4	8	6,8	16	13,6	49	41,5	41	34,7	3,97	1,033
7	5	4,2	14	11,99	25	21,2	50	42,4	24	20,3	3,63	1,069
8	2	1,7	5	4,2	19	16,1	48	40,7	44	37,3	4,08	,926
9	6	5,1	4	3,4	8	6,8	50	42,4	50	42,4	4,14	1,037
10	6	5,1	2	1,7	8	6,8	55	46,6	47	39,8	4,14	,989
11	5	4,2	18	15,3	23	19,5	43	36,4	29	24,6	3,62	1,139
12	2	1,7	6	5,1	7	5,9	58	49,2	45	38,1	4,17	,880
13	3	2,5	5	4,2	7	5,9	58	49,2	45	38,1	4,16	,906
14	5	4,2	8	6,8	15	12,7	51	43,2	39	33,1	3,94	1,056
15	2	1,7	5	4,2	18	15,3	58	49,2	35	29,7	4,01	,882
16	1	,8	5	4,2	11	9,3	54	45,8	47	39,8	4,19	,840
17	2	1,7	4	3,4	10	8,5	56	47,5	46	39,0	4,19	,857
18	2	1,7	3	2,5	6	5,1	39	33,1	68	57,6	4,42	,841
19	1	,8	10	8,5	15	12,7	55	46,6	37	31,4	3,99	,929
20	1	,8	7	5,9	12	10,2	46	39,0	52	44,1	4,19	,908
21	1	,8	3	2,5	13	11,0	53	44,9	48	40,7	4,22	,807



22	1	,8	4	3,4	12	10,2	47	39,8	54	45,8	4,26	,842
23	1	,8	3	2,5	14	11,9	58	49,2	42	35,6	4,16	,795
24	14	11,9	19	16,1	33	28,0	35	29,7	17	14,4	3,19	1,219
25	8	6,8	20	16,9	26	22,0	41	34,7	23	19,5	3,43	1,180
26	1	,8	7	5,9	25	21,2	62	52,5	23	19,5	3,84	,837
27	1	,8	5	4,2	14	11,9	62	52,5	36	30,5	4,08	,818
28	1	,8	4	3,4	15	12,7	46	39,0	52	44,1	4,22	,859
29	4	3,4	2	1,7	8	6,8	45	38,1	59	50,0	4,30	,927
30	2	1,7	2	1,7	16	13,6	42	35,6	56	47,5	4,25	,879

The findings indicate that a great majority of the teachers believe that preparation phase (questions 1,2,3,4,5) of educational projects are functional. In the team preparation aspect (questions 7,9,10,11), majority of the teachers agree that educational projects are functional. In addition, related to the implementation aspect (questions (12, 13, 14, 15, 16, 17, 18), a great majority of the teachers agree that educational projects are functional as field studies. Also, majority of the teachers indicated that the results (question 19, 20, 21, 22, 23, 26, 27, 28, 29, 30) of educational projects are functional.

#### Mann-Whitney U Test Results

**Table 4.** Teachers' opinions on the functionality of educational projects depending on **the education level of the teacher** - Mann-Whitney U Test Results

	Education Level	N	Mean Rank	Rank Sum	U	P
Preparation Aspect	Bachelor's Degree	102	59,31	6049,50	796,500	,877
	Master's Degree	16	60,72	971,50		
Team Preparation Aspect	Bachelor's Degree	102	56,35	5748,00	459,500	,011*
	Master's Degree	16	79,56	1273,00		
Implementation Aspect	Bachelor's Degree	102	58,06	5922,50	669,500	,247
	Master's Degree	16	68,66	1098,50		
Result Aspect	Bachelor's Degree	102	57,38	5852,50	599,500	,088
	Master's Degree	16	73,03	1168,50		
Total	Bachelor's Degree	102	57,57	5872,50	619,500	,122
	Master's Degree	16	71,78	1148,50		

\* $p < .05$

According to the U test results in Table 4, it is possible to say that regarding to education level of the teachers there is no meaningful difference in the teachers' opinions on preparation aspect of the educational projects ( $U=796,500$ ;  $p>.01$ ). It is observed that depending on the education level of the teachers, there is a meaningful difference between the opinions of the teachers with bachelor's degree and master's degree on team preparation aspect of educational projects. ( $U=459,500$ ;  $p<.05$ ). In addition to that, there is no meaningful difference between the opinions of the teachers with bachelor's degree and master's degree on the implementation aspect of the educational projects ( $U=669,500$ ;  $p>.01$ ). Also, teachers' opinions on the functionality of the result aspect of educational projects do not indicate a meaningful difference in parallel with the teachers' education levels ( $U=599,500$ ;  $p>.01$ ). Moreover, the total points of the teachers' responses about the functionality of educational projects reflect that there is no meaningful difference between the teachers' opinions in accordance with the education level of the teachers ( $U=619,500$ ;  $p>.01$ ).





In order to determine the source of this difference rank sums are taken into consideration and it is revealed that mean rank of the teacher's with bachelor's degree (Mean Rank: 56,35) seems to be higher than the mean rank of the teachers with master's degree (Mean Rank: 79,56) at team preparation aspect. As a result, it is possible to say that the teachers who had bachelor's degree brought about the educational projects by attaching more importance to team preparation than the ones who had master's degree.

**Table 5. 1.** Teachers' opinions on the functionality of educational projects depending on the teacher's gender  
Mann-Whitney U Test Results

	Gender	N	Mean Rank	Rank Sum	U	P
<b>Preparation Aspect</b>	Female	61	61,70	3763,50	1604,500	,467
	Male	57	57,15	3257,50		
<b>Team Preparation Aspect</b>	Female	61	60,82	3710,00	1658,000	,662
	Male	57	58,09	3311,00		
<b>Implementation Aspect</b>	Female	61	60,39	3684,00	1684,000	,768
	Male	57	58,54	3337,00		
<b>Result Aspect</b>	Female	61	62,76	3828,50	1539,500	,282
	Male	57	56,01	3192,50		
<b>Total</b>	Female	61	62,00	3782,00	1586,000	,411
	Male	57	56,82	3239,00		

When the U test findings in Table 5 are examined, it can be seen that the teachers' opinions on the functionality of the preparation aspect of educational projects do not show a meaningful difference in parallel with the teachers' gender ( $U=1604,500$ ;  $p>.05$ ). Also, it is observed that the teachers' opinions on the functionality of the team preparation aspect of the projects do not indicate a significant difference depending on the teachers' gender ( $U=1658,000$ ;  $p>.05$ ). As for the implementation aspect, there is no meaningful difference between the teachers' opinions on the functionality of the implementation aspect in parallel with the gender variable ( $U=1684,000$ ;  $p>.01$ ). As it can be seen, it is possible to say that the teachers' opinions on the functionality of the result aspect of the educational projects do not indicate a meaningful difference with regard to the gender variable ( $U=1539,500$ ;  $p>.05$ ). Eventually, the total points of the teachers' responses about the functionality of educational projects demonstrate that there is no meaningful difference between the teachers' opinions in parallel with the gender variable ( $U=1586,000$ ;  $p>.01$ ).

**Table 6.** Teachers' opinions on the functionality of educational projects depending on the type of the school -  
Mann-Whitney U Test Results

	Type of School	N	Mean Rank	Rank Sum	U	p
<b>Preparation Aspect</b>	Secondary School	103	61,63	6347,50	553,500	,074
	High School	15	44,90	673,50		
<b>Team Preparation Aspect</b>	Secondary School	103	61,01	6284,00	617,000	,205
	High School	15	49,13	737,00		
<b>Implementation Aspect</b>	Secondary School	103	61,80	6365,00	536,000	,055
	High School	15	43,73	656,00		
<b>Result Aspect</b>	Secondary School	103	62,14	6400,50	500,500	,027*
	High School	15	41,37	62,50		
<b>Total</b>	Secondary School	103	61,79	6364,50	536,500	,056
	High School	15	43,77	656,50		

\* $p<.05$



When U test results in Table 6 are examined, it can be observed that the teachers' opinions on the functionality of the preparation aspect of the educational projects do not indicate a meaningful difference depending on the type of the school ( $U=553,500$ ;  $p>.01$ ). Also, it is possible to say that the teachers' opinions on the team preparation aspect of the projects do not show a particular difference in parallel with the type of the school ( $U=617,000$ ;  $p>.01$ ). In addition to that, as for the implementation aspect, the teachers' opinions did not show a particular difference with regard to the type of the school ( $U=536,000$ ;  $p>.01$ ). However, the teachers' opinions on the functionality of the result aspect of the educational projects indicate a meaningful difference in parallel with the type of the school ( $U=500,500$ ;  $p<.01$ ). The total points of the teachers' responses about the functionality of the educational projects with regard to the type of the school do not show a particular difference ( $U=536,500$ ;  $p>.01$ ). When the mean ranks are examined in order to find out the source of the difference in the teachers' opinions on the result aspect, it is seen that the mean rank of the secondary school teachers (62,14) is higher than high school teachers' mean rank (41,37). As a result of that it is possible to say that the teachers who work at secondary schools are more concerned with the result aspect of the projects compared to the teachers who work at high schools.

### Kruskal-Wallis H Test Results

**Table 7.** Teachers' opinions on the functionality of educational projects depending on the **teachers' experience**  
- Kruskal-Wallis H Test Results

	Experience	N	Mean Rank	df	$\chi^2$	p
<b>Preparation Aspect</b>	1-5 Years	23	60,91	3	,533	,912
	6-10 Years	36	56,79			
	11-15 Years	32	61,16			
	16+ Years	27	59,94			
<b>Team Preparation Aspect</b>	1-5 Years	23	58,63	3	3,679	,298
	6-10 Years	36	53,21			
	11-15 Years	32	58,61			
	16+ Years	27	69,69			
<b>Implementation Aspect</b>	1-5 Years	23	57,11	3	2,982	,394
	6-10 Years	36	53,72			
	11-15 Years	32	62,41			
	16+ Years	27	65,80			
<b>Result Aspect</b>	1-5 Years	23	57,78	3	,241	,971
	6-10 Years	36	59,35			
	11-15 Years	32	60,61			
	16+ Years	27	59,85			
<b>Total</b>	1-5 Years	23	58,61	3	,192	,979
	6-10 Years	36	54,60			
	11-15 Years	32	61,33			
	16+ Years	27	64,63			

When the H test results in the Table 7 are examined, the teachers' opinions on the functionality of the preparation aspect of the educational projects do not demonstrate a meaningful difference in parallel with the experience variable ( $\chi^2_{(3)}= 533$ ;  $p>.05$ ). Also, it is seen that the teachers' opinions on the functionality of the team preparation aspect of the projects do not indicate a meaningful difference with regard to teacher's experience ( $\chi^2_{(3)}= 3,679$ ;  $p>.05$ ). As for the implementation aspect of the projects, the teachers opinions do not



show a particular difference depending on teacher's experience ( $\chi^2_{(3)}= 2,982$ ;  $p>.05$ ). It is seen that the teachers' opinions on the functionality of the result aspect of the projects do not show a particular difference in parallel with teacher's experience ( $\chi^2_{(3)}= ,241$ ;  $p>.05$ ). Eventually, the total points of the teachers' responses on the functionality of the educational projects do not indicate a meaningful difference with regard to teacher's experience ( $\chi^2_{(3)}= ,192$ ;  $p>.05$ ).

**Table 8.** Teachers' opinions on the functionality of educational projects depending on the **type of projects** - Kruskal-Wallis H Test Results

	Type of Projects	N	Mean Rank	df	$\chi^2$	p
<b>Preparation Aspect</b>	EU	21	62,60	3	2,783	,426
	TUBITAK	88	59,94			
	MARKA	1	70,50			
	OTHER	8	45,13			
<b>Team Preparation Aspect</b>	EU	21	73,93	3	2,102	,552
	TUBITAK	88	57,80			
	MARKA	1	43,00			
	OTHER	8	42,44			
<b>Implementation Aspect</b>	EU	21	65,02	3	1,291	,731
	TUBITAK	88	60,45			
	MARKA	1	28,50			
	OTHER	8	38,38			
<b>Result Aspect</b>	EU	21	67,05	3	2,961	,398
	TUBITAK	88	59,89			
	MARKA	1	19,50			
	OTHER	8	40,38			
<b>Total</b>	EU	21	70,31	3	1,929	,587
	TUBITAK	88	58,88			
	MARKA	1	22,00			
	OTHER	8	42,63			

When the H test results in Table 8 are examined, teachers' opinions on the functionality of the preparation aspect of the educational projects do not indicate a meaningful difference with regard to the type of the project ( $\chi^2_{(3)}= 2,783$ ;  $p>.05$ ). Also, the teachers' opinions on the functionality of the preparation aspect of the educational projects do not show a significant difference in parallel with the type of the project ( $\chi^2_{(3)}= 2,102$ ;  $p>.05$ ). As for the implementation aspect, the teachers' opinions do not show a particular difference depending on the type of the project ( $\chi^2_{(3)}= 1,291$ ;  $p>.05$ ). Moreover, the teachers' opinions on the functionality of the result aspect of the educational projects do not indicate a meaningful difference in accordance with the type of the project ( $\chi^2_{(3)}= 2,961$ ;  $p>.05$ ). When the total points of the teachers' responses to the relevant questions, it is possible to claim that the teachers' opinions on the functionality of the educational projects do not shows a meaningful difference in parallel with the type of the project ( $\chi^2_{(3)}= 1,929$ ;  $p>.05$ ).

**Table 9.** Teachers' opinions on the functionality of educational projects depending on the **branch of the teachers** - Kruskal-Wallis H Test Results

	Branch of the Teachers	N	Mean Rank	df	$\chi^2$	p
<b>Preparation Aspect</b>	Turkish	18	57,81	14	12,191	,591
	Math	14	54,57			
	Science	14	63,46			



	Social Sciences	7	56,57			
	Foreign Languages	14	56,11			
	Education of Religion and Ethics	10	60,55			
	Arts	3	38,83			
	Special Education	3	40,50			
	Counselling	5	56,20			
	Physical Education	5	61,60			
	Music	3	66,00			
	Information Technologies	7	60,86			
	Technology Design	3	44,67			
	Form Teacher	1	68,50			
	Vocational Classes	4	20,63			
<b>Team Preparation Aspect</b>	Turkish	18	40,81	14	13,010	,526
	Math	14	64,57			
	Science	14	62,79			
	Social Sciences	7	63,14			
	Foreign Languages	14	69,64			
	Education of Religion and Ethics	10	57,25			
	Arts	3	35,50			
	Special Education	3	58,00			
	Counselling	5	33,70			
	Physical Education	5	60,00			
	Music	3	39,67			
	Information Technologies	7	61,86			
	Technology Design	3	63,83			
	Form Teacher	1	105,50			
	Vocational Classes	4	27,75			
<b>Implementation Aspect</b>	Turkish	18	47,78	14	12,641	,555
	Math	14	65,86			
	Science	14	58,11			
	Social Sciences	7	56,07			
	Foreign Languages	14	63,21			
	Education of Religion and Ethics	10	64,90			
	Arts	3	28,50			
	Special Education	3	40,33			
	Counselling	5	50,40			
	Physical Education	5	65,80			
	Music	3	41,17			
	Information Technologies	7	63,00			
	Technology Design	3	64,17			
	Form Teacher	1	63,00			
	Vocational Classes	4	21,63			
<b>Result Aspect</b>	Turkish	18	41,61	14	9,373	,806
	Math	14	62,93			
	Science	14	59,71			
	Social Sciences	7	55,86			
	Foreign Languages	14	66,82			
	Education of Religion and Ethics	10	63,10			
	Arts	3	44,67			
	Special Education	3	51,00			
	Counselling	5	61,90			



	Physical Education	5	49,10			
	Music	3	44,67			
	Information Technologies	7	57,71			
	Technology Design	3	74,33			
	Form Teacher	1	90,00			
	Vocational Classes	4	24,88			
<b>Total</b>	Turkish	18	44,17			
	Math	14	61,18			
	Science	14	61,93			
	Social Sciences	7	55,86			
	Foreign Languages	14	64,82			
	Education of Religion and Ethics	10	62,35			
	Arts	3	41,17			
	Special Education	3	49,67	14	8,519	,861
	Counselling	5	52,20			
	Physical Education	5	58,60			
	Music	3	43,50			
	Information Technologies	7	62,86			
	Technology Design	3	71,17			
	Form Teacher	1	84,50			
	Vocational Classes	4	20,13			

When the H test results in Table 9 are examined, the teachers' opinions on the functionality of the preparation aspect of the educational projects do not show a meaningful difference in accordance with the branch of the teachers ( $\chi^2_{(14)} = 12,191$ ;  $p > .05$ ). Also, the teachers' opinions on the functionality of the team preparation aspect of the projects do not indicate a particular difference in parallel with the teachers' branch ( $\chi^2_{(14)} = 13,010$ ;  $p > .05$ ). As for the the implementation aspect of the projects, teachers' opinions do not show a particular difference with regard to the branch of the teachers ( $\chi^2_{(14)} = 12,641$ ;  $p > .05$ ). Lastly, the teachers' opinions on the functionality of the result aspect of the educational projects do not indicate a meaningful difference in parallel with the branch of the teachers ( $\chi^2_{(14)} = 9,373$ ;  $p > .05$ ). The total points of the teachers responds to the relevant questions indicate that the teachers opinions on the functionality of the educational projects do not show a meaningful difference in parallel with the teachers' branch ( $\chi^2_{(14)} = 8,519$ ;  $p > .05$ ).

### Results and Suggestions

- Regarding the education level of the teachers, it is possible to say that the teachers with bachelor's degree put more importance on the team preparation aspect while they are executing their projects than the teachers with master's degree.
- According to the teachers' responses on the functionality of the educational projects in parallel with the type of the school, it can be said that the teachers who work at secondary schools put more importance on the result of the projects than the teachers who work at high schools.
- Depending on the teachers' experience, type of the projects, teachers' gender and teachers' branch, no meaningful difference has been observed.
- Study group consists of the staffed teachers at schools in Bolu town and boroughs in 2016-2017 educational years. Therefore, the upcoming studies may have a broader sample group in order to have a larger-scale results.



- This study was conducted by utilizing type of the project, teachers' branch, type of the schools and the teachers' education level variables. The following studies may utilize different variables in order to have a different perspective on the relevant subject.

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## Graduate Students' Views on Career Planning

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### Abstract

This study aimed to determine graduate students' views on career planning and identify the factors that have impact on this process. The study group was composed of 35 students attending graduate programs at Bolu Abant İzzet Baysal University Institute of Educational Sciences. Case study design, a qualitative research method, was used in the study. Research data were collected with the help of interviews and analyzed via descriptive and content analysis. Some of the results demonstrate that everyone in need of transformation and progress can have a career with sufficient effort and time. Planning is crucial to have satisfactory careers and high school is more suitable for this. The most effective factors in regards to career planning were found to be internal factors such as interest, avocation and goals. In order to reach career goals, individuals should take up research, analysis and reading.

**Key Words:** Career planning, graduate student.

### Introduction

Understanding the share of human resources in the successful realization of organizational goals in terms of transformation and change has led organizations to make innovations and diversification in their human resources policies in procuring, maintaining and developing human resources. Rapid increases in the number of educated individuals along with the changes in organizational life has increased expectations to work in better environments and in better conditions. Lack of job guarantee in many professions due to transformations in working life has generated expectations in individuals to find sustainable future careers during their education. career planning is defined as the process that includes exploration and planning in terms of the credentials of individuals who aim to reach their goals, what they want to be in the future and where they want to work (Erdoğan, 2003; Tanoli, 2016) and this process consists of developmental experiences by structuring the activities and actions that an individual takes to achieve individual career goals (Laker and Laker, 2007; Okakın, 2008). Career planning, which is a problem solving and decision making operation (Simsek and Öge, 2012), is a continuous process (Karakuş, 2016). It is extremely important in this process for individuals to explore and know themselves, assess their qualities, distinguish available opportunities and identify career goals by benefiting from this knowledge. In career planning, employees aim to specialize in their fields or climb the corporate ladder by improving their skills and knowledge in positions or areas that are interesting for them (Güney, 2014).

Individuals take some actions about their careers to achieve success and obtain good results in the career planning process. Typically, when healthy individuals have developed potentially, they exhibit different behaviors to develop their careers; in other words, to progress or to advance in their careers with the instinct to improve themselves. Education plays a significant role for making decisions in regards to career and underlines a positive and healthy development (Aytaç, 2005). While education offers individuals the knowledge that will help them in their career plans, it also gives them courage to perform their activities (Laker and Laker, 2007). It is not possible to argue that Turkey successfully carries out this process, which encompasses one of the most important decisions made during an individual's life. Individuals usually face serious career problems for the first time right before their university entrance exams and their decisions are often made with the support of parents, close relatives or guidance teachers in an unplanned manner without their contribution. This situation can be clearly observed in the high number of unhappy employees after their choice of profession.



People desire to be pleased in their chosen profession because a large part of their lives will be spent doing the profession they will prefer. A profession performed by individuals who do not feel pleased and satisfied about their preference will generate trouble and unhappiness. For this reason, during career planning, it is necessary for individuals to select the most appropriate profession which will provide enthusiasm in their lives (Kazoğlu, 2014). Post-graduate education can be seen as a second chance in the career process because individuals who have completed their bachelor's education and already have professions can decide whether these professions are suitable based on the knowledge they have gained. Their experiences and knowledge in this process will facilitate making more realistic decisions and plans and implement them to advance in their careers. This research aimed to determine graduate students' views on career planning.

### **Purpose of Research**

This study aimed to determine graduate students' views on career planning and identify the factors that have impact on this process.

### **Method**

#### **Research Model**

Case study design, which is a qualitative research method, was used in the study. Case study design is an empirical research method that investigates a current phenomenon in its actual framework and it is used when boundaries between the phenomenon and its content are not distinctly clear and more than one data or evidence base exists (Yıldırım & Şimşek, 2008).

### **Study Group**

Study group was composed of 35 students attending graduate programs (master and doctorate) at Bolu Abant İzzet Baysal University Institute of Educational Sciences in 2017-2018 academic year. By using convenient sampling method from among purposeful sampling methods, 23 master and 12 doctorate students were identified for the study.

### **Data Collection Tool**

Research data were collected with semi-structured interview form prepared with the contribution of experts. The first part of the form consists of questions designed to gather personal data personal questions and the second part consists of seven questions prepared to elicit graduate students' views on career planning. The following questions were included in the interview form:

1. Can anyone have a career? Why/Why not?
2. Is planning necessary for a successful career? If your answer is yes, when and how should careers be planned?
3. Do you have a career plan? If you have a plan, why did you prepare it?
4. Which conditions and factors did you consider when you made your career plan?
5. What have you already done and will subsequently do to achieve success in your career plan?
6. What are the factors that support and hinder the success of your career plan?
7. What method will you follow if your career plan fails?

### **Data Analysis**

Research data were analyzed via descriptive and content analysis. Participants' views were examined and evaluated in a general framework; main themes and sub-themes that emerged based on similarities and differences in regards to research questions were identified the obtained data were grouped. Frequency of student views was determined and digitally displayed. The study includes direct quotes and participating students were coded in interview forms (as S1, S2, etc.).



### Validity and Reliability

While internal validity is ensured by specifically explaining each stage to reveal the factual process followed in the study, the fact that environment is taken into consideration, the findings form a meaningful unity and confirmation of findings support internal validity as well. External validity was provided by sample diversity, detailed presentation of the environment and the process, relationship between research results and questions, and discussion of findings based on literature (Yıldırım and Şimşek, 2008). In this context, relevant literature was reviewed and views of five instructors were taken to generate the themes and sub-themes. Relationship between the themes and sub-themes was examined and they were compared by using codes. Results obtained by the pilot implementation were used to finalize the interview forms. The study aimed to collect detailed and in-depth information. Research questions were explained to participants clearly. Findings include direct quotes. Participants were informed to include only the information that was sought and not to mention their identities or their institutions. Confidentiality issues were also explained.

### Findings

#### Can anyone have a career? Why/Why not?

**Table 1.** Participant views on whether anyone can have a career

Yes, as a result of	n=21	No because of...	n=14
Individual interest, desire	6	Lack of interest, avocation and inclination	11
Effective use of time and effort, devotion	5	Effort, time, work, patience, devotion, commitment, discipline and volunteering requirements	7
Need for improvement and change	5	Knowledge and skill requirements	4
Professional development and advancement	3	Differences in goals and priorities	4
Opportunities, new lines of employment	3	Intensive work tempo	2

According to Table 1, the vast majority of the participants (n = 21) stated that everyone can have a career, while a substantial number of participants (n = 14) stated that this is not the case for everyone. Participants expressed individual interest, desire (n=6) and effective use of time and effort, devotion (n=5) as the primary rationale for the ease of having careers followed by need for improvement and change (n=5), professional development and advancement (n=3) and opportunities, new lines of employment (n=3). Participants expressed lack of interest, avocation and inclination (n=11), effort, time, work, patience, devotion, commitment, discipline and volunteering requirements (n=7), knowledge and skill requirements (n=4), differences in goals and priorities (n=4) and intensive work tempo (n=2) as the reasons for the inability of all individuals to have careers. Some examples of direct quotes from participants are provided: “No, not everyone can have careers. Having a career requires effort, fervor and work (S2)”, “Yes, everyone can have careers. However, the first step is the intent to have a career. Otherwise, having a career would be immensely difficult if the individuals do not feel like developing themselves, adding something to themselves and increasing their accumulation of knowledge (S19)”, “No, they cannot. Having a career requires determination and discipline. Not everyone has these qualities. (S25)”, “If there is a will, there is a way. Today, there is a plethora of opportunities (to have careers) (S33)” şeklindedir.

#### When and how should careers be planned?

All participants expressed that career planning should be done for a successful future. Table 2 presents the rationales behind this view and participant views regarding the timing of career planning.

**Table 2.** Participant views on when and how careers should be planned

Yes, because...	n=35	When?	n
Achieving the goal	17	High school	9
Career choice and advancement	9	Undergraduate and graduate education	4



Determining a specific direction	7	<i>Education</i>	Primary school	3
Preventing possible problems	7	<i>al process</i>	The whole process	1
Effective use of time	5		Between recruitment and retirement	4
Desire to know the future	5	<i>Profession</i>	When selecting the profession for the first	3
		<i>al process</i>	time	
Hanging on to life	1		After 5-10 years in the profession	1
		<i>Other</i>	All periods	3
			During youth	2

According to Table 2, graduate students believed that the reasons for planning to have a good career included goal achievement (n=17), career choice and advancement (n=9), determining a specific direction (n=7), preventing possible problems (n=7), effective use of time (n=5) and the desire to know the future (n=5). As to the timing of planning, participant views can be grouped under three themes: educational process, professional process and other. The most frequently repeated time period for career planning in *educational process* was found to be high school period (n=9) followed by undergraduate and graduate education (n=4) and primary school (n=3); while *professional process* included between recruitment and retirement (n=4) and when selecting the profession for the first time (n=3). The *other* theme included all periods (n=3) and during youth (n=2). Some example student views are provided below:

“It should be definitely done. All professions require constant planning in everything to have careers because there is the selection of goals in careers. I believe that one has to involve in planning to reach the goal (S9)”, “Yes, it should be done. people’s plans for the future provide them with direction and destination. The career one will establish for life cannot exist without planning (S12)”, “Individuals who would like to attend further education institutions should know about career steps during high school education and select a department to attend accordingly (S31)”, “Planning should start before one enters the profession and it should last until retirement because having a career is a lifelong process (S4)”.

### Participants’ career plans and their rationales

**Table 3.** Participant views on their career plans and the rationale behind their ideas

Rationale for career plans		n=31
<i>Education</i>	Graduate education (doctorate-master degrees)	12
	Self-development	2
	Improving foreign language skills	1
	Being an academician	14
<i>Professional development</i>	Professional advancement	7
	Opening schools	2
	Contributing to society	3
<i>Other</i>	Contributing to the field	2
		3
<i>Has no career plan</i>		3

According to Table 3, the vast majority of graduate students (n=31) stated that they had career plans. The rationale behind having career plans pointed to three themes: educational process, professional process and other. *Education* theme included graduate education (n=12) and self-development (n=2) while *professional development* included being an academician (n=14) and professional advancement (n=7). Contributing to society (n=3) and contributing to the field (n=2) were cited among the rationales in the *other* theme. Examples of direct quotes from participants are found below: “Yes, I have (a career plan). To be able to do my doctorate. (S20)”, “Yes, I have (a career plan). I want to be an academician in pre-school department (S7)”.



### Factors that affect career plans

Based on participant views, factors that affected career plans were internal and external factors. Table 4 demonstrates the views included in these themes.

**Table 4.** Participant views on factors that affect career plans

Internal factors	n	External factors	n
Goals, interest, vocation, needs, expectations	21	Family	6
Skills, competence	11	Economic factors	4
Enjoying research, learning and teaching	4	Immediate surroundings	3
Enjoying the profession	2	Ease of finding jobs	3
Appropriateness to individual's personality	2	Characteristics of workplace	2
Desire to perform useful tasks	2	Encouragement by university instructors	2
		Current conditions and timing	2

According to participant views presented in Table 4, the most important factor that affected career plans was the view included among internal factors: goals, interest, vocation, needs, expectations (n=21). Other internal factors found to affect career plans were skills, competence (n=11), enjoying research, learning and teaching (n=4), enjoying the profession (n=2), appropriateness to individual's personality (n=2) and desire to perform useful tasks (n=2). Family (n=6) was the primary factor among the external factors that affected participants' career plans followed by economic factors (n=4), immediate surroundings (n=3), ease of finding jobs (n=3), characteristics of workplace (n=2), encouragement by university instructors (n=2) and current conditions and timing (n=2). Some participant views on factors that affect career plans included the following: "I took my interests, my vocation, economic factors and familial factors into consideration (S8)", "I plan my career based on my personal interests, vocation and competences (S17)", "I make my career plans firstly based on my skills and field of interest followed by the needs of my wife and child (S25)".

### What has been already done and what will be subsequently undertaken for the career plan?

**Table 5.** Participant views on activities already undertaken and activities to be undertaken

Already done	n	Will be done	n
Investigation, research and reading	20	Developing oneself by working/studying in a systematic and planned manner	18
Studying /working in a disciplined, stable and patient manner	10	Getting involved in investigation, reading and research in one's own field	12
Doing master or doctorate degree	9	Completing graduate education	10
Improving foreign language skills	7	Achieving success in ALES* and language exams	5
Making up for shortcomings	5	Participating in seminars and congresses	4
Communicating with experienced people	5	Others (saving money, making sacrifices)	3
Participating in seminars-taking courses	4	Applying for research scholarships abroad	2
Academic publishing	4		

\*Academic Personnel and Postgraduate Education Entrance Exam

Table 5 shows that investigation, research and reading (n=20) and studying/working in a disciplined, stable and patient manner (n=10) and doing master or doctorate degree were the activities already undertaken by participants to reach their career goals. Other activities frequently mentioned by participants were doing master or doctorate degree (n=9), improving foreign language skills (n=7), making up for shortcomings (n=5), communicating with experienced people (n=5), participating in seminars-taking courses (n=4) and academic publishing (n=4). Participants cited the activities that would be undertaken in the future to reach their goals as developing oneself by working/studying in a systematic and planned manner (n=18), getting involved in investigation, reading and



research in one's own field (n=12), completing graduate education (n=10), achieving success in ALES and language exams (n=5) and participating in seminars and congresses (n=4). Some examples of participant views in regards to activities that were already undertaken are provided below in direct quotes:

"I take courses and do research in order to take the steps I should and reach my goals in the context of my plan (S23)", "I try to develop my foreign language skills. I follow the developments and studies in my field. I try to improve my academic publications (S9)". About the activities they would undertake, the participants stated the following. "I will read the studies in the field and conduct scientific research (S3)", "I will continue my ongoing and systematic studies, I will make efforts to improve myself and I will make sacrifices in my social and family life, albeit partial (S13)".

### The factors that support and hinder the success of career plans

Two themes (internal and external factors) emerged in regards to factors that support or hinder the success of career plans. Table 6 presents the views included in these themes.

**Table 6.** Participant views on factors that support and hinder the success of career plans

	Factors that support the success of career plans	n	Factors that hinder the success of career plans	n
<i>Internal factors</i>	Morale and motivation	19	Favoritism, injustice	5
	Self-belief, determination	9	Lack of motivation, feelings of disappointment	5
	Regular life, peace	5	Family responsibilities	5
	Skill, intelligence	3	Personal special conditions	4
	Productivity	2	Losing interest by time	2
	Family support	23	Economic factors	11
<i>External factors</i>	Support from friends	11	Negative attitudes of administrator(s) friend (s)	9
	Support from university instructors	11	Insufficient time	9
	Social environment	7	Work environment	4
	Workplace	4	Unexpected events such as illness, accidents, etc.	2
	Education system	4	Stress	1
	Finances	4		

Based on Table 6, the most frequently repeated views in regards to external factors that support and hinder career plans were family support (n=23) and economic factors (n=11) respectively. Other views in regards to internal factors that support career plans were found to be morale and motivation (n=19), self-belief, determination (n=9), regular life, peace (n=5), skill, intelligence (n=3) and productivity (n=2). In regards to external factors that support career plans, the following were cited the most: support from friends (n=11) and support from university instructors (n=11), social environment (n=7), workplace (n=4), education system (n=4) and finances (n=4). Participant views in regards to internal factors that hinder career plans were found to be favoritism, injustice (n=5), lack of motivation, feelings of disappointment (n=5), family responsibilities (n=5), personal special conditions (n=4) and losing interest by time (n=2). In regards to external factors that hinder career plans, the following were cited the most: negative attitudes of administrator(s) friend(s) (n=9), insufficient time (n=9), work environment (n=4) and unexpected events such as illness, accidents, etc. (n=2). Some participant views in regards to factors that support their career plans can be found below: "My family was the biggest factor. Then, my social circle, I can say (S5)", "I believe in myself to implement my plan. I have high morale and motivation. I do not take support from my academician instructors (S6)". Some participant views in regards to factors that hinder their career plans are: "the times when I have no motivation (S16)", "Having an academic career and advancing in this direction is





based on finances to a large extent. Congresses, seminars, trainings, databases etc. require substantial amounts of money (S11)”.

### **Methods to follow in case of unsuccessful career plans.**

**Table 7.** Participant views on methods to follow in case career plans are unsuccessful

Views	n
Accepting the situation, moving to another field and new objectives	10
Review the errors and remake the plan	9
Continue to experiment	5
Being a teacher or administrator in MoNE	4
Continue to improve oneself	2

Table 7 demonstrates that the methods that would be followed by participants in case their career plans were unsuccessful included accepting the situation, moving to another field and new objectives (n=10), review the errors and remake the plan (n=9), continue to experiment (n=5), being a teacher or administrator in MoNE (n=4) and continue to improve oneself (n=2). Some examples for these codes can be found in the following statements: “I review the errors and mistakes in planning. I prepare another plan by taking these into consideration (S18)”, “We cannot know where we will end up. We will keep going with new objectives (S33)”, “I try to prepare new and different career plans; I try to develop myself in different fields (S34)”.

### **Result, Discussion and Suggestions**

Participant views were found to be similar in this study conducted to identify graduate students’ views on career planning and the effective factors in this process. It is believed that these similarities are caused by graduate students’ education and experiences that are akin to one another. Results obtained from the study are presented below.

The majority of graduate students that participated in study program believed that that everybody can have a career. As a justification for this opinion; they cited individual interest and desire, effective use of time, effort, devotion, the need for improvement and change, professional development and advancement, opportunities and new lines of employment. In addition, a substantial number of graduate students in the study stated that not everyone can have a career due to lack of interest, avocation and inclination, the requirement for effort, time, work, patience, devotion, commitment, discipline and volunteering, knowledge and skill requirements, differences in goals and priorities and intensive work tempo. Based on the obtained results, it can be claimed that individuals have specific knowledge, skills, competences and perspectives and the possibility of individuals ‘having a career in which they can be successful is quite high. At this point, the extent of interest and desire for the career determined by the person is an important determinant. When the level of interest and desire is very high, individuals will make more efforts in this direction, act with commitment and devotion and use their time effectively.

According to graduate students, a sound career planning is a must in order to reach their objectives, to choose their profession and to advance in it, to determine their path and direction, to prevent possible problems, to use their time effectively and to determine/know their future. A good career planning can be done in the educational process as well as in the professional process. During these two processes; career planning can be carried out at every stage during high school, undergraduate and graduate periods in the educational process and again at every stage during the period between recruitment to retirement in the professional process. In the light of the results obtained in this study, it can be argued that the majority of the graduate students have set objectives for themselves in regards to their chosen professions and that they can have their careers in the selected field to the extent that they could achieve these objectives. Planning will help individuals to reach their objectives more easily and rapidly and so is



timing. During high school years, individuals gradually start to aim studying at university departments linked to the professions they wish to pursue in the future. When the department at the university they attend is their preference, it will be easier for them to canalize themselves to relevant professions (Çalık and Ereş, 2006). Hence, high school years are a critical period that guides the future in every sense of the word. Nevertheless, the process for career planning has not been completed yet in high school and it continues after high school years.

All undergraduate students within the scope of this research were found to have career plans. Their rationale for making a career plan included taking up graduate education, self-development, foreign language development, becoming an academician, career advancement, promotion, contribution to the society and their field. Based on the obtained results, it can be said that almost all graduate students made career plans to have graduate degrees and become academicians. It can be argued that this result may be linked to graduate students' experiences, observations and research during their graduate years along with their instructors' guidance, the prestige of being an academician in the society and current high wages in the profession. The findings of study conducted by Oluk and Çolak (2005) demonstrate that all participants stated their graduate studies were related to academic career, professional competence and better employment opportunities and their findings support the findings of the current study. In their study, Başer, Narlı and Günhan (2005) also found that the majority of teachers who took up graduate studies aimed to develop themselves academically and a small amount of teachers took up graduate studies to help them in their appointment to institutions and in getting academic careers. Tezcan and Genç (2015) ascertained that teacher candidates planned to work as teachers in their professions whereas the majority of Science teacher candidates planned to continue in their education with graduate studies. On the other hand, contrary to these studies, Sağdıç and Demirkaya (2009) discovered in their study with university students that a substantial amount of university students had no career plans for the future. These results point out to the fact that graduate students had more awareness in regards to career planning and the significance of taking the differences among student groups into consideration.

It was found in the study that while graduate students' career plans were influenced by various internal and external factors, the most effective factors were internal. While internal factors mentioned in this study were objectives, interest, vocation, needs, expectations, competences, skills, enjoying research, learning and teaching, enjoying the profession, personality and desire to do useful things; external factors were family, economic factors, immediate surrounding, ease of finding employment, institutional characteristics, encouragement of university instructors, current conditions and time. Based on these results, it can be argued that most of the graduate students in this study were mostly influenced by internal factors when they did their career plans and objectives, interest, vocation, needs and expectations were the most effective factors in their career plans. Setting objectives in a field of interest in line with their skills and competences will increase the efforts of individuals to reach their objectives. Accomplishing the targeted objectives will increase sense of achievement, satisfaction and happiness. Examination of relevant literature shows that many factors are effective during the career planning process such as selection of spouse, job and profession and location to live along with opportunities provided by the profession, psychological needs (Büyükbayraktar, Kesici and Bozgeyikli, 2018), having positive views in regards to the profession, feelings of helplessness, necessity to find a profession so as not to stay unemployed, advantages of the profession, recommendations of other people, (Sarıkaya and Khorshid, 2009), prestige and benefits of the profession and the influences created by home country (Demir and Çalık, 2017), immediate surrounding, distinctness of the profession and desire to succeed (Adıgüzel, 2008). Factors cited in literature are similar to those found in the current study.

While graduate students in this study were found to take up some activities to facilitate their career plans such as doing investigations, research and reading, studying/working in a disciplined, stable and patient manner, doing master or doctorate degrees, improving foreign language skills, communicating with experienced people, participating in seminars-taking courses and academic publishing; their plans for the future similarly included



working/studying in a systematic and planned manner, getting involved in investigation, reading and research in one's own field, completing graduate education, achieving success in ALES and language exams and participating in seminars and congresses, saving money and applying for overseas research scholarships. Obtained results show that the vast majority of postgraduates were involved in investigations, research and reading to proceed with their career plans and the same applied for their future actions in regards to career planning. The conditions brought by the advanced and developed world have made knowledge the most valuable power and the nations that possess knowledge are always one-step ahead of others. It is necessary for individuals to have access to knowledge -the distinguishing power of today- so that they can accomplish their career goals and constantly develop themselves to keep up with the times in this era of transformation and competition. In order to ensure this, individuals with career plans should take up disciplined, consistent, systematic and planned studies. Obtained results in this study demonstrate that participants were already aware of this power.

According to the graduate students, factors that support their career plans were morale and motivation, self-belief, determination, regular life, peace, ability, intelligence, productivity, support from family, friends and university instructors, social environment, workplace, education system and finances. Factors that hinder career plans were reported as favoritism, injustice, lack of motivation, frustration, family responsibilities, personal situations, losing interest over time, economic factors, negative attitudes of administrators and friends, insufficient time, work environment and unexpected situations such as illness and accidents. Based on the obtained results, according to majority of the graduate students the most important factor that support the success of career plans was found to be family support. It can be said that high morale and motivation provided by mother, father and siblings with their positive approaches and strong family ties are effective to support individuals' career plans. The most striking factor that prevented success of career plans was found to be the economic factor. In order to ensure the success of the career plan, individuals need to develop themselves through trainings, seminars, symposiums, courses and so on. It can be argued that the need for a certain budget is effective in this case. The study conducted to investigate the problems faced by teachers in their graduate studies reported that the biggest problem was the negative attitude of administrators regarding the planning of teachers' courses (Alabaş, Kamer and Polat, 2012).

Graduate students in this study were found to choose to either accept the situation, turn to other fields and new goals or review their mistakes and re-plan and continue to try in cases where career planning proved to be unsuccessful. This result shows that graduate students are not willing to spend more time to pursue a specific career and that they are determined and single minded with high confidence.

When the research results are evaluated in general, it is observed that everybody can have a career but it depends on certain factors (interest, desire, effort, vocation, etc.), that high school period is regarded as a more suitable time period for reaching the objectives determined in the career plan and that the majority of graduate students want to be academicians. It was found that internal factors were determinant in graduate students' career plans, that graduate students were mostly involved with investigations, research and reading in order to reach their objectives in their career plans and they intended to develop themselves with systematic and planned studies in the future. It was reported that their families and high morale and motivation were the most supportive factors in the path to their careers, that economic factors hindered their efforts and they could easily direct their efforts to other fields and objectives in case of failure.

The article provides the following suggestions based on the results of this study. Individuals should be provided with awareness and be prepared for the targeted career steps from early ages in the best way under the guidance of experts by taking their interests, desires, knowledge, skills and abilities into consideration. For this, career centers can be established for various types and levels of education. Family seminars can be organized so that parents can support the planning of their children's careers in the right way. In universities, career centers can be established where advanced and field experts are employed so that students can access all kinds of information



about different careers in the most accurate and rapid way. Seminars, courses trainings, etc. that students need to develop themselves in order to reach their career goals can be provided free of charge. Moreover, it should be ensured that merit (knowledge, skill, talent, etc.) is the most important criteria sought for candidates in personnel recruitment in institutions and organizations.

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## Classroom Teachers' Views on Their Path in Pursuing Innovations

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### Abstract

This study aimed to identify the paths through which classroom teachers pursued innovations in their professions. The study group was composed of 27 class teachers employed in the central province of Bolu in 2017-2018 academic year. Research data were collected via semi-structured interview form and analyzed with descriptive and content analysis. Based on classroom teachers' views, it was concluded that they pursued innovations in education, they kept informed of innovations to improve themselves, they mainly used internet to keep themselves updated and technology and the Internet facilitated their adoption of innovativeness.

**Key words:** Innovation, innovativeness, teacher.

### Introduction

The Turkish word “yenilik” means “innovation” in English. As a concept, “innovation” describes both the process of “renewal/innovativeness” and the innovation that emerges as a result (Atik, 2005). In general, innovation is a process of producing, adopting and disseminating things/concepts that are new (Uzkurt, 2008). It is possible to describe innovation in this process as the struggle for survival in global competitiveness (Karabulut, 2015). Since innovation does not belong to a specific time period, it is an activity that must be sustained on a continuous basis (Eren, 1982). While innovation is a knowledge-based process, it is also related to producing, sharing and transforming information and knowledge into new technology, products/services and processes (Bülbül, 2013). Innovation is the act of improving an existing concept/product/process and presenting something new (Ömür, 2014). Bursalıoğlu (2010) describes innovation as “a pre-determined and specific change” and Kılıçer (2008) defines it as “perceiving something in a new light, process or act of giving shape to new things”. Scientific and technological advances, knowledge explosion, demand for the rapid supply of more advanced products, the nature of the labor market and the constant development of quality in personal and work life affect all segments and force them to pursue innovation (Cemaloğlu, 1999: 1).

In this context, human resources profile required in every field of society is transforming as well since the definition of human resources qualifications have undergone changes in a manner to adapt to and benefit from these changes and innovations (Kaya, 2017: 17). However, this transformation can only be successfully achieved through an effectively structured education system with a highly qualified staff of teachers. A new method, technique, strategy, teaching material, or technological hardware is contributed to educational environment every day with the rapid advances in science and technology. Therefore, teachers cannot be indifferent to these changes and developments. As a matter of fact, one of the most important characteristics of teachers is the ability of constant adaptation for and openness to innovations and developments (Çelikten, Şanal, Yeni, 2005, Şişman, 2006, Celep, 2004, cited in: Kösterelioğlu and Demir, 2014: 248).

### Purpose of the Study:

The current study aimed to determine the paths through which classroom teachers pursued innovations in their professions.



## **Method**

### **Research Model**

Case study design, one of the qualitative research methods, was used in the study. Case study is an empirical research method used in contexts where a current phenomenon is examined in its actual framework, where the boundaries between the phenomenon and the context are not precisely evident and where there is more than one evidence or data source (Yıldırım & Şimşek, 2008).

### **Study Group**

The study group was composed of 27 classroom teachers employed in the central province of Bolu in 2017-2018 academic year identified via convenient sampling which is purposeful sampling method.

### **Data Collection Tool**

Research data were gathered via semi-structured interview form prepared with the contribution of expert opinions. The first part of the form consisted of personal questions while the second part included ten questions used to determine the paths through which classroom teachers pursued innovations in their professions. Interview questions in the form are provided below:

1. What kind of innovations do you follow in your profession?
2. What are your reasons for following the innovations in your profession?
3. How do you follow the innovations related to your profession and what tools do you use to do it?
4. What are the benefits of keeping yourself updated about the innovations in your profession and putting them into practice?
5. What are the benefits for the society when people follow the innovations in their profession and put them into practice?
6. Can you share some of the reasons why your colleagues do not adopt the innovations in their profession?
7. What are the factors that make it easier for you to follow and adopt the innovations in your profession?
8. What are the factors that make it more difficult for you to follow and adopt the innovations in your profession?
9. What kind of innovations do your colleagues closely follow in your profession? Why?
10. Which factor affects the successful adoption of an innovation in your profession?

### **Analysis of Data**

Descriptive and content analyses were carried out in data analysis. Participant views were examined and evaluated, main themes and sub-themes were identified based on similarities and differences in views and the obtained data were divided into groups (Yıldırım and Şimşek, 2008). Frequency of expressed opinions was determined and presented numerically. From time to time, direct quotes were used during data evaluation. Codes (T1, T5.. etc) were used in the interview forms used by teachers.

### **Validity and Reliability**

Relevant literature was examined for the study, the themes and sub-themes were established with the contributions of six instructors who were experts in their fields and the relationships among the themes and sub-themes were explored and coded. This method allows researchers to present the case under investigation in an unbiased manner (Yıldırım and Şimşek, 2008). The interview forms finalized by careful consideration of the results obtained through pilot implementations. In-depth information was collected in the study. Research questions were expressed clearly to participants and direct quotes were used in evaluation. Participants were asked to abstain from writing anything other than the requested information on the interview form and they were told that the data would be kept confidential. All these procedures were utilized to ensure internal reliability.





## Findings

### What kind of innovations do you follow in your profession? What are the benefits of keeping yourself updated about the innovations in your profession and putting them into practice?

Two themes were established based on participant views in regards to types of innovations they pursued in teaching and the benefits of keeping themselves updated in regards to innovations.

**Table 1.** Participant views on the types of innovations pursued in the teaching profession and benefits of keeping themselves updated in regards to innovations

	What kind of innovations do you follow in your profession?	n	What are the benefits of keeping yourself updated about the innovations in your profession and putting them into practice?	n
Relevant to education	Topics related to books, publications, technology, research, internet, domain knowledge	27	Increasing efficiency, facilitating the profession, achieving success	6
	Curriculum, legislation, program changes	11	Helping students learn, helping to get to know students better	6
	Method-technique, assessment-evaluation, guidance topics	5	Ensuring effective learning	6
	Course tools and content used in lessons	3	Ensuring professional satisfaction, professional development, providing profession-related information	4
			Providing objectivity in assessment and evaluation	1
			Educating qualified human resources	1
			Renewing and developing learning environments	1
	Different practices in countries	2	Being applicable and lasting	4
	New approaches and insights	1	Generating happiness and making one feel good	3
	Communication	1	Offering a wide perspective	2
Irrelevant to education	Social activities	1	Providing the ability to follow developments	2
	Events that developed after the proclamation of the Republic	1	Ensuring that the job is done better	1
			Meeting human needs in a better manner	1
			Making one feel more equipped and able to lead	1
			Removing routine work	1
			Improving and developing people	1
			Providing ideas	1

According to Table 1, the majority of participants stated that they pursued innovations in teaching profession in regards to books, publications, technology, research, internet and domain knowledge (n=27). Other types of innovations in regards to teaching were related to curriculum, legislation, program changes (n=11), method-technique, assessment-evaluation, guidance topics (n=5), course tools and content used in lessons (n=3), different practices in countries (n=2), new approaches and insights (n=1), communication (n=1), social activities (n=1) and the events that developed after the proclamation of the Republic (n=1). The most frequent themes in regards to the benefits of following innovations in the field of teaching included increasing efficiency, facilitating the profession, achieving success (n=6), helping students learn, helping to get to know students better (n=6) and ensuring effective learning (n=6). The sphere of education included the following views as well: ensuring professional satisfaction, professional development, providing profession-related information (n=4), providing objectivity in assessment and evaluation (n=1), educating qualified human resources (n=1) and renewing and developing learning environments (n=1). Teacher views in regards to the benefits of innovations outside the sphere of education included the



following: being applicable and lasting (n=4), generating happiness and making one feel good (n=3), offering a wide perspective (n=2), providing the ability to follow developments (n=2), ensuring that the job is done better (n=1), meeting human needs in a better manner (n=1), making one feel more equipped and able to lead (n=1), removing routine work (n=1), improving and developing people (n=1), and providing ideas (n=1). Some teacher views in regards to types of innovations pursued by teachers are as follows: “I follow the renewed legislations and program changes in my profession (T14)”, “I follow books, articles and technological advances in education and training (T11)”. In regards of the benefits of pursuing innovations, teachers expressed the following: “It allows me to practice my profession better and more productively, provides me with general knowledge about my profession, ensures success (T3)” and “I can be more helpful to my students, I can teach better (T8)”.

### What are your reasons for pursuing the innovations in your profession?

Based on teacher views, two themes (personal and professional) were established in regards to reasons why they pursued innovations in their professions.

**Table 2.** Participant views on the reasons why they pursued innovations in their professions

Views	n
Personal	Desire for self development
	13
	Ability to adapt to the era, adapt to innovations, implement innovations
	13
	Curiosity
	1
Professional	Job satisfaction
	1
	Socialization
	1
	Achieving success
	1
	Ensuring efficient work, making the course attractive, training well-educated students
Professional	9
	Providing lasting and fun learning environments
	4
	Having information (on developments in assessment and evaluation, pedagogical formation, historical development, general issues related to the profession, etc.)
Professional	3
	Getting to know students better
Professional	1

According to Table 2; the reasons why teachers pursued the innovations in their fields included desire for self development (n=13) and ability to adapt to the era, adapt to innovations, implement innovations (n=13) followed by curiosity (n=1), job satisfaction (n=1), socialization (n=1) and achieving success (n=1) among personal reasons and ensuring efficient work, making the course attractive, training well-educated students (n=9), providing lasting and fun learning environments (n=4), having information (on developments in assessment and evaluation, pedagogical formation, historical development, general issues related to the profession, etc.) (n=3) and getting to know students better (n=1) among the professional reasons. Some teacher views on why they pursued innovations included the following: “I try to follow innovations to keep abreast of changes in order to keep up with the changing times (T4)” and “My reason for following innovations is to develop myself (T18).”

### How do you pursue the innovations related to your profession and what tools do you use to do it?

Based on participant views, three themes were established for the tools and means of pursuing innovations: mass media, face to face and via education.

**Table 3.** Participant views on the tools and means of pursuing innovations

Views	n
Mass media	Internet
	22
	Computer, TV
	9
Mass media	Journals, books
	6
Mass media	Print materials and articles
	6



	Mass media	3
	Social media	2
	Correspondence/explanations sent to schools	1
	News from the Ministry	1
	Programs on the topic	1
Face to face	Communication with colleagues	1
Via education	In-service training events, courses, seminars	4

According to Table 3; the majority of participants (n=22) stated that they pursued innovations in their profession via Internet included in mass media theme followed by computer, TV (n=9), journals, books (n=6), print materials and articles (n=6), mass media (n=3), social media (n=2), correspondence/explanations sent to schools (n=1), news from the Ministry (n=1) and programs on the topic (n=1). Face to face theme included communication with colleagues (n=1) while via education theme included in-service training events, courses, seminars (n=4). Sample teacher views are provided. "I pursue innovations through Internet (T21)", "I pursue them via tools such as computers and TV and published journals (T2)".

#### **What are the benefits for the society when people pursue the innovations in their profession and put them into practice?**

Based on teacher views, two themes (societal and educational) were established in regards to the benefits for the society when people pursue the innovations in their profession and put them into practice.

**Table 4.** Participant views on the benefits for the society when people pursue innovations in their profession and put them into practice

Views	n
Societal	Formation of a more aware, responsive, innovative, educated, healthy and happy society
	Community development, modernization
	Increase in the quality of society
	Facilitate the adaptation of society to innovations
	Inspiration for the encountered problems
	Affecting society's point of view
	Contributing to the dissemination of information and the formation of a society that can explore events
Educational	Better and more comprehensive education for students, their training via learning innovations, making students more productive individuals for society
	Training people who are self confident, self reliant and qualified
	Providing quality training
	Positive impact on students and teachers
	Increasing the schooling rate
	Letting teachers guide the future of the society more effectively

Table 4 demonstrates that participant views on the benefits for the society when people pursue the innovations in their profession and put them into practice included formation of a more aware, responsive, innovative, educated, healthy and happy society (n=7) in the societal theme and better and more comprehensive education for students, their training via learning innovations, making students more productive individuals for society (n=4) in the educational theme. The societal theme also included community development, modernization (n=3), increase in the quality of society (n=3), facilitate the adaptation of society to innovations (n=1), inspiration for the encountered problems (n=1), affecting society's point of view (n=1) and contributing to the dissemination of information and the formation of a society that can explore events (n=1) while educational theme covered training people who are self confident, self reliant and qualified (n=3), providing quality training (n=1), positive impact on students and



teachers (n=1), increasing the schooling rate (n=1) and letting teachers guide the future of the society more effectively (n=1). Some teacher views for this question are: “A more aware, responsive community will be established, it will be easier for the society to develop (T8)”, “It allows students to receive a more current and comprehensive education. (T10)”.

**Can you share some of the reasons why your colleagues do not adopt the innovations in their profession?**

Three themes were established for the reasons why some colleagues did not adopt the innovations in the teaching profession: Resistance to innovation, Characteristics of human resources and Current situation.

**Table 5.** Participant views on reasons why some colleagues did not adopt the innovations in the teaching profession

Views	n
Resistance to innovation	Disbelief in innovations, inability to adapt to innovations, lack of acceptance of the significance of innovations, finding them unnecessary
	8
	Inability to use technology
	4
	Preference for old ideas, having traditional approaches
	2
Characteristics of human resources	Believing that current knowledge and experience are sufficient
	1
	Exasperation, indifference, laziness, indolence, disregard for their work
	6
	Preference for the easy route
	2
	Interests philosophy of life, perspective on life and the world
	2
	Prejudices
	1
Current situation	Advanced age
	1
	Bad experiences with the changes in the education system, curriculum and practise
	1
	Engaging in other activities outside school
	1
	Rapid changes in innovations
	2
	Lack of time
	2
	Heavy workload
	1
	Living conditions
	1
	Technological shortcomings at the school
	1

According to Table 5, the reasons why some colleagues did not adopt the innovations in the teaching profession included disbelief in innovations, lack of ability to adapt to innovations, lack of acceptance of the significance of innovations, finding them unnecessary (n=8) in regards to resistance to innovation theme followed by inability to use technology (n=4), preference for old ideas, having traditional approaches (n=2) and believing that current knowledge and experience are sufficient (n=1). In regards to characteristics of human resources theme, participants cited exasperation, indifference, laziness, indolence, disregard for their work (n=6), preference for the easy route (n=2), interests philosophy of life, perspective on life and the world (n=2), prejudices (n=1), advanced age (n=1), bad experiences with the changes in the education system, curriculum and practice (n=1) and engaging in other activities outside school (n=1). Rapid changes of innovations in the current environment (n=2), lack of time (n=2), being overworked and heavy workload (n=1), living conditions (n=1) and technological shortcomings at the school (n=1) were expressed in regards to current situation theme. Examples of participant views are “Disbelief in innovations (T1)”, “Lack of knowledge in using technological tools (T8)” and “Rapid changes in innovations (T21)”.

**What are the factors that make it easier or more difficult for you to pursue and adopt the innovations in your profession?**

**Table 6.** Participant views on the factors that make it easier or more difficult for them to pursue and adopt the innovations in teaching profession



Factors that make it easier for teachers to pursue and adopt the innovations in teaching profession	n	Factors that make it more difficult for teachers to pursue and adopt the innovations in teaching profession	n
Technology (Internet etc.)	12	Lack of time	5
Love for the profession	4	Non-school factors, other life roles	5
Ease of accessing information and innovations	4	Parental approaches and attitudes	4
Ambition, determination, enthusiasm, desire to be successful	3	Physical shortcomings	4
School administration	3	Paperwork	2
Knowledgeable, highly aware colleagues	2	The fact that parents, administration and teachers are not open to some innovations and different ideas	2
Having interest in the field	2	Economic hardships	2
Believing in and being open to innovations	2	The level of class, high number of students in the class	2
Applicability	2	Inability to adapt	1
Positive developments in students	2	Negative social perspectives	1
Socio-cultural development, social change	2	Lack of ability to use technology well or at desired levels	1
Desire not to fall behind developments	2	The fact that innovations are too rapid	1
Desire to have students not to fall behind developments	1	Inadequacy of news sources and announcements	1
Being challenged by young teachers	1	The fact that the concept is not fully comprehended	1
Being challenged by newly developed conditions	1	Lack of successful results obtained by colleagues who implement innovations	1
Parental support	1	Socio-cultural development	1
Prestige	1		

According to Table 6, the main factor that facilitated pursuing innovations and adapting to them in teaching profession was technology (n=12) whereas the main factor that hindered it was lack of time (n=5). Other facilitating factors included love for the profession (n=4), ease of accessing information and innovations (n=4), ambition, determination, enthusiasm, desire to be successful (n=3), school administration (n=3), knowledgeable, highly aware colleagues (n=2), having interest in the field (n=2), believing in and being open to innovations (n=2), applicability (n=2), positive developments in students (n=2), socio-cultural development, social change (n=2), desire not to fall behind developments (n=2), desire to have students not to fall behind developments (n=1), being challenged by young teachers (n=1), being challenged by newly developed conditions (n=1), parental support (n=1) and prestige (n=1) while the factors that hindered the use and pursuit of innovations were non-school factors, other life roles (n=5), parental approaches and attitudes (n=4), physical shortcomings (n=4), paperwork (n=2), the fact that parents, administration and teachers are not open to some innovations and different ideas (n=2), economic hardships (n=2), the level of class, high number of students in the class (n=2), inability to adapt (n=1), negative social perspectives (n=1), lack of ability to use technology well or at desired levels (n=1), the fact that innovations are too rapid (n=1), inadequacy of news sources and announcements (n=1), the fact that the concept is not fully comprehended (n=1), lack of successful results obtained by colleagues who implement innovations (n=1) and socio-cultural development (n=1). Participants were quoted for positive factors that facilitated the pursuit and practice of innovations in the teaching profession as in the following samples “Technology. (T17)”, “Facilitating access to all kinds of knowledge through Internet” (T13)”, “I am interested in the area (T9)” whereas some teachers stated the following factors as hindrance in their pursuit and practice of innovations: “Workload and paperwork, lack of time (T19)”, “No time left due to non-school factors. Other life roles (T27)”, “Time factor. Since the time spent at school is lengthy, there is little time left to pursue innovations (T24)”.

**What kind of innovations do your colleagues closely pursue in your profession? Why?**



**Table 7.** Participant views on the types of innovations other colleagues pursue in teaching and their reasons

What kind of innovations do your colleagues closely follow in your profession?	n	Why?	n
Curriculum and legislative changes, guidelines, employee personal rights and responsibilities	6	Direct relevance	1
In-service training events	1	Ensuring updated and current information to teach	1
Innovations in their own subject areas	1	Desire to develop students in many aspects	1
Different practices	1	Desire to make life easier	1
Changes in the curriculum	1	Desire to perform more efficient educational activities	1
Technological products	1	Desire to improve professional achievements	1
Resources, educational materials, activities that can be done in class and school	1	Desire to protect own rights	1
Education system	1	Desire for professional development	1

As seen in Table 7, participants stated that the main type of innovations they pursued in their profession were related to curriculum and legislative changes, guidelines, employee personal rights and responsibilities (n=6). Other innovations pursued in the field of teaching were in-service training events (n=1), innovations in their own subject areas (n=1), different practices (n=1), changes in the curriculum (n=1), technological products (n=1), resources, educational materials, activities that can be done in class and school (n=1) and the education system (n=1). Participants cited the following as the reasons for their colleagues to pursue innovations in their professions: direct relevance (n=1), ensuring updated and current information to teach (n=1), desire to develop students in many aspects (n=1), desire to make life easier (n=1), desire to perform more efficient educational activities (n=1), desire to improve professional achievements (n=1), desire to protect own rights (n=1) and desire for professional development (n=1). Examples of participant views are provided. “Mostly new directives, changes to be implemented (T7)”, “They commonly pursue technological products. Because they make life easier (T18)”, “In order to ensure providing more productive teaching and training activities (T20)” and “Curriculum changes for professional development, because what is taught should be current (T14)”.

#### **Which factor affects the successful adoption of an innovation in your profession?**

**Table 8.** Participant views on the factors that affect the successful adoption of an innovation in the teaching profession

Views	n
Applicability, the implementation process	8
Suitability to physical conditions and current situations	6
Feelings of interest, desire, curiosity	3
Teachers, students, parents and administrators	3
Acceptance and appreciation by society	3
Continuity	3
Facilitating the profession, the job	2
Increasing efficiency	2
The education system	2
Attaching importance to innovations and believing in their benefits	2
Teachers' education, in-service training	2
Intelligibility and transferability	2
Having been previously tried, found to be successful and beneficial	2
Positive and rapid feedback	1
Having appeal for all ages	1





Having the quality to improve teachers' morale-motivation	1
Love and adoption of profession	1
Problem solving capacity	1
Lack of enforcement and imposition (by others)	1
Dissemination of the innovation	1

According to Table 8, teachers believed that the following factors affected the successful adoption of an innovation in the teaching profession: applicability, the implementation process (n=8), suitability to physical conditions and current situations (n=6), feelings of interest, desire, curiosity (n=3), teachers, students, parents and administrators (n=3), acceptance and appreciation by society (n=3), continuity (n=3), facilitating the profession, the job (n=2), increasing efficiency (n=2), education system (n=2), attaching importance to innovations and believing in their benefits (n=2), teachers' education, in-service training (n=2), intelligibility and transferability (n=2), having been previously tried, found to be successful and beneficial (n=2), positive and rapid feedback (n=1), having appeal for all ages (n=1), displaying the quality to improve teachers' morale-motivation (n=1), love and adoption of the profession (n=1), problem solving capacity (n=1), lack of enforcement and imposition (n=1) and dissemination of the innovation (n=1). Examples of teacher views are as follows: "Depends on implementation process; continuity should be ensured (T6)", "It depends on applicability (T21)", "It depends on teachers, students, parents, administrators (T22)".

### Result, Discussion and Suggestions

This study conducted to determine the extent to which classroom teachers pursue the innovations related to their profession determined that the majority of the participants pursued the innovations in teaching. However, it is thought that the participants' desire to be well equipped and successful, along with their willingness to educate children in the best manner possible affected their attitudes. Study results are presented below.

The majority of participants were found to pursue innovations in education such as innovations in books, publications, technology, research, internet and domain knowledge, curriculum, legislation, program changes, method-technique, assessment-evaluation, guidance topics, course tools and content used in lessons, different practices in countries, new approaches and insights, communication, social activities and the events that developed after the proclamation of the Republic.

According to participants, the benefits of pursuing innovations in the field of teaching included increasing the efficiency, facilitating the profession, achieving success, helping students, helping to get to know students better and ensuring effective learning, ensuring professional satisfaction, professional development, providing professional information, providing objectivity in assessment and evaluation, educating qualified human resources, renewing and developing learning environments, being applicable and lasting, generating happiness and making one feel good, offering a wide perspective, providing the ability to follow developments, ensuring that the job is done better, meeting human needs in a better manner, making one feel more equipped and able to lead, removing routine work, improving and developing people and providing ideas. In the light of the obtained results, it can be argued that the main determinant in pursuing innovations was participants' desire to contribute to their profession in every sense. Usluel, Avcı, Kurtoglu and Uslu (2013) found that teachers pursued innovations in regards to e-learning / web based learning.

Participants were found to pursue innovations in teaching for personal and professional reasons. Personal reasons included desire for self development, ability to adapt to the era and innovations, desire to implement innovations, curiosity, job satisfaction, socialization and achieving success whereas professional reasons were related to ensuring efficient work, making the course attractive, training well-educated students, providing lasting and fun learning environments, having information (on developments in assessment and evaluation, pedagogical



formation, historical development, general issues related to the profession, etc.) and getting to know students better. Based on obtained results, it can be claimed that the majority of participants pursued innovations in their professions to keep up with the times by improving themselves. Changing and developing world conditions, viewpoints, desire to be able to respond to the demands-expectations and desire to be more beneficial to students can be effective in this regard.

Many of the participants pursued innovations in their professions via mass media (internet, computer, TV, journals, books, print publications and articles, social media, correspondence and explanations sent to schools, news from the Ministry and programs on the topic) while some teachers preferred communication with colleagues and in-service training activities, courses, seminars to pursue innovations. It can be said that effective use of technology and internet by large numbers of people positively contribute to pursuit of innovations in today's world where information spreads rapidly.

According to the participants, pursuing the innovations in their professions and putting them in practice helped form a more aware, responsive, innovative, educated, healthy and happy society, resulted in community development, modernization, increase in the quality of society, facilitated the adaptation of society to innovations, provided inspiration for the encountered problems, affected society's point of view and contributed to the dissemination of information and the formation of a society that can explore events, ensured better and more comprehensive education for students via learning innovations, made students more productive individuals for society, helped train people to be self confident, self reliant and qualified, provided quality training, had positive impact on students and teachers, increased schooling rate and let teachers guide the future of the society more effectively. In the light of the obtained results, pursuing innovations in teaching profession will contribute to teacher development in every sense and therefore increase the quality of the education they provide. A generation trained with quality education will ensure the formation of a productive and happy society.

The majority of participants was found to believe that some of their colleagues did not adopt the innovations in their profession due to disbelief in innovations, lack of ability to adapt to innovations, lack of acceptance of the significance of innovations, finding them unnecessary in regards to resistance to innovation theme followed by inability to use technology, preference for old ideas, having traditional approaches and believing that current knowledge and experience are sufficient, exasperation, indifference, laziness, indolence, disregard for their work, preference for the easy route, interests, philosophy of life, perspective on life and the world, prejudices, advanced age, bad experiences with the changes in the education system, curriculum and practice and engaging in other activities outside school, rapid changes of innovations in the current environment, lack of time, being overworked and heavy workload, living conditions and technological shortcomings at the school.

When the demographic characteristics of the people who did not pursue innovations in the profession were examined based on the obtained results, it was observed that these teachers' ages were generally more advanced and therefore they felt tired and had some challenges to pursue innovations. It can be argued that they were not fully able to keep up with changes and transformations due to slowing down in their skills and abilities.

According to participants, the main factors that facilitated pursuing and adapting innovations in teaching profession were technology, love for the profession, ease of accessing information and innovations, ambition, determination, enthusiasm, desire to be successful, school administration, knowledgeable, highly aware colleagues, having interest in the field, believing in and being open to innovations, applicability, positive developments in students, socio-cultural development, social change, desire not to fall behind developments, desire to have students not to fall behind developments, being challenged by young teachers, being challenged by newly developed conditions, parental support and prestige while the factors that hindered the use and pursuit of innovations were lack of time, non-school factors, other life roles, parental approaches and attitudes, physical



shortcomings, paperwork, the fact that parents, administration and teachers are not open to some innovations and different ideas, economic hardships, the level of class, high number of students in the class, inability to adapt, negative social perspectives, lack of ability to use technology well or at desired levels, the fact that innovations are too rapid, inadequacy of news sources and announcements, the fact that the concept is not fully comprehended, lack of successful results obtained by colleagues who implement innovations and socio-cultural development. In the light of the obtained results, it can be argued that technology is the most important factor that facilitates teachers' pursuit and adoption of innovations in their professions. While technology can be seen as a power that enslaves human beings and destroys human values, it can also be regarded as a divine savior: it can be degraded or sublimated. However, its significance can never be underestimated and its impact on the life of mankind cannot be ignored. People today are fully engaged in the process of technological transformation and development (Barutçugil, 1981). Nowadays, thanks to technology and the internet, access to knowledge is possible in a matter of minutes and the developments and changes experienced all over the world are instantly available. In addition to this, people who love their profession make more effort to access innovations and knowledge to be better equipped in every sense. However, the duties and responsibilities of people outside their profession make it difficult for them to pursue these matters. In their study, Usluel and Uslu (2013) found that teachers were resistant to adopt innovations that did not suit their needs, habits and habits and values. Çelik (2006) found that factors such as the current administrative structure and functioning of the education system in elementary schools, inadequacy of the elements that provided employee motivation, lack of communication/information, lack of resources, lack of institutional culture and insufficient change leadership prevented the implementation of innovations. Usluel and Mazman (2010) pointed that four factors, namely the perception of benefit, ease of use, facilitating factors and social impact, should be taken into account in promoting and accelerating the adoption and promotion of an innovation in the educational sense and they identified that the most important factor in this regard was the perceived benefits of the innovation.

According to participants, their colleagues mostly pursued innovations related to curriculum and legislative changes, guidelines, employee personal rights and responsibilities, in-service training events, innovations in their own subject areas, different practices, changes in the curriculum, technological products, resources, educational materials, activities that can be done in class and school and the education system. The reasons for pursuing innovations were cited as direct relevance, ensuring updated and current information to teach, desire to develop students in many aspects, desire to make life easier, desire to perform more efficient educational activities, desire to improve professional achievements, desire to protect own rights and desire for professional development. Based on obtained results, it can be said that the majority of the participants believed that their colleagues mostly pursued innovations related to their legal rights and responsibilities in their profession to take the most effective and correct step in case they faced any situations. The desire to increase efficiency and achievement was found to be directly related to their professional sense of work.

It was found that participants believed successful adoption of an innovation in the teaching profession depended on applicability, the implementation process, suitability to physical conditions and current situations, feelings of interest, desire, curiosity, interest of teachers, students, parents and administrators, acceptance and appreciation by society, continuity, facilitating the profession, the job, increasing efficiency, education system, attaching importance to innovations and believing in their benefits, teachers' education, in-service training, intelligibility and transferability, having been previously tried, found to be successful and beneficial, positive and rapid feedback, having appeal for all ages, displaying the quality to improve teachers' morale-motivation, love and adoption of the profession, problem solving capacity, lack of enforcement and imposition and dissemination of the innovation. In view of the results obtained, the vast majority of participants were found to believe that the success of adopting an innovation depended on applicability and the implementation process and it can be argued that the lack of problems in the process would make it easier for them to adopt the innovation. Innovations can be adopted more quickly when they are relatively advantageous to current methods, when current values are consistent with past



experiences and current needs, when they are easy to understand, when they can be tested by potential adopters and when results are clearly observable (Işılak, 2016). According to Başaran and Keleş (2015), it is necessary to change people's attitudes in order for an innovation to be successful. Demirsoy (2005) found that variables such as education level, gender and frequency of product use significantly affected the early or late adoption of an innovation, but income level, age, social status and frequency of using the products in the same product category did not lead to any differences. In their study, Göl and Bülbül (2012) found that teachers were influenced by administrators in adopting innovations and that impact was reflected both on the school and the teacher.

In general, it was determined that teachers made efforts to pursue innovations as a necessity of today's world and a requirement in their profession. It was also found that teachers who pursued innovations felt professionally and personally satisfied. The following suggestions were provided in line with these research results. Experts can guide teacher candidates in their undergraduate studies in regards to how to pursue innovations and the contributions of innovations to individuals and society. Courses can be integrated in this topic at different academic levels. Relevant academic units can be established at universities. Systematic and scheduled in-service trainings, courses and seminars on current innovations can be organized for teachers.

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## A Czech Minority School in Croatia during the Civil War in the 1990s

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### Abstract

The Civil War in Yugoslavia in the 1990s significantly affected the lives of Croatian Czechs. In Slavonia and the Daruvar region, it escalated in the second half of 1991. Thanks to the Union of Czechs and Slovaks in Croatia and the Czech primary school of J. A. Komenský in Daruvar, more than 1.500 people were evacuated from the warzone – mainly children but other groups as well. However, the evacuation was just the beginning of the Save Our Children Movement. It was necessary to organize schooling for the evacuated children and secure learning books for them. The biggest responsibility was laid upon the teachers who had to take constant care of the children. The aim of the paper is to point out the importance of the Czech minority school in Daruvar which affected the entire local community. Thanks to its actions, no children died in the Daruvar region during the war.

**Keywords:** Croatia, Czech minority, minority education, Civil War in Yugoslavia, Czechoslovakia, humanitarian aid, asylum

### Introduction

The Civil war in Yugoslavia, taking place in the 1990s, strongly affected the lives of Croatian Czechs (Rychlík, Perenčević, 2007; Pelikán et al., 2013; Janotová, Stráníková, 2014). The war in the region of Slavonia and Daruvar escalated in the second half of 1991 (srov. Preissová Krejčí, Kočí, 2017; Ryglová, 2013; Hodačová, 2014). Thanks to the initiative of the Union of Czechs and Slovaks in Croatia and the organization of the Czech primary school of J. A. Komenský in Daruvar, about 1.500 people were evacuated from the area – mainly children were saved but mothers with babies, elderly people and the Serbian men who refused to be part of the Serbian acts of aggression as well as teachers received protection, too (Janotová, Stráníková, 2014).

The aim of the paper is to demonstrate the importance of the Czech minority school in Daruvar for the entire local society. It is important to note that since all children regardless of their nationality (Czech, Slovak, Croatian, Serbian, and Hungarian) were moved to Czechoslovakia, no children died during the conflict.

### Method

The paper is based on the analysis of the historical resources stored in the Archive of the Union of Czechs (including the diaries from Seč and Jánské Koupele: Daněk, 1991–1992; Vodvářková, 1991–1992) and secondary literature as well as several interviews with the witnesses of the actions.

The archival resources provided a theoretical base of the topic, later enriched by our own qualitative research. In 2016–2018, we interviewed twenty respondents – contemporary witnesses of the war events in Yugoslavia and participants of the evacuation of children to Czechoslovakia. Subsequently, the interviews were analysed using open coding and categorization (Švaříček, Šedřová, 2007; Pavlásek, Nosková, 2013). The findings were interpreted with regard to the theoretical background.

### Findings





The significance of Czech minority schools during the civil war in the region of Daruvar can be found on several levels; these levels match the main categories identified within the findings of our research. We identified the following categories: 1. organizing the evacuation, 2. securing schooling in the asylum, 3. childcare in asylum.

### *1. Organizing the evacuation*

The whole action was organized by the Czech primary School in Daruvar in cooperation with the Union of Czechs and Slovaks in Croatia. The time available for organizing the evacuation (registering the children) and obtaining official documents (collective passports for the children) was only 5 days. In the end, so many children applied that it was necessary to increase the number of buses and even add more dates of the evacuation.

The evacuation was highly desirable for the local citizens since it provided a sense of security knowing that their children were safe and not alone while their parents had to work, fight or help fix the damage caused by the war. In total, four transports were arranged, taking place on September 13 1991, September 20 1991, October 2 1991 and October 9 1991.

The Save Our Children Movement became a symbol of the war in the Daruvar region – a symbol of the shared identity of Daruvarians across all national groups (Croatian, Hungarian, Czech, Slovak, and Serbian) since the aid was provided to all children regardless of their nationality. On the other hand, accusations of supporting Serbia were made against the Union of Czechs and Slovaks in Croatia and the Czech school based on the fact that Serbian children were listed among the saved children. The director of the school and the chairwoman of the Union at the time Lenka Janotová was even accused of collaborating with Serbian police despite her son serving in the Croatian army: “Some of the Croatian nationalists found out I was saving Serbian children. One of my former students, a police officer at the time, stormed into my office with a gun in her hands, asking for the lists of the saved children. (...) She was one of our students, originally Czech. (...) She said: You have to take all the Serbian children off the list. I didn’t want to do it. I didn’t want to have to tell them: You can’t go because you’re Serbians. So the entire action was stopped and I had to report to Prague that no one should be coming, that problems had arisen.”

In the end, it was the intervention of Croatian minister of foreign affairs that helped; the ministry supported the transfer of children of all nationalities since the state was trying to gain both independence and a good reputation in Europe and all over the world. Despite the numerous obstacles, about 1.500 people were evacuated from the region affected by the war.

### *2. Securing schooling in residential facilities*

The evacuation was just the beginning of the Save our Children Movement. It was necessary to organize classes for the children and secure textbooks for them. The teachers were able to organize first classes in a few days after the arrival even though they were limited in the beginning. The Czech language, the Croatian language, mathematics and biology were secured at first, arts, music, the German language, physics, religious education etc. were added later. The number of lessons per day increased along with the number of subjects. Organizing the lessons for secondary school students who were divided into all the transport groups proved to be even more challenging. In the end of October, the decision was made that secondary school students would be educated in one place. It was not until the number of teachers increased that the schooling began to comply with the school curriculum (*Český lidový kalendář* 1992, 1991: 110). At that point, since the schooling was appropriate, it was considered a full replacement of the education received at Croatian schools.

### *3. Childcare in asylum*

The biggest part of responsibility was laid upon the teachers who had to take care of the children every day of every week (*Český lidový kalendář* 1993, 1992: 117). It was necessary to ensure their basic needs (such as warm clothing or sanitary supplies) since the intended 14 days long stay turned into one lasting 4 months, until the end



of January of the following year: “Thinking about it, from the professional point of view, they did an enormous job; they weren’t just teachers, they replaced their [the children’s] mothers, families, they took care of them 24 hours a day.”

The residential facilities applied quite strict rules in order to keep the children preoccupied and avoid homesickness (*Zachraňte naše děti*, 2016). Not only were the children safe during their stay in Czechoslovakia but they were also given attention and gifts and cultural events and trips were organized for them, all provided by Czechs and the official institutions of Czechoslovakia. However, in spite of the precautions and the rich cultural programme, the homesickness was still obvious in the children’s essays: “We do everything we can to forget about the war, but we cannot forget. We are still missing home and hoping to return soon” (excerpt from a student’s letter published in Janotová, 1992: 20).

### Findings, Conclusions and Recommendations

Even though it was not easy for the teachers as they left their spouses and sons fighting in Croatia, they proved great dedication when they took on the roles of family members in order to help the children. Based on the memories of the teachers, it is clear how mentally and physically challenging the period was; none of them, however, questioned the importance of the Save Our Children Movement for the Czech minority and everyone else in the Daruvar region.

The reaction of the Czech minority in Croatia following the fights in the region of Daruvar is a shining example of humanity in the inhuman times when Yugoslavian nations stood against one another. The Czechs living in the multinational and multicultural Balkan area refused to conform to the nationalist orders of either of the competing sides and evacuated the children to Czechoslovakia regardless of their nationality. It was one of many examples of the transnational approach practiced by Czechs in Croatia; it should be an inspiration for today’s Europe which has been preoccupied with the migration from the third-world countries where humanity is often lacking.

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## Schools and Press – the Two Pillars of Czech National Identity in Croatia

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### Abstract (150 words)

Czechs in Croatia have maintained their national identity for more than two centuries since the arrival of the first colonists to Slavonia. They truly deserve to be considered the best organized Czech minority in the world. There are 31 Czech „Besedas“ (Czech clubs) in Croatia, including the Cultural-Artistic association (dance, vocal, theatre). These organizations cooperate under the Union of Czechs in Croatia which has become the cultural, social as well as administrative centre of Czech minority life. The most significant proof of Czech identity is the Czech language. When it comes to preserving the Czech language within the Czech minority, it is essential that the Czech language remains not only a folklore feature but a means of everyday communication. National identity is a type of collective identity, that lies are collective memory or historical knowledge. Apart from the communication within families, Czech schools and the newspapers published by Jednota help preserve the language as well as the memories of the shared history. The aim of the paper is to show both of these cooperating institutions since their beginning in the 20th century, highlighting their importance for preserving Czech national identity in Croatia.

**Keywords:** Czech minority, Croatia, minority school, newspapers, national identity, collective memory

### Introduction

Czechs in Croatia constitute a significant national minority. Today, over 10.000 Czechs live in Croatia. It is astonishing that Czechs in Croatia have maintained their national identity for over two centuries since the arrival of the first Czech colonists to Slavonia. How is it possible? What helps them sustain their Czech identity? Moreover, they truly deserve to be called the best organized Czech minority in the world. There are 31 Czech „Besedas“ (Czech clubs) in Croatia, including the cultural-artistic association (dance, vocal, theatre). These organizations are united under the Union of Czechs in Croatia, located in Daruvar. Apart from that, Czechs in Croatia run their own schools that provide education in the Czech language and their own publishing house that publishes books in the Czech language.

### Method

The most significant proof of Czech identity is the Czech language. When it comes to preserving the Czech language within the Czech minority, it is essential that the Czech language is not only a folklore feature but that it remains a means of everyday communication. National identity is one of type of collective identity, that lies are collective memory or historical consciousness. For example, Czechs in Croatia share their common history through the tales of their arrival to Slavonia. Apart from the communication within families, Czech schools and the newspapers published by the publishing house Jednota help preserve the language as well as the memories of the shared history. The aim of the paper is to show both of the cooperating institutions since their beginning in the 20th century, highlighting their importance for preserving Czech national identity in Croatia.



The archival resources we were able to obtain provided a theoretical base of the topic, later enriched by our own qualitative research. In 2016–2018, we interviewed twenty respondents – Czech compatriots in Croatia. Subsequently, the interviews were analysed using open coding and categorization (Švaříček, Šedřová, 2007; Pavlásek, Nosková, 2013). The findings were interpreted with regard to the theoretical background.

## Findings

Despite being two separate institutions, Czech schools in Croatia and the Czech publishing house closely cooperate. First, we will introduce each of them on its own and then focus on the ways they mainly cooperate.

### 1. Czech schools

Minority schools in Croatia started to emerge after World War I. The first Czech school was founded in 1922. During World War II, Czech schools were closed and then they went through a major development after 1945 (Matušek, 1993; Kolouch, 1993). Nowadays, there are two Czech nursing schools in Daruvar and Končence and two Czech primary schools in Daruvar (Daněk, 1997; Janotová, 2009) and Končence (Vinter, 2007). All classes are taught in Czech. There are also Croatian schools that offer optional classes of the Czech language and Czech culture (Máchalová, Preissová Krejčí, 2017).

“There are children in our classes who speak Czech perfectly. Those children watch Czech TV programmes every day, they know Czech DVDs and CDs almost by heart, they predominantly read Czech books and the Czech language is basically their mother tongue. Their parents care about the Czech language very dearly; or it may be that their mothers, native Czechs, married to Croatia. 30 years ago, none of us were able to speak Czech like that. Technology wasn’t as developed as it is today. There are always one or two children like that in each generation. In the same class, though, there are other children who don’t speak Czech at all; they might hear one of their parents speak Czech to one of their grandparents but themselves, they don’t speak Czech to anyone. They go to our school because one of their parents went here as well. In some cases, Croatian children go to our school because it’s located in the neighbourhood or because we offer better snacks and the textbooks are less expensive or just to learn Czech since it’s available in the town. For those children, Czech is a foreign language” (Staňová Brdarová, 2014, s. 128).

Why are Czech schools the foundation stones of national identity of Czechs in Croatia? Because they help children develop their knowledge of the Czech language, they encourage communication in the language and strengthen their national identity through their Czech ancestry, history and culture.

### 2. The Czech publishing house

“Czech press in Croatia was founded before Czech schools were and it was very important for the establishment and development of Czech minority schools and minority cultural life in general” (*Svaz Čechů v Republice Chorvatsku*, on-line). The first newspapers in the Czech language were published in 1911.

Today, there are several magazines and newspapers in the Czech language in Croatia (Bláha, 2016):

- 1) Jednota (published weekly since 1946; it is the successor of Yugoslavian Czechoslovaks which was published between 1922 and 1941) – it is a typical minority newspaper which includes news from Croatia and the Czech Republic as well as other Czech minorities around the world;
- 2) Dětský koutek (published monthly since 1928) – the oldest magazine for children in Croatia;
- 3) Český lidový kalendář (published yearly since 1953) – contains an overview of the Czech institutions in Croatia and current news from the Czech minority as well as historical news, memories and memoirs of Czechs etc.;
- 4) Přehled kulturních a historických, literárních a školských otázek (published yearly since 1962) – publishes academic papers written by Czechs as well as about Czechs in Croatia.

In 1965, the independent publishing house Jednota was founded in Daruvar. Apart from the magazines and newspapers listed above, it publishes other texts written by Czechs (literary-artistic, historical and memoirs).



Marie Selicharová, the executive editor between 1980 and 1982, brings the original purpose of the magazine published in the first issue of Jednota to attention: “It is up to all of you that it [Jednota] becomes the means through which our wishes, needs and efforts are articulated. It can become such a tool if we keep it both by material and immaterial features. We call upon our compatriot associations and individuals to spread Jednota, our only magazine, and turn it into an accurate picture of our minority life by sharing news from their villages, no matter how far they are located. That is the only way Jednota can become a net connecting us closely, introducing us to one another and bringing us closer – through our collective work and effort.” The statement by itself makes it clear that Jednota was going to become a significant resource allowing us to learn about the past of Czechs (and Slovaks) in Croatia. It can be stated that the foundation of Czech press in Croatia was a conscious effort of the compatriots to preserve collective memory and strengthen their historical consciousness which would help preserve the Czech language and, by extension, Czech identity in Croatia. The direction set in the statement was later adopted by the publishing house and used for its other prints as well; it is still used today, only minor changes have been made to it: “It [Jednota] is the means of expression for the compatriot community and the link between the Union, the compatriots and associations; it has been a bridge between Croatia and the Czech Republic, a guardian of the mother tongue and the cultural traditions of those of Czech nationality” (Selicharová, 2006: 6).

Why is the Czech publishing house a foundation stone of national identity of Czechs in Croatia? Because it allows members of the minority to read in the Czech language and it develops their vocabulary. It also promotes activities of the Czech minority and encourages preserving the historical memory in the written form (Kočí, J., Kočí, V., 2017).

### *3. Cooperation of schools and the publishing house*

Since the foundation of the publishing house Jednota, it is noticeable that cooperation has been very strong in the area of publishing textbooks. The production includes both Czech language textbooks written by Czech minority teachers and Croatian textbooks for other classes translated to Czech. Coordination is based on language editing and textbooks design. The visual of the books is particularly important since that is what makes them attractive for the students.

Beside textbooks, the magazine *Dětský koutek* is crucial since it is used when teaching the Czech language and culture in Croatian schools. The magazine is distributed to 800 students who learn the language (Vaculík, 2009). Students can also contribute to it by publishing their own essays and artwork. It is significant not just because it informs about the actions of the compatriots and the development of the Czech language but, even more importantly, it helps children get in touch with contemporary Czech culture in which they are interested but do not have access to. The editors of the publishing house also attend all the school events they report on, making it another opportunity for the institutions to cooperate.

### **Findings, Conclusions and Recommendations**

There are multiple factors contributing to preserving Czech national identity in Croatia. Among the most important, schools and Czech press have to be mentioned. The institutions providing these services have taken up the responsibility to preserve the Czech language in the Daruvar region as it is often abandoned in mixed Czech-Croatian marriages. They are also the bearers of the collective memory of the compatriots because narrated stories are slowly forgotten.

The compatriots themselves contemplate the role Czech schooling in Croatia plays in preserving Czech national identity in the area. A good example of that would be the article by Antun-Tony Řehák *Vzděláním a hospodářským pokrokem proti asimilaci* (2008). The author considers the state of schooling in Croatia with regard to the conditions the Czech minority lives in. He is convinced that “today’s school system creates hostility, promotes competition, choosing favourites and losing values, the enforcement of certain things and even violence. Minorities cannot develop in such conditions” (Řehák, 2008: 99). Furthermore, he says: “National affiliation has to be respected and it is necessary to look for ways of getting children and adults to care for





minority traditions, culture and language without it being at the expense of others. [...] People need to know how to live freely but not forget about the unity with those they need. We need the national majority and other minorities because we live, work and create the future of this state together. Nationalism is a typical way of putting the value of one minority or nation above other values. That way, we would hurt our own minority and our own nation” (Řehák, 2008, 101).

Nationalism has never been practiced by Czechs in Croatia. In fact, they can be considered a good example of a conflict-free cohabitation in a multinational state. That is despite the fact that they have preserved the Czech language and Czech culture for over 200 years and they acknowledge the legacy of their ancestors.

We are sure that if Czech schools and press in Croatia are maintained, the Czech minority could potentially preserve its national identity for another 200 years.

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## Health consciousness and the role of the health as a value based on country-wide primary research results

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### Abstract

Our paper focuses on multidisciplinary approaches to consumer behaviour, marketing and human-management areas. Different generations could be identified based on their common values, common experiences. This is the essential concept of generation marketing, which was the guideline of our research project. We utilized the generation marketing conception in case of analyses consumer behaviour of Z generation focuses on the value of health. The study focuses on the generation Z's attitude towards health promotion, health consciousness and preferences in case of selection sport activities. In the frame of quantitative research we examined the factors of health culture in the group of Z generation. The main aim of the study is to analyse the main characteristics of Z generation according to the health promotion and health consciousness to give an overview about their most important preferences and habits. In our opinion the research result could be useful for preparing targeted health preservation strategies among Z generations based on the examination of the role of health as a value.

**Keywords:** health culture, health consciousness, primary research

### Theoretical overview

#### The health state of Hungarians

In our study, we wanted to find out the free time and sport activities of Hungarian youngsters.

Furthermore, we also wanted to know how they look upon sports, health, and what role they think health conservation and protection activities have.

As sports are factors significantly impacting life quality, in all ages, it takes part in healthy lifestyle. Not to mention, it has a significant effect on mental activity as well, which means, we have to take understanding the attitude of youngsters towards physical activity and prevention seriously.

The actuality of the topic is based on professional opinions considering the health state of youngsters currently bad. Professionals state that in the negative attitude Hungarian youngsters have towards sports goes beyond a lack of motivation. They believe economic factors to be behind it as well. Hungarian is far from the leading countries in terms of money spent on sports. [http://hvg.hu/plazs/20091211\\_fiatal\\_felnottek\\_egeszsegi\\_allapota](http://hvg.hu/plazs/20091211_fiatal_felnottek_egeszsegi_allapota)

Though last year, multiple indicators of students' fitness showed improvement, obesity is still considered a serious problem for youngsters. According to the results of the research and overall health state inspection conducted with 662.501 students, every fourth student is obese, based on their BMI index. Their ratio increased for both genders, and in all ages during the last 3 years. However, the physical fitness of these students also improved, which shows that frequently moving their body improves their state of health, in spite of them being obese. And the increase in obesity shows that there's a need for correct eating habits to be formed as well. \_

<https://infostart.hu/belfold/2018/04/16/romlik-a-gyerekek-egeszsegi-allapota>



According to the research of the HCSO, in the last decade, the average life expectancy of Hungarians improved by 2,7 years, similarly to the data in the EU. However, the health state of children is getting worse, many have long-term health problems. According to the report, the main reasons for early death in Hungary are incorrect eating habits, lack of movement, and smoking. They also cause illnesses otherwise avoidable. This is also a reason for why health protection has to be advertised during the early years. Physical activity and active health protection have to be integrated into the lifestyle and everyday life. <http://www.egeszsegkalauz.hu/egeszsegtar/uj-ksh-jelentes-milyen-a-magyarok-egeszsegi-allapota-milyen-az-egeszsegugyunk>

### **Role and interpretation of health and health culture**

Apart from social and economic effects, inhibitors and inciters, it's important to stress the importance of personal choice in relation to health protection. This is due to how the decisions, behaviour, attitude of the person have an effect on lifestyle and daily life, meaning the personal choices influencing health (Lalond, 1974). In addition to individual decisions, generational differences and the resulting value deviations are also determining factors for the importance of health in the everyday life of an individual (Ercsey&Huszka, 2014). The interpretation of health's role and importance are based on the personal value system and thought processes of the individual (Tari, 2010, Törőcsik 2003). Several domestic researches approach a healthy way of life not from a value system, but from consumer preference, focusing specifically on healthy nutrition. (Gyarmati, 2017, Szakály et al, 2014, Lehota et al 2014).

In our opinion, the role of health is worth approaching complexly. Therefore, there's a need to adequately use marketing tools, in order to influence the person's preferences, thus increasing the value of health for the person, and stressing the importance of health protection, and the role the person has in it.

There are various definitions of health, made from various approaches. This shows the complexity and holistic nature of the definition. "Health is not only the lack of some illness or debilitation, but the sum of welfare from a bodily, spiritual and social perspective." (Ander,1986; Ewles&Simnett,1989;Döbrössy,2004; Ábrám,2006). "Health comes into being due to the relations between the human organism's system and the environment, and supporting the balance needs constant, intentional activity." (Ewles&Simnett, 1989)

Apart from the factors related to the individual (value system, lifestyle), culture, with its unique system of norms and values also has an effect on the role of health, and the importance of protecting it.

"Health culture is an important element of health education, and it's how the person considers his/her personal health, and that of others." (Ábrám, 2006).

Health culture can be defined as a kind of goal, which is a system supporting the protection, sustaining, repairing and developing health. This system is capable of offering the correct tools for both the unique individual, and the community as well. Health in this approach is technically the value center of the health culture (Ander, 1986).

An important part of health culture is prevention, and the preventative behaviour. This can also be evaluated from the individual, social, or economic perspectives. As for the latter, the if we support the importance of prevention with economic reasons, we can state that prevention has lower costs than treating, healing the illness or sickness already obtained (Albert, 2004).

Therefore, beyond social and individual advantages, economic advantages are also realized.

Prevention is basically strengthening the adaptability, and turning lifestyle towards an adequate direction, even if using radical means. This is done in order to keep health intact. (Ábrám, 2006). However, the individual is always under the effects of the cultural and social environments, being influenced by them. Therefore, they can also have an effect on how the individual sees the role of prevention in health culture - how important they consider it to be.

Activities	Avg. (%)	Avg. (%) in case of Z generation
Learning, self-improvement	20%	25%



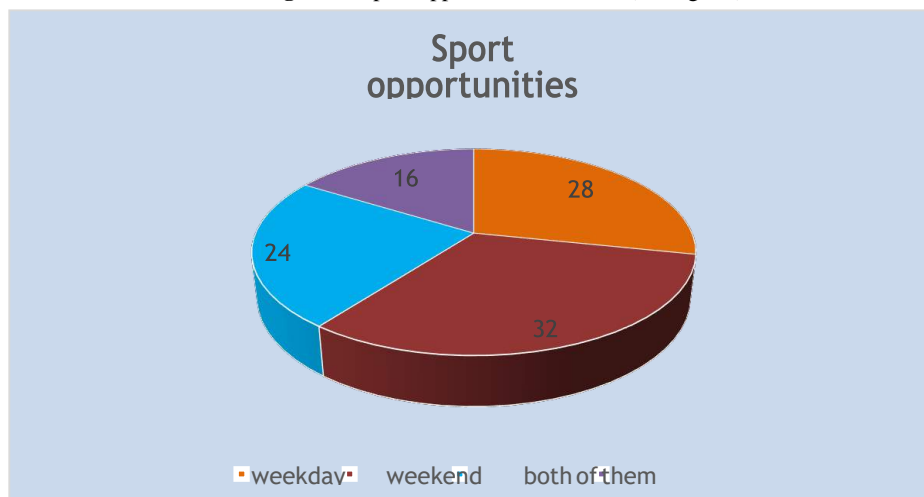
Having fun, being with friends	21%	27%
Passive rest, relaxation	21%	24%
Household work	18%	16%
Sports	17%	21%
Time spent with family	24%	21%
Active rest, touring, trekking	15%	15%
Cultural programmes, Theatre, Opera, Gallery, Concert.	12%	13%
<b>Tot. =100%</b>		

Source: personal research, 2018. N=829

In case they could, our participants would spend most of their time on having fun, friends, learning and self-improvement. An average of 10% voted for sports.

We also asked our participants when they think they could do more sports. Based on the results, most of them would have more opportunities during weekends, but weekdays, and combinations of the two also got multiple mentions. If we take a look at the attitude towards sports, it's a good result that merely 16% said they'd have no time to do sports, regardless of it being weekdays or weekends.

**Figure 1.** Sport opportunities - habits (average %)



Source: personal research, 2018. N=829

In order to find the subtleties of attitude towards sports, we used a list of statements to analyse the participants. Basically, we can state that their attitude is pretty positive, though there were no averages above 3.0 for any of the statements. However, we still have to stress that participants didn't have an absolute rejection of sports either. It seems that people still have doubts about an active physical activity being part of a healthy lifestyle. We can also see that there's still much to do in order to create (or revive) the love for sports.

**Table 2.** Attitude towards sports

(avg., where 1=completely disagree, 4= completely agree)



Statements	Avg.
Sports is my passion	2,11
I do sports to keep my health	2,71
I feel the need to do sports	1,59
I do sports for a better figure - to be slimmer, more attractive	2,64
To me, sports is a therapy - a reinvigoration of both body and spirit	2,60
I do sports due to doctor's orders	1,28

Source: personal research, 2018. N=829

We analysed sports habits among both the entire sample and the Z generation. Frequent sports, and actively trying to have healthy eating, and sufficient sleeping habits were the two most notable preventative activities in the sample. However, even these got values below 3.0. This shows that there's still much to do regarding health education, and initiation of intentional and preventative behavior.

In case of frequent sports and illnesses or problems related to the limbs, asking for the opinion of professional trainers was the most notable health protection behaviour for Z generation members.

Spending sufficient time on resting and taking part in health check-ups were mentioned less by youngsters, however. The latter one is a relatively big problem, as we often hear that frequently taking part in health check-ups is fundamental for keeping health. By discovering illnesses early on, the chances of complete recovery grow exponentially. However, youngsters seem to not understand the importance of this fact, so it's imperative that educational campaigns aimed at them are conducted, to change this perspective.

**Table 3.** Health protection activities by their importance, according to the sample and the Z generation

Statements	Sample avg.	Z gen avg.
I do sports regularly (at least thrice a week)	2,45	2,58
I watch what, and in what amount I eat	2,64	2,63
I keep my calorie intake in check by calculating it	1,59	1,55
I try to rest and sleep enough	2,67	2,61
I frequently go to health check-ups	2,23	2,03
If I have limb problems, I immediately go to a professional doctor	2,22	2,12
I believe in the positive effects of natural medicine	2,21	2,11
If I have limb problems, I immediately go to a professional trainer	1,58	1,64
I frequently visit physiotherapists	1,32	1,25
If I have limb problems, I immediately go to a professional physiotherapist	1,41	1,29
I often ask sports psychologists for advice	1,18	1,19





Source: personal research, 2018. N=829

### **Conclusions**

If we take a look at how people spend free time, we can clearly see that free time has the most notable connection to social gatherings and activities, according to our participants' opinions. Currently, they spend most of their free time on their family, having fun, and passive relaxation.

In case they have opportunities for spending more free time, they do so on learning, self-improvement and having fun. A stronger preference for sports was not notable in the sample's desired, ideal free time spending structure. According to the research results, most people don't have a negative attitude towards sports and fitness. They consider sports to be important from the perspective of health protection. They believe its health protection, and physical-mental balance keeping aspects are the strongest motivators for spending free time in an active manner. Though we also can't say that they have a completely rejecting attitude, which is advantageous from a marketing perspective, we have to state that frequent sports is not nearly an integral part of the health conservation habits of people.

This has to be changed by all means, and as we didn't really see a positive difference for young people either, it's highly important to stress that preventative measures have to be taken, using messages and communication events which can connect to them, and touch their groups, similarly to those of older generations.

We believe that this can only be done using educational campaigns, and community marketing events which were intentionally structured to match the communication habits and value systems of younger generations.

We also believe that this research still has results to be identified, hence it should be continued, and nuances within the results should be further differentiated, in order to analyse the attitude towards health culture, and to make it even more generation-specific in the future.

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## Academic Achievement Among University Students In The Context Of Organizational And Social Aspects Of Study

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### Abstract

The objective of the present paper is to analyse the factor of academic achievement among university students. Data collection was conducted by means of a questionnaire designed by the authors and focusing on academic achievement. The research sample consisted of 411 university students of teacher training courses (average age 24.68; SD = 6.26, range 19-54). The overall results suggest that in the context of gender it appears that men and women differ in the area of study results as well as social and organizational aspects of study. Accordingly, in most cases increasing age is correlated with worse academic achievement. With regard to form of study, the results suggest that full-time students differ from combined students in the factors of academic achievement.

**Keywords:** university student, academic achievement, organizational and social aspects of study

### Introduction

The desire for success is a human nature. Success provides a meaning to life and brings a feeling of internal satisfaction. It is a source of recognition and a confirmation of an individual's existence in the eyes of the social environment. One of the factors behind success is the so-called tacit knowledge, which is gained through experiences and interactions with the environment. The concept is attributed to Polanyi (1983), whose statement 'we can know more than we can tell' unleashed a debate and numerous research studies on the essence and meaning of tacit knowledge in the scientific realm of management, psychology, and sociology.

The term school achievement is already used to describe the result of schoolchildren. Průcha (2003) explains this concept as coping with school requirements which is reflected in a positive assessment of the child's school results. School achievement of a child is affected by a number of factors based around the family, school, clubs, etc. (Vágnerová, 2000).

When a child becomes a student, by changing the status the factor of school achievement becomes the factor of academic achievement. It appears that the factor of academic achievement works on the same principles as the factor of school achievement. Just as the results of a child in school, the results of a university student are determined by external and internal mutually interacting factors. External determinants include primarily the family environment (socio-economic status of the family, psychological, social, informational and financial support provided by the family). Hogan et al (2010) states that students with lower family support achieve lower performance. Another factor is the educational institution, which affects achievement for example by offering counselling centres, communication with students, teaching methods. Another important factor includes classmates, friends, teachers, etc. Internal determinants include motivation for study, ideas about life objectives, attitudes, personal qualities, organization of study, tasks and responsibilities (and their achievement), preparation for classes and learning, class activity, knowledge of the environment, self-control in the sense of self-



development, and time management (Somech, Bogler, 1999). Matošková et al. (2014) defines academic achievement by means of several factors: ability to achieve good results (i.e. average mark up to 2.0 and at least 70% of exams and credit tests passed at the first attempt), health (i.e. study does not have a negative impact on the student's health), cultivation of knowledge, abilities, skills, qualities and attitudes, and finding a job that matches the field of study or in a relevant academic sphere. According to Matošková (2014), student achievement can be assessed by means of marks, number of retakes, completion of study, completion of study in due date, success on the labour market, or the development of the student's personality.

According to Mbuva (2011), academic achievement helps the student achieve personal and career goals. Statistical data suggest that approximately 15% of students terminate their university study early, most students leave their study in year 2 and they are most frequently students of technical fields (Matošková, 2014). Rubešová (2009) claims that success in university may be of a quantitative or qualitative nature. The quantitative category includes the total average of all marks throughout university study, average marks in various years, number of retakes, etc. The qualitative category considers facts such as whether the student completed university study, whether such completion was in due date or later, whether the student graduated with distinction, etc. According to Hučín (in Skorunková, 2016) a fundamental precondition for successful study is continuance in study, and successful study means passing final examinations including defence of the final thesis. On the contrary, Jakešová, Hrbáčková (in Skorunková, 2016) refer to academic failure, where the risk period of academic failure is the first year of study.

As far as study organization is concerned, according to Fryjaufová (2006), successful students arrange their schedule to take classes with their friends. They select lecturers who award good marks and arrange their schedule so that the courses are linked together. Successful students complete their assignments on time, take classes regularly and come on time, participate in the activities of student organizations on a voluntary basis (Leonard, Insch, 2005). In terms of academic preparation, they learn regularly, see their lecturers for consultations, review their notes from lessons, read texts recommended by their lecturers, consult their expectations and requirements concerning the courses with senior students, use own resources in learning such as graphs, charts, highlighting, underlining (Prevatt, 2011). As far as classes are concerned, they are active and make notes. They are familiar with the university library and its services, ICT support of their study, they communicate with the administrative staff (assistants, librarians, study department, etc.) In terms of self-control (time management), they use organizers, calendars, diaries, lists of tasks, etc. (Helis, 1997).

In various contexts, academic achievement tends to be associated with the success of university graduates on the labour market (recently at the forefront in many EU countries). Research studies focus primarily on the employability of university graduates, assessment of study, and use of their academic degree and qualification on the labour market. Research studies are designed internationally, but they also focus on a comparison with other levels and types of education and fields of study. In the selection of the field of study, future university students should consider especially the chances of graduates on the labour market, because a vast majority of graduates search for practical jobs and only a small proportion remain in academia (Jurman and Frieze, 2013).

The question that remains is what future university students should take into consideration to make a responsible decision and to succeed on the labour market. The truth is that in considering a future career, the course of study is not so important today (as it was in the past). Graduates need not necessarily work in their field of study, they may work in related or even totally different disciplines. There are professions where the law or applicable regulations define the required qualification, but a specific field of study is not very important in most professions (excluding education). It is important however to complete university study once students enrol, and this is directly associated with the concept of academic achievement.

One of the attributes of success is knowledge. If someone wants to be for example a successful teacher, the person needs to be an excellent professional in the field and also needs to be able to pass the knowledge to other people. Another attribute of success is the ability to control (a successful teacher needs to be able to make sure that the



students know what they are supposed to know). An important attribute of success is responsibility, which means to bear the consequences of one's actions, both positive and negative, but also to resolve various situations.

Jurman and Frieze (2013) carried out a research study trying to answer the following question: What are the factors that influence success at work? 21% of respondents (students of technical fields) believe it is hard work. The same group of respondents think that the least important aspect is stress resistance. At the same time the students were supposed to identify factors important in the selection of a future employer. The factors identified as important were as follows: employee recognition, personal and professional development, starting salary, terms of the employment contract. On the contrary, the following factors were considered unimportant by the young people involved in the study: international team of workers, possibility to work abroad, fixed career path, extent of one's responsibility, balance between occupational and private life.

The level of education of young people in the European Union is at the forefront and according to the Lisbon process, at least 85% of 22-year-old people should have upper secondary education, which corresponds to at least secondary education with certificate of apprenticeship. In addition to other EU countries (for example Slovakia, Finland, Poland) the Czech Republic meets this Lisbon criterion. On the contrary, for example Hungary fails to achieve these values, and poor results are also achieved by Norway and Denmark (over 70%).

In 2009, Eurostat published a statistical overview (in Jurman and Frieze, 2013) confirming that young students combine education and economic activity, which means that in addition to their study they also work (their academic achievement is not specified in terms of marks). The reason for having a job is to finance their study or improve their economic situation. Can this type of behaviour be considered part of academic achievement? If students cope with their study requirements and manage to earn money, one could say that their time management is very effective.

According to Jurman and Frieze (2013) the following four functions are expected from university study: transfer of knowledge, methods and skills; harmonious all-round development of students' personalities (theoretical, practical, cultural, sports, social); preparation of students for work; preparation of students to be able to absorb and at the same time change the rules and systems of their future work. They should be critical but open to learning, they should be able to resolve work-related problems and have innovation awareness. These basic functions need not correspond with the labour market, which is currently characterised by a certain contradiction between university education and practice. This discrepancy lies in the expansion of university education which is generally considered beneficial to economic development. However, there is a risk of over-education of society which results in university graduates failing on the labour market due to excess supply. It is therefore important to focus research studies on the development of employment, demand for university graduates and their academic achievement, which may also be a predictor of their occupational achievement.

## **Method**

### **Objectives of the research study**

To identify, map and analyse the factor of academic achievement in university students of teacher training courses (pre-service teachers).

### **Research questions**

What are the differences in academic achievement in terms of gender?

What are the differences in academic achievement in terms of students' age?

What are the differences in academic achievement in terms of full-time and combined study?

What are the differences in academic achievement in terms of years of study?

What are the differences in academic achievement in terms of type of study?



The research sample comprised a total of 411 respondents ( $N = 411$ ) – university students of teacher training courses. Average age was 24.68 ( $SD = 6.26$ , range 19-54), 76 were men ( $N = 76$ ), average age was 27.57 years ( $SD = 7.05$ , range = 19-51), and 335 were women ( $N = 335$ ), average age = 24.11 years ( $SD = 5.85$ , range = 19-54). Students by year of study: year 1 – 157 students; year 2 – 59 students, year 3 – 17 students; year 4 – 175 students, year 5 – 3 students. The number of students in the full-time form of study was 294, the number of students in the combined form of study was 117 (see Table 1).

Data collection was conducted by means of a 13-item questionnaire designed by the authors and focusing on academic achievement. The questionnaire comprised two areas; the first area focused on performance aspects of academic achievement and included 7 items on a 6-point scale relating to students' marks in the last winter term (best and worst), throughout the entire course of study (most frequent, worst and best) and the maximum number of exam attempts. The second area focused on non-performance aspects of academic achievement by means of 6 items on a 5-point scale (organization of time for study, ability to plan preparation for exams, involvement in other study-related activities, ability to integrate among classmates, ability to adapt to student life, ability to cope with study requirements). The reliability of the whole questionnaire is  $\alpha = 0.54$ . The reliability focusing on the area of academic performance is  $\alpha = 0.74$ , the reliability of the area focusing on non-performance aspects of academic achievement is  $\alpha = 0.68$ .

At the same time, demographic data about the respondents were obtained.

The research data were processed by means of the following statistical procedures: t-test, correlation analysis, MANOVA/ANOVA.

## Findings

### Results of the research survey

The average values and standard deviations for the areas of academic achievement are specified in Table 1.

**Table 1:** Mean values and SD

	Entire sample ( $N=411$ )	Gender		Year of study					Study combination	
		Men ( $N=76$ )	Women ( $N=335$ )	1. ( $N=157$ )	2. ( $N=59$ )	3. ( $N=17$ )	4. ( $N=175$ )	5. ( $N=3$ )	Full-time ( $N=294$ )	Combined ( $N=117$ )
1 □	1.95	2.37	1.75	2.03	2.47	2.47	1.65	2.00	1.82	2.27
SD	1.00	1.04	0.97	1.04	0.88	0.80	0.93	1.00	0.98	1.00
2 □	1.30	1.20	1.33	1.55	1.10	-	1.19	-	1.26	1.42
SD	0.74	0.61	0.77	0.86	0.44	-	0.69	-	0.73	0.77
3 □	3.35	3.91	3.23	3.31	4.20	4.12	3.03	3.00	3.26	3.58
SD	1.60	1.45	1.60	1.58	1.34	1.36	1.60	1.00	1.54	1.71
4 □	2.28	2.78	2.17	2.10	2.68	2.47	2.27	-	2.27	2.32
SD	1.00	0.93	0.98	1.06	1.01	1.01	0.90	-	0.98	1.05
5 □	1.21	1.18	1.21	1.50	1.03	-	1.03	-	1.14	1.39
SD	0.58	0.61	0.58	0.82	0.18	-	0.23	-	0.47	0.77
6 □	4.40	4.80	4.30	3.43	4.83	4.47	5.09	5.67	4.68	3.69
SD	1.56	1.25	1.61	1.60	1.25	0.62	1.21	0.58	1.42	1.67
7 □	1.09	1.07	1.09	1.09	1.12	1.06	1.08	-	1.09	1.08
SD	0.30	0.25	0.31	0.31	0.38	0.24	0.27	-	0.31	0.27
8 □	3.51	3.11	3.60	3.54	3.14	2.76	3.67	4.00	3.62	3.22





	SD	1.05	1.08	1.02	1.02	1.07	1.15	1.01	1.00	1.00	1.12
9	□	3.32	2.80	3.44	3.41	3.00	2.59	3.43	2.67	3.43	3.03
	SD	1.05	1.15	0.99	0.98	1.14	1.18	1.03	1.15	1.01	1.12
10	□	2.40	2.17	2.46	2.29	2.20	2.06	2.59	3.33	2.53	2.08
	SD	1.22	1.24	1.21	1.12	1.26	1.56	1.23	1.53	1.21	1.18
11	□	3.95	3.97	3.94	4.01	3.81	4.12	3.93	3.00	3.89	4.09
	SD	0.93	0.89	0.94	0.94	0.80	0.33	0.99	1.00	0.97	0.82
12	□	4.08	4.33	4.02	3.90	4.24	4.65	4.13	4.67	4.03	4.21
	SD	0.94	0.91	0.94	1.03	0.90	0.49	0.88	0.58	0.93	0.95
13	□	3.41	3.12	3.47	3.42	3.14	2.82	3.54	3.33	3.56	3.02
	SD	0.96	1.06	0.93	0.91	1.06	1.13	0.93	0.58	0.90	1.01

Note: 1 – the most frequent mark in the last WT, 2 – the best mark in the last WT, 3 – the worst mark in the last WT, 4 – the most frequent mark in the course of study, 5 – the best mark in the course of study, 6 – the worst mark in the course of study, 7 – maximum number of exam attempts, 8 – ability to organize time for study, 9 – ability to plan preparation for exams, 10 – involvement in other study-related activities, 11 – integration among classmates, 12 – ability to adapt to student life, 13 – ability to cope with study requirements

Differences in academic achievement in the context of gender were observed in several areas. T-tests suggested that men's most frequent mark in the last winter term was significantly worse compared with women ( $t(409) = 4.109$ ,  $p < .001$ ), the same applied to the worst mark in the last winter term ( $t(409) = 3.402$ ,  $p = .001$ ), the most frequent mark in the course of study ( $t(409) = 4.949$ ,  $p < .001$ ), and the worst mark in the course of study ( $t(137,153) = 2.954$ ,  $p = .004$ ). Men also showed worse results in the following categories: ability to organize time for study ( $t(409) = -3.750$ ,  $p < .001$ ), ability to plan preparation for exams ( $t(107,711) = -4.422$ ,  $p < .001$ ), and ability to cope with study requirements ( $t(409) = -2.917$ ,  $p = .004$ ). On the contrary, compared with women, men showed better ability to adapt to student life ( $t(409) = 2.571$ ,  $p = .010$ ).

The results also suggest that increasing age of students is significantly correlated with worse marks in the following categories: the most frequent mark in the last winter term ( $r = .150$ ) and in the entire course of study ( $r = .018$ ). The following was also shown to worsen with age: ability to organize time for study ( $r = -.186$ ), ability to plan preparation for exams ( $r = -.237$ ), and ability to cope with study requirements ( $r = -.269$ ). Older students also show less involvement in other study-related activities ( $r = -.166$ ). On the contrary, higher age is associated with a better ability to adapt to student life ( $r = .174$ ).

To assess the differences in academic achievement in the context of various years of study, the MANOVA analysis was used. The analysis confirmed a significant multivariate effect  $\lambda = .354$ ,  $F(52, 1570) = 9.036$ ,  $p < .001$ , part.  $\eta^2 = .229$ . The one-dimensional ANOVA analysis showed a major significant effect for most variables of academic achievement in relation to year of study (see Table 2). In the following categories: the best mark in the last winter term, the best mark in the entire course of study, the worst mark in the entire course of study, and integration among classmates, a minor disruption of homogeneity of inter-group variance was observed, but the Welch's F adaptation suggested that this disruption did not have an effect on the results.

**Table 2:** ANOVA tests of differences in academic achievement in the context of year of study

Academic achievement variable	ANOVA differences in the context of year of study
The most frequent mark in in the last WT	$F(4, 406) = 37.345$ , $p < .001$ , part. $\eta^2 = .090$
The best mark in the last WT	$F(4, 406) = 15.924$ , $p < .001$ , part. $\eta^2 = .071$
The worst mark in the last WT	$F(4, 406) = 71.019$ , $p < .001$ , part. $\eta^2 = .068$
The most frequent mark in the course of study	$F(4, 406) = 16.502$ , $p = .002$ , part. $\eta^2 = .041$



The best mark in the course of study	$F(4, 406) = 21.967, p < .001, \text{part. } \eta^2 = .159$
The worst mark in the course of study	$F(4, 406) = 248.203, p < .001, \text{part. } \eta^2 = .249$
Ability to organize time for study	$F(4, 406) = 22.926, p < .001, \text{part. } \eta^2 = .051$
Ability to plan preparation for exams	$F(4, 406) = 19.693, p = .001, \text{part. } \eta^2 = .043$
Involvement in other study-related activities	$F(4, 406) = 15.490, p = .033, \text{part. } \eta^2 = .025$
Ability to adapt to student life	$F(4, 406) = 13.520, p = .004, \text{part. } \eta^2 = .037$
Ability to cope with study requirements	$F(4, 406) = 13.408, p = .005, \text{part. } \eta^2 = .035$

Differences in academic achievement in the context of type of study were observed in several areas. The T-tests showed that full-time students were significantly better in the following categories: the most frequent mark in the last winter term ( $t(409) = -4.215, p < .001$ ), the best mark in the entire course of study ( $t(409) = -3.390, p = .001$ ). On the contrary, students in the combined study were significantly better in the following category: the worst mark in the entire course of study ( $t(409) = 5.620, p < .001$ ). Full-time students were significantly better in the following categories: ability to organize time for study ( $t(409) = 3.335, p = .001$ ), ability to plan preparation for exams ( $t(409) = 3.501, p = .001$ ), involvement in other study-related activities ( $t(409) = 3.477, p = .001$ ), and ability to cope with study requirements ( $t(409) = 5.348, p < .001$ ). On the contrary, students in the combined study were significantly better in the following category: integration among classmates ( $t(409) = -2.184, p = .030$ ).

The correlation analysis (see Table 3) showed significant associations between the aspects of academic achievement in the context of the areas of academic achievement and organizational and social aspects of study. According to the results, the ability to organize time for study and the ability to plan preparation for exams were negatively correlated with all variables of academic achievement with one exception. A worse ability to organize time has an effect on worse marks and the number of exam attempts. This correlation was found to be stronger in the context of marks in the last term.

**Table 3:** Correlations between academic, academic/organizational and academic/social achievement

	1	2	3	4	5	6	7
8	-.232**	-.111*	-.232**	-.190**	-.062	-.099*	-.126*
9	-.300**	-.159**	-.222**	-.232**	-.105*	-.119*	-.119*
10	-.152**	-.004	-.038	-.115*	.011	.043	.050
11	-.024	.006	-.004	-.071	-.024	-.079	-.053
12	.020	.017	-.008	.041	.009	.016	-.068
13	-.228**	-.088	-.199**	-.104*	-.017	-.080	-.073

*Note: for the description of the numbering of academic achievement variables, see legend of Table 1, \* - significant at a level of .05; \*\* - significant at a level of .01*

The most frequent mark in the last winter term and in the entire course of study is negatively correlated also with the ability to cope with study requirements. The inability to cope with study requirements is thus correlated with average achievement in the course of study.

The average mark in the last term and in the entire course of study is also negatively correlated with voluntary involvement in other study-related activities, or the field of study of the respondents, i.e. higher involvement in these activities is correlated with better marks.

Regarding the correlations identified between academic achievement and individual study characteristics of the respondents, the technique of partial correlations was used to adjust the correlation between the aspects of academic achievement for the effect of the other variables (gender, age, year and type of study).

**Table 4:** Partial correlations between academic, academic/organizational and academic/social achievement



	1	2	3	4	5	6	7
8	-.170**	-.109*	-.193**	-.151*	-.027	-.157**	-.144*
9	-.246**	-.178**	-.182**	-.182**	-.098*	-.148*	-.144*
10	-.095	.017	.002	-.095	.068	-.021	.042
11	-.047	-.002	-.013	-.078	-.045	-.063	-.052
12	-.002	.048	-.022	.002	.045	-.033	-.055
13	-.170**	-.089	-.167**	-.066	.019	-.141	-.094

*Note: for the description of the numbering of academic achievement variables, see legend of Table 1, \* - significant at a level of .05; \*\* - significant at a level of .01*

The results of partial correlations (see Table 4) showed that a majority of correlations remained significant; only the strength of the correlation coefficient decreased. In other words, there are significant correlations (described above) between study aspects and organizational/social aspects of achievement even after exclusion of the effect of student characteristics of the respondents.

### Results, Conclusions and Recommendations

The results of the research mentioned above confirmed that in the context of marks, men as opposed to women were significantly worse in the following categories: the most frequent mark in the last winter term, the worst mark in the last winter term, and the worst mark in the course of study. Men also showed worse results in the following categories: ability to organize time for study, ability to plan preparation for exams, and ability to cope with study requirements. On the contrary, compared with women, men showed better ability to adapt to student life. It could be concluded that the results are relatively consistent with the results of other authors who focused on a lower age category, as the issue of academic achievement in elementary and secondary schools has been subject to research for a long time (for example Ginnis, 2017, Tough, 2014, Psychologie, 1979; Johnson, Stevens, 2006); this is also the reason for the development of methodological materials aimed at improving academic achievement. In the context of the higher academic achievement in girls, Janošová (2008) refers to their popularity among teachers for their diligence, openness, compliance, carefulness, inconspicuousness, and focus on school work. The author believes that today's school environment is more inclined to girls, as it appreciates the qualities mentioned above, which in terms of upbringing and education are supported more in girls. The better adaptation of men to student life fits in the context of the mentioned personality attributes, which are usually not associated with the male population. Male students often lack motivation for study, they tend to be more motivated in the social area and do not worry about the results of their study.

The results also suggested that increasing age of students was significantly correlated with worse marks in the following categories: the most frequent mark in the last winter term. The following was also shown to worsen with age: ability to organize time for study, ability to plan preparation for exams, and ability to cope with study requirements. Older students also showed less involvement in other study-related activities. On the contrary, higher age was associated with a better ability to adapt to student life. It appears logical that if students continue in their study (advance to higher grades), their exams are more difficult, which naturally results in a worse most frequent mark (compared with easier exams in lower grades). Therefore, a worse most frequent mark may be determined by the gradually more difficult study in higher grades, and need not be a natural effect of study. Another possible interpretation is that students in higher grades are often economically active and combining study and work is very demanding and reflected in their assessment (marks). Another interpretation based on the experience of the authors of the present paper is that at the beginning of study, students tend to be excited and study with enthusiasm (100% participation in lectures, thorough preparation for exams and seminars). However, gradually their motivation decreases and students become 'satisfied with any mark, the main thing is to pass.' The confirmed association between the ability to adapt to student life and higher age might correspond with more life experience and a detached view of older students. On the other hand, the authors' experience is that older students (and students in



combined study) are able to appreciate their own time and financial investment (especially if they pay for the study themselves), and therefore do not want to retake exams and show a more responsible attitude.

Differences in academic achievement in the context of type of study were observed in several areas. Full-time students had a significantly better most frequent mark in the last winter term. On the contrary, students in the combined study had a significantly better worst mark in the entire course of study. Full-time students were significantly better in the following categories: ability to organize time for study, ability to plan preparation for exams, involvement in other study-related activities, and ability to cope with study requirements. As far as students in the combined study are concerned, this is a specific group with a high degree of coping with study requirements. These are usually students who have permanent jobs and their own families. As a result, their study opportunities and time management is much more difficult and they have a limited space for other activities. On the contrary, students in the combined study were significantly better in integration among classmates. In overall terms, these results are consistent with the results in the context of age, but also with life and work self-realization. The content of life and 'work' of full-time students is especially study, provided that they are economically supported by their families. This statement is also supported by Hogan et al (2010) who states that students with lower family support achieve lower performance. However, if these students are economically active, they are in a similar situation as students in the combined study. It is therefore clear that they have more opportunities to prepare for exams and to become involved in other study-related activities. On the contrary, students in the combined study do not have these opportunities and often consider their study a social occasion, they like to change the work environment and establish other personal and occupational relationships.

An interesting finding was suggested by the correlation analysis, which confirmed significant associations between the aspects of academic achievement in the context of the areas of academic achievement and organizational and social aspects of study. According to the results, the ability to organize time for study and the ability to plan preparation for exams were negatively correlated with all variables of academic achievement with one exception. A worse ability to organize time has an effect on worse marks and the number of exam attempts. This correlation was found to be stronger in the context of marks in the last term. This suggests a link with the so-called tacit knowledge (Leonard, Insch, 2005), probably determined also by personality characteristics, which co-determine the prediction of academic achievement (although the research study did not focus on investigating causality – whether students are involved because they are interested, whether they can arrange their time better thanks to their study-related experience, whether they perceive good climate in their study group, see Haynes, 1997, etc.).

The issue of academic achievement is part of a broader academic debate about the quality of education as a creative process. Academic debates are potentially endless, continuous and each answer raises new questions (in the present research this for example relates to the causality of academic achievement). It is therefore important to work on research in the area of academic achievement, which may be a predictor of occupational achievement and success on the labour market.

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## Analysis of Social Competences In Relation to Academic Achievement Among University Students of Teacher Training Courses

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### Abstract

The objective of the study is to analyse the extent to which social competences are reflected in various aspects of academic achievement. The research study was performed by means of two questionnaire-based approaches: Social competence inventory and a questionnaire designed by the authors focusing on academic achievement. The research sample consisted of 443 university students of teacher training courses (average age = 24.65; SD = 6.02, range 19-54), of whom 88 were male and 355 were female. The correlation analysis showed that psychosocial competences were primarily correlated with non-performance aspects of academic achievement. A weak correlation was observed between offensiveness and social orientation and the worst mark throughout the entire course of study. The multiple regression analysis showed that the aspects of academic achievement were predicted by various combinations of psychosocial competence factors.

**Keywords:** academic achievement, social competences, university students, teaching profession

### Introduction

#### Academic achievement

Academic achievement plays a crucial role in education as well as in the process of learning. In the contemporary competitive world, academic achievement is to a certain extent a marker of an individual's future. It is one of the most important objectives of the educational process, and also something that is expected from each individual in most cultures. Academic achievement is a key mechanism through which students are informed about their talent, abilities and competences, which are an important part of the development of their careers. Depending on their academic achievement, individuals are characterized as highly capable, average or below-average. Academic achievement relates to acquired knowledge and skills developed in school subjects or scientific disciplines (Illahi, Khandai, 2015). Academic achievement is the final product of all educational efforts, whose most frequent indicators are marks (often expressed as GPA, i.e. grade point average), results of specific examinations or special knowledge tests, study percentile, etc. (Allen, Carter, 2007). In case of university students, another indicator associated with marks is the number of exam or colloquium attempts, etc. Čáp and Mareš (2001) emphasise that an important aspect of academic achievement is study effectiveness, i.e. an ability to organize time in order to achieve the best results under minimum load. Other factors in addition to performance aspects are mentioned in their study for example by Prevatt, Li et al. (2011), who state a sum of 10 factors, including Motivation, Concentration, Personal Adjustment, General Academic Skills, Lack of Anxiety, etc. The issue of academic performance (i.e. awarded marks), and organizational aspects of study is addressed by many studies, whereas the social area of academic achievement is, according to the authors of the present paper, somewhat overlooked. However, the authors believe that the social aspect plays an important role in overall academic achievement and that to a certain extent it indirectly affects academic performance (in terms of marks, completion of study courses, etc.) The concept of academic achievement in the present paper and the development of the questionnaire of academic achievement (see below) was inspired by the current knowledge about the issue of academic achievement, which is internationally identified as 'academic performance',





‘academic achievement’ and ‘academic success’. Therefore, academic achievement is not understood merely as achieving good study results (academic performance), but as a comprehensive ability to manage all requirements and circumstances of university study (including non-performance aspects of academic achievement).

Academic achievement, which colleges and universities gradually start to focus on, has a significant effect on self-esteem, motivation and persistence of university students. A low (insufficient) degree of academic achievement or a high degree of failure may result in students leaving universities, decreased graduate performance and increased education costs. At the same time, insufficient academic achievement reduces the probability of acceptance of students in doctoral degree programmes. In an academic environment, academic achievement is a significant issue and it is desirable to identify and understand the variables that affect academic achievement and lead to academic excellence (Jayanthi et al., 2014; Farooq, et al., 2011). One of the factors reported in some studies (Magelinskaitė, et al. 2014; Zorza, et al., 2013; Elias, Haynes, 2008) includes social competences.

### **Social competences**

Social competences are understood as follows: a) Acquired skills that determine the effectiveness of functioning in social situations (Czechowski, et al., 2014); b) Abilities to optimize one’s social behaviour according to available social information, which improves social relationships and interactions (Taborsky, Oliveira, 2012); c) Human capacity to use social skills effectively to attain one’s goals in social interactions (Magelinskaitė et al., 2014); d) Showing socially appropriate behaviour under various circumstances and in accordance with social expectations of the environment (Gresham, 1997); e) Ability to reach compromises between the interests of an individual and the interests of the social environment (Kanning, 2017).

Social competences cannot be defined as a single human trait but as several sub-competences, which primarily include teamwork, problem solving, decision making, ability to face challenges, development and maintenance of relationships, self-control, assertiveness, responsibility, respect, creativity, or critical thinking (Del Prette et al., 1999), and also self-esteem, openness, empathy, respecting the rights of other people, constructive problem solving, and socially creative thinking (Vaivadienė, 2011, in Žygaitienė, Numgaudienė, 2016). In his diagnostic instrument, which is also used in the present research, Kanning (2017) distinguishes the following four dimensions of social competences: 1) Social orientation (high values indicate a positive attitude to other people, empathy, ability to listen, and tolerance); 2) Offensiveness (high values indicate an active approach to people, efforts to establish contacts, successful advancing of one’s interests, decisiveness, and ability to face conflicts); 3) Self-control (a high score indicates that individuals consider themselves an important cause of the surrounding events and the producer of their own behaviour, balanced emotional experiencing, behavioural control and prudence in stressful conditions); 4) Reflexibility (high values indicate the ability to perceive one’s behaviour in interactions, perceive the reactions of others to one’s behaviour, ability to perceive the needs of others and to adapt).

Social competences play an important role in the process of university study, because students are trained to become active participants in society and contribute to its transformations (Del Prette et al., 1999). Therefore, the development of social competences has become one of the main objectives of current educational systems and institutions (Gedvilienė, 2012), which is also confirmed by a statement of the European Parliament (2006), according to which social competences represent one of eight key competences in lifelong learning and relate to all behaviours that allow an individual to function effectively and constructively in various environments of social and professional life. Similarly, the European Commission (2005) considers social competences one of the major indicators of prosperity and social well-being of the member states (Leganés-Lavall, Pérez-Aldeguer, 2016).

### **Association between social competences and academic achievement**



University students of teacher training courses (pre-service teachers) are subject to considerable pressure in terms of excellent learning outcomes and academic achievement. Probably every society wants teachers who are able to provide high-quality education. At the same time, educational environments place an emphasis on social competences, especially the ability to communicate and collaborate, which is crucial in the performance of the teaching profession (Leganés-Lavall, Pérez-Aldeguer, 2016; Gedvilienė, 2012). The connection between these two constructs appears interesting and important, although in the context of the university environment and the teaching profession there are only few relevant research studies. The issue of correlations between social competences and academic achievement has previously been related to childhood and adolescence. Social competences in childhood are often a strong predictor of current or future academic achievement. Children who are accepted by their peers and show pro-social and responsible forms of behaviour tend to be more successful, while socially rejected and aggressive children seem to be threatened by academic failure (Wentzel, 1991a; Dishion, 1990). These behavioural and interpersonal forms of social competences are often stronger predictors of success than intellectual abilities (Wentzel, 1991a,b). Özen (2012) refers to social responsibility (as a superordinate construct also involving social skills and competences) in adolescents and assumes that we can facilitate learning and performance outcomes by supporting positive interactions with teachers and peers. Jepaketer et al. (2015) performed a research study on university students and suggested that in order to increase academic achievement, focus should be placed on social adjustment, interpersonal relationships and social activity as such. A similar path was taken for example by Pritchard and Wilson (2003), House (2000), or Cooper, Healy and Simpson, (1994), who emphasise the effect of social (possibly also emotional) factors and the involvement of students in activities relating to their field of study or life in the campus on academic achievement. Most authors expect that strengthening or improving social competences will at the same time increase academic achievement (Magelinskaitė, et al. 2014; Zorza, et al., 2013; Elias, Haynes, 2008; Bloom, et al., 2007; Webster-Stratton, Reid, 2004). However, some studies assume the very opposite direction claiming that increased academic achievement will strengthen social competences and social success in interpersonal relations (see for example Coie, Krehbiel, 1984).

### **Problem statement and sub-problems (research questions)**

The objective of this exploratory study is to analyse the extent to which social competences are associated with various aspects of academic achievement (learning outcomes, organizational and social aspects of academic achievement). The following research questions were formulated in line with the research objective.

Research question 1: What is the association between social competences and performance aspects of academic achievement?

Research question 2: What is the association between social competences and non-performance aspects of academic achievement?

### **Method**

The **research sample** consisted of 443 university students of teacher training courses (average age = 24.65; SD = 6.02, range 19-54) in full-time (N = 325) and combined (N = 118) study. Of the total number of respondents, 88 were men (average age = 27, SD = 6.72, range = 19-51) and 355 were women (average age = 24.07, SD = 5.69, range = 19-54). The research sample was recruited by means of deliberate purposive sampling. The study was conducted in compliance with applicable ethical principles. The research study involved university students on a voluntary basis; the participants were informed about the possibilities to terminate their participation at any stage of the research without giving a reason. The participants consented to anonymous data processing and use of data for scientific purposes.

The data were obtained by means of two questionnaires. The **social competence inventory** (SCI-S, Kanning) uses 33 items on a 4-point scale to investigate four dimensions of social competences: 'Social orientation' SO, 'Offensiveness' OF, 'Self-control' SE, and 'Reflexibility' RE. The validity of the questionnaire was verified by



means of standardization (Hoskovicová, Vašek, 2017). The reliability of the questionnaire in all dimensions ranges from  $\alpha = 0.72$  to  $0.79$ .

A **questionnaire of the authors' design** focused on two areas. The first area included performance aspects of academic achievement and comprised 7 items: the most frequent mark in the last winter term (referred to as WT), the best mark in the last WT, the worst mark in the last WT, the most frequent mark in the course of study, the best mark in the course of study, the worst mark in the course of study, maximum number of exam attempts. In the first six items the responses were indicated on a 6-point scale from A to F (exam marks) and in the last question on a 5-point scale from 'the first' to 'the fifth and more'. The second area assessed non-performance aspects of academic achievement by means of 6 items on a 5-point scale: 'How well you can organize your time during study?' and 'How well you can plan your time for preparation for exams?' (from 'I am absolutely unable to do that' to 'I have no problem with that'), 'Do you voluntarily take part in other activities related to your study or the field of your study?' (from 'Not at all' to 'As much as I can'), and 'How difficult is it for you to get on with your classmates?' (from 'Extremely difficult' to 'I have no problem with getting on'), 'How did you manage to adapt to university life/regime?' (from 'I have considerable problems' to 'It was no problem for me'), 'How do you cope with the large number of study requirements and responsibilities?' (from 'It is difficult, I have problems with that' to 'I cope easily'). The reliability of the whole questionnaire is  $\alpha = 0.54$  (given that the total score includes various aspects of academic achievement the total reliability is somewhat lower). The reliability focusing on the area of academic performance is  $\alpha = 0.74$ , the reliability of the area focusing on non-performance aspects of academic achievement is  $\alpha = 0.68$ .

At the same time, demographic data about the respondents were obtained.

The data were processed by SPSS 21 programme and were analysed by means of the following approaches: correlation analysis and multiple linear regression (Stepwise method). Before the analysis of the results, the feasibility of the selected statistical methods was tested. An analysis of results distribution confirmed normal data distribution; for this reason a parametric statistical approach was selected.

## Findings

The average values and standard deviations for the areas of social competences and academic achievement are specified in Table 1.

**Table 1.** Mean values and standard deviations

	1	2	3	4	5	6	7	8	9
□	1,93	1,30	3,31	2,26	1,20	4,42	1,08	3,50	3,32
<b>SD</b>	1,00	0,74	1,61	0,99	0,57	1,55	0,29	1,05	1,05
	10	11	12	13	14	15	16	17	
□	2,40	3,94	4,08	3,40	30,03	19,27	21,19	19,45	
<b>SD</b>	1,22	0,96	0,94	0,96	3,43	3,47	4,13	2,88	

*Note: 1 - the most frequent mark in the last winter term (WT), 2 - the best mark in the last WT, 3 - the worst mark in the last WT, 4 - the most frequent mark in the course of study, 5 - the best mark in the course of study, 6 - the worst mark in the course of study, 7 - maximum number of exam attempts, 8 - ability to organize time for study, 9 - ability to plan preparation for exams, 10 - involvement in other study-related activities, 11 - integration among classmates, 12 - ability to adapt to student life, 13 - ability to cope with study requirements, 14 - Social orientation, 15 - Offensiveness, 16 - Self-control, 17 - Reflexibility*

The correlation analysis showed that psychosocial competences were primarily correlated with organizational and social aspects of academic achievement (see tab. 2).



**Table 2.** Correlation analysis of the relationship between psychosocial competences and academic achievement

	1	2	3	4	5	6	7
<b>SO</b>	-,069	,010	-,080	-,069	-,029	-,100*	,027
<b>OF</b>	,090	-,047	,101*	,082	,018	,017	,018
<b>SE</b>	,043	-,071	,029	,091	-,020	,069	-,062
<b>RE</b>	-,051	,034	,018	-,047	,068	,035	,044
	8	9	10	11	12	13	
<b>SO</b>	,145**	,145**	,190**	,144**	,092	,118*	
<b>OF</b>	,176**	,169**	,195**	,320**	,222**	,172**	
<b>SE</b>	,227**	,161**	,107*	,227**	,213**	,152**	
<b>RE</b>	,122*	,080	,172**	,078	,029	,053	

*Note: for description of numbered variables of academic achievement see legend of Table 1, \* - significant at a level of .05; \*\* - significant at a level of .01*

In terms of study results, a weak correlation was observed between offensiveness and the worst mark in the last winter term (worse of the worst marks is associated with higher offensiveness,  $r = .101$ ), and social orientation and the worst mark in the course of study (worse of the worst marks is associated with lower social orientation,  $r = -.100$ ).

In the area of non-performance aspects of academic achievement, social orientation (SO) is associated with all aspects except adaptation to student life. Higher social orientation is associated with better ability to organize time for study, plan preparation for exams, higher involvement in other study-related activities, better integration among classmates, and better coping with study requirements. The size of significant correlations ranges from  $r = .118$  to  $.190$ .

Offensiveness (OF) is (beyond the relationship with study results) significantly associated with all non-performance aspects of academic achievement. The strength of the correlations is higher (from  $r = .169$  to  $.320$ ). Higher offensiveness is associated with higher performance in these areas of academic achievement.

Similarly to offensiveness, self-control (SE) is significantly associated with all non-performance aspects of academic achievement. The strength of the correlations is from  $r = .107$  to  $.227$ . Better self-control is again associated with better performance in specific areas of academic achievement. Offensiveness and self-control play the most significant role in the non-performance aspects of academic achievement.

Reflexibility (RE) is associated with two aspects of non-performance aspects of academic achievement. Higher reflexivity is associated with better ability to organize time for study and higher involvement in other study-related activities. The strength of the correlations is from  $r = .122$  to  $.172$ .

Then a series of multiple linear regressions was performed (Stepwise method) for those variables of academic achievement that showed to be significantly associated with any of the dimensions of psychosocial competences. For the worst mark in the winter term the model ( $F(1, 441) = 4.589$ ,  $p = .033$ ) predicted 1% of variability of the dependent variable ( $\text{Adj. } R^2 = .008$ ). The model was affected by one predictor: higher offensiveness ( $\beta = .047$ ,  $t = 2.142$ ,  $p = .033$ ) was significantly associated with worse of the worst marks in the last winter term. Other factors of psychosocial competences were excluded from the model.

In terms of the worst mark in the course of study the model ( $F(2, 440) = 4.451$ ,  $p = .012$ ) predicted 2% of variability of the dependent variable ( $\text{Adj. } R^2 = .015$ ). The model was affected by two predictors: lower social orientation ( $\beta = -.058$ ,  $t = -2.602$ ,  $p = .010$ ) and higher self-control ( $\beta = .039$ ,  $t = 2.092$ ,  $p = .037$ ) were



significantly associated with worse of the worst marks in the course of study. Other factors of psychosocial competences were excluded from the model.

In terms of the ability to organize time for study the model ( $F(2, 440) = 17.119, p < .001$ ) predicted 7.2% of variability of the dependent variable ( $\text{Adj. } R^2 = .068$ ). The model was affected by two predictors: higher self-control ( $\beta = .061, t = 5.217, p < .001$ ) and higher reflexivity ( $\beta = .053, t = 3.125, p = .002$ ) were significantly associated with better ability to organize time for study. Other factors of psychosocial competences were excluded from the model.

In terms of the ability to plan preparation for exam the model ( $F(2, 440) = 10.474, p < .001$ ) predicted 4.5% of variability of the dependent variable ( $\text{Adj. } R^2 = .041$ ). The model was affected by two predictors: higher offensiveness ( $\beta = .048, t = 3.354, p = .001$ ) and higher social orientation ( $\beta = .040, t = 2.779, p = .006$ ) were significantly associated with better ability to plan preparation for exam. Other factors of psychosocial competences were excluded from the model.

In terms involvement in other study-related activities the model ( $F(3, 439) = 13.864, p < .001$ ), predicted 8.7% of variability of the dependent variable ( $\text{Adj. } R^2 = .080$ ). The model was affected by three predictors: higher offensiveness ( $\beta = .057, t = 3.517, p < .001$ ), higher social orientation ( $\beta = .058, t = 3.558, p < .001$ ), and higher reflexivity ( $\beta = .059, t = 3.000, p = .003$ ) were significantly associated with higher involvement in other study-related activities. Other factors of psychosocial competences were excluded from the model.

In terms of integration among classmates the model ( $F(2, 440) = 28.676, p < .001$ ) predicted 11.5% of variability of the dependent variable ( $\text{Adj. } R^2 = .111$ ). The model was affected by two predictors: higher offensiveness ( $\beta = .085, t = 6.855, p < .001$ ) and higher social orientation ( $\beta = .032, t = 2.549, p = .011$ ) were significantly associated with a better ability to integrate among classmates. Other factors of psychosocial competences were excluded from the model.

In terms of adaptation to student life the model ( $F(2, 440) = 15.515, p < .001$ ) predicted 6.6% of variability of the dependent variable ( $\text{Adj. } R^2 = .062$ ). The model was affected by two predictors: higher offensiveness ( $\beta = .043, t = 3.111, p = .002$ ) and higher self-control ( $\beta = .033, t = 2.808, p = .005$ ) were significantly associated with better adaptation to student life. Other factors of psychosocial competences were excluded from the model.

Finally, in terms of coping with overall study requirements the model ( $F(2, 440) = 9.142, p < .001$ ) predicted 4% of variability of the dependent variable ( $\text{Adj. } R^2 = .036$ ). The model was again affected by two predictors: higher offensiveness ( $\beta = .045, t = 3.449, p = .001$ ) and higher social orientation ( $\beta = .029, t = 2.188, p = .029$ ) were significantly associated with better coping with study requirements. Other factors of psychosocial competences were excluded from the model.

### **Results, Conclusions and Recommendations**

The objective of the research study was to analyse the effect of social competences on academic achievement. The subject of the research was divided into two areas. In the first area the researchers focused on the effect of social competences on study results (academic performance), which is the most frequent factor of academic achievement. The effect of social competences was not confirmed (only a weak correlation was observed between offensiveness and the worst mark in the last winter term, and social orientation and the worst mark throughout the entire course of study). This finding is inconsistent with a number of other research studies that have confirmed this association (see for example Bloom, et al., 2007; Malecki, Elliott, 2002; Wentzel, 1991a). This can be explained by the fact that a majority of these studies were carried out in elementary or secondary schools, where the following aspects may be of importance: a) Different approach of learners to their study; b) More significant influence of teachers and their educational methods and procedures; c) Class size (smaller social groups as opposed to large groups of university students); and d) Developmental aspect in the sense of





orientation of social competences of adults in a different direction than study (compared with children and adolescents).

In terms of associations between social competences and non-performance aspects of academic achievement, two components of social competences (offensiveness and self-control) are associated with all non-performance aspects of academic achievement. The component of social orientation is also associated with all of these aspects (with one exception – student life). On the contrary, reflexivity showed the weakest correlations as it is only associated with two non-performance aspects of academic achievement (organization of time for study and involvement in other study-related activities). Taking into account the content of the questions with the strongest correlations, social competences are associated primarily with social and organizational aspects of academic achievement. The association between social competences and non-performance aspects of academic achievement has so far not been subject to detailed research. Therefore, in this case there are limited opportunities to make a comparison with other research studies. However, regarding the relatively strong and numerous associations, it is possible to state with relatively high confidence that this area of academic achievement is clearly associated with students' social competences. In other words, students' ability to balance their own interests and the interests of their social environment (i.e. social competences) plays an important role in how they are able to cope with the requirements of university study. It is quite clear that this issue and specifically this association deserves greater attention.

Then a series of multiple linear regressions was performed for those variables of academic achievement that showed to be significantly associated with any of the dimensions of psychosocial competences. In terms of social competences, the degree of explained variance was relatively low in all monitored areas (no greater than 11.5%). On the other hand, regarding the large number of variables that can affect academic achievement and considering the fact that some social competences are not directly associated with academic achievement, the observed effect is an interesting finding. The differences in the explained variance show that in those areas where social competences affect academic achievement (for example integration among classmates), their effect is greater. This confirmed the above finding that social competences play a role especially in areas where academic achievement is associated with the social area or organization of study. These results are partially consistent with the results of similar studies (for example Pritchard, Wilson, 2003; House, 2000; Cooper, Healy, Simpson, 1994). It can thus be assumed that with increasing age (in the sense of ontogenesis from childhood to adulthood) the effect of social competences on academic achievement shifts from the performance component (study results in the form of marks) to non-performance aspects (organization of time, interpersonal relationships, involvement in activities aimed at increasing qualification, students' professional interest, etc.) (see for example Rahman, 1973). The authors of the present paper believe that at least the area of academic achievement linked to the university environment deserves more attention, and the concept of academic achievement should include non-performance aspects of academic achievement, which appear to be important in the context of university study and might result in a series of interesting findings.

A limitation of the study is the selection of the questionnaire methods, which might cause some disadvantages (for example intentional or unintentional distortion of responses) that need to be considered during the interpretation stage. Another limitation might be the limited sample of respondents in terms of their specialization (students of teacher training courses). Involvement of students of other courses could bring more diverse results. Another limitation of the study is the cross-sectional nature, which does not allow assessment of how social competences affect academic achievement in the course of study (developmental aspect and causality).

The results of the present study indicate novel and interesting findings concerning academic achievement in a specific area that has so far not been given sufficient attention in the Czech Republic (particularly in the context of non-performance aspects of academic achievement). The results suggest that academic achievement is to a large extent affected by the level of social competences of university students. Based on these findings, and especially if they are confirmed in further studies, it is recommended to place greater emphasis on the





development and maintenance of social competences in the preparation of future teachers (for example as part of psychological seminars). It is because they are significantly associated with some areas of academic achievement and it can be assumed that after transition to a practical environment (performance of the teaching profession) the effect of social competences on achievement of specific teachers will further increase. Therefore, they need to be well-prepared in this respect both in terms of theory and practice.

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## Exploring Teachers' Practices in Implementing Competence-oriented Teaching and Learning

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### Abstract

The research on teachers' Levels of Use (LoU) of competence-oriented learning and teaching (COLT) in Latvia is a part of the research project „Human and Technologies, the Quality of Education” commenced in the schools of Latvia in 2016. The aim of this study was to explore how teachers used COLT in their work. The Concerns-Based Adoption Model was applied as its conceptual framework to identify teachers' LoU of competence-oriented learning and teaching. The data were collected by a group interview protocol to measure teachers' actions in eight behavioural profiles along a continuum of use and observation of mini-lesson sample presentations evaluating learning activities according to how strongly they offered opportunities to develop the students' skills of collaboration, knowledge-construction, real-world problem-solving and innovation, and the use of ICT for learning. The research findings gave the evidence that a majority of teachers adopted and used COLT at Non-Use level, Orientation level and Preparation level.

**Keywords:** Teachers' Practices, Competence-oriented Learning and Teaching, Levels of Use, Implementation of Innovation

### Introduction

In 2016, the Latvian State Education Content Centre started a project to introduce a competence-based, later reformulated as competence-oriented curriculum in all Latvian educational institutions from pre-school to general secondary school with the aim of promoting the acquisition of necessary skills for living in the 21st century. The competence-oriented learning and teaching (COLT) is also supported by the 2006 Recommendation of Key Competences for Lifelong Learning (European Commission, 2018). The introduction of COLT in schools poses new demands for teachers and the successful implementation of COLT depends primarily on the teacher's ability to understand, adopt and use the new approach. An earlier study by Margevica-Grinberga and Odina (2017) on teachers' concerns about the implementation of this innovation in education in Latvia revealed that teachers still lacked a clear understanding of the innovation's purpose and were struggling with the implementation process of the new approach.

The aim of this study was to explore how teachers implemented the competence-oriented curriculum in their work. During the case study, the research questions were posed: at what level(s) teachers implemented COLT in the classroom? What factors promoted the implementation of COLT, and what factors hindered it?

### Theoretical and practical background

The existing school subject standards and pre-school education guidelines, i.e., Regulations Regarding the State General Secondary Education Standard, Subject Standards and Sample Education Programmes (Ministru kabinets, 2013), Regulations Regarding the State Standard in Basic Education, the Subjects of Study Standards in Basic Education and Model Basic Educational Programmes (Ministru kabinets, 2014) and Regulations Regarding the State Pre-school Education Guidelines (Ministru kabinets, 2012) prescribe the acquisition of separate competences. Based on the recommendations of the European Commission, the OECD, the World Economic Forum and other documents and the successive continuation of the ongoing reform of the education system in Latvia, the Latvian State Education Content Centre foresees that the new learning content will facilitate a paradigm shift from the transfer of information to the acquisition of competences in every educational institution (VISC,



2016<sup>a</sup>). It is expected that the introduction of the new standard will prevent the problems identified in the education system of Latvia: traditional teaching content, fragmentation and information overload, the transfer of information prevailing in the methodology used by educators, insufficient focus on creative activities and lifelong learning competences, duplication in the content of the studies, insufficient focus on the principles of inclusive education, and the lack of modern teaching aids and technologies (VISC, 2016<sup>a</sup>).

The new study content defines the concept of *competence* as “the individual’s readiness for life in a changing world; ability to apply knowledge, skills and attitude in solving the problems of fast changing real-life situations; ability to adequately use learning outcomes in an appropriate context (education, work, personal or socio-political)” (VISC 2016<sup>b</sup>: <http://www.izm.gov.lv/>). In addition to competences, the following values are also emphasized: life, human dignity, freedom, family, marriage, work, nature, culture, the Latvian language and the state of Latvia as well as forming an evaluative attitude and responsibility for themselves and their actions, virtues (responsibility, dedication, courage, honesty, wisdom, kindness, compassion, modesty, self-control, solidarity, justice, tolerance) and transversal skills – self-knowledge and self-management, thinking and creativity, collaboration and participation, digital skills (Skola2030, 2018).

In the schools of Latvia, frontal teaching mostly prevails, where the teacher provides information in front of the class, students perform the tasks that encourage repetition of the solution provided by the teacher in familiar situations. “Certainly, it is essential for students to master the important content of a domain. But memorization alone does not give students the critical thinking and reasoning skills that they will need for success in higher academics and in knowledge-based organizations” (SRI 2012: 10).

The aim of changing the teaching approach is to enable students to transfer their knowledge and skills acquired at school to unforeseen and real-life situations in order to provide them with a deeper understanding of the subject, to use knowledge, skills and to express their attitude (SKOLA2030, 2018). This requires the transfer from the mechanistic education or teaching paradigm to a holistic education or learning paradigm with the focus on transdisciplinarity, integration of knowledge, development of intelligence (Table 1.).

**Table 1.** Mechanistic versus holistic paradigm (based on Schreiner, Banev, Oxley, 2005).

<b>Mechanistic Education Paradigm</b>	<b>Holistic Education Paradigm</b>
Guiding metaphor: the nineteenth-century machine	Guiding metaphor: the twenty-first century network organisations
Interdisciplinary	Transdisciplinary
Fragmentation of knowledge	The integration of knowledge
Systemic	Holistic
Empirical – analytical	Empirical – analytical – holistic
Development of thought	Development of intelligence
Scientific-dogmatic	Secular-spiritual
Focused on teaching	Focused on learning
Subject based syllabus	Problem-solving based syllabus
Based on bureaucratic organisations	Based on communities of learning
Simplification	Complexity
Predatory conscience	Ecological conscience
Academic disciplines	Inquiry-based
Static, predetermined curriculum	Curriculum focused on questions
Reductionist	Integral
Focused only on science	Focused on human knowledge
Superficial change in behaviour	Profound changes in awareness
Mechanistic psychology	Perennial psychology



We can know the planet without knowing ourselves	Only by knowing ourselves can we know the planet
--	--

SKOLA2030 (2018) considers that the student who learns to think, co-operate, search for answers, and thus constructs the meaning must be in the centre of the learning process. However, it is hard to agree with the fact that the change of the paradigm can happen if only everything is made up for students; both students and teachers should learn. A competence-oriented approach is learning-centred teaching for competence development, the teacher is required to switch from the role of an expert who transfers knowledge to a learner first and then to a coach and facilitator of learning processes and to an instructional designer.

In the schoolyear 2017/ 2018, 100 pre-school and general education establishments in Latvia began the piloting process of a new competence-oriented content, during which the seminars for pilot school teachers and the representatives of the school administration were organized. It was expected to start the implementation of new content in all pre-school and general education institutions in Form 1 and Form 4 in 2018/ 2019. During the five years of the project (2016-2021), it was planned to create a support mechanism for school leaders, teachers, and also for local governments and parents to successfully change the teaching approach in all pre-schools and schools in Latvia, so that by the year 2021 modern education would be available for every age group from 1.5 to 18 years old.

Despite seminars, conferences, discussions, and other support offered to school teams, the planning process of new content is described as vague and poses many questions and inconsistencies both for parents and for educators. There is still insufficient methodological material to explain the concept of competence approach and its most characteristic methods. When assessing the situation, the Saeima of the Republic of Latvia in June 2018 endorsed the bill, which stipulated postponing the introduction of the new competence-oriented content for a year.

Similarly, in accordance with the plan approved by the Commission for Education, Culture and Science for postponing the introduction of changes, the Saeima has decided that the amendments to the general education programmes in Forms 1, 4, 7 and 10 will come into force on September 1, 2020. The implementation of these programmes in Forms 2, 5, 8 and 11 will start on September 1, 2021 and in Forms 3, 6, 9 and 12 – September 1, 2022 (Latvijas Republikas Saeima, 2018).

Teachers' willingness to innovate in the learning process is a key factor in influencing the quality of education and contributing to its improvement. Successful implementation and enactment of curriculum change depend on how quality teaching, learning and assessment are defined, interpreted and translated by educators (Ewing, 2012). Similarly, Marsh and Willis (2007) define curriculum implementation as the teachers' translation of a written curriculum into classroom practices. Marsh and Willis (2007) emphasize that a planned curriculum interpretation is influenced by teachers' beliefs and experiences and the interactions among teachers, students and the physical environment.

As the implementation of effective and meaningful content depends to a great extent on the professionalism of the teachers, the authors of the study want to clarify the real situation by examining how teachers implement the competence approach in their work.

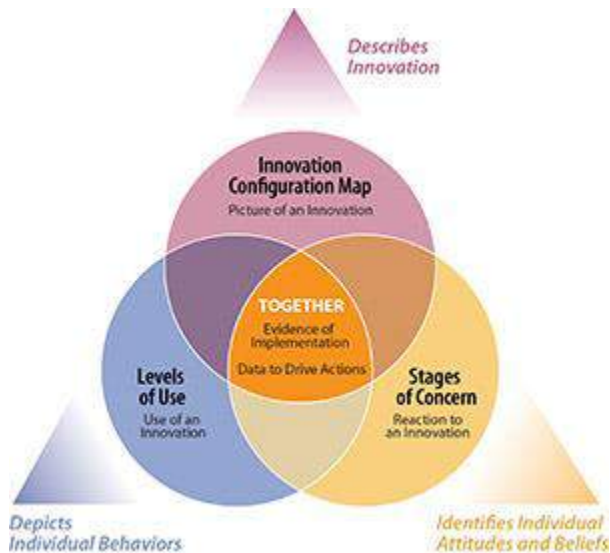
## **Method**

Levine (2017) implies that achieving change in an organization requires a relentless commitment to include people and their thoughts in the process. Most efforts for change fail because of a lack of understanding of the dynamics of organizational change. Organizations behave like a biological system that attempts to achieve balance by resisting agents of intervention or interruption. The organization as a whole – the "system" – will routinely resist organizational efforts for change, above and beyond the resistance of specific individuals.





The Concerns-Based Adoption Model (CBAM) offers tools to build knowledge about how teachers make sense of reform policies and resulting innovations (Figure 1). The CBAM consists of the three components: Stages of Concern (SoC), Levels of Use (LoU) and Innovation Configurations (IC).



**Figure 1.** Concerns-Based Adoption Model (CBAM) (SEDL n.d.: <http://www.sedl.org/cbam/>)

As teachers adopt an innovation, they move through seven stages of concern about educational innovation (George, Hall & Stiegelbauer 2013): Unconcerned, Informational, Personal, Management, Consequences, Collaboration, and Refocusing.

This research on teachers' levels of use of competence-oriented learning and teaching in Latvia is a continuation of former research on teachers' concerns about the implementation of a competence-based approach in education in Latvia commenced in the research project „Human and Technologies, the Quality of Education” (LU No. ZD2010/AZ22) in 2016. The data analysis (274 responses from 109 in-service teachers) revealed that teachers' primary concerns were Personal (31%), Informational (27%), Management (16%) followed by Unconcerned (9%), Consequences (8%), Collaboration (6%) and Refocusing (3%) (Margevica-Grinberga and Odina, 2017).

The CBAM was used as its conceptual framework to identify teachers' levels of use (LoU) of competence-oriented learning and teaching. LoU deals with the behavioural profiles of eight different approaches of individuals who are engaged in the implementation process. The Levels of Use are: Non-use (0), Orientation (1), Preparation (2), Mechanical use (3), Routine (4a), Refinement (4b), Integration (5), and Renewal (6) (Table 2). LoU focuses on behaviours and shows how users are acting with respect to a specific change.

**Table 2.** Stages of concern about educational innovation (based on George, Hall & Stiegelbauer 2013: 8) and Levels of Use of the Innovation (based on Hall, Dirksen, George 2013: 5).

Dimension	Stage of Concern	Level of Use	Description of the level
Unrelated	Unconcerned	0 Non-use	There is little or no knowledge of the innovation, no involvement with the innovation, and nothing is done toward becoming involved.
Self	Informational	1 Orientation	The acquisition of information about the innovation and/ or exploring its value orientation.
	Personal	2 Preparation	Preparation for the first use of the innovation.
Task	Management	3 Mechanical use	Short-term, day-to-day use of the innovation with little time for reflection. Changes in use meet more own needs than students'





			needs. A stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.
<b>Impact</b>	<b>Consequence</b>	<b>4a Routine</b>  <b>4b Refinement</b>	a) Stabilization. Few changes in ongoing use. Little preparation or thought to improving innovation use or its consequences. b) Variation of the use of the innovation to increase the impact on students within immediate sphere of influence and both short- and long-term consequences for students.
	<b>Collaboration</b>	<b>5 Integration</b>	Combination of one's own efforts to use the innovation with the related activities of colleagues to achieve a collective effect on students within their common sphere of influence.
	<b>Refocusing</b>	<b>6 Renewal</b>	Re-evaluation of the quality of the use of the innovation, major modifications or alternatives to the present innovation to achieve increased impact on students, examination of new developments in the field, and exploration of new goals for self and the system.

In the CBAM perspective, change is assumed to be a process, not an event. In the CBAM method “each individual is assigned in terms of how far he or she has moved across the Implementation Bridge” (Hall, Dirksen, George 2013: 26). LoU represents one way to document the progress each individual has made in implementing change, however, for the purpose of this research the progress was documented per teams.

The data were collected by a group interview protocol to measure teachers' actions in eight behavioural profiles along a continuum of use and observation of 20-minute lesson sample presentations to obtain the required information about classroom processes. The LoU interview dealt with the presentation of the plan of competence-oriented learning and teaching (competences, transversal competences, objectives, results, methods, techniques, feedback, evaluation) to the class (10 minutes). The peer observation checklist consisted of items (Table 3.) on teaching approaches used by teachers during their mini-lessons. The data generated from observations and interviews were used to identify the level of use of the innovation.

### **Discussion of research findings**

The data were collected during a professional development programme “Theoretical and Practical Aspects of Competence Approach in Learning Process”. The aim of the programme was to improve teachers' professional skills to implement the competence approach in the learning process. The research sample consisted of 109 in-service teachers from 37 schools (one pre-school, 11 primary and lower secondary education schools, 3 special schools, 19 secondary schools, 3 youth and children centres). The participants of four teacher professional development seminars had different lengths of teaching experience and they represented several districts of Latvia. During the seminars the participants were supposed to deepen their understanding of the theoretical and practical aspects of competence approach in education; as well as to receive methodological support for the implementation of the competence approach in teaching. It was expected that the acquisition of the programme would contribute to teachers' professional skills to implement the competence approach in planning, organizing and evaluating teaching and learning process at education institutions.

Upon the completion of the programme, the teachers were required to cooperate with colleagues from different subject areas, choose a relevant topic for problem-based knowledge construction and a specific age group of learners and develop a plan and worksheets for the implementation of the competence-oriented learning and teaching process within this topic and age group. Once the plan had been refined, they had to present the plan of competence-oriented learning and teaching (competences, transversal competences, objectives, results, methods, techniques, feedback, evaluation) and choose the best worksheets to pilot them with groupmates in a mini-lesson of 20 – 30 minutes. After the presentation of the plan and mini-lesson, the teams were asked the following reflection questions (based on the Basic Interview Protocol by Hall, Dirksen, George 2013: 53 – 56):



- Have you tried COLT plan in your practice?
- Will you implement it in your practice in the future? If so, when?
- What do you see as the strengths and weaknesses of your COLT plan in your situation? Have you made any attempt to do anything about the weaknesses?
- Have you made any changes in COLT plan? What? Why? How recently? Are you considering making any changes?
- What modifications or replacements are you considering to make after this presentation?
- How did you work together? How frequently?
- What were the strengths and the weaknesses of this collaboration for you?
- How much time did you spend on planning COLT?
- How much time would you fancy for working like that on regular basis?

To evaluate the team work assignments, the 21st Century Learning Design tool (SRI, 2012) was used consisting of six rubrics of 21st century learning, each representing an important skill for students to develop:

- **collaboration** – to examine whether students are working with others on the learning activity, and the quality of that collaboration, i.e., shared responsibility and substantive decisions together;
- **knowledge construction** – to evaluate students’ opportunities to build deep knowledge that they can transfer and apply in practice connecting information and ideas from two or more academic disciplines;
- **self-regulation** – to examine whether learning activities last long enough to give students the opportunity to acquire self-regulation skills (plan and monitor their own work) and to revise their work based on timely received feedback;
- **real-world problem-solving and innovation** – to explore whether the assignment asks students to complete tasks for which they do not already know a response or solution and requires students to collect and use actual data to implement their ideas, designs or solutions for audiences outside the classroom;
- **the use of ICT for learning** – to find out whether ICT is used to design knowledge-based products and create new information and ideas, and not only consume information and ideas;
- **skilled communication** – to assess whether students are asked to produce “extended or multi-modal communication, and whether the communication must be substantiated, with a logical explanation or examples or evidence that support a central thesis. At higher levels... for a particular audience” (SRI 2012: 37).

During the professional development programme four out of six aspects were especially paid attention to: collaboration, knowledge-construction, real-world problem-solving and innovation and the use of ICT for learning using the following descriptors of Table 3.

**Table 3.** The rubrics for the assessment of team work assignments (based on SRI 2012)

Collaboration	
1	Students work individually.
2	Students work together, but they do not have shared responsibility.
3	Students have shared responsibility, but they are not required to make substantive decisions together.
4	Students have shared responsibility and they make substantive decisions together about the content, process, or product of their work.
Knowledge construction	
1	Students complete the activity by reproducing information or by using familiar procedures.
2	Students interpret, analyse, synthesize, or evaluate existing information or ideas, but they do not construct knowledge.



3	Students construct new knowledge about the topic from the perspective of different subjects, but does not apply their knowledge in a new context.
4	Students construct new knowledge about the topic from the perspective of different subjects and apply their knowledge in a new context.
<b>Real-world problem-solving and innovation</b>	
1	Students use a previously learned answer or procedure for most of the work.
2	Students participate in problem-solving, but the problem is not a real-world problem.
3	Students participate in a real-world problem-solving, but they do not innovate, they are not required to implement their ideas.
4	Students participate in a real-world problem-solving and they innovate, i.e., implement their ideas in the real world, or communicate their ideas to someone outside the academic context who can implement them.
<b>The use of ICT for learning</b>	
1	Students do not use ICT for this learning activity.
2	Students use ICT to reproduce information.
3	Students use ICT to support knowledge construction, but students do not create an ICT product for authentic users.
4	Students use ICT to support knowledge construction, and students create an ICT product for authentic users.

On the whole, in four teacher professional development seminars, 109 teachers working in teams designed and presented 38 COLT plans on the topics: food; tree and forest; football; water; local regions; local castle mounds; local symbols: hedgehog, linen, bee, birds; sports; ethnographic signs; travelling and commuting; ocean animals; Easter; the Sun, the Earth, the Moon; my house; sustainable responsibility; colors; poetry; park; buttons; Renaissance. The COLT plans were designed alone, but involving the colleagues from school, in pairs and in groups from 3 to 7 teachers representing one school during the seminar.

There were tendencies observed in how teachers planned and presented their COLT process in different regions (Table 4.): Group No.1. 64 teachers representing 10 schools in Northern-East part of Latvia, Group No. 2 13 teachers representing 8 schools from all over Latvia, Group No. 3 consisting of 15 teachers from 13 schools in Riga, and Group No. 4 – 17 teachers from one school nearby Riga. The criteria: collaboration, knowledge-construction, real-world problem-solving and innovation and the use of ICT for learning were ranked according to their presence in the COLT plans from 1 the highest evidence to 4 the lowest evidence, but that did not mean that the highest evidence had also the highest score according to the rubric. The data of the groups were compared only inside the group, not with other groups. For instance, the COLT plans of Group No.1 ranked higher in real-world problem-solving and innovation than in knowledge-construction and the use of ICT for learning. Collaboration for Group No.1 was the weakest point.

**Table 4.** The presence of criteria in COLT plans

Groups and criteria	Group No. 1 64 teachers 11 presentations	Group No. 2 13 teachers 9 presentations	Group No. 3 15 teachers 12 presentations	Group No. 4 17 teachers 6 presentations	Average score according to group
Collaboration	4	1	2	1	2
Knowledge construction	2	3	1	3	2.25
Real-world problem-solving and innovation	1	4	4	2	2.75
The use of ICT for learning	3	2	3	4	3

Comparing the assessment checklists of peer team work assignments, controversial situations were noticed, especially evaluating the use of ICT for learning – for the same presentation some groups considered students used ICT “to reproduce information” and some groups thought the highest level was also present: “ICT was used to



support knowledge construction, an ICT product was created for authentic users”. Evidently, the concept of ICT use had not been completely understood, in some presentations teacher’s prepared links had been offered, but students could do without them to complete the assignment. “The educator’s use of ICT to present materials to students does not count as student use: it is important that students have control over the ICT use themselves” (SRI 2012: 24). It was essential to understand that ICT is required for constructing the knowledge and the term “ICT” encompasses the full range of available digital tools, both hardware (computers and related electronic devices such as smartphones, personal digital assistants, camcorders, graphing calculators, and electronic whiteboards) and software (including everything from an Internet browser and multimedia development tools to engineering applications, social media, and collaborative editing platforms).

The assessment of collaboration was also the essential aspect which in the majority of cases had been over-evaluated by giving a maximum score: “students have shared responsibility, they make substantive decisions together about the content, process, or product of their work”, but in reality, very often students had been asked just physically to sit together, and neither positive interdependence nor individual accountability had been structured and their work was not interdependent. Unfortunately, the same applied also to 24 out of 38 COLT plans when they were presented to the class and later team taught, the teachers revealed that due to time constraints they had planned separately and made decisions on their own individually concerning the competences, transversal competences, objectives, results, methods, techniques, feedback, evaluation. In 13 cases they could answer only about their own offered assignment and had no clue about the whole picture which had had to be especially essential in the COLT process.

Concerning the knowledge construction, the positive aspect was that the assignments were based on several subjects, and discrepancies were discovered among the requirements of study content in different subjects. However, in 15 COLT plans students had not been given the possibility to construct new knowledge about the topic from the perspective of different subjects, and in 22 plans out of 38 the application of knowledge was not planned in a new context.

Least of all differences in evaluations were about real-world problem-solving and innovation, as especially Group No.1 and Group No.4 were really successful in extending learning beyond the classroom providing students opportunities to collaborate or communicate with people from outside the classroom, explore information and cultures from their geographic area, looking for suggestions for a better way to solve community or environmental challenges.

In order to find out at what level(s) teachers implemented COLT in the classroom, after each presentation (N=38) the teams were asked the above mentioned reflection questions. Table 5 provides teachers’ expressions on the implementation of competence-oriented study content.

**Table 5.** LoU Typical Statements

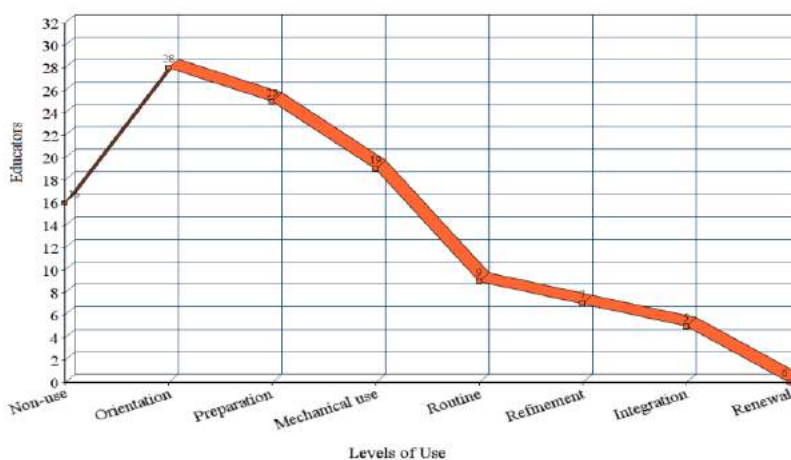
Level	Typical Statement
Non-use	<i>If I have to explain in my own words what a competence approach is, then I cannot do that.</i>
Orientation	<i>Just as everyone else I attend different courses, I look for materials. I am trying to figure out how to implement it all in 2020.</i>
Preparation	<i>I am trying to reflect on the acquired material during the seminars and courses, looking for additional materials. I try it in my classes.</i>
Mechanical use	<i>I collect necessary information and materials on a regular basis. Every day I try out the newly acquired elements.</i>
Routine	<i>Once I have acquired it, it is already clear. Since I have succeeded, I will repeat it next year. It will be easier.</i>



<b>Refinement</b>	<i>I use everything I have learned at professional development courses, I share experience with other teachers; I try it out and then improve every time.</i>
<b>Integration</b>	<i>Our school management team has made everyone work in teams. Together we create interdisciplinary materials, we plan lessons and team teach.</i>
<b>Renewal</b>	*

\* there were no cases where someone would suggest a specific example for a better and / or different approach/ alternative.

The data of the research show that Latvian teachers had temporarily adopted and used COLT at the Non-use level, Orientation level and Preparation level (see Figure 2).



**Figure 2.** LoU teachers adopted and used COLT

Most of all teachers (N = 28) were at the Orientation level, it could be explained by the fact that the new study content was only available for public discussion at the end of 2017. Several drawbacks were identified in the new study content, such as inaccurate terminology, factual information, inaccurate translations from the English language. As a result, teachers raised a lot of questions about the new approach and its implementation in the specific circumstances of Latvia.

*“Since our school was not selected as a pilot school, we had to find a lot of information by ourselves. We initially invited various guest lecturers to the school; we decided who and which courses will attend because we wanted to understand and gain clarity on how to implement the competence approach in practice. To begin to change something, you need to understand what and how to do. Otherwise, everyone will do on their own. Will it be a competence approach then? So, at first everything needs to be understood” (I: 83).*

The Orientation level follows the Preparation level (N = 23), educators at this level indicated that they tried to test and use in their lessons all the acquired information in the courses, as well as other teachers’ advice on how to do better.

*“In the seminar for teachers, I learned about the rating rubrics. I had never used it before. Since the samples presented at the seminar were mostly in German, I went home and searched on the Internet for some more examples. Then I created my own rubrics for students to rate the presentations. The rubrics I used for self-evaluation and reciprocal evaluation. I am glad I succeeded” (I: 64).*

Teachers at the Mechanical use level (N = 19) emphasized that the competence approach was clear to them, they used it on a daily basis, and it did not cause any difficulties. *“We have already done this in the past. It was also not possible to work in an elementary school without a competence approach” (I: 31).* The authors of the study comparing the previously obtained data on concerns and analysing the findings of the observation concluded that



teachers' responses to the interview differed from how teachers implemented and understood the competence approach.

Unexpectedly, i.e., 16 educators had revealed that they had heard of a competence approach, but they had not been not interested in exploring it more and in-depth. *"Now everyone is talking about a competence approach. I believe that there is no hurry when it comes to implementing it, then it will also be seen what the situation will be ... then I will look for solutions. For the time being, I do not see any sense in this"* (I: 85).

### Conclusions and Recommendations

The research findings gave the evidence that teachers adopted and used competence-oriented learning and teaching at Non-use level, Orientation level and Preparation level. The study also revealed that teachers' responses – where respondents indicated that they had long experience in using COLT in their practice and this was nothing new to them – did not correspond to the observed situation in practice.

On the whole the indicators of the success of the COLT implementation or trial process have been:

- up-dated and new designed materials;
- defined visibility of planning process;
- some clarity about necessary timing for planning and organizing COLT;
- systematic "whole picture" approach – sequential and linked tasks for several days;
- transdisciplinary approach practised;
- community-based problem-solving tackled;
- the interests of the students considered;
- the use of multiple languages paid attention to.

The factors that hindered the implementation of COLT:

- separately done planning and development of materials;
- fragmentation of subject content;
- designing testing not learning activities;
- lack of skills to set clear and achievable goals, as well as define learning outcomes;
- unclear task instructions;
- lack of deep questioning techniques;
- neglect of sustainability issues in the use of resources.

To conclude, it should be noted that collaboration among teachers is the most necessary and essential factor in COLT. The teachers should experience this common planning process either on their own initiative or due to the requirements of the administration or professional development tutors. The planning process should be thoroughly documented, especially the timing issues, otherwise teachers complain about COLT as a time-consuming process, but in reality they cannot say how much time they need for cooperation. When asked about their vision and wishful state for cooperation, it turned out that one hour at the beginning of the week and one at the end of the week would be enough. The question rises – is it really possible "to teach new tricks to old dogs" – to change the nature of mechanistic education or teaching paradigm to holistic education or learning paradigm with the focus on transdisciplinary, integration of knowledge, development of intelligence?

Another thing is that teachers keep looking for excuses and "hiding behind" the programmes and standards and the requirements of the schools, although the education system in Latvia is really a great platform for being creative, making autonomous decisions in one's teaching. Agreeing about one meaningful final product to be evaluated from a multi-disciplinary perspective would be a prerequisite for the depth of learning and to avoid the overload of students' work that is often caused by the fragmentation of the study content and requirements.





What also makes us cautious is the issues of the academic honesty – the lack of accurate references in COLT materials and the inaccuracy of the language of instruction that leads to mirror situation in student learning as well.

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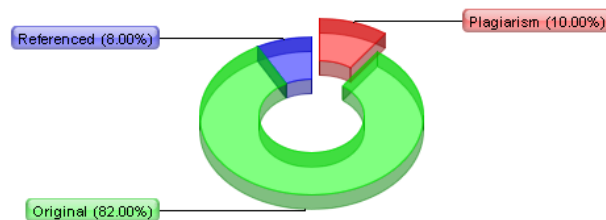
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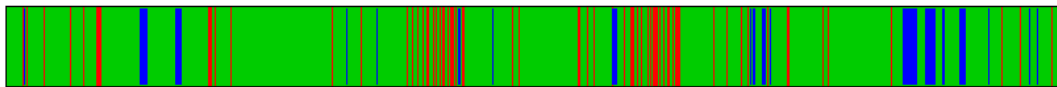
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## Social Competences In Pre-Service Teachers In The Context of Selected Personality Traits

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### Abstract

Social competences are skills that significantly affect the course of interpersonal interactions and the quality of the communication process. The teacher is required to be a professional, who has mastery not only of the teaching profession, but also of a broad repertoire of social competences. The objective of the paper is to analyse the social competences in pre-service teachers and their correlations with personality traits. The research sample consisted of 407 university students, of whom 114 were male and 293 were female. The two questionnaires were used: The Item Personality Inventory (TIPI; Gosling), Social Competence Inventory (SCI; Kanning). The results of the correlation analysis suggest a strong relationship between emotional stability of the TIPI questionnaire and the self-control scale of the SCI questionnaire ( $r=0.682$ ). The significance of adopting social competences by the teacher and the students is evidenced by the fact that this phenomenon is defined in curricular documents.

**Keywords:** competence, social competence, personality, university students

### Introduction

Social competences are skills that significantly affect the course of interpersonal interactions and the quality of the communication process. It is well known that social competences develop throughout life and can be learned to a certain extent, not only in childhood but also in adulthood (Shapiro, 2014). The concept of social competences refers to a very broad range of human abilities and skills. Social competences are part of human competences and are classified into three stages: social competence as the ability to assert oneself; social competence as the ability to adapt; social competence as a compromise between adaptation and self-assertion (Kanning, 2017). The third group integrates the first two stages and considers socially competent behaviour a compromise between adaptation and self-assertion (Döpfner, Schlüter, Rey, 1981; Petermann, 1995). Sometimes competences are related to knowledge, abilities and skills. Competences related to knowledge include information about the basic rules of behaviour between people. The term ability relates to the basic and broadly defined competences, which are and genetically conditioned, for example extraversion. The term skill represents highly specific learned competences (Kanning, 2017). It is important to distinguish between social competences and socially competent behaviour. While competences represent a potential, competent behaviour refers to the application of this potential in a specific situation (Ford, 1985). The approaches to defining social competences are very heterogeneous not only in terms of the number of relevant dimensions but also in relation to the selected level of analysis abstraction.

In addition to the concept of social competences, there are also other constructs that focus on intrapersonal preconditions for balanced social interaction. These concepts include social intelligence, emotional intelligence, social skills, and interpersonal competences. The concept of social intelligence is understood as a subset of social competences relating to cognitive aspects. Emotional concepts can be summarized by the term emotional intelligence. Social skills are understood as those social competences that have a low level of abstraction. The term



interpersonal competence, in the sense of Bahrmester's concept (in Kanning, 2017), relates to competences that are present in close relationships and interactions. Kanning (2017) understands them as subsets of social competences and the concept of social competences as a superordinate concept.

Based on the varied nature of situations, which entail various requirements, it may be assumed that success is dependent on various competences. Regarding the concordance between social competences on the one hand and the requirements placed by specific interactions on the other hand, we can distinguish between two forms of social competences; general and specific (Reschke, 1995). The general competence is not specific to a certain situation. This applies for example to extraversion, which is often considered crucial to social competences (Hoskovcová, Vašek, 2017). The specific social competence is present only in individuals who have relevant experience with learning (Reschke, 1995). Various specific competences relate to various professions (manager, carer, teacher). Both groups of competences, general and specific, may significantly contribute to the resulting socially competent behaviour in a particular situation.

The definition and subsequent diagnostics of social competences is still complicated and controversial. The first diagnostic method was the Inventory of Social Competences by Kanning (2009). The short version (SCI-S) is the result of an analysis of four factors: Social orientation, Offensiveness, Self-control, Reflexibility. A closer look at these factors of social competences reveals that the first factor includes building relationships with other people. This factor determines the extent to which an individual is actively interested in other people, listens to them and approaches them. The second factor called Offensiveness suggests the extent to which an individual is willing to assert one's interests, distinguish oneself from others, or defend one's opinions. Self-control is generally focused on adaptability, flexibility and internality. It is a measure of what is called resistance to mental stress. Reflexibility is considered the greatest benefit of this method. It identifies those individuals who are able to concentrate attention not only on their own and their partner's behaviour, but also on the effect of their behaviour on the behaviour of others, which is important for high-stress professions, including the teaching profession (Hoskovcová, Vašek, 2017).

Mapping of social competences (and their possible correlations with personality traits) is becoming the focus of many research studies (Döpfner, Schlüter, Rey, 1981; Kanning, 2002; Hoskovcová, Vašek, 2017; Kanning, 2017); the link between personality traits and interpersonal behaviour is generally known. Foreexample, the Big Five trait concept (Hřebíčková, Urbánek, 2001) was used to develop the Ten Item Personality Inventory (Gosling, 2003), which includes five scales relating to interpersonal behaviour: Neuroticism, Openness to Experience, Agreeableness, Extraversion, and Conscientiousness.

Longitudinal research studies focus, inter alia, on personality factors that are important for some professions. Kanning (2002) uses a specific sample (police) and integrates their competences into five factors: social perceptions, behaviour control, ability to assert oneself, social orientation, and communication capability. In the motivational-emotional area the author emphasises the importance of emotional stability, prosociality and plurality of values, in the behavioural area also extraversion, ability to assert oneself, flexibility and self-control in the sense of controlling behaviour in a social context. Social competences are also discussed in relation to the teaching profession. Building and diagnosing teacher competences (subjective qualifications for the execution of the teaching profession) is becoming the focus of a number of studies; the development of social competences in teachers appears an indispensable part of professional competence (Urbanovská, 2017; Holeček, 2014; Vališová, Kašíková eds., 2014; Langová, 1992). Langová (1992) for example suggests the following qualities that are significant for social competences: warmth; emotional stability and self-confidence; personality dynamics; reasonable degree of dominance. Holeček (2014) refers to a rational approach, emotional stability and healthy self-confidence. The features of general social competences include extraversion, emotional stability and behavioural control (Reschke, 1995; Kanning, 2002).



## Methods

The objective of the study was to identify the relationship between personality traits and social competences in pre-service teachers. The objective and relevant research questions will also be considered in terms of gender.

Research questions

- 1) What are the relationships between personality traits and social competences?
- 2) What are the differences in the relationships between personality traits and social competences between men and women?

The data were obtained by means of two questionnaires: Ten Item Personality Inventory (TIPI; Gosling) and Social Competence Inventory (SCI-S; Kanning). TIPI (based on the Big Five trait concept) measures the following five general personality dimensions: Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness. The reliability of the questionnaire in all dimensions ranges from  $\alpha = 0.62$  to  $0.77$ .

The Social Competence Inventory uses 33 items on a 4-point scale to investigate the following four dimensions of social competences: 'Social orientation' SO, 'Offensiveness' OF, 'Self-control' SE, and 'Reflexibility' RE. The validity of the questionnaire was verified by means of standardization (Hoskovcová, Vašek, 2017). The reliability of the questionnaire in all dimensions ranges from  $\alpha = 0.72$  to  $0.79$ .

The research sample consisted of 407 university students of teacher training courses aged 19-54 years (average age = 26.38, SD 7.09), of whom 114 were male (average age = 27.32, SD = 6.36, range = 19-47) and 293 were female (average age = 26.01, SD = 7.33, range = 19-54).

Statistical procedures applied: correlation analysis, multiple linear regression, Fisher transformation and inference test.

## Findings

The average values and standard deviations for the areas of social competences are specified in Table 1.

**Table 1:** Mean values and standard deviations TIPI and ISK

Scales	Entire sample (N=407)		Gender			
	□	SD	Men (N=114)		Women (N=293)	
	□	SD	□	SD	□	SD
SCI SO	29.85	3.68	28.59	3.54	30.34	3.62
SCI OF	20.00	3.54	21.48	3.77	19.43	3.28
SCI SE	21.15	3.91	22.22	3.49	20.74	4.00
SCI RE	19.84	2.53	20.39	2.62	19.62	2.46
Extraversion	4.41	1.48	4.26	1.49	4.47	1.47
Agreeableness	4.39	0.93	4.18	0.91	4.47	0.93
Conscientiousness	5.35	1.21	5.00	1.25	5.49	1.17
Emotional stability	4.29	1.43	4.46	1.37	4.23	1.45
Openness to experience	5.48	1.12	5.56	1.22	5.44	1.08

Note: SCI SO – Social orientation, SCI OF – Offensiveness, SCI SE – Self-control, SCI RE – Reflexibility

**Table 2:** Correlation analysis of the relationship between personality traits and psychosocial competences

	SCI SO	SCI OF	SCI SE	SCI RE
Extraversion	.119*	.468*	.198*	.101*
Agreeableness	.241*	.033	.060	.079
Conscientiousness	.305*	.091	.228*	.036
Emotional stability	.308*	.412*	.682*	-.045
Openness to experience	.231*	.428*	.286*	.158*





Note: SCI SO – Social orientation, SCI OF – Offensiveness, SCI SE – Self-control, SCI RE – Reflexibility, \* - significant at a level of .05, \*\* - significant at a level of .01

The correlation analysis suggested a strong association between emotional stability and self-control. A medium association was confirmed between extraversion and offensiveness, conscientiousness and social orientation, emotional stability and social orientation, emotional stability and offensiveness, and between openness to new experience and offensiveness. A weak association was confirmed between extraversion and social orientation, self-control and reflexivity, agreeableness and social orientation, conscientiousness and self-control and openness to experience and social orientation, self-control and reflexivity.

In general terms, the results suggest that the personality and individual personality factors play a significant role in the context of individual social competences. The degree of explained variance is up to 46.51% (see Table 3).

**Table 3:** The degree of explained variance ( $r^2$ ) of the relationship between personality factors and psychosocial competences (percentage)

	SCI SO	SCI OF	SCI SE	SCI RE
<b>Extraversion</b>	1.42	21.90	3.92	1.02
<b>Agreeableness</b>	5.81	.1	.36	.62
<b>Conscientiousness</b>	9.30	.83	5.20	.3
<b>Emotional stability</b>	9.49	16.97	46.51	.20
<b>Openness to experience</b>	5.34	18.32	8.18	2.50

Note: SCI SO – Social orientation, SCI OF – Offensiveness, SCI SE – Self-control, SCI RE – Reflexibility

The correlation analysis of the relationship between personality factors and social competences in the context of gender suggested that in men emotional stability was more correlated with self-control. A medium association was observed between extraversion and offensiveness, conscientiousness and social orientation, emotional stability and social orientation and offensiveness, and between openness to experience and offensiveness. A weak association was confirmed between agreeableness and social orientation and between emotional stability and reflexivity, and finally between openness to experience and social orientation (see Table 4).

**Table 4:** Correlation analysis of the relationship between personality traits and psychosocial competences in men

	SCI SO	SCI OF	SCI SE	SCI RE
<b>Extraversion</b>	.140	.379*	.111	.140
<b>Agreeableness</b>	.260*	-.074	.093	.161
<b>Conscientiousness</b>	.343*	.030	.106	-.110
<b>Emotional stability</b>	.388*	.384*	.662*	-.199*
<b>Openness to experience</b>	.210*	.371*	.016	.099

Note: SCI SO – Social orientation, SCI OF – Offensiveness, SCI SE – Self-control, SCI RE – Reflexibility, \* - significant at a level of .05, \*\* - significant at a level of .01

The correlation analysis of the relationships between personality factors and social competences among women suggested (similarly to men) that emotional stability was more correlated with self-control. A medium association was observed between extraversion and offensiveness, conscientiousness and self-control, emotional stability and social orientation and offensiveness, and between openness to experience and offensiveness and self-control. A weak association was confirmed between extraversion and self-control, between agreeableness and social



orientation and offensiveness, conscientiousness and social orientation, offensiveness and reflexivity, and finally between openness to experience and social orientation and reflexivity (see Table 5).

**Table 5:** Correlation analysis of the relationship between personality traits and psychosocial competences in women

	SCI SO	SCI OF	SCI SE	SCI RE
<b>Extraversion</b>	.097	.560*	.247*	.100
<b>Agreeableness</b>	.204*	.136*	.083	.075
<b>Conscientiousness</b>	.250*	.202*	.328*	.139*
<b>Emotional stability</b>	.312*	.421*	.688*	.000
<b>Openness to experience</b>	.264*	.461*	.388*	.179*

Note: SCI SO – Social orientation, SCI OF – Offensiveness, SCI SE – Self-control, SCI RE – Reflexibility, \* - significant at a level of .05, \*\* - significant at a level of .01

The results indicate that personality factors play a role in social competences in both genders. The degree of explained variance is up to 43.82% in men and 47.33% in women (see Table 6).

**Table 6:** Degree of explained variance ( $r^2$ ) of the relationship between personality factors and psychosocial competences (percentage)

	SCI SO		SCI OF		SCI SE		SCI RE	
	M	W	M	W	M	W	M	W
<b>Extraversion</b>	1.95	.94	14.36	31.36	1.23	6.10	1.95	1.00
<b>Agreeableness</b>	6.76	4.16	.55	1.85	.87	.69	2.58	.56
<b>Conscientiousness</b>	11.76	6.25	.09	4.08	1.12	10.76	1.21	1.93
<b>Emotional stability</b>	15.05	9.73	14.75	17.72	43.82	47.33	3.96	.00
<b>Openness to experience</b>	4.41	6.97	13.76	21.25	.02	15.05	.98	3.20

Note: SCI SO – Social orientation, SCI OF – Offensiveness, SCI SE – Self-control, SCI RE – Reflexibility

An inference analysis of the significance of the differences of correlation coefficients in the context of gender suggested differences in strength between personality factors and social competences between men and women only in a few variables. The results are shown in Table 7.

**Table 7:** Analysis of significance of correlation coefficients in the context of gender (Z)

	SCI SO	SCI OF	SCI SE	SCI RE
<b>Extraversion</b>	-.39	2.10*	1.26	-.36
<b>Agreeableness</b>	-.53	1.89	-.09	-.78
<b>Conscientiousness</b>	-.91	1.56	2.10*	2.25*
<b>Emotional stability</b>	-.78	.40	.43	1.81
<b>Openness to experience</b>	.51	.98	3.53	.73

Note: SCI SO – Social orientation, SCI OF – Offensiveness, SCI SE – Self-control, SCI RE – Reflexibility, \* - significant difference of correlation coefficients

## Results, Conclusions and Recommendations

In a number of scientific disciplines, the interpretations of some theoretical constructs differ. This is also the case of the concept of social competences. Adhering to the definition by Kanning (2017), the concept of social competences refers to a set of skills, abilities and knowledge that an individual must use to cope with a specific situation. The author considers social competence a superordinate term in relation to social and emotional intelligence or interpersonal competence. Social competences play an important role both within professional life



and beyond it. These are primarily social competences that are decisive for how we treat other people, and whether we are socially included or isolated.

The objective of the research study was to identify the relationship between personality traits and social competences. In other words, the authors were interested in the ways personality traits affect social competences. The results of the study suggest significant associations (strong, medium and weak) between personality traits and social competences, as measured by the Social Competence Inventory (Hoskovcová, Vašek, 2017). The present paper includes the interpretations of the strongest correlations. As it turns out, emotional stability and extraversion have the strongest effect on social competences (Table 2, 3).

Emotional stability (instability) and extraversion have been subject to research for a long time (Eysenck, Eysenck, 1969; Costa, McCrae, 1992), the former being associated with experiencing negative emotions. It is well known that emotional stability has a positive effect on social behaviour; emotionally stable individuals are balanced and do not succumb to mood swings, not even in stressful situations. The personality trait of extraversion is characterized by sociability, activity and optimism. These qualities are typical for individuals with prosocial orientation. Introversion is then considered an absence of extraversion. Introverted individuals, although they are balanced, independent and autonomous, are also restrained, which is the result of their wish to remain alone rather than be active in social relationships (Costa, McCrae, 1992; Pervin, 1993; Anton, Weiland, 1993). Both of these personality traits have a major effect on how we cope with stressful situations and whether we are socially included or isolated.

The results of the research study suggested (inter alia) a strong association between emotional stability (Table 2, 3) and self-control in the context of social competences. Emotional stability/instability is likely to affect the level of self-control (self-restraint, flexibility, internality, in the sense of Rotter's (1966) 'Locus of control' concept) within social relations. The degree of explained variance is 46%. A medium association was observed between emotional stability and social orientation and offensiveness. Again, this personality trait significantly affects an individual's social orientation in the sense of positive attitudes to other people (ability to listen, tolerance to various norms and values, etc.) and the individual's offensiveness, i.e. how the individual is active (or passive) in social relationships and at the same time how the individual is able to assert one's interests in relation to other people, and resolve conflicts in an adequate way (Kanning, 2017).

A medium association was also confirmed between extraversion and offensiveness. As stipulated by Kanning (2017), a person who behaves offensively must have a certain degree of extraversion and be able to assert oneself in a conflict situation. It can thus be assumed that increasing extraversion leads to increased social competences.

The results suggest that emotional stability and extraversion have a strong effect on general social competences. Similar conclusions were formulated by other research studies aimed at associations between personality traits and social competences. It appears that all SCI scales except reflexivity are not correlated or negatively correlated with neuroticism, a high degree of openness to experience is associated with high social orientation scores, and – consistently with the present research – extraversion is positively correlated with offensiveness (Kanning, 2017).

Another objective of the research study was to identify any differences in the associations between personality traits and social competences by gender. The correlation analysis of these associations in men and women confirmed a significant effect of emotional stability on social competences. A strong association between emotional stability and self-control was confirmed in both genders in the context of social competences (Table 4, 5). In the group of men (Table 4) a medium association was also observed between the personality traits of extraversion, emotional stability and offensiveness (as social competences) and emotional stability and social orientation (as social competences). In the group of women (Table 5) a medium association was also observed



between the personality traits of extraversion, emotional stability and social orientation (as social competence). In men and women a significant effect of emotional stability and extraversion on the level of general social competences was confirmed.

An analysis of possible differences between genders (Table 7) suggests a clear difference in the association between the personality trait of conscientiousness and the social competence of self-control with a stronger association in women. Women who are single-minded, determined, disciplined and have a strong will (conscientiousness) are according to the results likely to show higher self-restraint, flexibility and internality (self-control). The inference analysis suggested that the correlations between these variables were significantly stronger in women compared with men (Table 7). In general terms, the results indicate that personality factors play a role in psychosocial competences in both genders. The degree of explained variance is up to 43.82% in men and 47.33% in women (Table 6).

In conclusion it should be reiterated that social competences have a significant effect on interpersonal interaction and the quality of the communication process in both professional and personal life. Research in this area is relatively heterogeneous (Kanning, 2017), attention is frequently paid to examining social competences in various professions, and naturally also in the teaching profession. In the real educational process, social competences (in addition to professional competences) appear to be indispensable for the teachers (e.g. Vališová, Kasíková, 2014; Kolaříková, Petrová, Urbanovská, 2017). Literature says that social competences develop throughout life and can be learned, not only in childhood but also in adulthood. Social determination is surely significant but we tend to agree that competences also represent dispositions (personality traits, intelligence, etc.) (Holling, Kanning, 1999). A competence thus corresponds with a potential that the personality has, but it need not be identical in various situations. The research study focused on identifying possible correlations between personality traits and the level of social competences. Regarding the research sample (pre-service teachers), one of the conclusions seems to be that the teaching profession should not be performed by individuals who are tense, insecure, restless, unbalanced (showing emotional instability) and individuals who are strongly withdrawn, taciturn, and task-oriented rather than people-oriented (showing greater introversion). In this context it is also important to pay greater attention to learning about and developing social competences in the context of undergraduate teacher training.

In addition to the associations and conclusions mentioned above, other significant correlations were identified that deserve attention but were not interpreted regarding the extent of the paper. The results suggest that personality qualities play an important role in social competences, both in men and women.

The authors of the present paper are aware of the limitations of the study, for example in the selection of the respondents (pre-service teachers), or the selection of the questionnaire method, which may be affected by a degree of subjective distortion, both in a positive and negative direction.

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## An Overview of Researches in Foreign Language Teaching Process in Turkey: A Content Analysis Study

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### Abstract

The purpose of this study was to analyze the studies conducted in five popular education journals and in Council of Higher Education Thesis Center in a holistic point of view, to determine there search tendency in language teaching and to detect the differences and similarities of language teaching studies. In this study, descriptive content analysis and categorical analysis techniques were used. The universe of the current study was consist of studies indexed in Council of Higher Education Thesis Center, five popular education journals. The sample of this study determined using the sampling method, consisted of 117 studies. The findings of the research were presented in tables. The results of the current study were discussed in line with the related literature and some suggestions were presented.

**Keywords:** Language teaching, Descriptive content analysis, Categorical analysis

### Introduction

The 21<sup>st</sup> century is an era in which all societies have undergone rapid change and that all nations have to interact with each other, removing the boundaries between countries. People need to develop problem-solving skills by reconciling language skills with their skills in technology, regardless of country. The learning process is not restricted to schools alone but is transformed into lifelong learning process covering entire lives of people. In these circumstances, it seems that foreign language learning has an essential role in meeting the changing and diverse needs of people and using their potential in society. In a time of rapid change, learning foreign languages has become a necessity to make a difference, to utilize the opportunities in a competitive environment, and most importantly to be successful. Cultural, social, political, and technological changes emphasize the importance of foreign language teaching and become a government policy for education that is appropriate for students and community expectations. For this reason, it has become compulsory for foreign language teaching-learning environments to be arranged accordingly to requirements so that qualified language teaching is provided to the students. Therefore, Turkey has also made some studies related to foreign language teaching (Boyno, 2011; Çelebi, 2006; Demirel, 2003; Demirel and Mirici, 2002; Demiryürek, 2014; İşisağ and Demirel, 2010; Kan and Kayapınar, 2010; Kocaman and Cumaoglu, 2014).

Examining the development of foreign language teaching in Turkey, the first that comes to mind is the law on the unification of education in 1924. By this law, all education institutions are connected to the Ministry of National Education. One of the Western languages was put into the curriculum of schools as a foreign language. Among the reforms introduced by the unification of education law, Turkish Education Association was established in 1932 for language learning of Turkish children and to prevent Turkish children from going to foreign schools (Gümüş,





2015). The reports prepared by foreign experts in the first years of the Republic also influenced the formation of the foreign language education process. For example, in his report, Dewey has proposed the opening of schools teaching foreign languages in some cities in Turkey (Dewey, 1939). After 1955-1956, five more Education Colleges were opened after the Galatasaray High School, which was teaching foreign languages (Demirel, 1998).

With the military coup that took place in 1960, the policies promoted by national and cultural consciousness were adopted. These policies have been reflected in foreign language teaching processes, and the Turkish schools have been named as "Anatolian High School" by a regulation published in 1976. With the Foreign Language Education and Education Act No. 2923 on 14 October 1983, foreign language education has been rearranged in schools and foreign language teaching has been tied to a rule (Gümüş, 2015). In 1988-1989, the step-based system was introduced in middle schools, and after one year of applying this system, the foreign language was again included in the compulsory courses. Foreign language intensive high schools with the preparation class were opened starting from the 1992-1993 academic year. In these high schools, students are divided into tracks from the tenth grade. In these years, second foreign language teaching has hardly been given place. Over time, the increase of Anatolian High Schools and the presence of the preparation class revealed the limitations of teachers. In 1997, the Preparatory Classes of Anatolian High Schools were abolished with the eight years of compulsory education. Preparatory class practice continues before the ninth grade. However, eight years of breaks in foreign language education has disrupted foreign language teaching, to find a solution to this problem, National Education Development Project has been prepared with the cooperation of the Ministry of National Education and the Council of Higher Education taking a big step for Turkey's foreign language teaching, and foreign language teaching has started in the fourth year of elementary school in the 1997-1998 academic year (Karatepe, 2012). In 1997, the obligation of giving mathematics and science courses in the foreign language in Anatolian high schools was abolished (Özbay, 2005).

Foreign language policies have been reshaped in Turkey's European Union process. Since 2006, foreign language courses have been included in the schedules as 2 periods starting from the 4<sup>th</sup> grade of primary education, and elective courses have been included starting from 4<sup>th</sup> grade. Preparation classes in high school were abolished as of 2005-2006. In the first paragraph of the seventh article of the Law on Primary Education Law dated 5.1.1961 and numbered 222, amendments were made to compulsory education for 12 years. From 2012-2013 education year, 4 + 4 + 4 education system has been applied, and English been included in the public-school schedules as 2 periods starting from primary school 2<sup>nd</sup> grade. Since 2005/2006 academic year, the second foreign language has become elective in general high schools and compulsory in foreign language intensive high school (Güler, 2005).

Nowadays, when foreign language proficiency is also essential for adults, language courses stand out as solutions. In formal education institutions, foreign languages are involved in course schedules as compulsory and elective. Therefore, teaching a foreign language adequately depends on both the quality of the applied program and the wellness of foreign language teachers' education (Demirel, 1991). Consequently, many studies on effective foreign language teaching have been done in the literature. For being directly involved with the subject, studies carried out by Balcı (2008), Demirel (1998), Demirel (1999), Kayıran (1987), and Özkan (2010) offers valuable information about the history of foreign language teaching in Turkey. With this study, it has been tried to provide foresight to researchers for studies to be conducted in Turkey.

### ***The Objective and Importance of Research***

The objective of this study is to analyze studies done until 2018 in Turkey related to foreign language teaching in a comprehensive and holistic manner, to determine the tendency towards foreign language education, and to analyze the studies related to the foreign language in a comprehensive way. In line with this main purpose, the following sub-objectives of the research on foreign language teaching in the current research have been searched; how are the distribution of sample by (i) the article and thesis, (ii) publication years, (iii) number of authors, (iv) sample regions, (v) publication types, (vi) educational stages, (vii), the subject areas of study and variable types,



(viii)subject areas of theoretical studies, (ix)research methods, (x)data collection tools, (xi)sampling methods, and (xii)analysis methods?

### **Method**

In this study, descriptive analysis and categorical content analysis from content analysis methods were used. The classification of a message according to specified criteria or according to the criteria specified during research is called categorical analysis (Tavşancıl and Aslan, 2001).

### **Population and Sampling**

The population of the current study consist of studies on foreign language indexed in the YÖK National Thesis Center, Education and Science, Journal of Theory and Practice in Education, Hacettepe University Journal of Education, Gazi University Journal of Gazi Educational Faculty and Kastamonu Education Journal. A total of 117 studies (26 thesis- 91 articles) done in Turkey from beginning to 3 May 2018 with open access constitute the sample of the research determined using the purposeful sampling method. The sampled thesis includes theses which are open to access within the scope of YÖK National Thesis Center between 2016 and 03 May 2018. In this context, by scanning the Education and Science Journal as of 1976, Theory and Practice in Education Journal as of 2005, Hacettepe University Journal of Education as of 1986, Gazi University Journal of Gazi Educational Faculty as of 2001, Kastamonu Education Journal as of 2013, it was included in the sample.

### **Data Collection Tool**

The data of the study were collected through *the Examination Form for Studies on Foreign Language Teaching* developed by the research group. In the form, there are boxes for the distribution of studies by the article and thesis, publication years, number of authors, sample regions, publication types, educational stages, the subject areas of study and variable types, subject areas of theoretical studies, research methods, data collection tools, sampling methods, and analysis methods. New checkboxes have been added in the form according to the requirement.

### **Data Collection**

The researchers have determined some standards related to the research that will be included in the study. These are;

- The end date for the studies included in the research is 03 May 2018.
- Attention has been paid to limiting the sample group with Turkey, selecting articles published in peer-reviewed journals, and studies being related to teaching English.
- In researches included in the study, it has been paid attention to keywords, title, and abstract information, and studies in this range were included in the research pool, and the review was done by analyzing abstracts.
- The keywords used in the collection of research data were scanned in both Turkish and English.

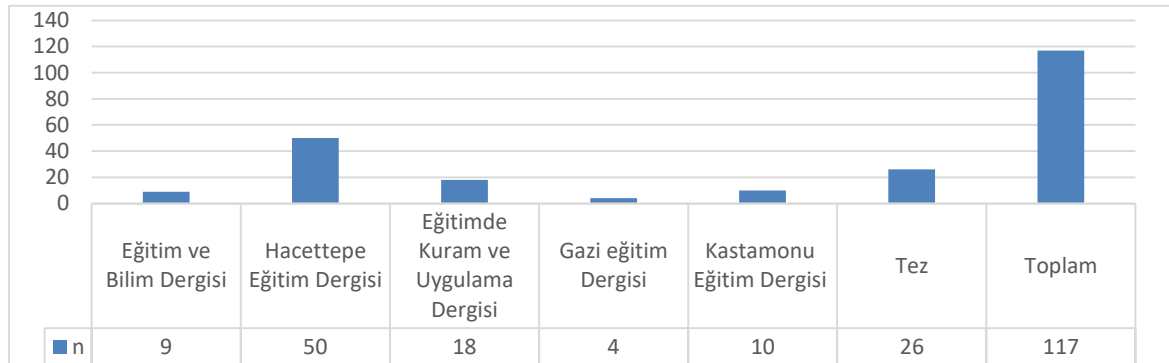
### **Data Analysis**

The articles were grouped in tables and compared, and the same ones were eliminated. Additionally, the articles were evaluated over by researchers whether they would be included in the scope of the research. In this way, it has been tried to provide the reliability and internal validity of the research. For the validity and reliability, the calculation of data collection and analysis processes has been explained in detail, a coding key called *"the Examination Form for Studies on Foreign Language Teaching"* was generated. Inter-coder reliability was calculated ( $\text{Reliability} = \frac{\text{number of agreements}}{(\text{number of agreements} + \text{disagreements})} \times 100$ ), 92% agreement is found, and this rate is in the acceptable level (Miles and Huberman, 1994).

### **Findings**

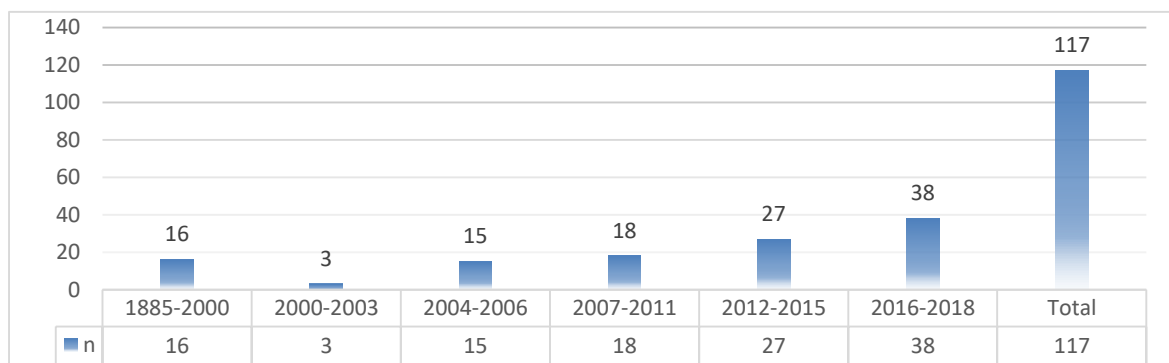


In this study, studies carried out since establishment in the Educational Sciences: Theory and Practice, Hacettepe University Journal of Education, Gazi University Journal of Gazi Educational Faculty, Education and Science, Kastamonu Education Journal publishing in the educational sciences field, and finally the findings of empirical and theoretical studies related to foreign language education in the thesis studies made by YÖK National Thesis Center between 2016-2018 are presented in the following graphs.



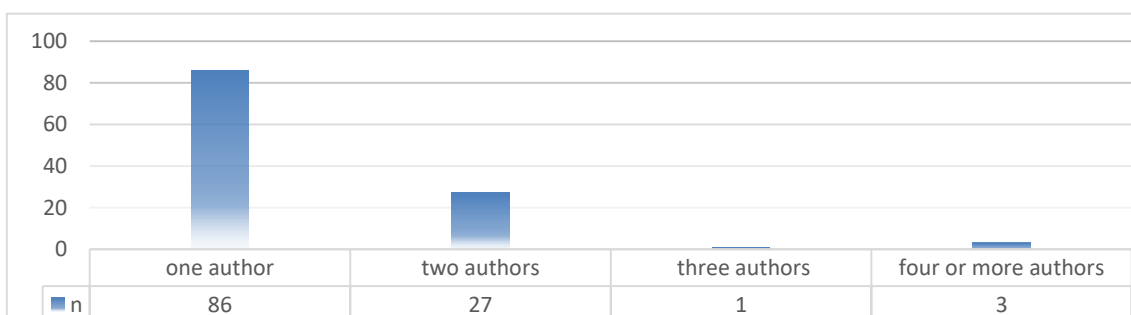
**Chart 1.** Distribution of studies on foreign language education by articles and thesis

When *Chart 1* is examined, it is seen that a great majority of the studies are carried out in Hacettepe University Journal of Education ( $n = 50$ ). Hacettepe University Journal of Education is considered as a well-established journal and studies on foreign language education have been carried out for many years. These are thought to be the reason why more article is in this journal.



**Chart 2.** Publication years of studies

In *Chart 2*, studies on foreign language teaching seem to intensify between the years 2016-2018 ( $n = 38$ ). It can be said that thesis researches are effective on the result. The fact that many studies on foreign language education

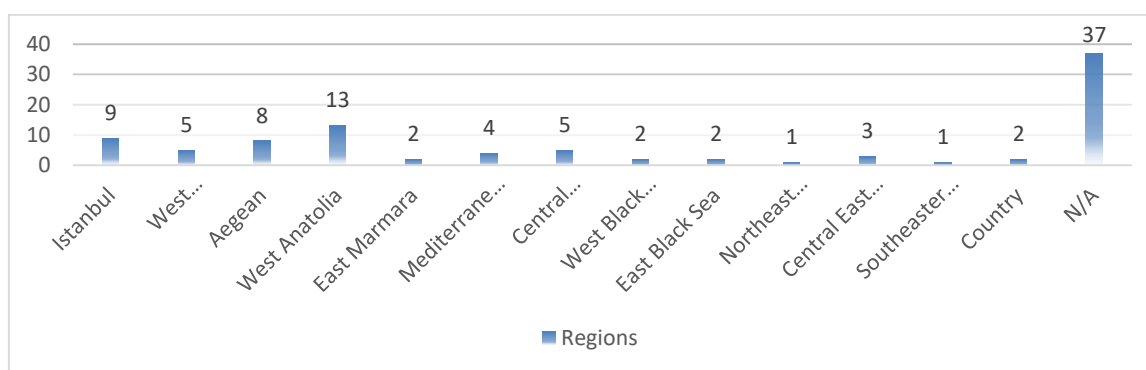




have been made between 2012 and 2015 ( $n = 27$ ) can be interpreted as the effect of foreign language education policies in the process of adaptation to the European Union and the determination of problems in foreign language education.

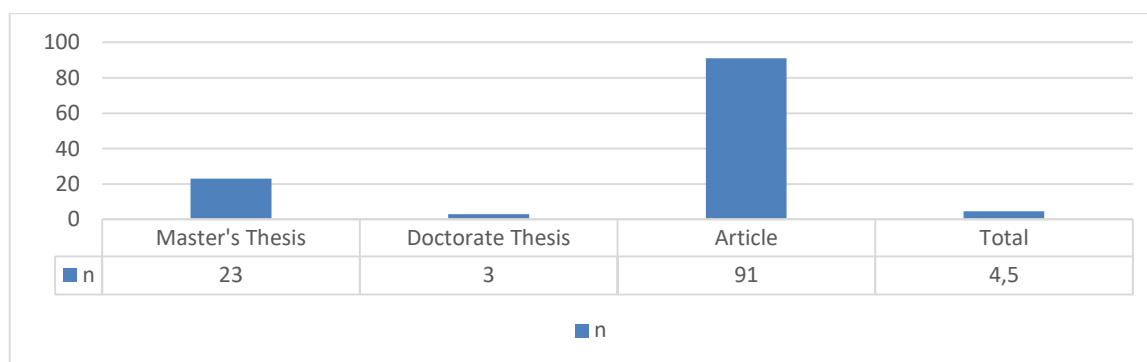
**Chart 3.**Number of authors of studies

In *Chart 3*, it is seen that the studies about education leadership are mainly with one author ( $n = 86$ ) and later two authors ( $n = 27$ ). The reason for this is that those who want to conduct this process prefer to work independently and thesis studies are included.



**Chart 4.** Sample regions of studies

In *Chart 4*, the sample regions are classified according to the *Turkish Statistical Institute Statistical Regional Units Classification Level 1*. When the distribution of the studies on foreign language education by sample regions is examined, it is seen that the sample region is not specified ( $n = 37$ ). It can be said this is because the majority of the studies are in English and the sample was specified as a public university in the studies conducted in universities. It is observed that the studies concentrated in Western Anatolia region ( $n = 13$ ) were followed by Istanbul ( $n = 9$ ), Aegean ( $n = 8$ ), and Central Anatolian region ( $n = 5$ ).



**Chart 5.** Publication types of studies

In *Chart 5*, it is observed that a majority of the studies on foreign language education were made on the articles ( $n = 91$ ) and then on the graduate thesis ( $n = 23$ ).

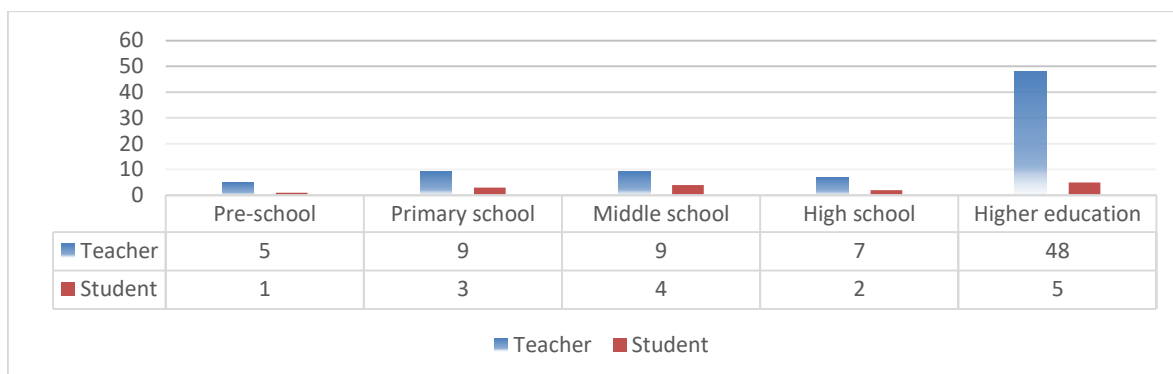


Chart 6. Educational stages in studies

When *Chart 6* is examined, it is seen that the studies about foreign language education are mainly carried out in higher education ( $n = 48$ ), then in middle school ( $n = 13$ ), and in primary school ( $n = 12$ ). However, the rate of studies declines in the pre-school institutions ( $n = 6$ ).

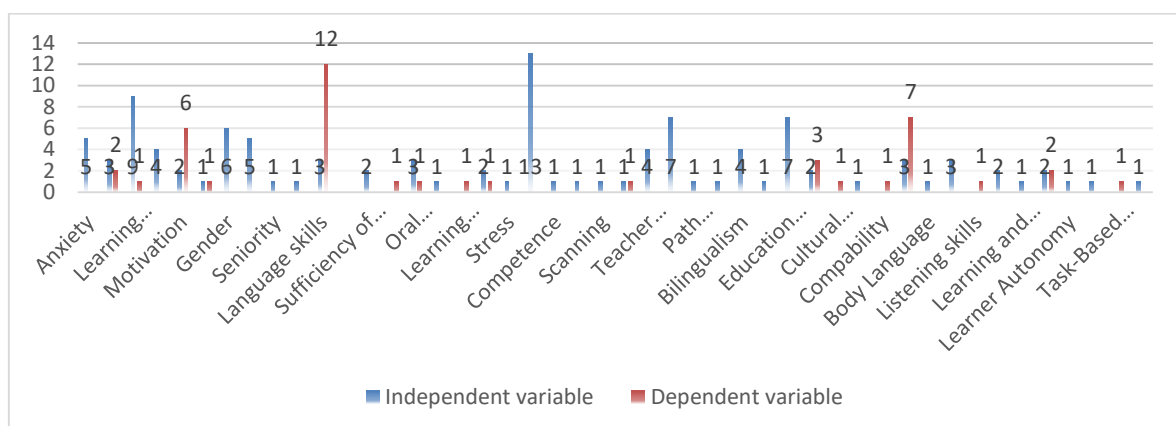


Chart 7. Subject areas of studies and variable types

*Chart 7* shows that studies on foreign language education have studied gender, seniority and demographic characteristics ( $n = 12$ ) as independent variables, and language skills, motivation, and foreign language education as dependent variables.

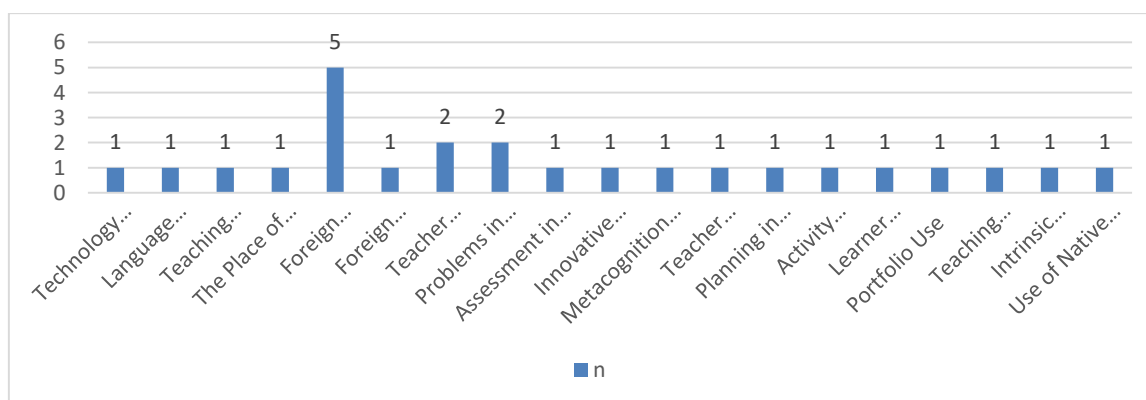
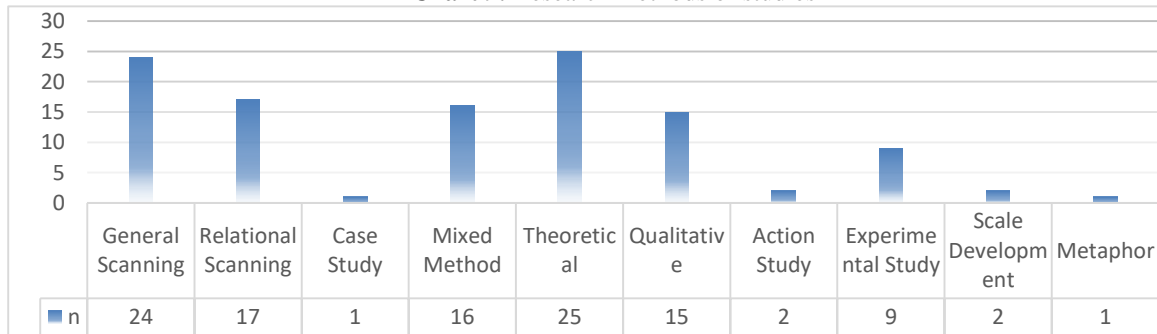


Chart 8. Subject areas of theoretical studies

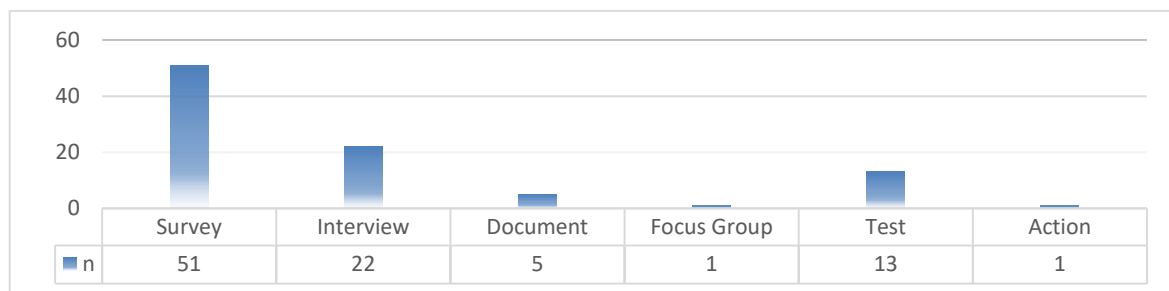


In *Chart 8*, it is seen that different studies were conducted in the theoretical field in studies on foreign language education, especially the foreign language teaching ( $n = 5$ ).

**Chart 9.** Research methods of studies

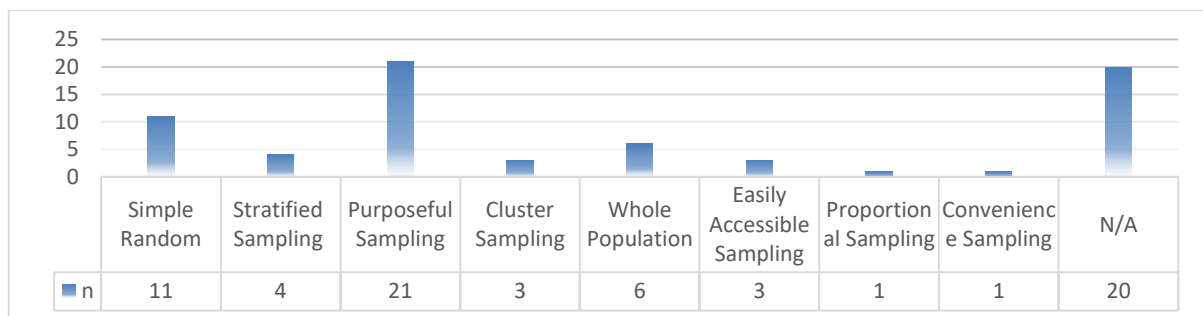


*Chart 9* shows that studies on foreign language education are mostly performed with quantitative methods ( $n = 51$ ), followed by qualitative methods ( $n = 16$ ), mixed methods ( $n = 16$ ), and experimental methods ( $n = 9$ ).



**Chart 10.** Data collection tools in the study

*Chart 10* shows that the majority of the studies on foreign language education used survey ( $n = 51$ ) as data collection tool, interview technique ( $n = 22$ ) and document analysis ( $n = 5$ ) were used less frequently.



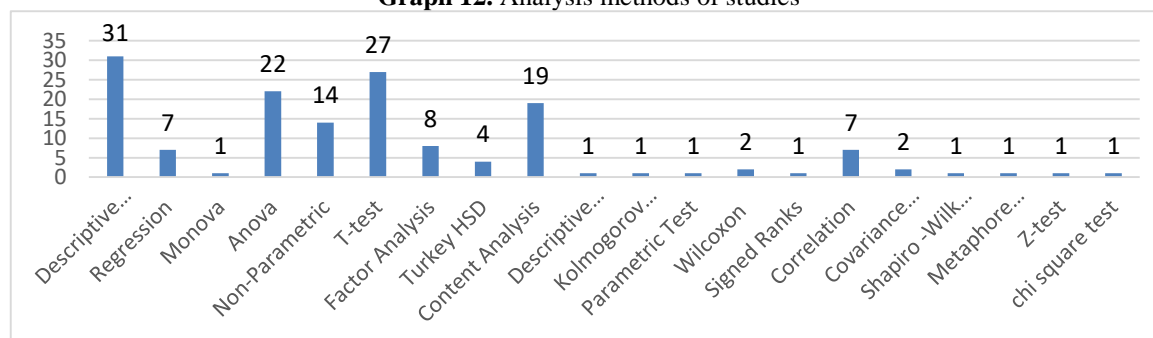
**Chart 11.** Sampling methods of studies





In *Chart 11*, studies on foreign language education were conducted using purposeful sampling method ( $n = 21$ ) followed by simple random sampling ( $n = 11$ ), whole population ( $n = 6$ ), cluster sampling method ( $n = 3$ ). In some studies, it is noteworthy that sampling method is not specified ( $n = 20$ ).

**Graph 12.** Analysis methods of studies



In *Chart 12*, studies on foreign language education were conducted using descriptive statistics ( $n = 31$ ), t-test ( $n = 27$ ), ANOVA ( $n = 22$ ) as analysis method, followed by content analysis ( $n = 19$ ) and non-parametric tests ( $n = 14$ ).

### Results, Conclusions and Recommendations

When examining the results of the research, it is seen that studies on foreign language teaching are generally carried out with similar techniques. When the studies towards foreign language teaching are examined, it is seen that the majority is in the Hacettepe University Journal of Education. This finding can be considered as a consequence of that Hacettepe University Department of English Language and Teaching has been established since 1985 and has been a well-established university. It is observed that studies are concentrated in the years between 2016 and 2018. More than half of the studies has one author. Sample regions are mostly not specified, but they are concentrated in Western Anatolia, Istanbul, Aegean, and Central Anatolia Regions. Most of them are articles. They are studied more in higher education institutions. Most of them are articles. They are studied more in higher education institutions. The quantitative studies of foreign language teaching with demographic variables are more frequently used. The general screening type is widely used in studies. Survey method is often used as a data collection tool. The purposeful sampling method is frequently used as an analysis method. Descriptive statistics, one-way ANOVA, and content analysis were used commonly as the analysis method.

The first finding of the current research is that most of the studies in the examined journals are concentrated in the Hacettepe University Journal of Education. 38 of the 117 studies conducted at the national level for foreign language teaching and examined within the scope of this study were carried out between the years 2016-2018. This finding suggests that empirical studies on foreign language teaching have gained momentum in recent years. Gümüş (2015) stated that globalization and the process of adaptation to the European Union shaped the foreign language policies. In this sense, it is important to adopt the revisions in the foreign language teaching processes in terms of language teaching. In this sense, as a concept related to lifelong learning and multiculturalism, it may be regarded as a delayed subject that the foreign language has only begun to be examined empirically in recent years. A significant factor in the increase in studies on foreign language teaching is the Common European Language Reference Framework published by the Council of Europe in 2001. This framework aims to have multicultural and multilingual people by providing a cultural harmony and communication between the program and the European Language Development Portfolio and European citizens (CEFR, 2001). Thus, it has contributed to learning to learn, life-long learning, and independent thinking with these kinds of studies. With the Language Portfolio, individuals are encouraged to learn more than one language, and it is aimed to use this language portfolio



in their work life. In this context, it can be said that the scale development studies made in the European Union influenced the increase in the empirical studies on foreign language teaching in the period between 2016-2018.

According to the research findings, studies on foreign language teaching mostly used demographic variables as independent variables. Studies on foreign language teaching were mostly carried out by quantitative methods and questionnaires were used in more than half of studies on foreign language teaching as data collection tool. The sample of the studies on foreign language teaching is usually determined by purposeful sampling method followed by simple random sampling method. In recent studies, statistics such as descriptive statistics followed by one-way ANOVA are used as the analysis method. Accordingly, it is seen that the preferred method in studies on foreign language teaching in Turkey is quantitative research. It is understood that data collection tools and statistical methods used in data analysis are determined in this direction. In other words, the researchers examined foreign language teaching processes with general screening and relational screening methods. In other words, the researchers examined foreign language teaching processes with general screening and relational screening methods. Participants are determined with simple random or convenience sampling methods. Data are analyzed mostly by descriptive statistics, t-test, ANOVA, and regression analysis. When examining the relevant literature, it is seen that similar findings are obtained in other studies in which studies on different concepts are systematically evaluated. For example, K ro lu (2017) evaluated the empirical research articles published in "International Journal of Languages" and "Education and Teaching" journals published between 2005-2016 and found that the studies were mostly theoretical and were designed with scanning model, and that the descriptive statistical method was used more frequently in these studies, the literature review and surveys were used more as data collection tool. The reason for using the quantitative research and screening model in foreign language teaching stems from the fact that they provide various data from a large number of people (B y k zt rk et al., 2012). Researchers may have opted for quantitative research and general screening because of the ease of application.  zdemir (2018) also discussed the difficulties and limitations of qualitative researches due to the lack of generalizations in qualitative researches and the multiplicity of qualitative research patterns. For this reason, quantitative methods may have been preferred by researchers. Another remarkable feature of the research is that the sampling methods of 20 studies have couldn't be established. Sert, Kurtoglu, Akinc and Sefero lu (2012) stated that researchers should attach importance to the methodology section. G lbahar and Alper (2009), Kurto lu and Sefero lu (2011) and Sert (2010) have achieved similar results in their studies.

The other staggering thing about the research is that there is no information about where the study is carried out. Because, in scientific research, it may be useful to identify the sample region so that it can better clarify for other researchers. Failure to provide the sample region can be seen as a serious shortcoming. Another finding of the research is that studies are mostly carried out in higher education institutions. It is quite surprising to find that studies are not carried out in preschool or primary education institutions considering the language education starts at a very early age. In other words, it can be positive for the contribution to the field to include more studies in the early education stages in order to make generalizations about foreign language teaching and develop solution proposal.

Based on this research, it should be eliminate the deficiencies related to the method in the current research. Successive studies on foreign language teaching should be organized in such a way as to contribute positively to the foreign language teaching processes that are carried out during the early education stages with the application to the students. It may be beneficial for policy makers to include more in-depth views of the participants by using qualitative and mixed methods more frequently in foreign language teaching. Today, with globalization, the importance of foreign language education is increasing day by day. Foreign language education should be shaped according to the European Common Application for Languages. This study on foreign language education should be a roadmap for the researchers in the age when the importance of foreign language is increasing, and it can be a



guide the studies based on foreign language teaching policies in the European Union countries. Work to be done should include studies based on foreign language teaching policies in the European Union countries.

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## Students' Perception on School Safety

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### Abstract

Safe schools are regarded as those in which students and school staff are provided with a highest level of security of life and property resulting from possible sources of dangers available around school and surrounding environment. These aforementioned sources of danger emerge from personal factors such as violence, theft, drug use, or school-associated factors such as earthquake, fire and so on. Supplying essential preventions within the framework of the applications in relation to boosting up the security at schools is of great importance with respect to increasing the level of students' and school staffs' well-being, enabling their attendance to school and sustaining their success.

Judging from the points mentioned, it is aimed to identify students' perception and attitudes related to school safety based on their viewpoint in this study. The model of the research is comprised of descriptive correlational survey model. The sample of the study is made up of 662 high school students who study at schools in Izmir province in fall and spring term in 2017-2018 education year. "Scholastic Attitude Scale (SAS)", which was developed by Adigüzel (2012), and "School Safety Survey", which was generated by Ministry of National Education, Department of Research and Development of Education in 2009, were utilised with the goal of attaining data from the students. While SPSS 20.0 Programme was used in the analysis of the data, percentage and frequency analyses, Kolmogorov-Smirnov test, chi-square test, t-Test, one-way variance analysis (ANOVA) and Tukey tests were made use at the same time.

Findings of the study illustrate that "value" dimension of Scholar Attitude Scale carries the highest average ( $\bar{X} = 3.82$ ), the sub-dimension "adaptation" is of the lowest average ( $\bar{X} = 2.79$ ). Safety and value perception of female students appears to be higher compared to that of male students. "Safety" perception of 9<sup>th</sup> graders is meaningfully higher than that of other 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders ( $p < 0.05$ ). Furthermore, school safety perception of students who receive their education at private schools is higher than that of those at state schools. No statistically critical differences in their scholar perception have been discovered with regards to their major, education level of their parents and level of income. ( $p > 0.05$ ).

**Key words:** School safety, school safety perception, student attitude.

### Introduction

Children get enrolled in schools with the aim of not only attaining information, but also raising as a complete person. Values of satyagrahi, cooperation, tolerance and respect are instructed here, which is also stated in 29<sup>th</sup> clause of UN Convention on the Rights of Children. The purpose of the education here is stated as preparing children in a liberal society in order for them to have a lifespan where they are able to handle a sort of responsibility besides understanding, peace, tolerance, sexual equality and friendship spirit between all folks and ethnic, national and religious groups. Nevertheless, the news regarding serious violence actions at schools demonstrates that education turns out to be insufficient in that regard. (Garg, 2017: 460).

School safety has been considered as one of the biggest problems for educational systems for the past years. Most schools become a frightening battle field for safety of teachers and students. It is stated that the school success also decreases in cooperation with this chaos atmosphere, violence and fear (Baran, 2008: 53). It is thought adequate to conduct studies based on students' perception on safety at school atmosphere, since they spend a substantial part of their time at school. In addition, what really puts emphasis on the necessity of studies on school safety is that school attacks which took place following 1990s have reverberated in a national and



public framework and there has been increase in scholar crime murders (Perumean-Chaney and Sutton, 2013: 571).

Instituting safe and violence-free schools is one of the main missions of public education. (Furlong at al, 2005: 137). A safe and peaceful society prepares ground for organisation of school atmospheres which provides safe, peaceful and relevant outcomes. Seeing that, as the school safety problem, which has been increasing gradually for the last years, affects each area of the society, it has started to be effective at schools, factors which lead to this situation should be investigated and their results should set light to new studies.

Although school violence related definitions have expanded beyond child rights violation or physical attacks significantly, most of current school safety studies are observed to narrowly focus on actual or potential punishment violent and physical harm. As a consequence, the most common elements and factors discuss scholar serious violent types such as carrying and using a weapon, physical attack, drug addiction, rape and murder, or frequency and/or volume of punishment violence. In short, the most common school violence surveys applied in various studies do not include elements which evaluate the contribution of school atmosphere to students' perception related to school safety. (Skiba et al., 2004: 151-152).

This study is a study which was conducted with a view to investigating whether students' attitude regarding the school has got any relation with their perception on school safety, and if so, to investigating in what aspect it is influenced. That is to say, it is aimed to identify the relation between students' level of perception related to school safety, and schools where they study.

The research question which is revealed intended for the purpose of the study can be defined as follows:

- How are students' perception on school safety?

### **Methodology**

The model of the research is comprised of descriptive correlational survey model. The relation between high school students' perception and attitude regarding the school safety have been identified from multiple variants based on their viewpoints within the framework of the research.

### **Population and Sample**

The sample of the study is made up of 662 high school students who study at schools in Izmir province in 2016-2017. academic year.

**Table 1.** Demographic features of the participants

<b>Gender</b>	<b>N</b>	<b>%</b>
<b>Male</b>	306	46,2
<b>Female</b>	356	53,8
<b>Grade</b>	<b>N</b>	<b>%</b>
<b>9<sup>th</sup> Grade</b>	225	34,0
<b>10<sup>th</sup> Grade</b>	200	30,2
<b>11<sup>th</sup> Grade</b>	192	29,0
<b>12<sup>th</sup> Grade</b>	45	6,8
<b>Department</b>	<b>N</b>	<b>%</b>
<b>Verbal</b>	97	14,7
<b>Logical</b>	218	32,9
<b>Equal-weight</b>	103	15,6





<b>Other</b>	244	36,9
<b>School</b>	N	%
<b>State</b>	533	80,5
<b>Private</b>	129	19,5
<b>Mother's Education Level</b>	N	%
<b>Illiterate</b>	33	5,0
<b>Primary School</b>	153	23,1
<b>Secondary School</b>	279	42,1
<b>University</b>	161	24,3
<b>Graduate</b>	36	5,4
<b>Father's Education Level</b>	N	%
<b>Illiterate</b>	23	3,5
<b>Primary School</b>	109	16,5
<b>Secondary School</b>	292	44,1
<b>University</b>	204	30,8
<b>Graduate</b>	34	5,1
<b>Income</b>	N	%
<b>0-1000 TLs</b>	72	10,9
<b>1001-2000 TLs</b>	192	29,0
<b>2001-4000 TLs</b>	200	30,2
<b>4001 and above</b>	198	29,9

While 46% of the participant students are male, 53.8% are female. 34% of these students are in the 9th grade, 30,2% are in the 10th grade, 29% are in the 11th grade and 6,8% study in the 12th grade.

14.7% of the students participating in the research study in verbal department, 32.9% study in numerical, 15.6% study in equal weight and 36.9% study in the other departments

80.5% of the students participating in the study are in public schools while 19.5% study in private schools.

While 5.0% of the mothers of the students who participated in the study are illiterate, 23.1% had primary education, 42.1% had secondary education, 24.3% had university education and 5.4% have graduate education.



The monthly income of 10.9% of the families of the students participating in the study is between 0-1000TLs, 29% of the monthly income is 1001-2000TLs, 30.2% of the monthly income is between 2001-4000TLs. 29.9% of the students who participated in the study had a monthly income of 4001TLs and above.

### Data Collection Tools

**School Safety Survey:** It was developed by Department of Research and Development of Education in 2009 within the scope of the research conducted by Ministry of National Education with the aim of enabling to identify factors which cause safety problems at schools, and to assist the operation of management processes and applications which will provide a safe education setting. Two sections including a total of 5 questions are available in the student's questionnaire. The first section includes 6 questions related to personal information and the second section includes 79 questions related to safety problems at schools from the point of physical, health, cleanliness, behaviour, legal practices, rules and environment. 43 items of that questionnaire which are associated with physical, in-school practices – behaviours and factors leading to safety problems at schools in terms of the environment were used in our study.

### Data Collection and Analysis

Data of this study were collected by distributing the scales to high school 9<sup>th</sup> 10<sup>th</sup>11<sup>th</sup> grade students and letting students fill in the scales. Data collected in the research were analysed by making use of SPSS 20.0 Package Programme. Kolmogorov-Smirnow test was implemented so as to test whether the data showed normal distribution and, since the data showed normal distribution, parametric tests were applied. Percentage, frequency, arithmetic mean, standard deviation, chi-square test, t-Test, one-way variance analysis (ANOVA) and Tukey tests were implemented in the analysis of the data related to the sub-problems. The level of significance was accepted as .05 in testing the significance of differences.

### Findings

#### *Findings related to Students' Perception on Factors Leading to Safety Problems at Schools*

**Table 16.** Students' Perception on Factors Leading to Safety Problems at Schools

	Agree		Partly Agree		Disagree		$\bar{X}$
	N	%	N	%	N	%	
Physical Size							
1. School enclosure walls are inadequate.	148	22,36	138	20,85	376	56,80	2,34
2. There are no rails on the school enclosure walls.	108	16,31	133	20,09	421	63,60	<b>2,47</b>
3. Schoolyard is not sufficient.	190	28,70	144	21,75	328	49,55	2,21
4. Classrooms and school building are not sufficient for the number of students.	213	32,18	185	27,95	264	39,88	2,08
5. Areas for activities such as sports, games are not sufficient.	235	35,50	10	1,51	191	28,85	1,99
6. Garden entrance and exit doors are not sufficient.	185	27,95	161	24,32	316	47,73	2,20
7. Entrance and exit doors of the building are not sufficient.	176	26,59	189	28,55	297	44,86	2,18
8. Stairs are not adequate and safe for students.	139	21,00	163	24,62	360	54,38	2,33
9. Doors and windows are not safe.	134	20,24	194	29,31	334	50,45	2,30
10. Desks, tables, chairs and cabinets are not physically adequate for students.	227	34,29	193	29,15	242	36,56	2,02
11. There are no safety precautions at laboratories, workshops and studios.	156	23,56	195	29,46	311	46,98	2,23



12. School is not constructed suitable for disasters such as fire, flood, earthquake.	191	28,85	232	35,05	239	36,10	2,07
13. Dark and secluded places are not lit enough.	137	20,69	183	27,64	342	51,66	2,31
14. The school is not heated and lit enough.	189	28,55	187	28,25	286	43,20	2,15
<b>In-School Practices and Behaviours Dimension</b>							
15. Entrance and exit through the school garden are not controlled.	153	23,11	165	24,92	344	51,96	2,29
16. The school lacks a security guard.	101	15,26	135	20,39	426	64,35	<b>2,49</b>
17. Classes are occupied with high number of students.	248	37,46	193	29,15	221	33,38	<b>1,96</b>
18. Officers, servants and cleaning staff behave as opposed to school rules.	144	21,75	196	29,61	322	48,64	2,27
19. School bus drivers behave in a way that it is inappropriate for school rules.	123	18,58	158	23,87	381	57,55	<b>2,39</b>
20. Students do not behave properly based on the school rules.	235	35,50	251	37,92	176	26,59	<b>1,91</b>
21. Parents do not behave properly based on the school rules.	107	16,16	223	33,69	332	50,15	2,34
22. Strangers who visit the school are not recorded, followed and controlled.	191	28,85	165	24,92	306	46,22	2,17
23. Parents are not followed and controlled.	142	21,45	189	28,55	331	50,00	2,29
24. Students are not followed and controlled.	156	23,56	192	29,00	314	47,43	2,24
25. Teachers and other workers do not carry their official duty card.	213	32,18	175	26,44	274	41,39	2,09
26. Teachers do not practice their duty services adequately.	129	19,49	186	28,10	347	52,42	2,33
27. Teachers are insufficient in regards such as classroom management, puberty and communication skills.	217	32,78	222	33,53	223	33,69	2,01
28. School-parent cooperation is not sufficient.	181	27,34	222	33,53	259	39,12	2,12
<b>In-School Practices and Behaviours Dimension</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b><math>\bar{X}</math></b>
29. Director-teacher cooperation is not sufficient.	176	26,59	210	31,72	276	41,69	2,15
30. Directors, teachers and other employees are not motivated with the education.	191	28,85	217	32,78	254	38,37	2,10
31. Sports, social club and activities are not enough at school.	225	33,99	193	29,15	244	36,86	2,03
32. Absence is highly available.	211	31,87	222	33,53	229	34,59	2,03
33. School is not generally successful.	136	20,54	211	31,87	315	47,58	2,27
34. Perception of unsuccessful and problematic students.	190	28,70	229	34,59	243	36,71	2,08
<b>Environment Dimension</b>							
35. People exist around the school.	206	31,12	181	27,34	275	41,54	2,10
36. Hawkers are available around the school.	141	21,30	173	26,13	348	52,57	2,31
37. No adequate safety precautions are taken around the school.	164	24,77	210	31,72	288	43,50	2,19
38. Police and constabulary units exist in a distant place from school.	151	22,81	207	31,27	304	45,92	2,23
39. There take place a lot of events which disrupt public quiet in the neighbourhood/district where the school is located.	152	22,96	188	28,40	322	48,64	2,26
40. Families are not sufficient for and attached to their problematic children.	192	29,00	213	32,18	257	38,82	2,10
41. Children are not provided with the values of respect for others' rights and social values by families sufficiently.	229	34,59	219	33,08	214	32,33	<b>1,98</b>



42. Precautions related to enabling children's safety in traffic are not taken.	209	31,57	209	31,57	244	36,86	2,05
43. Tour, picnic and entertainment activities are organised unconsciously.	146	22,05	182	27,49	334	50,45	2,28

General Mean:  $\bar{X} = 2,18$ ; Standard deviation: ,13

Disagree (1,00–1,66), Partly Agree (1,67–2,33), Agree (2,34–3,00) evaluated in such a way.

When students' perception regarding elements which lead to safety problems at schools were examined in accordance with the findings on Table 16, it was attained that the perception was based on "Partly Agree" level ( $\bar{X} = 2,18$ ; Ss: ,13).

As Table 16 was examined, the item with the highest mean ( $\bar{X} = 2,49$ ) was discovered to be the one "The school lacks a security guard", the item with the second highest mean ( $\bar{X} = 2,47$ ) to be the one "There are no rails on the school enclosure walls." and the item with the third highest mean ( $\bar{X} = 2,39$ ) to be the one "School bus drivers behave in a way that it is inappropriate for school rules."

The item with the lowest mean ( $\bar{X} = 1,91$ ) was found out to be the one "Students do not behave properly based on the school rules." the item with the second lowest mean ( $\bar{X} = 1,96$ ) to be the one "Classes are occupied with high number of students." and the item with the third lowest mean ( $\bar{X} = 1,98$ ) to be the one "Children are not provided with the values of respect for others' rights and social values by families sufficiently

### Results and Suggestions

The concept of school safety is a multidimensional problem which is related to school setting and environment and which needs school administrators and teachers to have their guard up all the time. A school atmosphere where students are able to freely communicate their thoughts physically, psychologically and emotionally distant from a threat, danger or fear can be evaluated as safe.

The concept of safety at schools causes a gradual increase in responsibilities of individuals in their working life where competition environment is getting more furious especially in the globalising world. Naturally, it leads to decrease the time which is spent by families with their children under these challenging financial and social circumstances. Taken into account that children/students spend a significant part of the day at schools, it is emphasised that educational institutes have been assigned with more responsibilities and have become obligatory to fill in the gap of the family regardless of its being partly.

The analysis of the impact of students' perception related to school safety on their attitudes regarding school safety is aimed in the study, which was conducted under the light of those explanations. That they perceive the school where they study safe is considered to help them to promote a positive attitude regarding the school. It is also possible to say that this positive attitude will possibly become effective on significant elements such as full-attendance to the school and academic achievement.

Analyses related to the data which were attained through survey application conducted in the study have revealed the following results:

- 46.2% (306 persons) of the students were male and 53.8% (356) of them were female.
- 34% (225 persons) of students participating in the study are in the 9th grade, 30,2% (200 persons) are in the 10th grade, 29% (192 persons) are in the 11th grade and 6,8% (45 persons) study in the 12th grade



- 80.5% (533 persons) of the students participating in the study are in public schools while 19.5% (129 persons) study in private schools.
  - Students' elements leading to the most safety problems were discovered as follows; "The school lacks a security guard" and "There are no rails on the school enclosure walls" and "School bus drivers behave in a way that it is inappropriate for school rules."
  - Students' elements leading to the least safety problems were discovered as follows; "Students do not behave properly based on the school rules.", "Classes are occupied with high number of students.", "Children are not provided with the values of respect for others' rights and social values by families sufficiently
- Some suggestions aimed at areas which are considered to have the biggest impact on school safety have been presented within the scope of the findings of the study;
- It is essential that, above all, security guards should be made available at the entrance and exit of the school and, furthermore, that weapons such as sharp objects should be prohibited to enter the school through metal detectors.
  - Equipping the school environment with gratings is of great importance, in that they protect students in the school environment against a physical danger which would come from out of the school.
  - School bus drivers are obligatory to be supplied with essential training with a view to preventing them from acting in an inappropriate manner not suitable for driving.
  - It is essential to fund-raise some financial help from parents of each child in certain quantities through the parent-teacher association and to take safety precautions similar to those in private schools or increasing them.
  - Although safety perception of male students is relatively lower, school counsellors should be assigned to all of students with the aim of school adaptation in a general way or psychological support, and students in need of safety support should be identified with the guidance of in-class observations of teachers and these needs should be fulfilled.

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## Aspects Regarding Teacher's Motivations For Continuous Professional Training

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### Abstract

In the last few decades, people have been confronting with a lot of problems from demographic, economic, social, cultural, educational point of view and so on. This is the reason for that education become more and more important, because in that way, the people could be more effective prepared to successfull confronting with this kind of problems. In a general acceptance, the concept of teaching defines a person that on a basis of his speciality training in psycho-pedagogy and methodology is prepared and validated in transmitting to his students the following aptitudes: knowledge, values and skills that will contribute to the student growth as a whole and to their personal development. Teaching is one of the most important and beautiful careers as it gives you the opportunity to be in permanent contact with other people and gives you the chance to help them develop personally and professionally. For this reason a teacher must always be anchored in reality and is required to always be prepared in his field of study. In the following study we intend to make an analysis based on quantity and quality of the motivation that teachers who are working at a pre-university level in jud. Bihor, Romania are having for their continuous professional development. 214 teachers from Bihor took part in this study. The research involved the analysis of their socio-professional profile. The results showed that the majority of the teachers that took part in this study were females who work at a preschool and primary level with the ages between 36-45. They obtained first degree teaching level and are very motivated to continue to develop on a personal level first and then on a professional level.

**Keywords:** Continues professional training, didactic / teaching career, motivation, teachers

### Introduction

In recent years, the concept of "educational binom" (made up of teacher and student) is increasingly replaced by the "educational triangle" in which the two mentioned agents are added to parents - having a fundamental role in educating their children, at home and, more recently, at school. However, the teacher has the primary role in educating and instructing his students, how he will know to shape their personality, largely depending on the future of society as a whole. The student is a "given", coming to school with some hereditary, with more or less consistent support from his or her environment of origin and with a certain personality structure outlined from the childhood that can help him - or not - to achieve academic performance. Parents are also a "given", because they have a certain level of instruction, a socio-economic status and a cultural experience, respectively proving a positive or negative attitude towards the formal education of their children. Of course, any teacher wants pupils whose parents are positive about the educational phenomenon, to get involved – according to their competencies - in the educational process, to cooperate with the educational institutions and so on. Most of the time, this is not possible and this means that the teacher - the only one of those three educational agents who gets specialist, psycho-pedagogical and methodical training - has the duty to develop the bio-psyhic potential of children and to maximize the collaboration between school and family, resulting in the creation of a harmonious and creative personality of the pupils, for an optimal integration of them into society (Pânișoară, 2017, p. 13)

In common terms, the concept of "Teacher" is used at such a high frequency that few still question the significance of the term. We are accustomed to empirically associate the teacher with the person who teaches the pupils (of all ages) a certain content, evaluates how they acquired it and - sometimes - involves them in some extracurricular activities. However, there are a number of authors who have tried to give an epistemological definition to the notion of "Teacher". Therefore, according to Al. Stănescu (2000: 211), the teacher is a person who, on the basis of his / her own abilities and through appropriate professional training, becomes suited/capable and



validated/confirmed to wield the didactic profession in institutions and organizations in the field of the instructive-educational process (Guțu, Vicol, 2014, p. 59).

It is not our purpose, in this case, to expand on the subject related to the necessary pedagogical skills of an efficient teacher, the literature being abundant in this regard. We will focus more on the teacher's main teaching styles, a topic that can help us better understand the assessment styles that a teacher can adopt (Marinescu, 2009).

According to the quoted author, didactic competence, teacher personality and didactic authority are inseparable and indispensable dimensions of an efficient teacher (Stănescu, 2000: 218). Thus, didactic competence can be defined as a unitary-systemic assembly of scientific, technical and moral capacities that can theoretically and practically ensure the complete and correct satisfaction of the didactic profession's requirements. This means that a teacher has to be appropriately prepared from the epistemological point of view (to possess reliable specialized knowledge, but also elements belonging to the general knowledge), from the technical point of view (to have the psycho-pedagogical and didactic methods to communicate the educational message to his/her pupils), respectively from the moral point of view (with an irreproachable conduct in this area) (Bradea, 2015, p. 82).

Trying to analyze the ones presented in the previous paragraphs, it can be noticed that the personality of teacher is extremely complex, which is highlighted among the other socio-professional categories. The teacher's special status starts from his noble mission that he has to accomplish - the preparation of new generations for active inclusion in community life. In other words, the teacher has the duty to prepare pupils for the future, using the of the present or, moreover, the past instruments. For the successful accomplishment of his mission, the teacher himself must be a person open to change and change, accept the challenges of the future and be ready to apply them in his own conduct. Therefore, it is very important for the teacher to be motivated for the teaching career, to believe in what he does and to be always available for self-improvement. It is known from psychology that motivation is one of the most important mental processes that initiate, direct and support human behavior in order to accomplish an assumed goal. Citing international literature, I.O. Pânișoară (2017, p. 15) states that, most often, teacher motivation for teaching career is intrinsic one, supported by emotional and moral factors. By developing the subject, the author quoted identifies some of the reasons why a person could opt for a teaching career: the influence of his family, friends, school (for example, the positive model of a teacher who should be followed, or the negative one who should be avoid), the desire to change something around it, contribute to the development of the community it belongs to, the pedagogical vocation, love for the child, the passion to learn and teach, the flexible schedule, the long holidays and so on.

By developing the topic, the quoted author identifies some of the reasons why a person could opt for a didactic career: the influence of family, friends, school (for example, a positive model of a teacher who should be followed or a negative one who should be avoid), the desire to change something around him, to contribute at the development of local community where it belongs to, the pedagogical vocation, love for the child, the passion for learning and teaching, the flexible schedule, the long holidays and so on.

Thus, intrinsic motivation plays a dominant role in the choice of a person to choose or stay in the education system. Some of intrinsic factors involved in this could be the follows I.O. Pânișoară (2017, pp. 15-16):

1. *The challenge* - successfully accomplish the objectives set for each day;
2. *Curiosity* - the teacher's desire to learn throughout life and to share with others the passion for knowledge;
3. *Control* - the desire to efficiently manage everything that happens around him, involves the teacher's high class of students management skills;
4. *Fantasy* - the teacher's ability to make creative use of the resources available to him in curricular or extracurricular activities;



5. *Competition* - teacher's need to compare his own performance with the others ones and to receive a community feedback;
6. *Cooperation* - involves teamwork to create a better learning community;
7. *Recognition* - acceptance and valorisation of the work of a teacher by other community members.

On the opposite side, some of the main reasons why a person would not want to work in education could be the following (Guțu, 2013, p. 223):

1. *Working conditions* - improper didactic material provision by schools, excessive bureaucracy, frequent changes in the education system, non-performance management, student behavior disorders, their lack of interest in education etc.;
2. *Social status* - lack of respect by pupils or their parents, support from school leadership or appreciation from a segment of society etc.;
3. *Insufficient salary* – comparative to other sectors of economy.

However, recent research shows that over 64% of the interviewed teachers would not want to change their profession. Moreover, they claim that if they were able to take it from the beginning, they would opt for the same teaching career. In order to meet the challenges of the profession, the teachers must be in continuous professional training and personal development, enabling them to be up to date with all the novelties in their field of specialty, namely psycho-pedagogy. The forms of training are multiple and the educational offer in the field is extremely generous. Teachers have the choice of what they think is best suited to their needs in terms of professional training or personal development. Therefore, in the following paragraphs, we will present the case of a provider of continuous vocational training in Bihor, Romania, as well as a possible socio-professional profile of teachers interested in training by non-formal education (Orțan, 2018).

### **A Case Study from Bihor, Romania**

From the ones presented in the previous paragraphs, it can be seen that one of the most important intrinsic factors which supports teachers' motivation for didactic career is their desire to learn throughout their life, respectively to improve continuously in their specialty, psycho-pedagogical or methodical. In this sense, there are numerous providers of continuous professional training (universities, Teaching Staff Houses, NGOs, profile companies etc.) who can adapt their educational offer according to the needs of the market. One of the most important such providers of continuing vocational training by non-formal educational strategies is the "TopFormalis" Education and Training Association from Oradea, Bihor county, Romania. Its mission is to increase the quality of educational process and of the services offered by this domain

The main objectives of the Association are the following:

- Increasing the level of educational and professional training of students and undergraduate students.
- Developing the scientific, methodological and psycho-pedagogical competencies of the faculty that teaches in schools and universities.
- Supporting the educational agents (students, parents, teachers) who are in the middle of any type of educational crisis.
- Promoting life long learning through all possible ways including unconventional media (e-learning, m-learning etc.)
- Developing the educational management
- Developing an academic community that is based on non-formal education
- Implementing research activities in education
- Designing and managing educational projects

To accomplish these mentioned objectives, the main activities of the Association are the following:

- organizing academic activities and events that are specific to formal and non-formal education (elective classes, accredited programs of professional educational training, seminars, workshops, scientific conferences, artistic, educational or spare time events, etc.)



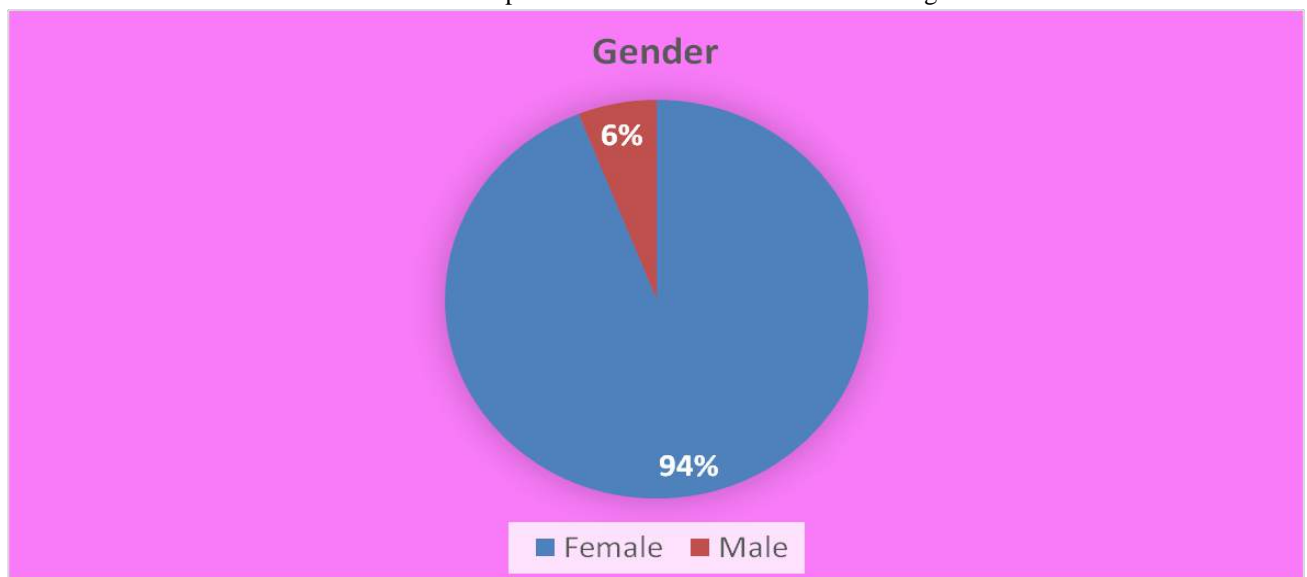
- offering educational services to all educators that experience moments of educational crisis (programs of Cognitive therapy type A and B, elements of therapy for different physical and psychological deficiencies, educational counseling etc.)
- offering managerial consultancy to educators and leading structures in education
- establishing educational and cooperative partnerships with other national or international structures that promotes similar values to our association
- designing, writing and implementing research projects/ developing/ innovation in education
- editing educational books, magazines, booklets, advertisement prompts etc. in a printed or electronic form
- creating a Documenting and Information Center on-line for education
- identifying, promoting and disseminating the model of good practice in education

In the school year 2016/2017, the educational offer of "TopFormalis" Education and Training Association from Oradea included the following courses:

- ▣ Drawing and communication through the image;
- ▣ Management of the "teacher-pedestrian" relationship from the perspective of didactic deontology;
- ▣ The specificity of artistic reading in the didactic activity.

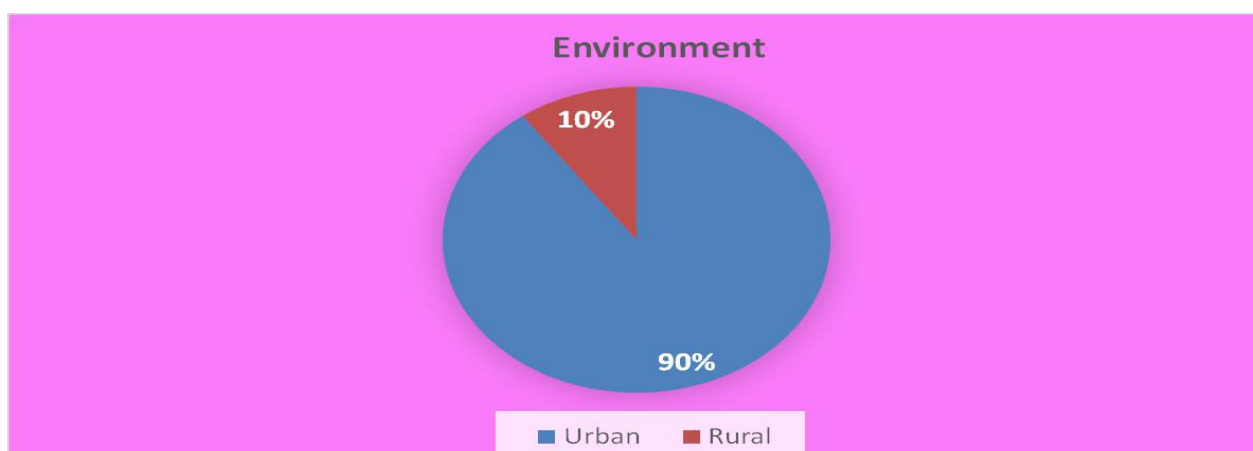
As it can be seen from the analysis of these courses, "TopFormalis" Education and Training Association from Oradea tried to emphasize the professional training as well as the personal development of the teaching staff by its continuous educational offer. We believe that the combination of the two dimensions of the training can more effectively contribute to the overall formation of the personality of teachers and to ensuring a dynamic balance between the personal and professional life of students. As a result, a total of 109 teachers participated at those 3 courses proposed by "TopFormalis" Association from Oradea and the structure of their socio-professional profile can be represented in the following pictures, data collected and processed using Google tools:

**Picture 1.** Gender of professors who attend continues training

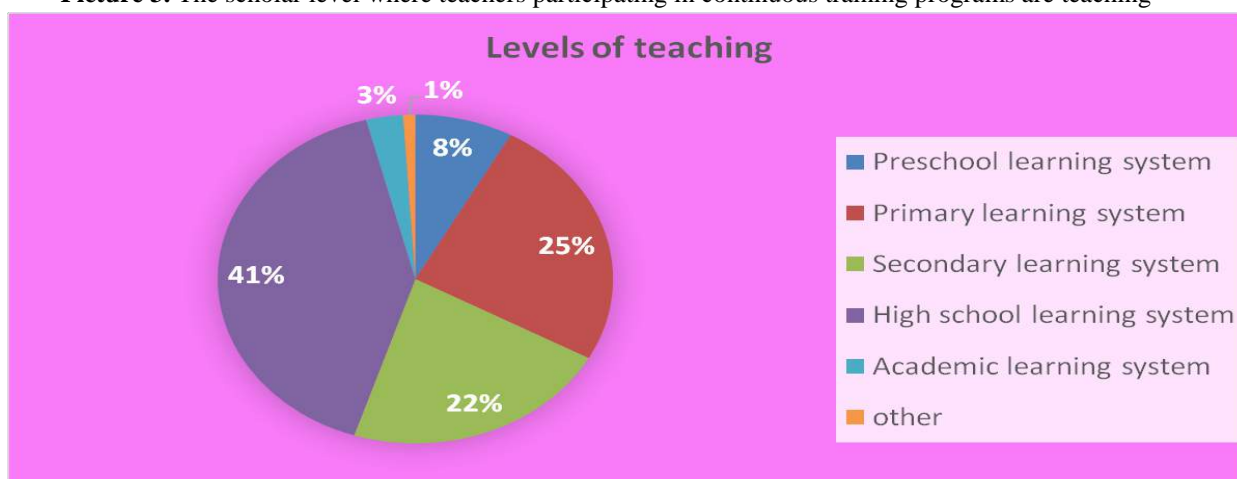


**Picture 2.** The social environment of teachers participating in lifelong learning programs

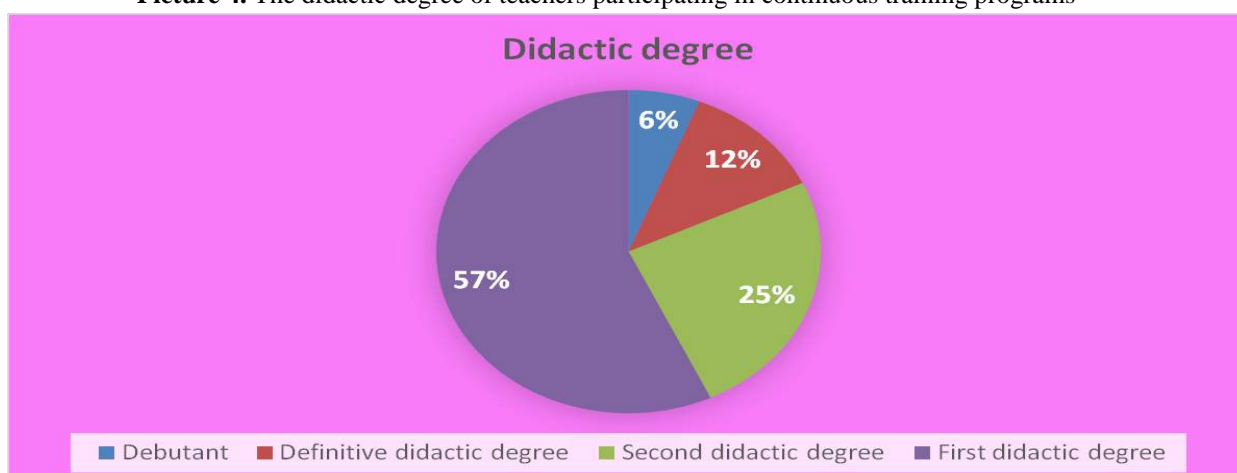




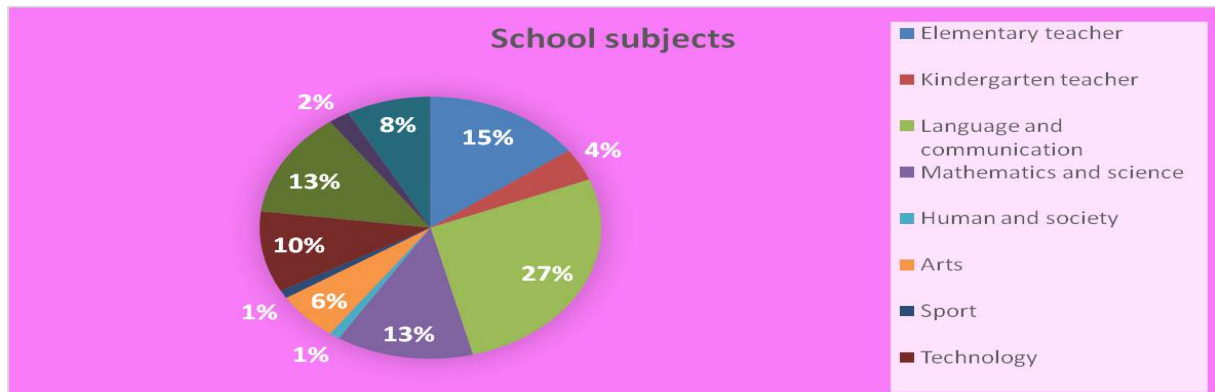
**Picture 3.** The scholar level where teachers participating in continuous training programs are teaching



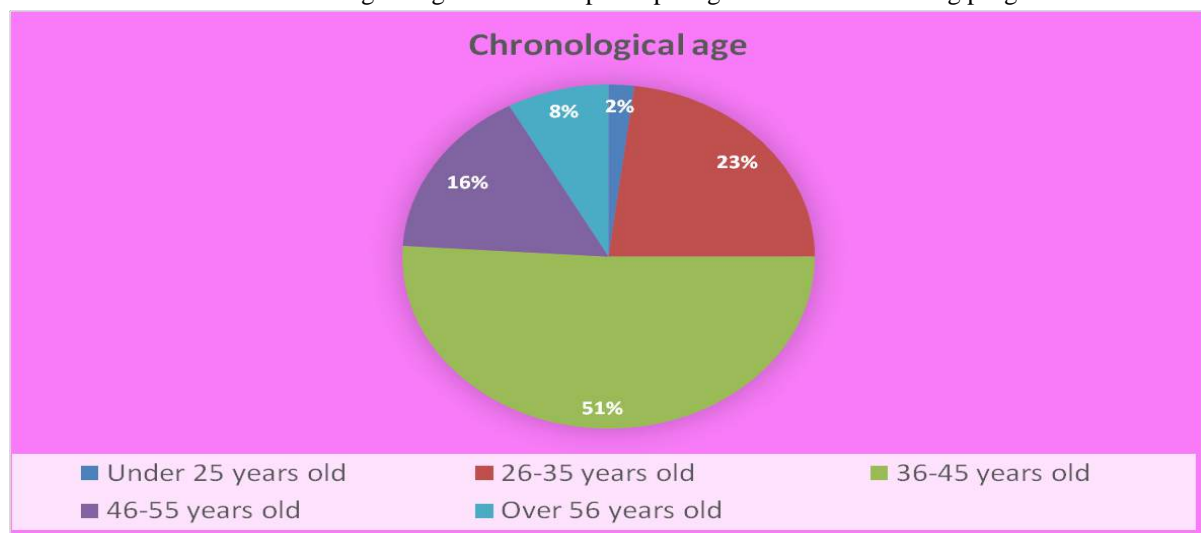
**Picture 4.** The didactic degree of teachers participating in continuous training programs



**Picture 5.** School subjects taught by teachers participating in lifelong learning programs



**Picture 6.** Chronological age of teachers participating in continuous training programs



Analyzing the previous pictures, we can build a very interesting social and professional profile of trainees participating in the personal and professional development activities proposed by the "TopFormalis" Education and Training Association from Oradea. Thus, out of the 109 trainees, 94% were female, 90% came from urban, 41% teach in upper education, 25% were teachers for primary education and 22% teach in middle school. Out of them, 28% teach subjects covered in "Language and Communication" Curriculum, 58% obtained the 1<sup>st</sup> Didactical Degree, while 51% have chronological age between 36 and 45 years old. Thus, it can be noticed that most of the teachers who have opted for these training courses have reached a maximum level of professional evolution when they seem rather interested in activities that allow them both personal and professional development and less "basic" courses focused on their specialty, respectively in general psycho-pedagogy. Practically, this socio-professional profile of the teacher interested in his continuing training is a sort of "average", including between the possible lack of experience of youth and the insufficient motivation for the teaching career that could arise with the approaching retirement age.

### Discussion and Conclusion

A first aspect which can be discussed concerns the relationship that between the socio-professional profile of the teachers participating in the continuous training activities offered by "TopFormalis" Education and Training Association from Oradea and the proposed curriculum. From the analysis of the results presented in previous charts, it can be deduced that the average socio-professional profile of a trainee of the Association could be the



following: woman, comes from the urban environment, has a chronological age between 36 and 45 years old, obtained the 1<sup>st</sup> Didactic Degree, teaching in upper education different scholar topics included in "Language and Communication" curriculum area and so on. From the analysis of these statistical data, it can be noticed that the "modular" learner of the Association is a professor who has reached full professional maturity, interested in, rather, to participate in personal development activities. The explanation for which these teachers want to participate in such training and not the young ones is given by their different motivation for the didactic career. It is known that this motivation increases proportionally with aging, seniority at the chair and accumulation of teaching experience. Teachers aged up than 40 years old and 1<sup>st</sup> Didactic Degree (having, implicitly, at least 10 years of experience in education) enjoy a higher social and professional status both in school and in the community, have more responsibilities in their curricular and extracurricular activities, but also in school management and they have a higher salary too. In these circumstances, it seems natural that most of them choose to participate in continuous training focused on their personal development and less on specialized, psycho-pedagogy or methodical training. The risk in these fact could be that of routine installation in the current didactic activity, but this problem can be solved by the participation of teachers in the compulsory training courses, where content elements from the mentioned fields can also be introduced. However, what remains important is the increasing interest of teachers in continuing professional and personal development (Popa, 2010).

The second important aspect that can be discussed concerns the didactic strategies which can be optimally used in the process of continuous training and development. Taking into consideration the specific socio-professional profile of the participants in the Association's activities, as well as their interests in the issues related to personal development, the most suitable methodological options seem to come from non-formal education. This educational form seems to have the highest level of flexibility and adaptability, responding much better to the needs of teachers training. In the period of professional maturity, most teachers prefer didactic strategies that encourage learning experience rather than traditional ones that are well-established in pedagogical literature. Thus, the Association's experience has shown that the most appropriate forms for organization of training activities are represented by workshops, while the most suitable methods would be interactive ones such as: role plays, debates, case study, cooperative learning, learning by discovery, methods specific to critical thinking, ICT and so on. In this way, learners have the opportunity to experience new realities and build their own knowledge, making learning more attractive and effective (Blândul, 2015).

In conclusion, it can be appreciated that teachers' motivation for the didactic career has an important role in their personal and professional development. It is well-known that motivated teachers have motivated students and this can lead to higher quality in education. By the contrary, teachers who are insufficiently motivated for the didactic career will have low motivated pupils, with modest academic performance and this will can lead to lower levels of training for the adult labor force. So, it is very important that, by the personal and professional development activities, teachers should be motivate in their didactic career, depending on their psycho-individual peculiarities, but also on their interests expressed for one or another domain. In this way, it will be created the premises for increasing the quality of the educational process, so that the supreme beneficiary of all efforts of the teachers will be the students.

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## ORGANIZATIONS AS POLITICAL SYSTEMS AND THE REFLECTIONS OF POLICY METAPHOR ON SCHOOL ADMINISTRATION

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### Abstract

The purpose of this study is to examine the concept of politics metaphorically and to address the reflection of this metaphor on school. In this context, this study was designed as a literature review by analyzing the related literature. Therefore, the written documents on policy were analyzed. Depending on this analysis, what the policy metaphor was, and the reflection of this concept on organizations was discussed. For this purpose, firstly, organizations were dealt with as political activity systems, and organizations' purposes for using politics were examined in terms of analyzing the interests, understanding the conflict and examining the power. Secondly, the strengths and weaknesses of the policy metaphor were addressed and thus how this metaphor contributed or cost to organizations were discussed. Thirdly, the reflection of policy metaphor on school which is an educational organization was addressed. In this context, it was revealed that how policy concept is used in schools and what kind of consequences of policy concept there are for schools. As a result, this study examines organizations as political systems and the reflections of policy metaphor to school administration. It is seen that the number of studies that deal with policy through metaphorical perceptions is very few. For this reason, the distinguishing aspects of this study are the metaphorical consideration of the concept of politics and its reflection on school administration. In this context, it can be said that this study may shed light on how the concept of politics is perceived by using metaphors and how this perception is reflected on organizations for readers and for future research.

**Key Words:** Organization, Metaphor, Policy, Political System, School Administration

### INTRODUCTION

Traditional perspectives towards organizations consider organizations rational, impartial, efficient and fair (Iscan, 2005), and they underestimate the importance of power, conflict and bureaucratic procedures (Tushman, 1977). However, this type of perspective towards the organization may not always be valid. Indeed, organizations consisting of individuals with many different characteristics will naturally face many conflicts in the process. For this reason, organizations should be regarded as "a political arena" in which organizations are socially conflicting and forces that do not always act rationally compete to create influence and gain an interest (Iscan, 2005). Morgan (1998) reflected this perspective through the policy metaphor and considered organizations as a political system.

The metaphor is the expression of a person using analogies as s/he perceives a concept or phenomenon (Aydın, 2010). In terms of organizations, the use of metaphors in management makes a great contribution to the concretization of the perspectives of the organization and to reveal different perceptions as a picture. For this reason, as Morgan (1998: 19) states, the metaphor is of great importance in terms of reading, understanding and shaping organizational life.

Morgan (1998) used eight different metaphors to understand and explain the nature of organizations: machine, organism, brain, culture, political system, psychic prison, flux and transformation. In this literature review, the policy metaphor and its reflections on organizations and school management were discussed. In this context, the documents in the related literature were searched and the following questions were sought:

- 1- What is the policy metaphor?
- 2- How are the organizations as a political system?
- 3- What are the strengths of the policy metaphor?
- 4- What are the weaknesses of the policy metaphor?
- 5- What are the reflections of the policy metaphor on school management?



## **1. ORGANIZATIONS AS A POLITICAL ACTIVITY SYSTEM**

Organizations of which the basic building block is human are perceived in line with the lives of employees. These experiences, which can occur positively or negatively, cause certain provisions about the organization, and, in this way, cause to emerge the perceptions about organization management in the minds of the stakeholders. This situation may lead individuals to believe that policy plays an effective role in the management of organizations.

According to Wamsley and Zald (1973), the policy refers to the structure and process of authority and use of force to influence the organization's target, trend, and other important parameters (cited from Tushman, 1977). According to Can (1999), the policies within the organization are divided into three as (a) policies created by the leader or senior management, (b) policies created as a result of the application of individuals or organizations outside the organization, and (c) policies adopted by the force of governments, trade unions and non-governmental organizations due to developments outside the organization (Ertan-Kantos, 2011). According to Cobbdira (1986), the impact of these policies on the organization can be addressed at the micro and macro level. When considered at the micro level, the positions of individuals in the political system may affect their political stance as position, reputation and decision, while organizations and the organizational networks that are the bridges between the stakeholders of these organizations enable the political influence to spread at the macro level (Cobb, 1986). In this context, it can be stated that approaching organizations with the policy metaphor offers a wide range of assessments from the relation of power and interest between the political actors of the organization at the micro level to the relationship between the organization and its stakeholders at the macro level.

The political process itself and its consequences in organizations can be perceived differently by employees. In particular, people in good position in the organization see the political process as a necessary tool for the organization while people who think that they suffer from this process consider the process as a negative phenomenon (Iscan, 2005). As a matter of fact, the perception of politics as a bad, dirty world for organizations the importance and function of policy making to be ignored. However, politics is an essential element of organizational life and, in its original sense, it is a tool which provides society to compromise individual differences through consultation and negotiation (Morgan, 1998: 176).

Addressing organizations with a policy metaphor helps us to see them as systems that change according to political rules. Therefore, the policy metaphor is understood as a system of individuals with different interests rather than the fact that the policy metaphor is seen as unified systems, as the metaphors of machine and organism do (Gazendam, 1993). In other words, metaphors of machinery and organisms create a holistic system of individuals, while policy metaphor creates power wars and conflicts of the individuals with different interests within the whole.

The view of the political system deals with the pluralistic philosophy (Morgan, 1998:225) which sees the organization as multi-factor systems driven by interests and power conflict (Gazendam, 1993). Pluralism arises from the uniqueness of human beings with others (Narey, 2012). In this context, it can be stated that the pluralist view refers to the fact that the employees both struggle for their individual interests and form associations with these people for the interests of the organization in the communication process with other individuals and groups. Therefore, examining the policy metaphor in terms of interest, conflict and power in the light of this pluralistic vision will be useful in the political analysis of organizations.

### **1.1. Analyzing Interests**

The interests politically can be analyzed as the balance between the interests of doing a task in organization in the most appropriate way, developing career opportunities and maintaining private life outside the organization (Gazendam, 1993). In other words, interest consists of three interrelated areas, one's organizational task, one's career and one's personal life. Task interests are related to the work that one should do while career interests are about the longing and vision of the future of employee. Personal life interests, be defined as out of the organization, refer to an individual's personality, attitude, values, preferences, beliefs and loyalty (Morgan, 1998: 184).

Both individuals and organizations as a whole have different interests. That individuals act at the level to serve the organizational purpose causes them sometimes to give up their own wishes and interests or cause these interests to be transferred to common ground. In this way, setting the demands and interests into the standards ensures that the individual identity of the employee is kept behind, while it facilitates the development of identities of organizations (Kesken and Karadeniz, 2011).

Organizational identity is a metaphor developed for dealing with what the organization is doing or who it is (Ugurlu and Arslan, 2015), and for analyzing how organization members perceive their organizations, what they feel and think about it (Cobanoglu, 2008).





In this context, organizational identity can be treated as a representation of a synthesis of existing differences rather than single individuals. These kinds of syntheses created by individuals with the same view or interests have a function that leads to organizational functioning. The synthesized syntheses not only include separations, but also include coalitions that are formed in line with the same interests. The policy metaphor allows us to see the organizations of coalitions as loose networks of people with different interests who come together for a purpose. Coalitions emerge for individual groups to cooperate or to develop ideologies. Coalition creation provides strategies for improving the employee's interests in the organization, and members of the organization often endeavor to increase their power and influence in this way (Morgan, 1998: 189-190).

## **1.2. Understanding Conflict**

According to the policy metaphor, individual alone and in groups are struggling to define and realize their interests in organizational life. During this struggle, they engage with other individuals and groups (Lucas, 1987). these conflicts stem from the underlying secret agendas and the disagreements in the functional and other types of tasks on which the organizational structure is based (Gazendam, 1993).

The conflict is that a group wants to develop their own interests, even though it is against another group. For this reason, conflicts in organizations emerge when interconnected subunits have inconsistent goals and different for achieving their target or when they need to share scarce resources (Tushman, 1977). In other words, conflict is a concept that is created as a result of disagreement of interests between individuals or groups.

The political behaviors and the conflict process in organizations have a network that develops as a cause and result of each other. Political behavior, essentially self-interested, inevitably leads to conflict because it has the potential to threaten the interests of others. The perception that there will be a winner and a loser in the event of a conflict will lead to the development of political behavior (Iskan, 2005) and the transformation of this development into a conflict. For this reason, it can be said that the conflict is one of the continuous actions of organizational life when it is evaluated with the policy metaphor.

Cognitive task and hierarchical specialization create some conditions for vertical and horizontal conflict. Vertical conflict arises from status, hierarchy, mobility and career differences, while horizontal conflict emerges with organizational specialization shaped according to task and environment. If organizations understand the logic of the system and carry the awareness that the conflict is inherent in the organization, they can manage these conflicts even if they cannot be completely destroyed them (Tushman, 1977). According to Morgan, a manager who is aware that supporting the attitude of "We are a team." can help to create solidarity between different elements should see conflict as a step for unity rather than a source of distress (1998: 230). In this way, managers can increase the organizational efficiency by using the differences between the employees and the conflicts arising from these differences according to the interests of the organization.

The interest groups within the organization negotiate in order to classify and meet the interests of subunits by structural balance, which is a feature of the organization, as a whole at once. The best example of this structural balance manifests itself by the concept of order of negotiation (Lucas, 1987). According to Reed (1992), in the model of negotiation-based organization, the characteristics of organizational events which are reorganized and transformed by processes involved voluntarily by organization members, and process and interaction oriented are highlighted (cited from Aydın and Coşkun, 2007).

In a structure where negotiation processes are prominent, it is thought that the processes involved by stakeholders with actuality and conscious evaluation build the organizational reality. Therefore, the subjective preferences and personal stance of the organization stakeholders are becoming an important component of the organizational arena unlike the system concept (Aydın and Coşkun, 2007). Therefore, the order established by negotiations between interest groups for the elimination of organizational conflicts not independent of the individual interests of organization actors although it aims to serve organizational goals.

The responses of the employees against the conflicts in the organizations can be different. In other words, when some employees face any situation that may be against them, they resist to adapt this situation to their own interests, while others may not resist this situation. For example, the attitude of an employee who prefers to remain silent in such a situation may not appear politically at first. However, when the distinction between political and non-political behaviors is evaluated on the basis of the criteria of intent, the attitude of remaining silent to gain advantage ultimately is a rational and logical attitude that an employee can assume in a political organization in order to act in accordance with their interests (Iskan, 2005).



### 1.3. Investigating Power (Rulership)

The issue of power in organizational life has been one of the basic subjects of the organization and management literature since the first theories. In Hodgkinson's words, power is the first article of the management dictionary. The main reason for this is the use of the concepts of influence, authority and power in a related and an intertwined manner (Altinkurt and Yilmaz, 2013). Power is a tool that enables final resolution of conflicts of interest and determines who will get what, when and how (Morgan, 1998: 194). The political power of a unit depends on its power over other areas for a particular problem. Thus, power is the potential or capacity required to influence the behavior of the other person in a particular subject area (Tushman, 1977). In other words, the political power seen in the organizations can be defined as the area of dominance and the capacity of influence on a related subject in order to reach the target. In this context, it can be said that the effective party is stronger in political terms in the conflict between units or employees.

Managers need to use the power they have in order to influence the followers and direct them within the framework of organizational objectives. In this sense, they apply to some foundations of power while trying to achieve organizational goals (Altinkurt and Yilmaz, 2013). The studies on the power sources used by the managers serving in the public and private sectors have revealed that public managers prefer legal, expertise, charismatic, compelling and rewarding power resources respectively from the most to the least, while private sector managers use expertise, charismatic, rewarding, legal and compelling power respectively (Bakan and Buyukbese, 2010). As to Morgan (1998: 194), some of the most important power sources are as follows: providing control of scarce resources, decision processes, data and information, borders, technology, communication networks and counter-organizations; managing the use of official authority, organizational structure, rules and procedures; overcoming uncertainty; managing structural factors that determine action; owned power; symbolic and semantic management, and management of gender relations

## 2. STRENGTHS AND WEAKNESSES OF THE POLICY METAPHOR

The policy metaphor develops a detailed political perspective on the organization. These metaphor see organizations as a combination of different interests, conflicts and power resources. However, as in any metaphor, there are points where the policy metaphor affects the organization positively and negatively. Morgan (1998: 234-239) addresses these points as strengths and weaknesses as follows.

### *The strengths of the policy metaphor*

- The policy metaphor shows that there is interest on the basis of all activities related to the organization and enables us to evaluate the organizational functioning accordingly.
- While other metaphors ignore the relationship between power and organization, the policy metaphor places the role of power in the center of organizational analysis by touching on the importance of this relationship.
- The policy metaphor contributes to the collapse of the discourse of organizational rationality. Rationality is always political and varies according to interests.
- The policy metaphor helps overcome the weak points of view that organizations are functionally integrated systems. In other words, the metaphor of the machine and organism suggests that the organization consists of systems that connect the piece and the whole while the policy metaphor draws attention to the differences and conflicts brought by the whole of the organization's different interests.
- The policy metaphor helps us to politicize our understanding of employee behavior in organizations, in other words, it helps us to see why and how the elements of the organization are political actors. Thus, this metaphor provides a political analysis of the organizational structure and organizational culture..
- The policy metaphor allows us to see the sociopolitical effects of different types of organizations and the roles that organizations play in society.

### *The weaknesses of the policy metaphor*

- Employees' perceptions of the organization as a political system may cause them to see to look at everything about the organization politically, and therefore the organization to become politicized.



- The use of the policy metaphor for the sake of bargaining self-interest instead of creating new insights and understanding in the pursuit of interests can lead to an insecure climate in the organization.
- The war of interest, conflict and power can create a belief in employees that there is always a winner or loser in the organizational activities. However that the organization is evaluated politically only from this point of view may overlook the more general effects of the policy metaphor.
- The policy metaphor assumes that pluralism consists of the majority of the individuals holding out interests and get power. Therefore, this metaphor can exaggerate the power and importance of the individual, and it can underestimate how the policy will take place.

### **3. THE REFLECTIONS OF POLICY METAPHOR ON SCHOOL ADMINISTRATION**

The school consists of six basic elements that interact with each other, including administrator, teacher, student, educational program, environment, building and equipment (Karsli, 2004: 82). When considered in this context, it can be said that the school is a living organization consisting of the merging of material and human elements under a system.

Considering schools as political systems allows more detailed examination of the items in the school system and the interaction between stakeholders. Analyzing the school with a policy metaphor will help analyze the issues of interest, conflicts and power wars between the school's stakeholders. For this reason, focusing on managers who are the principal political actors of the school and talking about the influence of managers' relationships with stakeholders and pressure groups will be effective in revealing the reflections of this metaphor on the school system.

When evaluated in terms of individual, institution, society and international context, the school has technical, social, cultural, educational and political functions. Schools perform their political functions such actions as development of citizenship attitudes and skills on an individual basis; being a place of political socialization, coalition, political discourse on the basis of institutions; serving political needs on the basis of community; and international coalition, international understanding, peace against war, elimination of social interests and conflicts on the inter-country basis (Cheng, 1997). When considered in this context, it can be stated that managers have serious duties for the fulfillment of the political functions and the follow-up of this process.

In the management process, the functions of “controlling, organizing and planning”, which are considered as fonksiyon holy trinity, have been changed and new functions such as determining goals, vision, education, creativity, problem solving, communication, motivation, support, delegation, evaluation, leadership have begun to be effective in the management process (Sahin, 2010). Therefore, expectations of managers are rapidly changing. The school administrators, as political leaders, conduct persuasive and effective attitudes, manage conflicts between stakeholder groups, and help build alliances for these conflicts by producing solutions (Cheng, 1997).

School leaders act as mediators. The political school leaders must lead the school away from prejudices; develop strategies by knowing the importance of individual differences; apply the same rules to everyone, and should not take sides. In addition, they should also take care of the environment in all decisions taken (Ertan-Kantos, 2011). Because looking at schools from the framework of political systems contributes to identifying decision-making structures that may be appropriate in comparative analysis of educational institutions (Lucas, 1987). Managers who are aware of this function serve for the survival of their school by protecting the interests of the school, turning the conflicts in favor of the organization and gaining political power in this way.

The school administration should seek to create a school culture and climate that can satisfy every sector by collaborating with the interior of the school (students, teachers, auxiliary staff) and external elements (families, pressure groups, commercial organizations and central educational organization). It is possible to deal with human relations in school in different dimensions such as the relations of “management-student, teacher-student, student-student, and school environment-student”. The nature of the relations established and maintained among these five groups has a positive effect on the quality of the education given in schools and on the academic achievement of the students (Cinkir, 2004). The perceptions of the employees about the political nature of the business environment affect their way of doing business; their feelings for their colleagues, superiors and institutions; their organizational justice perceptions and their intentions to leave work (Iskan, 2005). For this reason, the school administrator should protect the interests and power of the school by managing all the relationship networks within the school.

According to the understanding of organizational policy, the diversity of people as a result of different thinking and behavior creates tensions that need to be solved by political means. These remedies may vary according to the forms of management in such a way that “We will do.” in autocracy, “We need to do.” in bureaucracy, “The best to do.” in technocracy, and “How can we do?” in democracy. Choosing at this point depends on the power relations



between the actors (Morgan, 1998: 183). At this point, the school leader can determine his / her own management style and maintain the organization movement according to this form of management.

In the traditional leadership approach, there is a relationship of interest between leader-followers, superior-subordinate, employees-managers (Kesken and Ayyildiz, 2008; Erdogan-Morcin and Morcin, 2013); while a vision is presented where the followers are motivated for organizational interests rather than individual interests and persuaded them to make important changes in transformative leadership (Erdogan-Morcin and Morcin, 2013). When considered in this context, it can be said that in traditional organizations, individual interests are taken into consideration depending on hierarchy; while there are steps taken voluntarily for the sake of organizational interests rather than individuality in the organizations where transformational approach is applied. At this point, school administrators should be transforming leaders and act in accordance with organizational policy.

At the present time having continuous changes, school administrators should adapt to the requirements of the age and prevent conflicts between students due to intergenerational differences. In addition, they should understand the needs of teachers and meet these requirements at the level to engage them with their work in today's world where human rights gain more importance. For this reason, school administrators may prefer a pluralistic system instead of building a system based on strict, hierarchical and mere bureaucracy in their organizations. The distinguishing feature of the pluralist ruler is that s/he accepts the inevitability of organizational policy. This type of manager acknowledges that individuals have different interests, goals and goals, and is aware that employees can act within the organization for their own purposes (Morgan, 1998: 230). In this context, school administrators should act with the awareness that the political viewpoint for educational organizations is inevitable. In this way, school administrators can create an empathic climate of organization by showing that they are aware of the individual values of their stakeholders, and also, through the positive reflections of this climate, they can ensure that personal values are managed in a way that serves the interests of the organization.

The policy metaphor deals with the characteristics that must be present in a leader under the four headings: (a) regulation to the extent that it nourishes business conditions by extracting non-productive rules and minimizing bureaucracy, (b) revealing their creative potential by focusing on their innate strengths and releasing the creativity of individuals in the organization, (c) understanding the different skills each employee has, and (d) creation an environment suitable for risk taking and experimentation (Ertan-Kantos, 2011). As to Grunig, there are 12 properties some of which points out the characteristics of excellent public relations departments, some of which shows how communication contributes to overall management excellence (Yildirim, 2010). Based on these characteristics, an administrator who provide an excellent political management can exhibit the following attitudes:

- S/he supports the interdependence between stakeholders rather than their independence by providing autonomy to them. In this process, s/he acts as a bridge by taking into consideration the interests of political workers, pressure groups and the organization.
- S/he establishes an organic, collaborative and powerful structure by incorporating stakeholders into management, rather than by a bureaucratic and hierarchical organizational structure. At this stage, s/he forms coalitions among stakeholder groups.
- S/he creates a spirit of entrepreneurship by supporting teachers and students in their personal development. S/he makes this spirit a school culture to protect the interests of the organization and to make the organization stronger.
- S/he establishes a symmetrical communication system within the organization by staying close to the internal and external stakeholders of the school and other strategic elements. S/he uses this system to maintain school survival and to strengthen organizational policy.
- S/he provides leadership by taking advantage of network relations instead of authoritarian systems and providing vision to school. S/he primarily uses this leadership to protect the interests of the school as a whole, teachers, students and then other stakeholders.
- S/he supports the survival of social responsibility awareness by taking into consideration the effects of school decisions and activities both in the school itself and in society. In this context, s/he makes social responsibility a force for school by raising awareness of internal stakeholders.
- By preventing the idea of discrimination, s/he provides the dissemination of the idea of equality in school and around school. To this end, s/he takes pioneering steps to carry out appropriate activities with the support of both internal stakeholders and external stakeholders, and so creates unity power.
- Having regard to the interaction between the stakeholder groups, s/he either tries to prevent conflicts between these groups, or uses them in the interests of the school.
- S/he becomes a buffer between the school and its external pressure groups (families, non-governmental organizations, etc.). S/he attempts to prevent reactions that might conflict with the interests of the school from these



groups. For this purpose, s/he transforms both their stakeholders in a way that they serves to protect the interests of school, and to contribute to the school in a social and international sense.

In summary, when schools are examined by the policy metaphor, the primary duty falls to the school principal. In this context, school administrators consider the interaction between stakeholder groups and manage conflicts that may arise between them to protect the interests of the school and to make the school stronger. Thus, they, as being leaders, use the possibilities that arise in favor of the interests of the organization by undertaking the role of mediator between internal and external stakeholders.

### 3. CONCLUSION AND RECOMMENDATIONS

Considering organizations as political systems provides a different view of the functioning of the organization than the traditional one. Analyzing the organization with a policy metaphor provides benefits both at the micro level and at the macro level. The fact that organizations are viewed as political systems is important for an in-depth understanding of the functioning of the organization and for the emergence of the parts that underlie totality. In this context, the organization is a combination of parts that have different interests from a political point of view, even though the organization appears to be a whole with a combination of stakeholders. For this reason, political evaluation of organizations refers to the interests, conflicts and the effect of power wars. When schools as educational organizations are likewise taken with the policy metaphor, it can be stated that school management plays a big role for protection of interests, prevention of conflicts and use of these conflicts in accordance with the interests of the organization when necessary, increasing power areas of the organization.

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# **A Study on the Use of Social Networks by Turkish and German University Students in the Globalization Process\***

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## **Abstract**

Today's rapidly evolving technology is expanding the use of innovative communication technologies and their usage areas. to traditional communication technologies today; smartphones, laptop computers, handheld computers, and tablets are also added. Wireless communication technology removes time and space limits, allowing people to communicate both voiced and visual whenever and wherever they wish. Every day, millions of people communicate with each other through social networking networks and share their experience day by day with other network users. The social networks that people often use are also affecting interpersonal relationships. The purpose of this research is to determine the aims of Turkish and German university students to use social networks and how effective social influence is in interpersonal communication. A total of 338 students, 236 Turkish students studying at Karabük University and 102 German students studying at Kassel University in Germany, participated in the research in the academic year of 2016-2017. A questionnaire developed by Özdayı (2010), which will reveal the use of social networks by students as a data collection tool, was used. The questionnaire contains 11 open-ended questions and 13 items of "social effect dimension" of social networks developed as Likert type. Percentages, mean and t test for binary comparison were used as statistical analysis in the study. According to research findings; all students have smartphones and they use whatsapp, facebook and youtube most from social networks. By students, social media is used to look at mails, homework, study, follow current events, read news, communicate with friends, make new friends, get informed about activities, share videos and photos and have fun. Also by students travel, shopping, technology and cinema blogs are the most preferred. In the survey, in the social dimension of social networks; there was no significant difference between the groups regarding "communication, self-expression, staying out of the group, becoming popular, joining groups, getting social environment, getting status in social environment and sharing". On the other hand, social networking has become an important means of communication and interaction among people today. For this reason, academicians should encourage students who are interested in new technology and communication applications to support the achievement of up-to-date information within the context of lifelong learning, and to conduct research for their own development in the teaching-learning process.

**Keywords:** Communication, Globalization, Social Media, Social Impact, Social Blogs, Social Network,

## **Introduction**

Today, the rapid development and widespread use of technologies are increasing the usage areas. Traditional communication technologies now include smartphones, laptop computers, handheld computers, and tablets that are mediated by wireless communications technologies. Wireless communication technology removes time and space limits so that people can communicate both anywhere and at any time with both voice and video. Every day, millions of people communicate with each other through social networks and share their experiences during the day with other network users. The reason for this sharing is that the effects of mass media are spreading over large areas as one of the great consequences of globalization. In other words, the reflection of globalization in all areas makes mass media an essential part of everyday life (Tomlinson, 2004).

Globalization has also launched a new era in which thought become crucial, and knowledge is enriched increasingly. The source of the globalization process is knowledge and the technology it produces. The world is at a time when the developments in communication technologies have facilitated access to information in the last years, and all kinds of information have created social changes in an unprecedented extent (Perşembe, 2005; Uysal

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and Tezci, 2004). The changes in the communication field affect social relations as well as social building. The needs of the social structure bring about the development of new technologies (Demirel, 2015).

Globalization, especially in the field of media, has enabled the globalization process to accelerate even further. The lifestyle of the cultural industry and the unilateral understanding of multinational corporations are the negative impact of the target on globalization (Kasap, Dolunay and Mirçık, 2018). In addition, the process of globalization makes itself felt in every aspect of the media. Television programs and films, especially concepts such as different identity perceptions, present a lifestyle that is a phenomenon of target audience. Published television series, television programs and films have caused many people to be greatly affected; especially with the advent of new communication technologies and their use in daily life after 2000s, the target audience has begun to be more influenced by visual media products. This situation also affects the identities of the people (Kasap, Dolunay, Mirçık and 2018).

Social networking is defined as web-based sites where users are connected via a common online social networking source, can create their own profiles, view the profiles of other users, and communicate with each other (Boyd and Ellison, 2007). Sites such as Facebook, My Space where users are communicating with their friends are examples of social networking sites. One of these sites, Facebook has a large user base to support critical thinking and problem-solving skills in people, to follow everyday events, news, contacts, or groups and to participate in discussion environments (Gülbahar Kalelioğlu and Madran, 2010). On Facebook, users create personal profiles, share their political views, religion and consumption preferences. This information is an important source of linkage between people with the same enjoyment and preferences (Gane and Beer, 2008). In addition, social networking networks such as Facebook can help establish connections with the physical world and strengthen relationships in real life (Güçdemir, 2010). These social networking networks, which have millions of users, connect the people in the virtual environment and transform the physical distance into virtual closeness (Özdayı, 2010). In online environments, friendships established through digital interactions can also turn into real friendships. In addition, social networking is an application in which users create a profile with their personal information and reach the profiles of friends and colleagues they follow and send e-mails and instant messages to each other (Kaplan and Haanlein, 2010).

The impacts of social networks clearly indicate that the individuals of our age must be media literate. Media literacy is defined as the ability to reach, analyze, evaluate, and transmit messages in a wide variety of written and non-written formats (television, video, cinema, advertisements, internet etc.). In addition, media literacy contributes to the informed reading of the media allowing people to express themselves freely and to participate in social life more actively and constructively (Demirel Özdayı, 2015).

According to the United Nations Population Fund, the world population has risen to 7 billion 593 million by January 2018. Today, 3 billion 190 thousand people in the world use social media (Sabah, 2018). According to a survey, mobile phone and internet usage have reached 5 billion people worldwide. This number corresponds to about 67 percent of the world's population. Moreover, about 80 percent of these 5 billion people use smartphones. Among these internet users, the number of those using social media is 2.89 billion. The number of social media users using smartphones is 2.59 billion (Sözcü, 2017).

At this point, as a communication network connecting computers around the world, the Internet offers users and organizations the ability to quickly access and spread information. For this reason, the internet is a well-structured computer network that is used all over the world. The Internet is a two-way communication system in which everyone is a potential message receiver and provider (Kaye and Medoff, 1998). This two-way communication makes the internet different from all other communication technologies. Features such as e-mail, feedback, chat, blogging, MSN, etc., have brought an interactive communication tool feature. At the same time, it allows people to make their own blog or website, allowing them to be interactive (Bakker and Sadaba, 2008).

Social media has many internet-based channels. Blogs, video-image sharing sites, social networks, microblogs, wikis, podcasts, and email are the main social media channels. The availability of cost-free activities in these channels, communication with customers, and accessing their ideas and suggestions in a short way creates great advantages for all small and large businesses (Köksal and Özdemir, 2013). Through blogs, users can have their

identity on the internet, share their own ideas and images. Blog owners sometimes gather their own lives entirely in a virtual diary, and sometimes they create a blog thematically based on their own interests (Genç, 2010).

Social networks also influence the environment in which schools are located, and the interaction with social networks has led school staff, and therefore society, to more active participation. Coordination and information sharing between the student-management and the teaching staff is carried out to achieve the educational objectives, and it makes easy to reach the desired objectives (Özmen, Aküzüm, Sünkür and Baysal, 2011: 42-47). Williams (2006) argues that people are not communicating with each other while watching TV, but that personal communication is established through e-mail, instant messaging services, and social networking. Twitter, one of these networks, is a site that asks users to ask the question "What's happening now?" because they basically offer a one-way flow of information and want users to share the section of their lives at that time. Thanks to the application, also called microblog application, users can follow the people they know (Genç, 2010).

Communication with social networks brings the "social impact" dimension with it. Social impact is defined as "a change in the beliefs, attitudes, behaviors, and emotions of one person brought by another person or people" (Bilgin, 1998, p.77). Deutsch and Gerard speak of two influences. The normative social effect is defined as "to meet the positive expectations of another", and the cognitive effect is defined as "accepting knowledge obtained from another about reality as evidence" (Deutsch and Gerard, 1966:402). Many factors influence conformity behavior as a social impact. These can be given as cognitive influences, adoption behavior, desire to be right, communication, social impact, obedience, individual factors, group behavior, need to belong, need to love- be loved (Gökdağ, 2004; Güney, 2004; Kağıtçıbaşı, 2008; Özkalp, 1998).

As you can see, today's social media tools create a new and different virtual environment for users apart from their real life. In these virtual environments, users exchange information, read and track each other's content, follow each other and communicate with each other interactively (Özdayı, 2010). In this study, it was aimed to reveal the purposes of using social networks of Turkish and German university students in the process of globalization, which blogs they prefer, and whether there is a difference between the two countries in the use of social networks. For this purpose, the following questions have been answered. Turkish and German university students;

1. Are they using a computer?
2. How often do you use the computer?
3. Are they using social networks and have their own blogs?
4. For what purpose do they use social networks?
5. Which blogs do they use most in social networks?
6. What are the purposes of using social blogs?
7. Which links do they use?
8. What are the reasons for choosing social media?
9. What are the social impact dimensions of students' use of social networks?
10. Does the social impact dimension of students using social networks differ significantly by the nationality and gender variables?

## **Method**

The research is a descriptive study in the screening model. The quantitative research method was used in the research. The general screening model is a scan on a whole population or a group taken from that population to reach at a general judgment in a population of many elements (Karasar, 2009).

## **Study Group**

The study group of research is composed of students from the Faculty of Human Sciences and Faculty of Economics at Kassel University in Germany (102) and students from the Science and Technology, Literature, and Economics faculties at Karabük University in Turkey (236). The research was conducted with a total of 338 students. German students participating in the survey were 102 person, and 55.3% (N=57) of them are male and 43.7% (N=45) female. According to age; 58% (N=6) were younger than 20 years, 48.5% (N=50) were between 21-24 years, 30.1% (N=31) were between 25-28 years, 14.6% (N=15) were 28 and above. The distribution of the

students according to departments; the social sciences are 22% (N=8), math 14.7% (N=15), economics 11.7% (N=12), fine arts and sports 14.7% (N=15), and technology 10.7% (N=11). Turkish students are 236 person and 59% (N=138) of them are male and 41% (N=98) female. According to age; 2.1% (N=5) were younger than 20 years, 58.7% (N=138) were between 21-24 years, 7.7% (N=65) were between 25-28 years, 11.5% (N=27) were 28 years old and above. According to the semesters; 10.5% (N=27) of the students were in the 1st and 2<sup>nd</sup> semester, 15.3% (36) were in the 3rd and 4th semester, 14.5 (34) were in the 5th and 6th semester, 59.1% (139) were 7<sup>th</sup> and 8th semester. The distribution of the students according to departments; the social sciences are 41.7% (N=98), science 28.5% (N=67), technology 13.6% (N=32), fine arts and sports 7.2% (N=17) and economy 8.9% (N=22).

### Data Collection Tool

As a data collection tool in the research, an 11-item survey developed by Özdayı (2010) and a 45-item "attitude towards social network use scale" were used. The 13-item "social impact dimension" of this scale was used in the research. The items of measurement are arranged with five-point Likert as (5) I totally agree to (1) I never agree. The Cronbach's Alpha reliability coefficient of the scale is .8349, and the "Social Impact" dimension reliability coefficient is .9080 (Özdayı, 2010). In this study, Cronbach's Alpha reliability coefficient was found to be .899 in the "social impact dimension" reliability analysis.

### Findings

In this section, following topics are reviewed; students' computer usage circumstances and frequency, the use of social networks and having their own blogs, the purposes of using social networks, what kind of blogs attract their interest and their purpose to use these blogs, what links students use, the reasons of students' preference for social media, the social impact dimension of social networks, and whether social impact of social networks differ by nationality and gender.

**Table 1.** Computer use and computer ownership circumstances of Turkish and German students

Computer Use								Having Computer or not (Computer Owner)							
Turkish Students				German Students				Turkish Students				German Students			
Yes		No		Yes		No		Yes		No		Yes		No	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
229	97.4	6	2.6	100	100	-	-	217	91.9	19	8	100	100	-	-

According to Table 1, it is stated that 91,9% (N=217) of the Turkish students have computers and 97.4% (N=229) of them use computers, and all of the German students have and use computers.

**Table 2.** The frequency of computer using by Turkish and German students

Turkish Students								German Students							
0-1 hour		2-3 hours		4-6 hours		7+ hours		0-1 hour		2-3 hours		4-6 hours		7+ hours	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
35	14.8	110	46.6	58	24.6	32	13.6	12	11.7	59	57.8	17	16.6	14	13.7

In Table 2, 46.6% (N=110) of Turkish students and 57.8% (N=59) of German students are using the computer for 2-3 hours most frequently. It is stated that the least frequent computer use is 7 hours or more in 13.6% (N=32) of Turkish students, and 11.7% (N=12) of German students use computers in less than one hour.

**Table 3.** Turkish and German students' use of social networks and having a blog of their own

Use of Social Networks								Having a Blog of Their Own							
Turkish Students				German Students				Turkish Students				German Students			
Yes		No		Yes		No		Yes		No		Yes		No	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
227	96	9	4	90	88	14	13.7	127	53.8	109	46.1	89	87.2	13	12.7

According to Table 3, 96.6% (N=227) of Turkish students use social networks. Only 9 students stated that they did not use social networks.

**Table 4.** The purpose of Turkish and German students to use social networks

The purpose of using social networks	Turkish	German
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		f	%	f	%
1	Checking e-mails, messaging	231	98	102	100
2	Banking transactions	108	45	63	62
3	Doing homework, studying	229	97	65	64
4	Downloading music, listening to music	198	84	47	46
5	Reading the news, following current events	204	86	75	74
6	Chatting	86	42	50	49
7	Using social networks like Facebook	212	90	85	83
8	Watching TV	65	27	26	25
9	Listening to the radio	41	17	37	36
10	Research	82	35	36	35
11	Watching the series on the videos	127	54	66	65
12	Shopping	101	43	69	68
13	Playing	59	25	22	21
14	Reading	18	8	19	18
15	Other (finding friends-lovers)	9	4	5	4

According to the distribution in Table 4; Turkish students use social media mostly for checking e-mails %98 (231), doing homework % 97(f=229), using social networks like Facebook % 90 (f=212), reading the news, following current events% 86(f=204), and downloading music, listening to music % 84(f=198). German students use social networks for checking e-mails %100 (f=102), Facebook % 83 (f=85), reading the news, following current events, reading newspaper % 69 (f=70), shopping % 68(f=69). 53.8% (f=127) of the Turkish students have social blogs. 88% (f=90) of German students use social networks. Again, 87.2% (f=89) of German students have their own blogs.

**Table 5.** Most entertaining blogs for Turkish and German students

Most entertaining blogs		Turkish		German	
		f	%	f	%
1	Travel	112	47	28	27
2	Technology	106	45	71	69
3	Shopping	89	38	5	5
4	Fashion	56	24	8	8
5	Decoration	47	20	2	2
6	Daily	50	21	5	5
7	Food	44	12	3	3
8	Cinema, theatre	79	33	1	1
9	Hobby (Sewing, hand work, food, etc.)	31	13	5	5
10	Others	3	1	6	1

According to Table 5, the blogs that attract the most interest of Turkish students are the blogs related to travel 47% (f=112), technology 45% (f=106), shopping 38% (f=89), and the blogs that attract the most interest of German students are related to technology 69% (f=71).

**Table 6.** The purpose of Turkish and German students to use social blogs

The purpose of using social networks		Turkish		German	
		f	%	f	%
1	Communicating with friends	30	13	8	8
2	Keeping a diary, relaxation	23	10	1	1
3	Creating public opinion (such as animal rights)	21	9	1	1
4	Expressing thoughts that they couldn't expressed in everyday life	22	9	4	4
5	Informing people about innovations (technology, fashion, shopping, etc.)	20	8	3	3
6	Share my experiences (sightseeing, food, etc.)	32	14	2	2
7	Others	8	3	-	-

According to Table 6, Turkish and German students stated that the purpose of using social blogs is to communicate with their friends (Turkish students 13% (f=30), German students 8% (f=8). Turkish students also use it to share experiences such as travel and food, to write a diary, to follow innovations. German students do not show much interest in social blogs.

**Table 7.**Links used by Turkish and German students

Which Links		Turkish		German	
		f	%	f	%
1	Facebook	196	83	63	61
2	WhatsApp	220	93	84	82
3	YouTube	149	63	38	37
4	LinkedIn	22	9	8	7
5	Instagram	40	17	32	31
6	Twitter	24	10	26	25
9	Skype	48	20	12	11
10	Netlog	7	3	-	-
11	Delicious	11	4	-	-
12	My space,	14	5	2	1
13	Others (Link Arena, StumbleUpon 1TR, Dig 1TR, StudiVZ, Xing, Life Journal, Foursquare, FriendFeed, blogger)	11	5	13	13

According to Table 7, Turkish and German students use WhatsApp (Turkish students %93 (f=220), German students %82 (f=84)), Facebook (Turkish students % 83 (f=196), German students %61 (f=63), and YouTube (Turkish students % 63 (f=149), German students %37 (f=38).

**Table 8.**Reasons of why Turkish and German students prefer social media

Reason of Why Students Prefer Social Media		Turkish		German	
		f	%	f	%
1	Easy access to friends	110	47	45	44
2	Following your friends	86	36	34	17
3	Sharing experiences and thoughts	102	43	53	52
4	Being update of new events	147	62	11	11
5	Video-photo sharing	123	52	3	3
6	Creating a group to follow school education	99	42	3	3
7	Fun	107	45	2	2
8	Messaging	119	50	55	54
9	Socialization	48	20	9	9
10	Playing	66	28	50	49
11	Making new friends	20	8	13	13
12	Other (Making business contact, marketing, help etc.)	11	5	5	5

Reasons why students prefer social media according to Table 8; Turkish students stated as “Being update of new events” % 62 (f=147), “Video-photo sharing” %52 (f=123), “Messaging” %50 (f=119), and German students stated as “Messaging” %54 (f=55), “Sharing experiences and thoughts” %52 (f=53), “Gaming” % 49 (f=50), “Easy access to friends” % 44 (f=45).

Table 9-10-11 presents the results of the analysis according to the answers given in “impact dimension of social networks”. However, the number of surveys taken into account is 226 for Turkish students and 102 for German students.

**Table 9.** The use of "social impact dimension of social networks" by Turkish and German students

The Impact of Social Networks		Turkish		German		t	P
		X	Sd.	X	Sd.		
1	Participation in the community of friends and contribution to its development	2,54	1.21	2.48	1.35	.428	.669
2	Positive contribution of feedback to personal (comment, message etc.) relations	2.70	1.25	2.11	1.13	4.04*	.000
3	Not getting outside the group of friends	2.55	1.21	1.54	1.00	6.75*	.000
4	Hiding your identity on some social networks	2.37	1.35	1.96	1.37	2.52*	.012
5	Being careful of expressions and thoughts in fear of reaction	2.58	1.34	2.00	1.20	3.67*	.000
6	Getting social status	2.39	1.26	1.47	.855	6.67*	.000
7	Being popular around friends	2.30	1.35	1.55	.964	5.11*	.000



8	Meeting people from different cultures	2.88	1.37	2.10	1.29	4.82*	.000
9	Using social networks (video, photo, mail, chat) actively	3.33	1.26	2.41	1.38	4.94*	.000
10	Relaxation when being bored and rest	2.74	1.25	1.96	1.15	5.89*	.000
11	Meeting people with common interests	2.38	1.22	1.97	1.26	2.72*	.007
12	Spreading information, sharing	3.34	1.27	3.14	1.51	1.25	.211
13	Creating public opinion	3.17	1.22	1.72	1.15	9.99*	.000

Turkish Student (N=226), German Student.(N=102) df.326

According to Table 9, there were significant differences between the Turkish and German students, with the exception of 1st and 12th items, according to the social network impact. The most important difference according to the averages is “Positive contribution to personal relations” ( $t=4.04$ ,  $p<.000$ ), “Relaxation when being bored and rest” ( $5.84$ ,  $p<.000$ ), “Creating public opinion” ( $t=9.99$ ,  $p<.000$ ), “Not getting outside the group of friends” ( $t=6.75$ ,  $p<.000$ ), “Getting social status” ( $t=6.67$ ,  $p<.000$ ), “Using social networks (video, photo, mail, chat) actively” ( $4.94$ ,  $p<.000$ ). All these items have a meaningful difference in favor of Turkish students.

**Table 10.** Analysis of the social impact dimension of Turkish and German students using social networks by nationality variable

Nationality	N	X	Sd.	Df	t	Sig.
Turkish	226	2.54	1.21	326	.428	.669
German	101	2.48	1.35			

According to Table 10, there is no significant difference between the two groups regarding the social impact of social networks of Turkish and German university students. Although Turkish students feel that the social impact of social networks is more effective than that of German students, this does not make a meaningful difference ( $t = .428$ ,  $p > .05$ ).

**Table 11.** Analysis of the social impact dimension of Turkish and German students using social networks by gender

Gender	N	X	Sd.	Df	T	Sig.
Turkish-Male	138	2.77	.823	232	1.67	0.96
Turkish-Female	96	2.59	.843			
German-Male	57	2.09	.841	100	1.01	.313
German-Female	45	1.93	.642			

In Table 11, there was no significant difference in the social impact dimension of the social networks of Turkish German university students by gender (Turkish students:  $t = 1.67$ ,  $p > .05$ , German students  $t = 1.01$ ,  $p > .05$ ).

When we look at the average, Turkish students are more likely to think that the social impact dimension is more influential considering the Turkish male and female students are higher than German male and female students.

### Conclusion, Discussion and Recommendations

According to the results of the research, there is no significant difference between the purposes and reasons of use of social networks of Turkish and German students. Almost all of the students have computers. Some Turkish students with no computer are connecting to the internet through university computers, while German students are connected to the internet via a personal mobile phone. Half of the Turkish and German students use a computer for 2-3 hours a day. Half of the Turkish students and 87% of the German students have their own blogs. Social blogs that attract the most interest of Turkish and German students are the travel, technology, shopping blogs. Both groups use social networks WhatsApp, Facebook, and YouTube. Findings in the same direction were also obtained in the Özdayı's study on university students (2010). Valenzuela et al. (2009) note that social networking networks that support trust and mutual interaction, such as Facebook, allow users to feel connected with a community and learn about others and thus create collective action opportunities.

There are minor differences in the purpose of Turkish and German students to use social media. Turkish students prefer social media to check their e-mails, to do homework, to use Facebook, to be informed about new events, to share videos, photos, and to listen to music. German students also prefer social networks to check their e-mails, to read the news, to use Facebook, and to do shopping.

The reason why students prefer social media is to access their friends more easily, to be informed about new events, to share video-photographs and experiences. Moreover, while Turkish students prefer social media for entertainment, German students prefer for playing. In the study conducted by Özdayı (2010), Vural and Bat (2010) on university students, the students follow social media frequently and use it mostly for information exchange, leisure time, video and photo sharing. However, a striking finding in our research is that Turkish and German students have not used social media for some reason, such as building new friendships because they choose girl or boyfriends as a face to face relationship.

In their study of media literacy of teacher candidates, Deveci and Çengelci (2008) stated that teacher candidate media literacy is to use social media such as monitoring the agenda, interpreting the news, drawing conclusions from the news, perceiving the messages, selective watching. In the research conducted by Özdayı (2010) on university students, students use Facebook most, and social networks are used for listening to music, meeting people from different cultures, instant communication, instant access to information, video, photo, and text sharing

Çetin (2009) and Özdayı (2010) has investigated the university students' trends to make new friends on Facebook and found that a large part of them can make friends. Users share their thoughts on Facebook social networking, comment on each other's thoughts, share videos, articles, events, and invitations. The "Fun" factor in the survey indicates that users use social networks for entertainment purposes.

In their research, Toğay, Aktur, Yetişken, and Bilici (2013) reached the conclusion that social media is easy, useful, and necessary, and that it has increased the academic success of student. People come together on social networks, and they experience the feeling of belonging to a community here and satisfy their needs for entertainment and communication here again. Similarly, the use of social networking as a means of accessing information and interaction tool shows that users adapt to the characteristics of social networks and use it as a means of communication.

In the study conducted by forming experimental and control groups on university students, Ekici and Kıyıcı (2012) found that students using the social network-based application had significantly improved academic achievement compared to the control group. In their study, Solmaz and Yilmaz (2012) also reached the similar findings. It has been observed that the students follow the social media and use the internet the most. Students believe that media literacy develops critical and creative thinking.

Social media supported education environment and internet applications, which are able to collect audio, text, and image just like video chat on the Internet such as Social Networking websites (Facebook, Twitter), which are also popular in our country with the world, are becoming more and more common (Özdayı, 2010; Toğay et al., 2013). Another significant characteristic that emerges is that the learning is not only a mental activity but also has an emotional dimension. Some observers have pointed out that to use social networks, people are "learning together with others, dynamically reaching the resource, expanding the learning base of people, and actively participating in education" (Özmen, 2011).

In the social impact dimension of social networks, most of the students mentioned these items; "Using social networks (video, photo, mail, chat) actively", "Spreading information, sharing" and "Creating public opinion". German students have the highest average in the items "spreading information, sharing" and "Participation in the community of friends and contribution to its development". There is no significant difference between the two groups regarding the social impact of social networking of Turkish and German university students. Again, by gender, there is no significant difference in the impact dimension of social networks, but when compared to the average, there is a favorable state for men.

Social networking affects the relationships among people positively without interfering with face-to-face communication. People can avoid negative influences on their social lives by taking advantage of the positive effects of social networking, which provide interaction and communication. Nonetheless, it should never be forgotten that social networks cannot substitute face-to-face communication. In recent years, as social networks

have become an essential means of communication and interaction, new forms of communication with new technologies have become the focus of attention for academics and students.

As a result, this research is critical to show how efficient social networks are in intercountry communication. Cause globalization removes social differences between countries. It may be advisable for those who are considering to study on this topic to reach larger populations for a better understanding of the effects of social networks. For this reason, academicians should support students who are interested in new technology and communication applications to get updated information as a part of lifelong learning, and they should lead them to conduct research for their self-improvement during the teaching-learning process.

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## Life Experiences of Students with (Special) Educational Needs Attending General Upper-Secondary Schools for Adults. A Focus Group Research Report

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### Abstract

There is a number of young people who do not complete secondary education for various reasons, be it socioeconomic background, family situation or personal characteristics, for example disabilities. This, as prior research suggests, may lead to social exclusion (Gustafsson, Katz, Östreberg 2017). The education system in Poland offers a wide range of options for adults who drop out before they graduate from upper-secondary schools. Yet, participation in adult education is affected by the students' cultural capital (Cinnato et al. 2016). This paper presents findings from a focus group research. In the study a qualitative, phenomenological methodology (Parahoo 2006), based on interpretative paradigm, was used. A purposeful sample consisted of 21 students of general upper-secondary schools for adults aged 18 to 40. Participants were divided into three groups and took part in focus group interviews. The aim of the study was to explore the experiences of people studying in general upper-secondary schools for adults in Poland. The following research questions were being investigated in order to achieve the aim: 1) How does the selected sample of adult students feel about being a student of the school? 2) What are the experiences of the participants in their personal and vocational life that can be attributed to their school attendance? 3) How does the selected sample perceive their academic problems and achievements? As the result, we present a comprehensive overview of the experiences, achievements and attitudes of adults towards school and learning. Implications for practice are discussed.

**Keywords:** adult learners, special educational needs, general upper-secondary schools for adults

### Introduction

There is a number of young people who do not complete secondary education for various reasons, be it socioeconomic background, family situation or personal characteristics, for example disabilities as well as discrepancies between the requirements of an educational institution related to the didactic process and the academic achievements or possibilities of academic achievements. The problem of premature school leaving has been a priority in European educational and social policy for years. Low level of education has consequences not only for individual young people who stop learning, but also mean large economics and social consequences for the whole society. Resignation from education is the final stage of the withdrawal process. In addition, people dropping out of school prematurely in European countries are people experiencing school failures, with problems in behavior at school, with discipline in school, in social contacts exhibiting behavioral disorders and problems in social contacts (Leek 2017).

The European Union defines the ESL (early school leavers) as: "People aged 18-24 who have obtained lower secondary education or incomplete upper secondary education shorter than 2 years"(European Commission, 2010). Anyone who has not graduated from high school and is not currently enrolled is classified for statistical purposes of Eurostat as ESL. This definition does not include those who have participated in some form of education or vocational training within four weeks prior to the study date. Young people who initially do not finish their education, but return to finish upper secondary school before the age of 25, are also excluded from this definition. In Poland, early school leavers indicator is quite low – 5,7% (4<sup>th</sup> place in Europe) and according to the strategy the goal is to reduce it to 4.5% by 2020.



Research shows that despite the fact that the decision to stop education is an individual decision of each student, the socio-economic status of the family or belonging to a migrant background, problems in access to education and using it due to cultural barriers and language restrictions with the simultaneous willingness of young people to enter the labor market often has a decisive influence on deciding on early school leaving. The gender of the student also plays a large role in it. Men give up education prematurely almost twice as often as women. However, the influence of gender is not so simple because the higher the socio-economic status of the family of origin, the less noticeable are the differences in early school leaving between men and women (Madalińska-Michalak 2014).

At the beginning of the 21st century there was a marked increase in educational aspirations of Polish society. These aspirations concerned the completion of education on the general or technical upper secondary level or graduating a higher education at the bachelor or master level. These aspirations are strengthened by mass media, which often inform that the lowest unemployment rate is among graduates of higher education institutions (Miś, Piekłus 2013). This may be the reason why more and more people who abandoned education prematurely for various reasons decide to finish it again. Some of them choose schools for adults, offering them convenient conditions for completing education (reduced education time, weekend or afternoon classes). Adult schools are often referred to as Second Chance Schools where important principles are: “promoting a ‘student-centered’ approach, emphasising the respect shown by teachers and other educationalists towards the students, and having strong associations with the adult world” (European Commission 2013, p.3).

From the point of view of educational practice which is aimed to adapt the requirements of the institution to the possibilities and needs of students, it seems crucial to examine the educational experiences of students who continue their education (often after a long break) in schools for adults.

### **Method**

The aim of the study was to explore the experiences of people studying in secondary schools for adults in Poland. The following research questions were being investigated in order to achieve the aim:

Research Question 1: How does the selected sample of adult students feel about being a student of the school?

Research Question 2: What are the experiences of the participants in their personal and vocational life that can be attributed to their school attendance?

Research Question 3: How does the selected sample perceive their academic problems and achievements?

In order to meet the aim of the study a phenomenological approach was chosen. Phenomenology as a philosophy ‘stresses that only those that experience phenomena are capable of communicating them to the outside world’ (Parahoo 2006, in: Glimartin, Slevin 2010).

The method of data collection was a focus group interview (Morgan 1998), a method which allows to gain a deeper understanding of the research subject and go beyond description (Barbour 2011). In the current study three focus group interviews were organized between March and April 2017. The main topic of the discussions led during the meetings was connected to the personal and vocational experiences of participants (secondary school students) that referred to their school life.

As for the sample, in this type of study the actual numbers to be interviewed are usually not specified beforehand and it is common to interview until saturation is reached. Saturation as explained by Polit & Beck (2004) is when a point is reached in the data collection stage of the research where no new information can be gleaned by further data collection. This process led to 21 people. All members of the research group are students of high schools for adults in the north-east of Poland (Warmian-Masurian Voivodeship). The research group consisted of 12 women and 9 men between the ages of 18 and 40. The average age of the respondents was 25.9 (women - 29.4, and men - 24.7). The participants of research live in small towns (up to 50,000 residents - 8 people) and villages – 13 persons. None of the respondents live in a big city. 9 students combine learning in a school for adults with full





time or part time work, the remaining 12 people are not working professionally. 7 people are married, other students are not in formal relationships. 6 people declare having children (one or two).

### Findings

The analysis of focus interviews shows that the students represent two basic groups. The first one consists of those students who are satisfied with the upper-secondary school for adults. The other category constitutes of those who treat the school as an element necessary to obtain a certificate (paper) enabling them to find a better job (with a higher salary) or to be promoted in their careers, but in their opinion not very enriching their personal development. The first group of students, regardless of the reasons why they started attending the school (e.g. previous educational failures, unfortunate life choices or change of life plans as a consequence of earlier decisions) tries to use the facilities of the school for adults, appreciates their teachers' involvement, and develops their interests at school. Students from this group notice that some of their colleagues have low motivation level to learn, sometimes low cognitive abilities and serious problems with social competences and systematic learning. The other group of students does not hide that they are not interested in learning, deepening their interests or personal development in this institution. The school is to give them 'a paper' – an official document that will help achieve their personal goals. In general, they do not engage into the life of the school and fulfill only basic (sometimes minimal) requirements necessary to obtain a school certificate. The analysis of first research question (How does the selected sample of adult students feel about being a student of the school?) show us both advantages and disadvantages of being a student of a general upper-secondary school for adults in the opinion of our interviewees. They acknowledge some – in their opinion positive – attributes of such a school e.g. reduced time of staying at school in situation of being an adult person with other duties, e.g. taking care of their own family and professional work as well as more free time for social life. The organization of a learning process in the school for adults is usually different from schools for children and youth. Students in general upper-secondary schools for adults learn either in three afternoons a week or at weekends (usually 20 weekends a year), and therefore have more time for work or other duties. The school for adults for some members of our focus groups is seen as an attractive place for social life where there is contact with peers and they get an opportunity to develop interesting social relations. It is important especially for persons with social or emotional problems. *'School' is also an escape from everyday life. And making new friends. Instead of sitting at home, there is always something else.* (F9)

The other advantage of being a student of this kind of school is 'good approach' of teachers, better [as compared to previous schools] work atmosphere and better acquisition of knowledge. Our respondents also have a sense of support at an adult school, they note their teachers' 'great patience'. Some people also notice that teachers are willing to work with even the weakest students, and to adapt methods to the needs of specific students. They believe that one of the advantages of this school are teachers' endeavors to fill students' gaps in education and an opportunity to participate in additional consultations and classes.

*It is different here. Here there is not something like that that we don't understand and this is left behind. Here, if we don't understand, we come back, teachers are trying to explain. Really. There is no disrespect, we're not left alone with all this.* (F2)

The surveyed students also notice the disadvantages of being a student of an adult school. For some of the respondents, school and learning is still a compulsion, not an internal need. Getting a certificate is usually the main goal, but going to school and learning is an unnecessary waste of time.

For others, too few hours at school may result in poorer preparation for secondary school-leaving examinations (Polish 'matura'). These kinds of exams are necessary in Polish educational system to attend university. However, it is not obligatory after finishing upper-secondary school. 'Matura' is an external exam and therefore is the same for all students in Poland and schools with lower level of education usually have worse results and lower



percentage of passed exams. People who think seriously about further studies and future career are afraid of a low level of such schools and a worse position in comparison with students of traditional schools. Some recognize that the school represents a lower level compared to other institutions – there are lower requirements for students and they often have got gaps in their knowledge and the lack of competences necessary for successful learning.

*It seems to me that it is easier to take exams in this school, because when I used to go here a long time ago, there were much higher criteria, there was so much to learn, everything... And now it's... so easy, isn't it? You know... there is stress, of course, but the teachers are not so strict, in the exams, they don't walk, they don't look at you when you take a test.. It's a bit different – not that strict. Earlier, when someone was late, they had to leave the classroom immediately, and being a few minutes late for the exam meant you weren't allowed to take it. Immediately. It was unacceptable to be late. On the other hand, if someone wants to learn now, they will learn anyway. And if someone came only to get a certificate, they will get it and they don't have to learn. It doesn't matter for them if they learn something or not because they will get the certificate anyway. There are such boundary lines..." (F7).*

Of course, not every student is happy with their achievements at school. Some believe that it is the fault of teachers. In their opinion they are not successful because of the teachers who 'cannot pass on knowledge'. A few of them recognize that academic achievements of their classmates are very diverse because of different personal experiences, different intellectual level of students and level of current knowledge.

The analysis of the content of the interviews allowed us to distinguish two dominant images of the school for adults: 1) school as "an emergency exit", 2) school as "an opportunity".

### **1. School for adults as "an emergency exit".**

The motif of the school for adults as a chance to correct the mistakes of youth appears in some interviews. One of the participants talks about the school as an emergency exit which helped him to improve his earlier, bad decisions. Also, in other statements, it is repeated to see an adult school as an opportunity to think about what to do in life. In this situation, learning in it becomes an opportunity to complete the education and "go further" (it gives potential students, including those with special educational needs, an opportunity to obtain a high school certificate and study). Sometimes, as they convince, it takes extra time to grow up and become mature, and, in some cases, it is a chance to change the wrong past choices of the educational path.

*It was a good experience. A person takes such a distance, I took it myself and everything's going on (M2).  
I went to a vocational class as a carpenter, and after finishing the whole school, I found out that I was not suitable for this job, that it was not for me and I started looking for something that I am more interested in, namely forestry (M3).*

A school for adults turns out to be a chance for people who have previously made unwise decisions – for those who had no ambition to learn earlier and then changed their minds. In their statements, several interviewees mention the topic of dissatisfaction with the current choice of training and work, the desire to improve their social and material status. Acquiring education in a school for adults is for some of the students with experience of educational failures at earlier stages, an opportunity to improve their life situation. They did not do well at the earlier stages (in elementary, junior high or other secondary school), and now they want to make up for it.

*I came here because I need to have a secondary education. That's because I am opening a computer company [...]. Earlier, the school was different – you know (M9).*

### **2. School for adults as 'an opportunity'**



Graduation from a higher level of a secondary education gives most adults an opportunity for better work and higher incomes in the future. It also gives a chance to upgrade qualifications that will enable them to get their dream job in the future. In their statements, the interviewees often refer to so-called ‘paper’ or certificate that certifies that they have graduated from a high school. It is necessary for further studies or – in the opinion of the respondents – it increases their chances on the labour market.

*For me, I need this [school – author's footnote] in order to get a position of a manager [...]. I work in a supermarket, in Olsztyn and there are such requirements there (F11).*

*It raises the qualifications – I can find a new profession, gain new skills, a new job. There are more possibilities when you finish secondary education (F6).*

*I came for «the paper». Mathematics is not necessary for running a company. Nothing is useful here for me. All I need is this secondary education certificate. I do not need to know anything anymore. I have a goal for the future and I need to implement it. I do not need art or history, I just do not need it. I just want to have it on paper that I completed secondary education and that's enough for me (M9).*

The last statement may suggest that for some students, studying has not been needed for their personal purposes. They do not combine their career goals with the knowledge they get at school – they think it is useless. This may be due to both previous educational failures and a pragmatic approach to life. In their opinion, being an adult means earning money and having specific skills. They do not see the need for general knowledge, knowledge of art, literature or culture.

Another aim of our research project was to find an answer to the question: What are the experiences of the participants in their personal and vocational life that can be attributed to their school attendance? It is connected – in our opinion – not only with the participants’ present experiences, but also with factors that contributed to their decision to attend the school for adults. The most often mentioned reasons for choosing a school for adults by the interviewees were connected with problems with fulfilling school duties at earlier stages of their education: often low frequency of attendance, high level of difficulty of subjects at school (learning difficulties, boring subjects), problems with promotion into a higher class, the lack of self-study, conflicts with teachers or other students. None of our respondents told about problems that would directly refer to their special needs or disability, although some of them have got documents which confirm these kinds of difficulties (e.g. dyslexia, learning disability, mild intellectual disability, ADHD). More often they see reasons in external factors such as ‘inappropriate’ behavior of teachers, their wrong choice of teaching methods, boring classes, low level of education in a classroom or school, than in internal reasons. Nobody wants to be seen as a person with special needs, even if they are aware of their limitations in some spheres.

*I wasn't promoted into a higher class because of playing truant, I just didn't manage. I repeated one class twice and was forced to look for another school. It was for my laziness, such a waste of time. After the junior school, I felt free to do whatever I wanted, I felt like an adult. I preferred to sit in front of the computer and simply wasn't able to do well at school (M1).*

Some students explain the choice of the school for adults referring to their previous failures. It is, as they convince, a consequence of earlier setbacks and negligence. On the other hand, they often think that the content taught at school is generally boring and useless in everyday life for a ‘normal person’. In this way, they perceive their failures or unwillingness to work and study as a ‘normal thing’ and do not connect it with their difficulties with acquiring knowledge, skills and competences from the curriculum. ‘Normality’ in this approach is a lack of interest in school and learning.



*Learning at school? So-so. I usually don't learn anything, I just sit, listen and don't complain. It can go wrong if I don't understand something... The worst are Biology, Chemistry and Polish too. Yeah, Polish is also bad because you need a lot of all this – this reading. You need to know those things that a 'normal' person is not interested in too much... you need to know them" (M1).*

Some rare statements indicate the existence of special educational needs, e.g. problems with speaking:

*I wasn't promoted [into a higher class – footnotes of author] several times. Once it was a vocational school... Once in zero class [In Poland it is kindergarten level, the last year before going to primary school – footnotes of author]. And when I went to primary school – I had to change schools then... Because I didn't speak clearly there – that's why. That's it. And in the vocational school it was for absence. Because I had only forty percent rate of attendance at school, and most of the time I missed classes. I usually played truant and did nothing. I didn't want to go to school. I played truant with my friends, my friends, I drank beer, wine... everyone was drunk... (M8).*

Other motives of going to a school for adults are connected with the interviewees' earlier wrong choice of school (inconsistent with their preferences and abilities) or lack of places in the school that students were interested in. They did not manage to get their places there (e.g. because of low grades and learning disabilities). In such cases, they were often trained in a profession (e.g. working with a craftsman), then they decided to complete their education in a school for adults.

Three students (women) who went to a school for adults immediately after graduating from a vocational school (located in the same building), explain the choice of this institution as a natural consequence of their earlier choice. They were happy with the previous school, with the atmosphere in it, so they decided to stay in the same building.

*I chose a vocational school, it was my first choice. After junior school we are often unaware of what we want to do in life. I chose a vocational school. And then I regretted it very much. Well, but when I chose it, I wanted to finish it. And if there was no school, I would not have the opportunity to go further. And thanks to it, I am able to pass exams, which I did not take into account. At that time, I was not aware of it, because more friends were going ... And then, over time, I changed my mind. I could see more about it (F2).*

Among our interviewees there are also students who came to school for adults after a long break caused by various factors: taking care of their own family, raising children, work. For one of the women, it is the third attempt to finish a high school. Now – as she convinces – she is supported by her family - husband and children. The statement shows that in cases of returning to school after a long break, its completion often becomes a matter of ambition and the goal of the whole family. Sometimes the spouse wants his/her wife or husband to raise their qualifications. These students, despite showing numerous obstacles – a small amount of time, colliding hours of work, fatigue – want to finish their upper secondary education to make their dreams come true and not to disappoint their loved ones. In case of these – usually oldest – students the school is a way to improve themselves. It is a chance to improve their status.

*I didn't want to be just a vocational school graduate. I didn't want anyone to call me «a prole» or something ... Did I? I said I'd finish upper secondary for myself and I will feel better. A better paper... People are treated differently when they're with upper secondary degree (F3).*

One of the interviewees admits that the choice of school was an economic decision. A school for adults in her case is a way to use alimony (according to Polish law, learners can get child support payments). Article 133 of the Act of 26 June 1974, The Labor Code (Journal of Laws 1974, No. 24 item 141) grants the right to alimony also to adult learners. They can receive a child support if they are unable to maintain themselves.



In the respondents' statements, there are threads of mutual influence of learning in the school for adults and their professional work or having their own family. Combining learning and working can be a big challenge. There is fatigue, the problem of reconciling work and school hours, lack of time and willingness to learn at home. Some are persuaded by their relatives (parents, husbands, children, extended family) to continue their education. In case of one of the participants of the focus groups, a husband submitted the documents so that his wife would be admitted to school. They help them with household duties (they cook, clean up), they watch their children while the participants are in school. For some families this is an ambition – they want to, for example, eliminate an educational gap between spouses.

*My husband helps me a lot - he cooks, cleans. Now, when I have my exams, he takes care of the house, children... and he says «Sit down, you should learn». And he sacrifices his time for me... hopefully until June, when the school is over. He graduated from a technical school in Olsztyn and he wanted me to finish this upper secondary education, too. We've been arguing about it sometimes. (F7).*

Some of the respondents who are mothers of school-age children point out that when they return to school they develop their knowledge, they can help their children with their school homework. Interestingly enough, sometimes support is also provided to adult students by their children – especially in the case of computer science or foreign languages (this promotes better relationships in the family, deepens mutual bonds).

Learning in an adult school for people with their own families (spouses, children) can be difficult due to the need to reconcile school and home duties – they have less time to learn, tend to be tired, it can cause discouragement, sometimes leads to school leaving. They also have remorse that their education causes children to feel lonely.

*At my home, I see that they are dissatisfied with the fact that I'm not at home. And probably only because of this... Just like yesterday, I said that I was going to school today, 'Mum, you will be out again!'. That's the problem... (F9).*

The third research question was: How does the selected sample perceive their academic problems and achievements?

The interviewees have various approaches to their own learning and its impact on possible school problems or their personal achievements. At earlier educational stages, they generally experienced a series of failures due to both poor academic achievements (caused by their own limitations, behavioral problems, laziness, unwillingness to learn), as well as maladjustment of methods of teachers and/or poor educational support system at school to their individual capabilities. Generally, three groups of students can be distinguished – those who assess themselves at school as very good or good students, those with average achievements, and those who still have problems with learning. Our interlocutors represent different approaches to their own learning: from the lack of own learning at home (just being at school, and listening to what is going on in the lesson) to active preparation to classes, developing their passions, participation in competitions and achieving success. Some students appreciate the role of self-motivation. On the other hand, they also see large disproportions among people in their class. They notice both poor involvement of a certain part of students in the learning process and the lack of ability of the majority of students. Some people admit that they learn only when the issue or subject is interesting for them or when they consider the content necessary for them.

In some statements, our participants mentioned the topic of appreciating the role of teachers in the current school and their impact on lifelong education.





*We do not learn very much. And we aren't talented anyway either. Teachers are dragging us along so that we can pass (M2).*

A school for adults is a place where people with very different experiences, opportunities and approaches to their own learning meet. The level of their self-esteem is also diverse. Some of them assess their capabilities realistically and this is reflected in their plans for the future. Others seem to have inadequate self-esteem to actual school achievements. This is due to lack of information on the requirements for university candidates and poor social capital of the students. Presumably, there is a large amount of students of this type of institution who come from poorly educated families with low economical level. The clash of high ambitions with reality makes the approach of some adult students seem naive. On the other hand, the school is a chance for some students to discover their previously unnoticed abilities and talents. It can be illustrated by an example of one of the interviewees for whom a school for adults turned out to be a place where she – with the help of a Polish language teacher – discovered a declamatory talent and successfully performs in various competitions.

Individual school experiences from previous educational stages also have an impact on the subjective assessment of their school problems. In some of the statements, there is a thread of bad personal experiences from the lower secondary education stage: low level of education, a lot of educational problems, lack of incentives that would develop motivation and willingness to acquire knowledge.

It is characteristic of our participants that they usually blame teachers for their educational failures. Problems with such subjects as mathematics or foreign languages are explained by teachers' bad approach at earlier stages (elementary school, junior high school), large backlogs in their knowledge. They are unwilling to admit that they have speech disorders, writing or learning difficulties, although it is easier for some of them (especially men) to admit that they have behavioral problems. Most of our interviewees also admit that they were not interested in learning when they were children.

Some participants claim that their approach to education changed over the years. As they convince, they used to treat school as a coercion, prison and now they understand that they learn for themselves (although some still do not feel the inner need to develop themselves).

*In general, it seems to me that this approach to school when we were children – in primary or junior high school – was different. Earlier, school was treated like a prison and everyone preferred to escape from it, some truancy or something, and here we do it for ourselves. Not to run away from school (M3).*

The analysis allowed us to distinguish two groups of participants. Students from the first group are aware of the fact that their opportunities are worse than the opportunities of their peers from better schools and environments. Interestingly enough, these students currently usually do well at school. In turn, students from the other group (e.g. with a mild intellectual disability or learning difficulties) have a low awareness of their weaknesses – they either do not see them at all or do not – for some reasons – are unwilling to admit that they have some internal problems. Rather, they explain their bad results and failures by referring to external factors (e.g. bad teachers, inappropriate methods of teaching).

### **Results, Conclusion and Recommendations**

The course and learning outcomes are composed of many variables that come together in various interactions and connections at the individual, interpersonal and institutional level functioning in a specific social context. When intentional learning does not take place, from the perspective of learning theory this fact may be associated with the presence of the following factors: 1. misunderstanding or a decrease in concentration, mislearning, which in the further learning process will cause the error to build up. This type of error can usually be corrected if it is discovered. In many cases, it is impossible to determine when learning is correct or wrong, 2. a student's resistance – if he or she feels restricted or suppressed in a certain situation or in a wider context. 3. the development of psychological barrier, which can manifest itself in a variety of ways, usually by rejection, and in more explicit





cases by blocking, phobia or transformation (Illeris 2006). Problems with learning are usually defined as discrepancies between the requirements of an educational institution related to the didactic process and the academic achievements (or possibilities of academic achievements). They may result from economic, social, biological-psychological and pedagogical factors, often coexisting with each other. The most important causes of difficulties related to pedagogical factors include: faulty assumptions of traditional didactics, disregarding individual differences between students, overloading students with excessive tasks, - the teacher's characteristics and didactic errors that are unfavorable of the didactic and educational process, such as creating a strong sense of threat, lack of care for the development of students' interests, improper use of reinforcements and lack of support for students with learning difficulties, - incorrect working conditions of an educational institution, including too large groups, poor housing conditions, incorrect timetable and others (Stochmiałek 2012, p.32-33).

The obtained research results based on qualitative interviews with adult students of adult schools confirm the importance of the above-mentioned factors for the educational path of students who experienced school failures earlier in life

Employing a phenomenological approach to the study enabled and enhanced the ability of participants' to participate in inclusive research. An insight and understanding of the participants' lived experiences as students was illuminated.

Participation in adult education is affected by the cultural capital students have. Cincinnato et al. (2016) employ three variables to measure this capital: (1) parental education; (2) educational attainment; and (3) readiness to learn. In the present study we identified four main factors influencing the students' attendance in lifelong education centres: previous learning experiences (expressed difficulties at school or earlier wrong school choices), readiness to learn, enhancing job opportunities and social status.

Adulthood is a phase of life characterized by ambitions and aspirations to achieve life goals related to family life, professional development, personal interests. In the course of analyzing professional aspirations of adults Sikorski (2002) distinguishes realistic, overstated and understated aspirations. This division takes into account the relation of a given individual to his or her own predispositions, defined as individual (mental and physical) conditions. Overstrained professional aspirations in adults arise when the intentions for changing professional activity are too high in relation to the possessed possibilities of their implementation. This phenomenon is quite common in adults with low level of education (basic, vocational). By overestimating their own skills, they undertake tasks that significantly exceed their actual performance predispositions. Underestimating the level of education, the need for continuous intellectual development, they cannot fully determine their own professional goals; both current and prospective ones. Lower aspirations are tendencies to formulate individual professional expectations at a level much lower than actual skills or abilities. The unit, when setting its professional goals, is satisfied with performing professional functions of a low degree of difficulty. The basis of this tendency is very complex, because it can, for example, be a sign of a security, manifesting itself in avoiding professional activities that carry the risk of failure. It may also result from previously experienced failures.

The analysis of the literature and the results of the research allows to formulate several conclusions for pedagogical practice. An important element preventing further educational failures is a good diagnosis of problems that a child experiences at school. Proper diagnosis, combined with the cooperation of various specialists (teacher, psychologist, school educator, social therapist) supporting both the student and his family, allows the use of appropriate educational activities (if necessary rehabilitation) and supporting. On the other hand, it is important to create and develop lifelong learning opportunities for adults, including those experiencing school problems at earlier stages of education. Research confirms that these schools not only allow to complete education and increase existing qualifications, but also help develop interests and build social capital necessary for good functioning in society.



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## Preferred Information Sources According To The Health Promotion Based On Quantitative Research Results

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### Abstract

This study focuses on the consumer behaviour in accordance with the health consciousness including the role of information sources. In our opinion the Hungarian population is beginning to recognize the importance of health preservation and the importance of their own responsibility and involvement in this process. The market for healthy lifestyle services shows that healthy products, health promotion, medicines and various healthcare products and healthy nutrition are growing dynamically. That is why we decided to exam the consumer attitude toward the health and the information sources preferred by consumer in case of health promotion and prevention. In the frame of our quantitative research project standardized questionnaire and quota-based sample taking methods was carried out. The main aims of our research project were to analyse the opinions of young people regarding to health-promotion and the role of prevention. Furthermore, to what extent the social, personal characteristics of an individual influence the attitude towards health. Based on the research results we could characterize the most important parts of information collecting process in case of health promotion. In the practical adaptation of the results, I would like to make a proposal for a preventive, health-preserving educational program that can help preserve the health of Hungarian people.

**Keywords:** consumer behavior, information sources, health-promotion, quantitative research

### Theoretic background of the topic

Habits regarding communication have transformed significantly in recent years. Due to the quick improvement in technological advancement, the role and importance of networks connecting different consumers increased both vertically and horizontally, not only for different countries, but for individuals as well. This affects trade, information flow, and the relations between individuals as well. Apart from this, the extent of gained information, and the number of connections (be those business– related or informal) are both increasing.

Due to the networks which are increasing in size, and becoming more and more connected, individuals are becoming more and more informed. Gaining knowledge changed its key platform to the Internet. Even in Hungary, the amount of Internet service subscriptions increasing has become a tendency, especially those for mobile phones. At the same time, enterprises gain more and more knowledge about consumers, which helps them with tailoring their products to their requirements more and more.

According to the research of Pwc, a new chapter in the relationship between doctor and patient and health care in general around the mid-2000s: they call this health 2.0. One of the most notable forces driving this is the Internet being more and more widespread among households. Online platforms (blogs, websites) offer a wider and wider selection of information related to healthcare, health protection, and prevention. Meanwhile, search systems which can be personalised how consumers search for information much more quickly, and comfortably. The immediate reaction (here and now), personalised offers, and the easily viewable background information related to the product or service became factors which determine consumer decisions (Pwc, 2018).

At the same time, consumers became more aware, and have an easier time which sharing their experiences with each other, therefore, they can easily and quickly ask for advice from other users as well. This also increased the



importance of roles such as opinion leaders, and reference personnel both for communication and consumer decision-making. This improved consumer generated marketing (CGM) (Fodor et al, 2010).

In addition, it is increasingly difficult to create the confidence atmosphere and communication style that can be optimal, attractive and stimulating for consumers with different values and socialization backgrounds (Lazányi, 2016, 2017).

The gap between generations is becoming more and more challenging for communication professionals (Schewe, Noble 2000). Different value systems and different ways of thinking require differentiated solutions in marketing and in many areas of management (Lazányi, Bilan, 2017; Vara, Csiszáik, 2016).

According to research, it is a very important aspect of the social and economic environment in which the generation is socialized. The impulses and decisive events that affect them have a great influence on their consumer decision (Tari, 2011; Töröcsik, 2003).

The changing of communication habits has an impact on both collecting information related to healthcare, and the role of doctors (experts) in it as well. While earlier relationships between doctor and patient were described by the doctor holding all the information and knowledge, the appearance of the Internet changed this. Ever since the Internet came into the picture, the initiative rests with the patient, who can even begin a discussion about what kind of treatment would fit his / her needs the most.

Multiple instances of research focused on the effect of information reachable through the Internet as well: in the United States of America, 85% of the doctors participating in a questionnaire met with the situation where the patient searched for information about their condition on the Internet. From the perspective of the doctor-patient relationship, the quality, and precision of the information is important as well, which helped deepen and supplement the knowledge of the patient, thereby making time spent at the doctor's yield better results as well. However, information which was not precise or not sufficient enough had a negative impact on the doctor-patient relationship, in spite of how patients are more prone to accepting information offered by the doctors (Murray et al. 2003, Bowes et al. 2012).

Electronic messaging system usage is getting more and more widespread as well, offering a wide variety of opportunities. There were countless instances of initiatives and developments focused on using technological tools directly in the doctor-patient relationship, or health protection, health development, both in Hungary and abroad (Molnár et al, 2017).

According to our research results, in Hungary, using the Internet to dig for information about personal health problems most notably happens among those of higher education. They mainly use the World Wide Web for collecting information, and maintaining connections, followed by reading news, learning, and online entertainment (KSH, 2013).

In our study, we analyzed the habits of the 19 – 55 age group of Hungarians related to sports and health protection, in order to find out how much the trends we mentioned earlier impact habits related to sports and gathering information about health protection.

Since the indicators of health care basically show that we are significantly behind in terms of prevention in Hungary, when compared to the European average, we believe that research that may help find the best form of information gathering, most suited to the general populace may have a significant role.

#### **Methodological background of the topic**

The research was conducted in a quantitative form, using a primary data collection method. We used a pretested standardised questionnaire, in an online form. During our research, we used a quota-sampling method, in order to achieve a sample balanced in terms of region, and gender.



As such, neither of the genders, and none of the regions were overrepresented in our sample. By age, the largest group was made up of those between 19 and 55 years old. Most of our participants had either high school diploma or college-level education and live in their own house. As for type of living area, 66% of the participants live in a city, 16% live in the capital, and merely 18% live in rural areas. Regarding marital status, most of the participants (61%) are unmarried, while the number of those married (31%) is also quite high. 31% of the participants already have a child, the youngest was three months old, and the oldest was 32 years old in our sample. We used statistical methods to analyse the results of our research. In this study, we will introduce partial results of our research, shown by age, and filtered for the participants categorised into the Z generation.

### **Results**

First, we asked our participants to state three words / expressions / feelings, which comes to mind when they hear the word sports. The main point of spontaneous association is to find out which words or persons – according to the value definition of consumers – are linked to fitness or sports. The results suggest a positive attitude, as these activities mostly had positive words associated with them. Some of the examples are health, movement, endurance, sport, strength. This is a very happy result, which validates how most of the people look upon sports with a positive attitude, and don't consider this preventative behaviour to be bad, or negative.

**Figure 1.** Spontaneous associations in accordance with sport



Source: personal research, 2018. N=829

In order to do this – according to our beliefs – reasonable and believable communication is incredibly important (Kohlhoffer-Mizser, 2018), such as a precise and easily understandable informing, education, and creating a connection to sport and health protection. In order to do this, we have to personify 'moving our bodies', as a form of behaviour which should be followed – this means we need a person of reference, who can serve as a role model for youngsters.

### **Role of persons of reference in prevention**

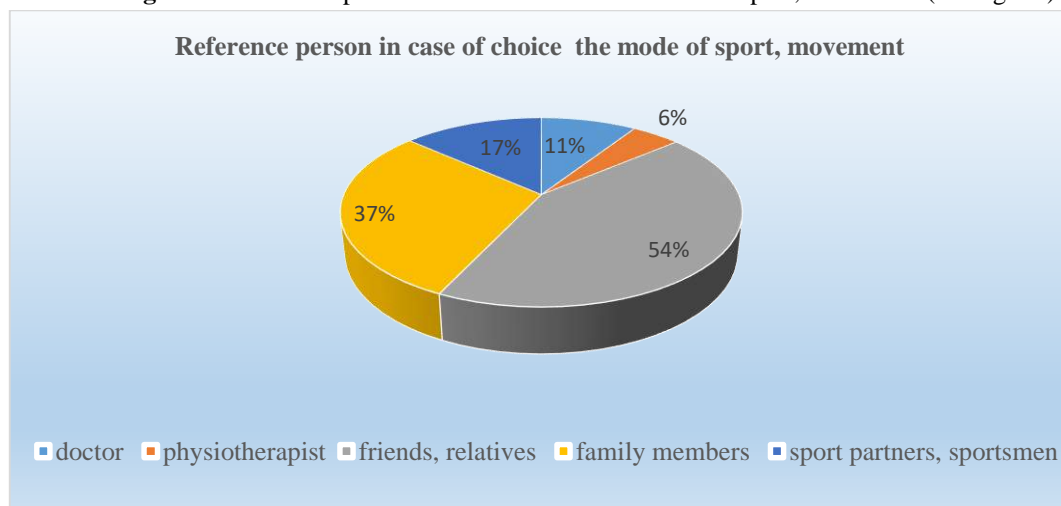
In our research, we have a separate question about who our participants look upon as a so-called person of reference, meaning a source of information that is trusted, a person whose opinion they follow regarding sports, and health protection issues. According to our results, opinions of doctors are the most important for all participants when asking about motor system issues, they are the most sought-after source. Behind them – with a significant distance – our participants mentioned professional trainers. Asking for the opinion, and professional advice of physiologists or sports psychologists is also not relevant.



All of this signifies that letting people know and familiarize with such expert sources is an important task, as they could represent a very important and significant role in helping health protection, and preventative behavior gain more ground, becoming a different kind of help compared to doctors. However, in order for this to be realized, they have to be both valid, and of a good reputation.

When we also asked our participants about who they turn to for advice regarding the best suited form of movement/sports for opinions, it became obvious that the main role is held by the social channels. The most important information basis comes from friends, acquaintances, and family members. This is no surprise, as family is the most fundamental social unit, which has a significant role in determining and shaping a human's value system, and forms of behaviour. The role of friends and acquaintances proves the importance of social connections, and informal groups.

**Figure 2.** Reference person in case of choice the mode of sport, movement (average %)



Source: personal research, 2018. N=829

We also wished to understand if the Hungarian fitness or sports is linked to some person, or person of reference, perhaps a brand in the head of our participants, thereby understanding, or what brands or the ones with the strongest connection to these words.

**Figure 3.** Spontaneous associations in accordance Hungarian fitness or sport





Based on spontaneous mentions, the associated mostly to sportsmen who based their fame with a strong presence in the media. they are the well-known, popular sports persons, who solidified their existence as celebrities using social media, appearances in media, TV programmes, advertise men's, personal services, and personal brand products.

## Conclusions

The consumer communications tendencies and changes descriptive of recent years validate that believable communication is very important. This is also a fact for making people familiar with health protection, and an active lifestyle. Therefore, we believe that behaviour patterns of health protection have to be popularised using education, and at the same time, a so-called beloved brand has to be made using an emotional connection, which or whom will be a representative of the advantages sports has for people, while being understandable and acceptable.

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## Assessment of Prospective Teachers' Preference for Career Choice in Terms of Sustainability

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### Abstract

The purpose of this research is to examine the occupational choice preferences of prospective teachers considering some different situations in terms of sustainability. This descriptive model research was carried out with 402 prospective teachers. Frequency and percent were used for data analysis. According to the results, most of the participants come from the social sciences area. The adaptation of the education department and the departments that want to be educated has been examined. When the compliance rates are examined, it is seen that the values are very low. That is, prospective teachers are not in the areas where they want to study. On the other hand, 15.92% of the prospective teachers want the field of education. Although the rates of integration of education on the basis of department are very low, in sectoral and field surveys, this ratio is 50% and above in the fields of “business-economy-management, sport, language-literature, social sciences.

**Keywords:** Prospective Teachers, Preference for Career Choice, Sustainability

### Introduction

Choosing a job is one of the most important preference for an individual during his/her lifetime. This choice affects his/her whole life. There are a lot of definitions for “career” which is crucial for an individual. Although it is generally defined as a job that an individual makes for a living or earning money; it is not just earning money. It is wider, it is a new lifestyle, a new working atmosphere, it is using different abilities and improving them. An individual who continues formal education prefers the job in a specific time (Kuzgun 1986). He/She also prefers the job, which enables him to make a living. This job takes his/her whole time and helps him/her to get satisfaction both financially and psychologically. In order to get this, he/she needs to get educated inside and outside the school. When individuals focus on choosing a job in their development stage and make different decisions; there are some key factors such as 1. Gender and Physical Characteristics. 2- Self-desires and dreams 3-Status of the job in the society and demand for the job. 4- Teachers’ thoughts and school success. 5- Family’s thoughts and expectations 6- study habits, school success, ego, interests, special abilities and intelligence. 7- Relatives’ thoughts and effects 8-family’s socio-economical status 9-Environment, Economical status of the State, Technological Developments 10-Knowledge level of the job. 11-Professional Experience Level (Kuzgun, 1986, s. 218). According to occupational theories there are a lot of factors which affect choosing a job. According to quality-factor analysis, career success is only possible when personality and job requirements are perfectly matched. (Miller, 1974; Yeşilyaprak, 1995). Roe states that (1986) one chooses a job to meet his/her psychological needs in an individual’s childhood.

Methods of providing needs and Life quality will be key internal factors to prefer a job in the future (Yeşilyaprak, 1995). Holland’s theory states that choosing a job has a relationship between personality dynamics and environment where the job is being done or relationships between activities which these jobs require (Kuzgun, 1992). Choosing a career is a reflection of personality in the business world. According to Holland; people has 6 type of personality and chooses a job which has a harmony with these types (Holland, 1973; Yeşilyaprak, 1995). Professional satisfaction has a positive relation with personality types (artist, social, traditional, enterpriser, realist,



researcher) and its qualifications and its harmony with the jobs which are defined for these types in the business environment (Slaney and Russell, 1987). Ginzberg et al. (1951) state that choosing a job is not a spontaneous action, it is a developmental stage from childhood to adolescence. According to this theory there are some specific stages which are named as “fantasy” “temporary” and “realist”. After passing these stages, the decision is irreversible. (Ginzberg 1970; Yeşilyaprak). According to Super, choosing a job is a reflection of ego by interacting with environment in the developmental stage (Super, 1968). It is a conceptual model and it can also be defined as “Ego theory” or “Role theory”. Super accepts that there are 5 stages in this theory and they are lifelong (growth, research, form, keeping, downfall).

Teaching is a prestigious job since the first human being. It is also accepted as a sacred job in Turkish Education history. People realise how it helps people to get new qualities with no doubt. For instance, An Uyğur Proverb says “Give your child to to teacher and take him/her and send him/her to the palace” stresses the statue child gets by education. (Akyüz, 2009). Education historian Akyüz states that 5 types of teachers were educated in the Ottoman Reformation Period. Child School Teachers, Madrasah Teachers, Palace School Teachers, Military and Technical School Teachers, Minority and Foreign Schools Teachers. Environment and methods are different in these schools. (Akyüz, 2009). At present, Ministry of Education has conducted “National Teacher Strategy workshop” and in regard to teacher education and employment process, six basic principals have been accepted as: “pre-service training, candidate teacher selection and employment, orientation training, career development and promotion, the statue of teaching and ongoing training”.

Considering all of these, selection of candidate teachers, training them as good teachers, employment after graduation and in-service training for a sustainable quality are parts of an inseparable whole. Teacher skill training is not just limited with university education; it is a lifelong period. For teachers it is not possible just to teach with a bachelor’s degree. Without training, teaching will be inefficient in a changing world. Therefore, teacher training is a key factor in most of the countries. Teacher training is an integrated process which is from choosing a job to retirement. The first step of this process is teacher selection. The next step is the quality of education and university (Teacher Strategy Document 2017).

Recently, the most important activity of Ministry of Education to improve the quality of teachers is “Candidate Teacher Training” program that started 2016 for the first time. In this program candidate teachers were trained busily with the consultancy of experienced teachers. Candidate teachers were trained busily via in-class observation and applications, preparation and assessment studies, in-school and out of school activities. In addition to this activity with the consultancy of experienced teachers, candidate teachers were asked to read books that are famous in national and international literature, watch movies and documentaries that reflects different educational experiences of different countries. Seminar and conferences have been organized for these teachers to make them realize theoretical and practical problems that are related to education. It has been aimed to train teachers with enough knowledge, skills and values in order to reach national education goals with these activities (Teacher Strategy Document 2017).

This study involves the assessment of candidate teachers’ job preferences in terms of sustainability. “Sustainability” as a word means ongoing and continuous (Büyükyeğen, 2008). Sustainable development is balancing current benefit satisfaction and preserving next generation’s benefits. (Collin, 2004). Or by more common statement, supplying the needs of next generations today before it is too late. (WCED, 1987). Literature is complex when “Sustainable development” and “Education” concepts come together. Although academicians and educators use “Environmental Education for Sustainability”, “Education for Sustainability” and “Sustainable Education” statements for sustainable development training, “Education of Sustainable Development” is the most frequently used statement. Yang, Lam and Wong, 2010; Demirbaş, 2015).



Individual's education is one of the most important ways to contribute sustainable development process. Because by interacting with the society, an individual enables self-socializing and contributes the society to develop. (Lucerne Declaration, 2007). Knowledge, perception and values can be provided by education. At this point teachers can reach individuals most. In that case, candidate teachers must be equipped with knowledge, perception and values to create a liveable world in the future and to maintain sustainable development. There should be teachers as a model for every individual who take responsibility for a sustainable future. Teachers should be aware of a sustainable world and lifestyle. In order to create this awareness, environmental education should be added to teacher training programs as well as subjects and learning outcomes within the scope of sustainable development. The purpose of this research is to examine the occupational choice preferences of prospective teachers considering some different situations in terms of sustainability. Depending on this purpose answers of following questions have been determined:

1. What are the department where prospective teachers have studied or graduated from University?
2. What department would prospective teachers like to choose without considering exams and job guarantee situations at University?
3. If there is no exam condition in the university and prospective teachers have a job guarantee, which department would prospective teachers like to choose?
4. How is the distribution of answers of prospective teachers about "Which department would you like to choose without considering exam and job guarantee at University?" examined in term of sector and subject.
5. How is the distribution of answers of prospective teachers about "If there is no exam condition in the university and you have a job guarantee, which department would you like to choose?" examined in term of sector and subject areas.

## Method

### Participants

This descriptive model research was carried out with prospective teachers who participated in the pedagogical formation program conducted in a university in north-western Turkey in 2017. 402 (292 females, 114 male) prospective teachers participated in the research. the departments which the participants are trained or are in training are presented in Table 1.

**Table 1.** The departments where the participants are trained or are in training

Department	Frequency	Percent
History	102	25,1
Turkish Language And Literature	79	19,5
Sociology	55	13,5
Philosophy	54	13,3
Sports Management	39	9,6
Business Administration	26	6,4
Public Administration	12	3,0
Theology	12	3,0
Tourism and Hotel Operating	11	2,7
History of Art	3	0,7
Psychology	3	0,7
Contemporary Turkish Dialects and Literatures	2	0,5
Economics	2	0,5
Biology	1	0,2
Coaching Education	1	0,2



Conservatory	1	0,2
Graphics	1	0,2
Hospitality Management	1	0,2
Modern Turkish Dialects And Literature	1	0,2
Total	406	100,0

It is also examined the departments which the participants are trained or are in training according to sector and subject areas are presented in Table 2.

**Table 2.** The departments which the participants are trained or are in training according to sector and subject areas

Sector and Subject Areas	Frequency	Percent
Natural Sciences	1	,2
Business-Economy-Management	51	12,6
Sport	41	10,1
Fine Art-Conservatory-Fashion Design-Graphic	2	,5
Language-Literature	82	20,2
Social Sciences	229	56,4
Total	406	100,0

According to Table 2, most of the participants come from the social sciences area.

### Data Collection Tool

In order to collect data, a form was developed by researchers. In this form "what is the department where you have studied or graduated from University?", "what department would you like to choose without considering exams and job guarantee situations at University?" and "If there is no exam condition in the university and you have a job guarantee, which department would you like to choose?" questions were asked to prospective teachers.

### Data Analysis

Frequency and percent were used for data analysis. z-ratio for the significance of the difference between two independent proportions was used to determine whether there is a significant difference between the percentages of the answers given to the questions. Analysis [http://vassarstats.net/propdiff\\_ind.html](http://vassarstats.net/propdiff_ind.html) made online using the web page.

### Findings

#### *Departments chosen by prospective teachers without considering exam and job guarantee at University*

The question "which department would you like to choose without considering exam and job guarantee at University?" was asked to prospective teachers and the results are presented Table 3.

**Table 3.** Departments chosen by prospective teachers without considering exam and job guarantee at University

Which Department would you like to choose without considering exam and job guarantee at University?"	Frequency	Percent
History	29	7,1
Medicine	26	6,4
Psychology	26	6,4
Turkish Language And Literature	26	6,4
Sports Management	25	6,2
Law	21	5,2
Classroom Teaching	14	3,4





Philosophy	12	3,0
Archaeology	11	2,7
Early Childhood Education Teacher	11	2,7
Sociology	11	2,7
Architecture	9	2,2
Conservatory	9	2,2
Nursing	9	2,2
Radio Television And Cinema	9	2,2
Teacher	9	2,2
Theatre	9	2,2
Theology	9	2,2
Guidance And Psychological Counselling	8	2,0
Police	8	2,0
Fine Arts	6	1,5
Geography	5	1,2
Interior Architecture	5	1,2
Turkish Language Teaching	5	1,2
Child Development	4	1,0
Computer Engineering	4	1,0
English Language And Literature	4	1,0
Gastronomy	4	1,0
Journalism	4	1,0
Music	4	1,0
Veterinary	4	1,0
Advertising	3	0,7
Civil Engineering	3	0,7
Engineering	3	0,7
English Language Teaching	3	0,7
Film And Television	3	0,7
International Relations	3	0,7
Mathematic	3	0,7
Special Education	3	0,7
Business Administration	2	0,5
Civil Aviation	2	0,5
Contemporary Turkish Dialects And Literatures	2	0,5
Fashion Design	2	0,5
Graphics	2	0,5
History Of Art	2	0,5
History Teacher	2	0,5
Military Academy	2	0,5
Performing Arts	2	0,5
Physical Education And Sports Teaching	2	0,5
Anaesthesia	1	0,2
Anthropology	1	0,2
Arts And Crafts Education	1	0,2



Biology	1	0,2
Climatology	1	0,2
Dentistry	1	0,2
Economics	1	0,2
Geography Teacher	1	0,2
Management Information Systems	1	0,2
Mechanical Engineering	1	0,2
Musicology	1	0,2
Pedagogue	1	0,2
Pharmaceutics	1	0,2
Pilot	1	0,2
Public Administration	1	0,2
Public Relations And Advertising	1	0,2
Radiology	1	0,2
Social Services	1	0,2
Social Studies Teacher	1	0,2
Space Science And Technology	1	0,2
Tourism Guidance	1	0,2
Translation And Interpretation	1	0,2
Total	406	100,0

As seen Table 3. the value of the first six sections selected by the participants is close to each other and history ranks first, when evaluated as sectoral social science ranks first and education is second.

Answers of prospective teachers about "Which Department would you like to choose without considering exam and job guarantee at University?" examined in term of sector and subject areas and the results are presented Table 4.

**Table 4.** Departments chosen by prospective teachers without considering exam and job guarantee at University in term of sector and subject areas

Sector And Subject Areas	Frequency	Percent
Social Sciences	115	28,3
Education	64	15,8
Healthy	49	12,1
Fine Art-Conservatory-Fashion Design-Graphic	35	8,6
Language-Literature	33	8,1
Sport	25	6,2
Law	21	5,2
Communication	20	4,9
Engineering-Architecture	17	4,2
Security-Defence-Pilot	11	2,7
Business-Economy-Management	10	2,5
Natural Sciences	6	1,5
Total	406	100,0



As seen Table 4. when evaluated as sectoral social science ranks first and education is second.

***Departments chosen by prospective teachers there is no exam condition in the university and you have a job guarantee.***

The question "If there is no exam condition in the university and you have a job guarantee, which department would you like to choose?" was asked to prospective teachers and the results are presented Table5.

**Table 5.** Departments chosen by prospective teachers there is no exam condition in the university and you have a job guarantee

"If there is no exam condition in the university and you have a job guarantee, which department would you like to choose?"	Frequency	Percent
Medicine	50	12,3
Law	46	11,3
Psychology	28	6,9
History	21	5,2
Sports Management	19	4,7
Turkish Language And Literature	15	3,7
Architecture	12	3,0
Classroom Teaching	12	3,0
Engineering	10	2,5
Early Childhood Teacher	9	2,2
Music	9	2,2
Police	9	2,2
Theology	9	2,2
Guidance And Psychological Counselling	8	2,0
Nursing	8	2,0
Computer Engineering	7	1,7
Philosophy	7	1,7
Archaeology	6	1,5
Business Administration	6	1,5
Teacher	6	1,5
Translation And Interpretation	6	1,5
Veterinary	5	1,2
Civil Engineering	4	1,0
Radio Television And Cinema	4	1,0
Social Services	4	1,0
Sociology	4	1,0
Child Development	3	0,7
Dentistry	3	0,7
English Language And Literature	3	0,7
English Language Teaching	3	0,7
Geography	3	0,7
History Of Art	3	0,7
Interior Architecture	3	0,7
Pharmaceutics	3	0,7



Physical Education And Sports Teaching	3	0,7
Theatre	3	0,7
Turkish Language Teaching	3	0,7
Advertising	2	0,5
Anesthesia	2	0,5
Conservatory	2	0,5
Fine Arts	2	0,5
Graphics	2	0,5
International Relations	2	0,5
Mathematic	2	0,5
Mental Disabilities Education Teacher	2	0,5
Military Academy	2	0,5
Public Administration	2	0,5
Special Education	2	0,5
Aeronautical Engineering	1	0,2
Agriculture Engineering	1	0,2
Art	1	0,2
Aviation	1	0,2
Biology	1	0,2
Chemistry	1	0,2
Civil Aviation	1	0,2
Climatology	1	0,2
Cookery	1	0,2
Economics	1	0,2
Film And Television	1	0,2
French Language And Literature	1	0,2
Gastronomy	1	0,2
Geography Teacher	1	0,2
Greek Language And Literature	1	0,2
History Teacher	1	0,2
Human Resources Management	1	0,2
Management Information Systems	1	0,2
Mechanical Engineering	1	0,2
Nutrition And Dietetics	1	0,2
Performing Arts	1	0,2
Political Science	1	0,2
Radiology	1	0,2
Religious Culture And Moral Knowledge Education	1	0,2
Sinology	1	0,2
Tourism And Hotel Operating	1	0,2
Tourism Guidance	1	0,2
Total	406	100,0

According to Table 5 medicine and law make up the first two rows and are the most desired sections.



Answers of prospective teachers about "If there is no exam condition in the university and you have a job guarantee, which department would you like to choose?" examined in term of sector and subject areas and the results are presented Table 6.

**Table 6.** Departments chosen by prospective teachers there is no exam condition in the university and you have a job guarantee in term of sector and subject areas

Department	Frequency	Percent
Social Sciences	83	20,4
Healthy	79	19,5
Education	58	14,3
Law	46	11,3
Engineering-Architecture	40	9,9
Language-Literature	26	6,4
Sport	19	4,7
Fine Art-Conservatory-Fashion Design-Graphic	17	4,2
Business-Economy-Management	16	3,9
Security-Defense-Pilot	10	2,5
Communication	7	1,7
Natural Sciences	5	1,2
Total	406	100,0

As seen Table 6. when evaluated as sectoral. Social sciences and healthy are at the top of the list, and health care is one of the most desirable areas.

***The Compliance of the Education Department and The Departments That Want to Be Educated of prospective teachers***

The compliance of the education department and the departments that want to be educated of prospective teachers has been examined. Results are presented Table7.

**Table7.** The compliance of the education department and the departments that want to be educated of prospective teachers

	Frequency	Percent
The departments where the participants are trained or are in training It is not same & Departments chosen by prospective teachers without considering exam and job guarantee at University	326	80,3
It is same	80	19,7
The departments where the participants are trained or are in training It is not same & Departments chosen by prospective teachers there is no exam condition in the university and you have a job guarantee	342	84,2
It is same	64	15,8

t test for Comparison to percentage "It is not same" and "It is same"  $z=1.47, p>.05$



As seen Table 7. the compliance rate of prospective teachers' The departments where the participants are trained or are in training & Departments chosen by prospective teachers without considering exam and job guarantee at University is (19.7) and the compliance rate of prospective teachers' The departments where the participants are trained or are in training & Departments chosen by prospective teachers there is no exam condition in the university and you have a job guarantee is (15.8). It is seen that the values are (19.7 & 15.8) very low.

The situation that emerged in the descriptive statistical result was also checked with meaningful tests. It has been determined that there is no significant difference in the percentage distribution of answers given by prospective teachers in both cases. The prospective teachers are not satisfied with the current educational field, although the conditions vary.

**Table 8.** The compliance rate of prospective teachers'

		All		Only female		Only Male		Compare gender in questions
		f	%	f	%	f	%	
The departments where the participants are trained or are in training & Departments chosen by prospective teachers without considering exam and job guarantee at University	It is not same	326	80,3	246	84,2	80	70,2	z=3,20 p<.05
	It is same	80	19,7	46	15,8	34	29,8	
The departments where the participants are trained or are in training & Departments chosen by prospective teachers there is no exam condition in the university and you have a job guarantee	It is not same	342	84,2	255	87,3	87	76,3	z=3,20 p<.05
	It is same	64	15,8	37	12,7	27	23,7	
t test for Comparison to percentage "It is not same" and "It is same"		z=1.47, p>.05		z=1,06, p>.05		z=1.04, p>.05		

As seen Table 8 the compliance rate of prospective teachers' The departments where the participants are trained or are in training & Departments chosen by prospective teachers without considering exam and job guarantee at University is (19.7) and the compliance rate of prospective teachers' The departments where the participants are trained or are in training & Departments chosen by prospective teachers there is no exam condition in the university and you have a job guarantee is (15.8). It is seen that the values are (19.7 & 15.8) very low. There is similar situation for genders.

The situation that emerged in the descriptive statistical result was also checked with meaningful tests. It has been determined that there is no significant difference in the percentage distribution of answers given by prospective teachers in both cases. The prospective teachers are not satisfied with the current educational field, although the conditions vary. When we compare in every question based on gender, there are meaningful differences. According





to this analysis results, girls are not satisfied with the current educational field than males. That is, prospective teachers are not in the areas where they want to train.

**Table 9.** Distribution of Answers of prospective teachers about "Which Department would you like to choose without considering exam and job guarantee at University?" examined in term of sector and subject

		SUBJECT AREAS						Total
		Natural Sciences	Business-Economy-Management	Sport	Fine Art-Conservatory-Fashion Design-Graphic	Language-Literature	Social Sciences	
Distribution of Answers of prospective teachers about "Which Department would you like to choose without considering exam and job guarantee at University?" examined in term of sector and subject areas	Natural Sciences	0	0	0	0	0	6	6
	Business-Economy-Management	0	6	0	0	1	3	10
	Sport	0	0	20	0	4	1	25
	Fine Art-Conservatory-Fashion Design-Graphic	1	3	2	2	14	13	35
	Language-Literature	0	2	0	0	15	16	33
	Social Sciences	0	12	5	0	14	84	115
	Education	0	12	3	0	11	38	64
	Law	0	3	2	0	6	10	21
	Healthy	0	10	4	0	8	27	49
	Communication	0	1	0	0	5	14	20
	Engineering-Architecture	0	2	0	0	3	12	17
	Security-Defense-Pilot	0	0	5	0	1	5	11
	Total	1	51	41	2	82	229	406

As seen Table 9 in the fields of "business-economy-management, sport, language-literature, social sciences", the rate of requests for education in these areas is 50% and above again without considering the exam and job guarantee conditions by prospective teachers. On the other hand, 15.92% of the prospective teachers want the field of education.

**Table 10.** Distribution of Answers of prospective teachers about "If there is no exam condition in the university and you have a job guarantee, which department would you like to choose?" examined in term of sector and subject areas.

		SUBJECT AREAS						Total
		Natural Sciences	Business-Economy-Management	Sport	Fine Art-Conservatory-Fashion Design-Graphic	Language-Literature	Social Sciences	
Distribution of Answers of prospective teachers about "If there is no exam condition in the university and you have a job guarantee, which department would you like to choose?" examined in term of sector and subject areas	Natural Sciences	0	0	0	0	1	4	5
	Business-Economy-Management	0	11	0	0	1	4	16
	Sport	0	0	14	0	3	2	19



condition in the university and you have a job guarantee, which department would you like to choose?"	Fine Art-Conservatory-Fashion Design-Graphic	1	3	1	1	5	6	17
examined in term of sector and subject areas	Language-Literature	0	2	0	0	12	12	26
	Social Sciences	0	6	2	0	12	63	83
	Education	0	7	5	1	13	32	58
	Law	0	3	3	0	13	27	46
	Healthy	0	11	8	0	13	47	79
	Communication	0	1	0	0	1	5	7
	Engineering-Architecture	0	7	5	0	6	22	40
	Security-Defense-Pilot	0	0	3	0	2	5	10
Total		1	51	41	2	82	229	406

In the fields of “business-economy-management, sport, language-literature, social sciences”, the rate of requests for education in these areas is 50% and above again there is no exam condition in the university and you have a job guarantee conditions by prospective teachers. On the other hand, 14.28% of the prospective teachers want the field of education.

Although the rates of integration of education on the basis of department are very low, in sectoral and field surveys, this ratio is 50% and above in the fields of “business-economy-management, sport, language-literature, social sciences”. There is a similar result in the candidate teachers' departments, and in the sector and in the field, except for “business-economy-management, sport, language-literature, social sciences”.

## Results, Conclusions and Recommendations

If you wouldn't have any job opportunity or exam option for the job you prefer which job would you choose? Prospective teachers have answered this question as: History, Faculty of Medicine, Psychology, Turkish Language and Literature, Sports Management and Law. Prospective teachers yet choosed teaching in the sixth row. Considering sectors, social science is the first, Education is the second and Health is the third choosing of candidates. Considering subject field, Education is in the seventh place with the ratio of %15,92 (64/406) in the choosing line.

If there wouldn't be an exam requirement for the job you prefer and if it was guaranteed which job would you choose? Prospective teachers have answered this question as: Faculty of medicine, law, Psychology, history, sports management and Turkish Language and Literature. Prospective teachers yet choosed teaching in the eighth row. Considering sectors, social science is the first, Health is the second, Education is the third, Law is the fourth, Engineering-Architecture is the fifth choosing of candidates. Considering subject field Education is in the seventh place with the ratio of %14.28 (58/406) in the choosing line.

Choosing a job is a source of status and a way of existence which enables people to develop themselves cognitively and physically and reach their goals. (Atli, 2016; Sarıkaya and Khorshid, 2009). When a person adapts his/her character and abilities to his job he/she enjoys his/her job, is happy and is more productive (Köroğlu, 2014). The question of “What is the harmony level between the field you study now (or the preferred job with no career opportunities and no exam requirement) and the field you would like to study?” has been answered by the candidates as %80 positive and %20 negative. According to the result of the study by Öztürk Demirbaş (2015) the lowest averages of sustainable development belong to pre-school teaching, social science teaching, science teaching candidates. Considering highest averages belong to computer teaching, Turkish language teaching,



consultancy and psychological counselling candidates. This study has been assessed generally there fore One-to-one compassion has not been made. It has been found in a study that university students were familiar with the term “sustainable development” but they weren’t able to develop a total point of view about it. (Şahin, Ertepinar and Teksöz; 2009). People who work in a job that corresponds with their needs and abilities and doesn’t contradict their values helps them to enjoy their job and consequently they can get better results. It can be said that a person who uses career values in his/her job is a happy and loyal worker. (Serin, Soran and Kılıç, 2014).

In a study by Durmaz (2014) some question has been asked as: “Are your students aware of their interests and abilities?”, do your students know their strong and weak subjects? Do your students do research about their career in the future by themselves? “How much information do your students have about choosing a job?” and answers are as: “Students are aware of their interests and abilities, they know their strong and weak subjects. They have information about jobs but not enough”. Students have been doing research about jobs and career. More than half of the participants think that students have information about jobs but they state that this information should be supported by professional career consultants, which is beneficial for students. Considering these answers, it can be said that students have accomplished some of their career objectives. These results and data could be a sign for students to see how much they adapt job or how much they will be successfully for the preferred job.

The question “What is the harmony level between the preferred job (no exam requirement and guaranteed) and the field you are studying now?” has been answered by candidate teachers as: %85 negative and %15 positive. In their qualitative study with 3rd degree university students Ubuz and Sarı (2008) asked them why they wanted to be a teacher? According to the study, most of the candidates preferred teaching because of university entrance exam result and other factors such as “family and environmental press”. These data show that candidate teachers have not been affected by internal factors. It can be said that their harmony level is low, which aggress with the research data. A study carried out by Narin (2018) shows that %73.5 of the first degree students, %63.8 of the second degree students, %59.6 of the third degree students and %57.1 of the fourth degree students are aware of the future of the job. Most of the students have stated that they have enough information for physiotherapy and they don’t have any concern to find a job after graduation. Another study carried out by Şahin in Buca Education Faculty with 149 4th degree students (2011) about “Candidate Teacher Employment and Students’ future career thoughts indicate that %81 of the students have negative statements about their future career. Ergen (2014) asked candidate teachers “who do/don’t you want to be a teacher? and answers are as: “I like teaching”, “Teaching builds the future”, “a prestigious job” which means they are affected by internal factors. These data agree with the study. Consultation at school for career helps to prevent possible problems that might emerge in the future. Choosing a career identifies child’s status in a society and helps him/her to keep that status (Deniz, 2001).

Finally, the harmony level between the field candidates are studying now and the filed they preferred is low %85 of the candidate teachers study in a field which they don’t want to. It can be said that their education is not sustainable. Because they are unwilling to study and they won’t be successful and they won’t be able to work the field they want to. As a suggestion, when raising young people, they should be guided according to their personality and abilities so that a career planning can be made after graduation. Every university could establish a career planning center or human resources center. Students can interact these departments directly.

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### Abstract

The article presents the significance of the strategy and threats to the state in the aspect of the destabilization activities carried out, the ideological revolution of society. The authors of a given strategy strive to use available sources of state, institutions and organizations in order to achieve an advantage over an opponent, a competitor satisfying the expectations of a given community. Strategies playing the role of an independent factor in the environment of threats are the antidotes of each conflict affecting security, reducing or increasing the public's fears. They give a different dimension in the context of related social determinants, dosing with the recipe of achieving the intended goal.

**Keywords:** Strategy, Security, Conflict, Threats.

### Introduction

The concept *STRATEGY* defines the purposeful management of an organization at a given time. In military terms, the strategy is a means to achieve specific political and military objectives of the operation. The strategy of success forces the rational use of possible available sources leading to a victory in a conflict not only of war. It can be said that an optimal trajectory of successive harmoniously cooperating measures, initiatives and concepts is being pursued by means of specific strategy and task objectives for elements implementing strategies.

The authors of a given strategy strive to use available sources of state, institutions and organizations in order to achieve an advantage over an opponent, a competitor satisfying the expectations of a given community. A particular position in the regulation systems is occupied by normative legal systems from which the law creates rules of behavior (legal regulations) which are also of significant influence to the quality of social relationships(1).

An example of a conventional theory of strategy is the U.S. Army War College model from the work of Arthur F. Lykkeho. The world literature presents a full spectrum of definitions of the concept of management, which brings different interpretations.

Management belongs to economic sciences. Since the beginning of the twentieth century, since management was tried to base on scientific basis, until the 1960s, management was understood as a managerial activity, including the following sequences: Planning, Organizing, Deciding, Motivating and Controlling, called classical management functions. The classic management functions have distinguished the first "classic" management of Henri Fayol. However, the management paradigm has changed radically since then, so it is worth returning to an older, more general definition: management is the art or practice of sensible application of means to achieve the set goals. Strategic management - it is an information - decision process (supported by planning, organization and control functions), the purpose of which is to resolve key operational problems of the enterprise, its survival and development with particular emphasis on the interactions of the environment and nodal factors of its own production potential(2). Considering the above, it can be assumed that strategic management is a continuous process designed to achieve a specific goal, by seeking and implementing appropriate solutions. Using the systemic approach, we can define strategic management as a system that consists of the environment and creates mutually interacting elements. Strategic management is a combination of three main processes: strategy assumptions, strategy implementation, strategy evaluation.

Strategic management answers three basic questions:



- what is the seat of your organization?
- what does the organization want to achieve?
- what way will the organization achieve its goals?

The basic element of the strategic management of the state, institution or organization is readiness to manage achieving the intended goals.

Edward Luttwak in the book *Strategy - The Logic of War and Peace*, cited the utterance of all forms of war, similarly to the antagonistic, political and economic behavior of the state in time of peace, they define the same paradoxical thought. His rise to the sentences of the Roman adverbs "si vis pacem, para bellum" (if you want peace, get ready for war).

### **Factors of the Level of Internal Security**

Every contemporary state fulfills seven functions: internal, external, economic and organizing, social, adaptive, regulatory and innovative(3). The external procedure is only met through activities carried out in the field of relations with other countries and international organizations, the essence of which is to protect the interests of the state conducted mainly by its diplomatic service. The economic and organizational function manifests itself in the organization of the economy and the impact on economic processes. The adaptive function boils down to adapting the state to the changing conditions of civilization. The regulatory function is the whole activity of influencing the ongoing social processes. The innovative function consists in introducing new processes and social transformations by the state.

The level of internal security of the state is assessed on the basis of the threat condition of this category of security, which is measured by the sense of security expressed by citizens. Problems related to state security always carry more or less successful solutions. An important factor determining the actions taken is finance. The area related to the security of the state belongs to those where it generates more financial resources, but does not bring profits in the short term. In the last decade, there have been many changes in the approach to building security. The above changes were influenced predominantly by risk forecasts. The most important phenomena that may threaten the internal security of the state include:

Threats to the internal security of the state, in which internal factors dominate are:

- riots or waves of strikes on a regional or national scale;
- major natural disasters;
- technical catastrophes;
- economic crises;
- armed political upheaval or insurgency not converted into a civil war;
- political crises that threaten the democratic order in the state, events that undermine the constitutional order;
- terrorism, organized crime, etc.

On the other hand, the threats that are determined by external factors include:

- mass migrations;
- military provocations, clashes or border incidents;
- civil war or war between neighboring countries;
- armed conflict between states from a further environment threatening directly or indirectly the interests of the nation;
- armed intervention of the superpower;
- military intervention of the state within the alliance resulting from international obligations, carried out as part of the restoration or extortion of peace(4).



We can state that the objective of the state's action in the field of internal security is the ability to react properly as a result of emerging threats that are related to protection of life, health of citizens, also protection of goods, institutions, protection against natural disasters and maintaining order in the country. These activities will be undertaken in time of peace. Cooperation mainly with public institutions, security and public order services largely affects the security of society. There is a great need to develop regulations that will be clear and understandable for citizens. A very important condition that affects the implementation of the state security strategy is the adaptation of all public institutions to new requirements whose activity is related to the activities of internal security. It is connected with increasing the efficiency of these institutions (5).

An important factor affecting safety are criminal activities that determine not only public life, but also the private sector, creating a fertile ground for criminal practices included with the growing threat of terrorism. Serious crimes are characterized by a wide area of activity.

### **Threats That Determine Destabilization**

The opening of borders helps those who are involved in organized crime and economic crime to achieve the greatest benefits. It's better to hide your actions and reduce the risk of detection. Also, terrorists, thanks to global involvement, have the ability to threaten in any location, and can also carry out their activities from distant places. Considering security threats, one should also take into account the ways of causing conflicts or wars (ideological struggle). According to Fryderyk Joliot-Curie (1947) "The future war will be an invisible war. It is only when a country notices that its crops have been destroyed, its industry is paralyzed, and its armed forces are unable to act, it suddenly understands that it has participated in the war and that it is losing that war".

We can reflect on how long conflict, war can remain invisible, and if and when it transforms into an open conflict? Continuing the reflections of Frederic Joliot-Curie, "... who does not notice at the right time, signs in the sky and earth are put in a game of hunting, which can be approached quietly until it realizes that it has been attacked. Then the struggle must inevitably come to fruition. The better the victim's vigilance has been put to sleep, the more certain it will be effectively caught by the throat."

The above considerations form the basis for asking whether and to what extent are hidden actions aimed at a conflict in the state in the reality of today possible? ". One of the ways we can distinguish "ideological change" in the context of "manipulation of society".

The ideological revolution is an open, legal action that everyone can see with their own eyes the "Arab spring". This activity is lawful, consistent with the legal system of Western civilization. That is why it is impossible to treat it as a crime. Its main weapon is manipulating the meaning of words. Who is a saboteur in society? We can assume that it can be any person, for example a diplomat, politician, teacher, priest, journalist, actor, company president, etc. Conflict experiences show the necessary factors to create an ideological revolution. The basic factor should be the bipolarity of the relationship, because it is impossible to make a comeback if the object of influence does not actively participate in it. In order for the ideological overturn to be initiated, the initiator, the aggressor, the subversive must receive a response from the object (community) of his attack. The obtained experience (Iraq or Afghanistan) indicate that in the asymmetrical operations environment, the key to victory is most of all the possession of informational advantage(6).

### **Demoralization**

Demoralization, - to effectively implement it in the society lasts from 15 to 20 years. This period is necessary to educate one generation, to shape the consciousness of the society or social group influenced by the aggressor. The above is implemented by means of influencing, among others, such measures as: infiltration, surveillance, propaganda, direct contact. The basic determinants that shape the society include culture, religions, the education



system, economy, the sphere of social life, state administration, justice, the army, work and the relations between the employee and the employer. In the region, a country subjected to acts of corruption, conflict arises on the foundations of various disturbing situations. In every society different social movements stand out. Extreme parties or opposition parties that are capable of unconscious (rarely consciously) supporting an aggressor's strategy are often used. It can be concluded that the aggressor's strategy will be aimed at achieving the assumed goal, i.e. the crisis state of a given country or social group. In every society there are tendencies in the opposite direction to universally accepted ones. Using them is the main goal of the initiator of the ideological revolution. In the area of religious activities - destruction, ridicule, replacement with sects and various cults, in order to draw people's attention away from true faith, that religious dogmas will gradually be destroyed so that they cease to constitute the highest religious goal. Replacement of universally respected religious organizations with false organizations.

In the area of education - refrain from teaching constructive, pragmatic and competent knowledge. Instead of math's, physics, foreign languages, chemistry, teach subjects that are less important to community and state development. Interference in social life - the exchange of traditionally established institutions and social organizations with artificially appointed organizations. Take people's initiative, deprive them of their responsibility, destroy the naturally-existing bonds that connect individuals, groups of people and society as a whole and replace them with artificially created bureaucratic control bodies. In place of social and neighborly life, establish institutions of social workers, people who will serve, not just bureaucracy. The main interest of social workers is not focused on the family. Not on the citizen, not on social relations between people, but on the payment of wages from the state, regardless of the results of their social work. They will create various concepts to show their usefulness to the government and people. This is a departure from natural social ties. The structure of power - the bodies of social administration traditionally derived from the choice of society, or by selected representatives of society, are self-styled replaced by completely artificial creations. Different teams of people, colleges that nobody has ever chosen. In the area of the power structure - slow erosion occurs due to individuals and groups of people who, without possessing qualifications or the will of the nation, want to stay in power. The administration of justice, law and public order is slow. If we compare feature films from 25-30 years ago, it will turn out that the new ones are showing in the negative context of policemen, authorities and criminals positively. Generalizations are used to arouse hatred, undermine confidence in the institutions that protect us, oversee law and public order.

Moral relativism. The slow withdrawal from the basic moral principles makes the criminal cease to be treated as a criminal. Employee sphere - This stage requires time from 15 to 20 years. We destroy the established agreement between the employee and the employer. Classic Marxism, Leninism describes the natural exchange of goods that way. Natural exchange without money is based on exchange trading. When an intermediary appears who wants to deal with the distribution of goods, it is death for the natural exchange of goods. The death of real trade. All this may or may not be the inspiration of the aggressor. These can be natural tendencies perfectly exploited and exploited by the propaganda machine. How? Whenever trade unions declare a strike, we immediately deal with media propaganda, ideological rhetoric: "workers' rights". Whose rights? Workers? Freedom of decision is picked up. Media, business, advertising agencies tell me that I need more and more. At a time when the demoralization of the country will reach a climax, when nothing works anymore as it should, when people do not know what is right and what is not, what is good and what is bad, when there is no division between good and evil the next stage of destabilization takes place.

### **Destabilization**

Destabilization - destabilize all relationships, all useful institutions and organizations in a hostile country. The impact area is now narrowing. Completely overt, legal activity. It is difficult to accuse anything here. There is no crime if a professor who has recently returned, eg, Afghanistan, will introduce a course of radical Islam at the University of California. Nobody arrests him. It is not even a moral offense against your own country. The area of



influence is now narrowing down to the economy, again working relations, then law and public order plus the army and again the media, but in a different context.

Economy: Radicalization of the negotiation process. If at the first stage theoretically we can still reach an agreement between the negotiating parties by introducing, say, the third party arbitrators objectively assessing the requirements of both parties. In the destabilization phase, the interpersonal relations are radicalized. We are not able to reach an agreement even in the family. The husband and wife are unable to agree on what is better. It is impossible to reach agreement, constructive agreement between neighbors.

Lack of possibility of agreement gives rise to rebellion, hatred and fight. Normal relationships established by tradition are destabilized. Relations between teachers and students of schools and universities. In the employee sphere there is a lack of acceptance for the legal demands of employees. You can say, people are starting to fight for theirs. Radicalization, militarization is beginning to be the dominant factor.

Law and public order. Social problems that require resolution of the courts in the smallest and irrelevant matter are getting stronger. We are not able to solve our problems. Society as a whole falls into ever greater antagonism. Hostility between individuals and groups of people in society is intensifying. The media is opposed to the whole of society. Isolate society, alienate. At this stage, the so-called "Sleeper agents", when they are already in the country that is subject to subversive activity, join the action. Moving from sleep, they can become leaders of various social groups or become public and influential people. They are actively involved in the political process. Suddenly, ideological themes emerge, referring to the problems of recognition in society. Previously, people with low social status suddenly through promotions (of course, serving a given ideology) deal with the political issue. They demand recognition and respect for human rights. They lead a large group of people who often participate in violent clashes with the police through "fighting for their own".

It does not matter where the dividing line is, as long as the groups are in antagonistic closeness, sometimes military, with the use of weapons. This is the process of destabilization. "Sleeper agents" are mainly agents of the special services, who assume the role of leaders in carrying out the destabilization process. He is a respected citizen, sometimes he receives money from various foundations for his right fight because of anything about human rights, women's rights, children's rights, rights of convicts, whatever. There are many people who will gladly give their money back to him. The destabilization process usually leads directly to the crisis process.

### **The crisis**

The crisis begins when the legal authorities in the state cease to function. Instead, foreign bodies are introduced into society in the form of various self-proclaimed colleges. Trade unions, various groups of media, live in the belief that the right solutions for the future of the country. Having no idea about it. All of them are engaged in proclaiming only their just ideology - a mixture of religion and ideology. Here we have all these artificially called bodies that are trying to seize power. If they do not receive power, they take it by force. For example, revolutionary committees are created. The judiciary, executive and legislative authorities are seized. Everything focused in one hand, having its tasks.

The crisis is when society ceases to function productively, there are riots. In this situation, society as a whole seeks a savior. Religious groups look forward to the coming of the messiah, the workers cry, "we have families to feed". "We want a strong government, it can be socialist, which will show employers their place in a row, and give us a job. We need a strong leader. Strong government. " People are already tired and irritable. And in such an atmosphere a new leader, the "savior" is created. He comes from abroad or from a local leftist group, less about what he will call. It does not matter, because the savior comes and says, "I'm taking over the helm."



NORMALIZATION is an ironic term. It was created in 1968 in Czechoslovakia when Soviet propaganda stated, and the New York Times repeated afterwards: There was normalization. Tanks entered Prague, "Spring of Prague" ended, the end of violence, the situation is controlled, that is normalization.

At this stage, the new self-proclaimed power gives society a new role. No revolutions are needed anymore. No radicalism is needed anymore. This is the reverse of destabilization. This is the stabilization of the country imposed by force. All "sleeper agents" and activists, social workers and liberals, homosexuals, professors are eliminated. Also physically. They did their job and became superfluous. Such a situation took place in many countries: Bangladesh, Afghanistan, Grenada, Iraq and now Ukraine(7).

New roles require stability to use the nation to exploit the country, to win the victory. There are many strategic options that strategists have and that can be used in a variety of combinations to achieve the intended goal(8). Strategies playing the role of an independent factor in the environment of threats are the antidotes of each conflict affecting security, reducing or increasing the public's fears. They give a different dimension in the context of related social determinants, dosing with the recipe of achieving the intended goal. Accumulated experience (Iraq, Afghanistan and more recently Ukraine, Syria) indicate that in asymmetric operations the key to victory is not only an informational advantage, but also a well-thought-out strategy(9).

### **Conclusions**

The article presents the significance of the strategy and threats to the state in the aspect of the destabilization activities carried out, the ideological revolution of society. The authors of a given strategy strive to use available sources of state, institutions and organizations in order to achieve an advantage over an opponent, a competitor satisfying the expectations of a given community. Strategies playing the role of an independent factor in the environment of threats are the antidotes of each conflict affecting security, reducing or increasing the public's fears. They give a different dimension in the context of related social determinants, dosing with the recipe of achieving the intended goal.

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## **Language Policy and Language Needs of Academic Personnel: the Case of the University of Latvia**

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### **Abstract**

The Paper addresses the foreign language policy of the University of Latvia (UL) in respect of its academic staff with a specific focus on the English language. Using content analysis of UL Strategic Direction Documents and questionnaires as its main data collection methods, the study aims at delineating problems related to personnel's English language competence and potential for its development. The research questions proposed: how the EU foreign language policy is implemented in the UL in relation to its academic staff and what the real needs of academic and research personnel are under the circumstances. The analysis of UL policies, models, strategies and their implementation in respect of English reveals existing gaps and points at the urgent need in profiling UL academic staff and developing a coherent programme to enhance their English language skills. The data of the needs analysis questionnaire allow for tentative suggestions to approach such a programme.

**Key words:** EU language policy, Lifelong language education, Academic staff, English language communicative competence

### **Introduction**

Discussions of higher education traditionally turn to the importance of making students' voices heard, and one cannot but agree on that view. However, to understand the situation in detail, the voices of academic staff, the voices regularly sounding from lecterns but rarely expressing their needs and talking about experiences, should be listened too. The neglect is deplorable in the light of uniform policies of the EU, changes they instigate in the local policies of EU countries and impact they have on university employees.

With a view to promote intercultural dialogue, language learning has become one of the European Union priorities. The ambitious objective of the EU language policy stating "that every European citizen should master two other languages in addition to their mother tongue" (Franke 2018: <http://www.europarl.europa.eu>), raises a pertinent question of promoting lifelong language education. Universities are not exempt from multilingual requirements, and, being both an external incentive and internal motivational force, the demand for multilingualism has had a concomitant effect on university strategic documents.

English has long become the language of global education, and, despite Brexit, remains the most widely used vehicular language in Europe. Thus, the paper addresses the foreign language policy of the University of Latvia (UL) in respect of its academic staff with a specific focus on the English language. The research questions are:

- how the EU foreign language policy is implemented in the UL in relation to its academic staff;
- what the real needs of UL academic and research personnel are under the circumstances.

Using content analysis of UL Strategic Direction Documents and questionnaires as its main data collection methods, the study aims at delineating problems related to personnel's English language communicative competence and potential for its development, so, in the future a coherent programme for the enhancement of English language skills might be developed. The data of the needs analysis questionnaire conducted among the lecturers and professors of the teacher education programmes of the UL Faculty of Education, Psychology and Art allow for tentative suggestions to approach such a programme.

### **EU language policy**

Among European Union policies, language learning is designated as an important priority, protocolled by numerous documents and set as an objective. Since "[i]n Europe, linguistic diversity is a fact of life" and "multilingualism ... is an important element in Europe's competitiveness" (Franke 2018: <http://www.europarl.europa.eu>), foreign language competence has become one of the basic skills to improve employment opportunities. In the environment where all



EU languages are equally respected, the governing idea is that every EU citizen should master two foreign languages (Commission of the European Communities, 2008).

The EU has made a number of practical steps in this direction, and one of the first moves in implementing the policy became the introduction of the European Indicator of Language Competence with the purpose “to measure overall foreign language competence in each Member State” (Commission of the European Communities 2005: <http://www.europarl.europa.eu>). Among its other functions, the indicator is deemed to help the ‘mother tongue + two foreign languages’ formula work.

Since mobility is a means to promote intercultural understanding, the EU has launched a number of programmes, with Erasmus+ as arguably the most successful one. Initiated in January 2014, the programme put the promotion of language learning and linguistic diversity as one of their specific objectives (European Commission, 2018). Striving to achieve “the objectives of the strategic framework for European cooperation in education and training (ET 2020)”, one of its aims is “the sustainable education of Partner Countries in the field of higher education” (European Commission 2018: 9).

These and similar EU policies and initiatives unavoidably affect the strategic planning of national universities, and the UL is not an exception in this respect.

### **Content analysis of UL strategic direction documents**

There exist multiple documents defining the UL policies, models, strategies and conceptions, but for the purposes of the study first those published on the UL site are used:

- the UL Quality Policy (30/01/2012) and Language Policy (28/06/2010) as well as the UL Open Access Policy (11/04/2017);
- the UL Model of Excellence (05/02/2013);
- and two documents on strategies, namely, the UL Strategic Plan 2010-2010 (24/05/2010) based on the UL Strategic Development Statement 2009-2019 and a summary of the UL Research Programme 2015-2020 (2015).

On the internet, however, there may be found several more documents on UL development strategies, namely, the UL Development Strategy 2016-2020 (08/17/2016) delineating the system of performance indicators built in accordance with strategic documents of the EU and Latvian Cabinet of Ministers, and a summary of the UL Development Strategies 2015-2020 (25/05/2017) with situation analysis and detailed action plan for strategy implementation. With its stress on UL competitiveness both in the EU and the world, the latter document also summarises current concerns and ways for improvement.

Answering the demands of the common EU strategic planning, the UL reacted with the University of Latvia Strategic Plan (Latvijas Universitāte, 2010) aiming at excellence, creativity and openness explicated in detail (see the University of Latvia strategic administration document system diagram in Appendix 1). However, the most relevant documents for the purposes of the article are the policies, and the main focus is on directives related to foreign language competence in general and to the English language in particular as well as on the future vision for it in respect of the UL academic staff.

Whereas the Quality Policy does not state anything directly on the issue except the importance of qualitative system for administering academic personnel, teaching, financial and other resources, the 3-page UL Language Policy predictably plunges deep into the matter.

Starting with prioritization of Latvian as the state language and English as a global language (1.1.), the intention is “to progressively grow the share of English language use in study programmes from Bachelor to doctoral level” (1.4.) (Latvijas Universitāte 2010<sup>b</sup>: <https://www.lu.lv>). In line with the EU directives, the UL acknowledges that language competence in Latvian, English and other foreign languages is a modern prerequisite for professional growth (2.3.). Thus, the UL is committed to develop English language study courses and modules in parallel with study courses and modules in the Latvian language (4.1.). On the whole, the intention is “to expand the offer of all level study programmes in which studies take place in a foreign language” (4.2.) (ibid.) as well as to form mutual programmes with foreign universities (4.3.). Such an endeavour logically asks for a language support at least in the transitional period, and that is why the UL undertakes “to offer the possibility to [...] academic personnel to improve or learn the English language” (4.4.) (ibid.).



An important segment is popularisation of research, and here the university guarantees “to provide support in publishing research results in foreign languages” (5.3.) (ibid.), though no specification is followed. As stated above, the detailed action plan can be found in the later documents, though its effectiveness is to be seen in 2020. Finally, to provide for multicultural environment, the UL is to ensure “to create such a linguistic environment where necessary information for study and work, including UL informational system, is available both in Latvian and English languages” (6.) (ibid.). For the obvious reason, the language policy puts a lesser emphasis on mobility. With Erasmus+ programme entering the scene later, if only for the emphasis, the areas of concern remain essentially the same. Further comparison with the later document pays more attention to internationalization. Among the novelties there appear the idea of cooperative study programmes for a double degree and a precise percentage of the academic personnel who are to enhance their foreign language competence from 42% in 2016 to 70% in 2020 (Latvijas Universitāte 2017: <https://www.lu.lv>), though the enhancement remains subject to interpretation.

So, what aspects of the present situation may put demand on the English language knowledge of the UL academic personnel?

First of all, they are mobility related events such as participation in Erasmus + and other EU and international programmes and projects, the participation having exponentially grown in the recent decade. Secondly, it is the requirement to take part in international conferences and, even more significantly, to publish articles in international journals, both activities recorded as part of academic load. Finally, the introduced policies and particularly strategic documents detailing the expected outcomes start causing significant backlash in the form of administrative pressure. The pending requirement for C1 English level of academic personnel is a case in point.

Truth be said, there have been created financial incentives to promote international publications and introduced a course *English Language Training of Academic Staff for Research and Academic Purposes (B2 level)*. The latter is announced as a “tailored discipline-targeted English language training course” but, in fact, is taught to a mixed audience of academic staff from different faculties. The next obvious problem is potentially different language levels of the learners, and last but not least is 32 contact hours allotted to the project of “equipping [the learners] with the English language support sufficient for improving their scientific capacity to communicate effectively in accurate and fluent English in multimodal situations for different purposes, including presenting reports at international conferences, writing scientific articles and lecturing” (Humanitāro zinātņu fakultāte n.d.: <https://www.lu.lv>). On the flip side, the course is taught by professional linguists and it offers testing at its beginning and end.

To sum up, the UL academic personnel are in the situation imposing high demands on their English language competence. However, there is no language testing easily available, the existing language course does not seem to cater for all needs, and the requirements to English language competence are not clearly defined, which creates additional pressure. Moreover, the voice of the academic personnel, their needs, concerns, etc. is never heard. Thus, it appears to be pertinent to conduct a survey on the English language needs of university staff.

### Research Methodology and Sample

For the research the needs analysis questionnaire in the Latvian language was conducted, and its respondents became 24 members of the Teacher Education Department of the Faculty of Education, Psychology and Art, of the University of Latvia.

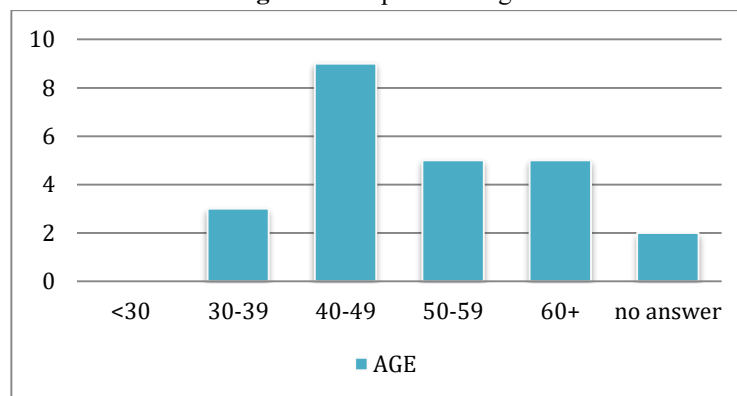
Overall, the academic staff of the department consist of 56 people, but the questionnaire was offered to those members who expressed interest and/or need in language courses. It should be added that 12 out of 56 academic staff members are currently teaching courses in English and they did not fill in the questionnaires. So, the sample comprising 4 professors, 4 associate professors, 7 assistant professors, 7 lecturers, and two respondents who chose not to specify their academic position must be representative and is to accurately reflect on the language needs and preferences of the entire population.

A closer look at general statistics reveals other significant differences except academic position. In terms of their age, the biggest number of the respondents, namely, 9 people are in their forties, whereas the second place is shared by those in their fifties and sixties (5 people each). Only 3 people working at the department are in their thirties, with 2 people avoiding to specify their age. The data largely testify to the overall trend in Latvian higher education, which is, the shortfall of teaching staff in their thirties and no generational change as a result (Anstrate, 2016). “The insufficient academic staff renewal caused by limited academic career development opportunities in the UL” is also



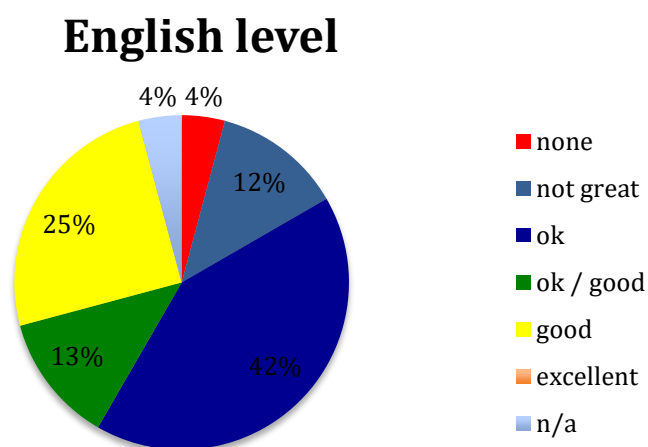
among the weaknesses presented in the SWOT analysis of the Summary of Development Strategy 2016-2020 (Latvijas Universitāte. 2017: <https://www.lu.lv/>).

**Figure 1.** Respondents' age.



The research interests of the respondents are versatile, which is not surprising taking the needs of the department in consideration. Thus, only pedagogy and education management were mentioned thrice by the respondents, and social pedagogy and sports twice each correspondingly.

**Figure 2.** Respondents' self-assessment of their English language competence



The self-assessment of English language competence on the scale from 1 to 5 revealed that more than 40% of the respondents found their English language level to be 'ok', one fourth evaluated it as 'good' and 3 respondents placed their language competence somewhere between the latter two. The comments after the question exposed self-conscious fixation on skill gaps. Thus, the most common concern appears to be the lack of fluency mostly due to insufficient vocabulary and faulty grammar. The stress on grammar might be due to the respondents' previous language learning experiences, for the whole system of Soviet (as well as often post-Soviet) language education was focused on the grammar-translation method.

Further, the discussion on learning background shows that nearly two-thirds of the group had studied English at school, 58% had learnt English in their tertiary studies, slightly more than a half of the group had attended language courses and 42% had used services of private teachers. Despite a significant learning experience, as one respondent complained, "studies have been long but unsystematic". Foreign language competence is definitely enhanced when travelling as well as spending longer time abroad. Thus, 5 people communicated in English when living abroad,



however, only one respondent had stayed in English-speaking countries, namely, the UK and USA. Among “Other” experiences, mobility and work needs were mentioned, thus testifying to the growing pressure of the milieu.

In terms of the English language use at the moment and next year, there is no significant variation both in contexts and the frequency of involvement. Presently, the activity which most commonly demands the use of the English language is reading different genres of academic literature, and writing/ reading letters, emails, etc. are next on the list. English is least frequently practised in formal meetings, and the rest of activities from travelling to writing abstracts show different rates of involvement. Two more contexts were added as “Other”, and those were “workshops for Erasmus students and reading fiction”.

Overall, only a minor increase of English use is expected next year: when any growth is foreseen, then usually for one point on the 5-point scale. Furthermore, one respondent had no change in any of the contexts and two more did not make any marking for the future, which – taking into account overall definitiveness of the answers – must be interpreted as no change in use. Overall, the frequency of using English seems to have nearly reached its possible maximum, so academic staff are fully capable of assessing their needs.

### Research findings and discussion

In explaining their need in an English language course, many respondents went further than a general comment on improving their linguistic knowledge. They targeted such competencies as “reading professional literature, writing in general and writing academic articles” in particular. When the focus on reading is due to the need marked earlier, the stress on writing points to the wish to expand their field of expertise. Speaking skills with spontaneity as a priority (i.e. “to talk freely”) and listening comprehension were also listed. Grammar is predictably the next common issue of adult concern, but vocabulary “is enough”. Two respondents aspired “to learn the language” from the start.

Predictably, English is highly important for respondents in their professional life, and especially to successfully participate in international conferences and exchange experience with foreign colleagues. Only one of the respondents additionally targeted informal communication, though several emotionally commented on the pressing demand for “flawless” English.

Judging by the answers, better language skills are not only to help in professional growth, competence in English should help in enhancing the respondents’ mental wellbeing at work. Thus, they envision that in overcoming language barrier the course should help to overcome shyness and uncertainty and make them feel more comfortable and confident.

On the question about the desirable frequency of classes, the opinions separated between 1 and 2 times a week, with a quarter of the respondents favouring both arrangements. There is no uniformity on how long such a course should last, though the majority of the people would not opt for a 2-week ‘crash’ course. Although almost a third would agree to a regular weekly support class, the overall choice is conditioned by time limitations and much would “depend on course dynamics”.

The respondents would like to repeat such a course once or even twice a year, and most of them are ready to spend between 2 hours per week and 1 hour per day learning English outside classes. Both answers testify to their experience in language learning and realistic vision of their situation.

The question for scaled self-assessment of language skills was not meant to determine the English language level of the respondents, for real data may be procured only by specialised testing. Instead, answers reflect on how the academic personnel feel in keeping with existing demands as well as serve as an indirect marker of their well-being at work.

Thus, among the chosen skills only two were marked by some of the respondents as excellent, namely, reading comprehension by 3 people and understanding other speakers by 2. On the other pole, one person admitted to having no speech accuracy and one more to possessing no writing skills. On the whole, the respondents mostly place their skills between “ok” and “good”, except for fluency and accuracy of their speech, where the estimate was between “not great” and “ok”.

The group put high hopes in the language course, for in the end of the course nearly all of them expect significant improvement of their English language skills, with excellent reading skills for half of the people and excellent speech





accuracy for more than one third. One ambitious respondent belonging to the youngest age group (30-39 y.o.) aims at achieving excellency in all skills, but, prevalently, the expectations are one notch increase, with 25% expecting a two notch increase in 2-3 skills and one respondent waiting for a dramatic three notch step-up in writing.

Choosing the format of the course, 14 people opted for regular classes and 9 for a combination, with one person ready for any of the above. Although no one admitted to having any technology-related/ media literacy problem, no respondent would choose online English courses. These data are at odds with the answers to the given at the end question on the content of an internet English support page. Thus, 75% of the respondents would make use of online language exercises and tests and more than a half would employ the services of an online tutor.

Apart from time limitations, there are no special needs, learning difficulties, medical conditions or other factors which might affect respondents' learning. However, a serious obstacle on the way of improving English, or any other foreign language for that matter, is financial constraints. As one person admitted, *"Payment is the key factor why I didn't go to city courses."* Nevertheless, only one eighth of the respondents categorically refuse to pay for an English language course and two more people *"would rather not pay"*. Almost one third of the group are ready for some expenses.

The expectations from the teacher are really high, and they range from purely methodological requirements to personality related issues. Thus, teaching recommendations vary and comprise the focus on specific skills, the request for structured home assignments and regular feedback, use of communicative approach and methods appropriate for adult learners, and no use of the mother tongue in class. Apart from high level or even "perfect" English language and teaching skills, the stress is on empathic communication too. Thus, many respondents put flexibility, responsiveness, understanding, positive attitude and even sense of humour on their wish list. The last group of expectations comprise support, motivation and encouragement on the part of the language instructor. To sum up, the role of the teacher transpiring from the answers is prevalently of a provider and comforter, and in no case the one of a judge (Tennant 2006: 25). As any group of adult learners, academic staff need a safe learning environment for making mistakes and start on a participative learning journey. The difference probably lies in additional clarity about their goals and means of their achievement.

The next question on useful and enjoyable training elicits the same range of answers focused on teacher's professionalism and attitude, individualised and communicative approach, dynamic and interactive classes. The heavy stress is still on the personality of the teacher: *"As they say, if the teacher is liked by pupils, then they also learn better. Therefore, everything depends on teachers, if they leave good impression on their students, then the students are ready to learn"*.

However, there appears another dimension of positive classroom environment, that is, group cooperation and consequent positive atmosphere. Not surprisingly, the demand for a group no bigger than 8 people appears in further comments. Additionally, one evidently experienced teacher suggested formulation and achievement of small goals.

All above proves that for that group to be involved in planning their learning is paramount, the involvement is clearly beneficial for both interested parties. Since adult development is firmly located in the experiences of the adult, it "raises questions about how experience can be effectively utilized for learning" (Tennant 2006: 59). So, keeping the respondents' high level of expertise and self-directedness in mind, course design is only one area of application.

## Conclusion

The analysis of UL policies, models, strategies and their implementation in respect of English revealed existing gaps between set objectives and the means of their achievement, and pointed at the urgent need in profiling UL academic staff. The data of the needs analysis questionnaire administered among 24 members of the UL FEPA personnel revealed their motley profile in terms of age, field, language competence, and learning experience, and demonstrated their need in a broad spectrum of skills in multimodal situations for different purposes, the existence of set expectations about learning process and the presence of significant time and other work-related constraints. It points at the exigency of a coherent programme to enhance their English language skills in the circumstances where traditional methodology



does not seem to work anymore, and first and foremost because of its unspoken assumption of homogeneity of learning, learners and knowledge.

“As university and school systems become drawn more and more into a world of competitive international performativity, it raises, in even sharper terms, questions about the value of the study of education” (Furlong, Whitty 2017: 15). Thus, it may be useful to broaden the coverage and conduct a survey on English language needs of UL staff from different faculties. It may be possible to use internationalisation of higher education and use the experience of partner universities. What is more important, however, is to develop workable methodology for enhancement of academic personnel’s English language competence.

Despite the methodological and administrative complexity involved in creating any such course, the present study allows for tentative suggestions to approach the task. Since these learners are educational experts and positive classroom environment is paramount for the success, they should be given more freedom in self-assessment, defining their needs and co-planning of the course in general and separate classes in particular. The focus should be on “the structuring of a community’s learning resources” (Lave and Wenger (1991) in Tennant 2006: 72).

In a rapidly changing environment, adapting to change requires unceasing learning. On the other hand, learning new skills in adulthood is proven to help improving self-esteem and overall well-being. Intensely social, language learning increases excitement and brings about fresh perspectives. Since nowadays the happiness index is more and more often linked to national success (UN 2011: <http://repository.un.org/handle/11176/291712>), there should be found ways to lift the negative impact of work-related pressure on foreign language learning and to use the existing demands as external stimuli for reinforcing lifelong learning.

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## Differences in the use of Coping Strategies Among University Students of Teacher Training Courses

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### Abstract

The present paper describes the differences in the use of coping strategies by university students. The primary focus of the research study was on the use of coping strategies among students of teacher training courses and the differences in the use of these strategies. The data collection was performed by means of the SVF standardized stress-coping questionnaire. The research sample consisted of 407 university students aged 19-54 years (average age = 26.38, SD 7.09), of which 114 were male (average age = 27.32, SD = 6.36, range = 19-47) and 293 were female (average age = 26.01, SD = 7.33, range = 19-54). The results suggest that for example the use of positive coping strategies increases with students' age and year of study. A significant influence of gender or form of study (full-time or combined) on the selection of specific coping strategies was not confirmed.

**Keywords:** student, stress, coping, university, sustainability

### Introduction

#### Stress

Stress-inducing effects affect each individual, regardless of age, race, or gender. At present, it has unfortunately become one of the typical features of modern society. Situations that are perceived as stressful affect the psyche, change the individual from the cognitive, behavioral and emotional point of view. Stress alone can be the trigger for many illnesses and mental disorders (Pugner, Kvint, 2016). Stress situations are defined by Atkinson (2003) as being, unpredictable, subjectively disproportionate in terms of claims, requiring considerable adaptation and lifestyle change, seemingly as subjectively insoluble internal conflicts. Acute stress is associated with gastrointestinal complaints, arrhythmias, heart attacks, and death. Chronic stress causes long-term fatigue, insomnia, inability to concentrate, headaches, depression, cardiovascular diseases and depression. For these reasons, it is important to understand the stress in the context of higher education and, on the basis of experience, to increase and consolidate students' quality of health and well-being (Chow, Flynn, 2016).

#### Stress in an academic environment

Student life is interwoven with a number of different types of stressors, including in particular the pressure on academic performance, and subsequent problems with integration into the work process. Students face social, emotional, physical, and family problems that may affect their ability to learn and, consequently, their academic performance (Shaikh et.al, 2004). Students in college usually come into existence when trying to link social life, school and possibly a part-time job while trying to have time for family, friends, or partners. For some students, daily stress is a lifestyle that is not only dangerous for health, but may also lead to complete body failure, memory failure and behavioral disorder (Chew-Graham et al., 2003). (Hershner, Chervin, 2014). In the Mathews research (2017), the stress of college students was divided into three categories: most of the students (82%) described the level of stress during university studies as medium, 14% described the level of stress experienced as heavy. Researchers are increasingly focusing on elucidating the sources of stress at colleges and on describing the ways



in which students react to stress. In addition, they emphasize the importance of improving education and health education programs, which should aim to reduce stress levels, improve their well-being and improve performance (Akgun&Ciarrochi, 2003, Welle& Graf, 2011). The main causes of stress at universities are primarily social life, financial difficulties and social relationships (Welle, Graf 2011, Remya, Parthasarathy 2009, El-Ghoroury et al., 2012, Lee et al., 2005). Other sources of stress include the stress of feeling academic responsibility, stress from lack of time, and fears of failure, too many demands and stress from prospects for future careers (Remya, Parthasarathy 2009; Baqutayan et al. 2012, El-Ghoroury et al., 2012; Lee et al., 2005). Last but not least, we can observe also a stress related to the appearance, gender, sexual orientation, race, year of study, and type of university (Lee et al., 2005, Remya, Parthasarathy, 2009, Wei et al., 2010).

### **Coping strategies**

The theory of coping strategies and defense mechanisms in the world and in the Czech republic is dealt with by a number of authors and their definitions are not unified (eg Cohen, Lazarus, 1979; Palíšek, 2007 Sollár, Sollár, 2009, Aldwin, 2007 and others). In contrast to defensive mechanisms, the coping strategies focus rather on the active solution of the stress situation, whereas the simple defensive mechanisms are based on passive avoidance of stress situations (Wilkinson, 2001). Coping means any cognitive or behavioral effort to manage stress or situations perceived as potentially endangering the well-being of individuals (Mark, Smith, 2012). When managing any burden or difficult situation, one chooses their individual strategy which aims to adapt to changes and, if possible, to minimize undesirable effects on their health (Pelcák, 2013). From Lazarus, the concept of coping involves cognitive, behavioral and emotional responses aimed at controlling the external or internal pressure that an individual feels (Lazarus In Lazarus In Výrost, Slaměnik, 2001). From the point of view of efficiency, coping strategies can also be seen as productive and unproductive (Palíšek, 2007; Frydenberg, 2002). Chao (2012) identified two important ways of coping with stress; specifically, social support and dysfunctional coping strategies. Social support strategies mean seeking help within family or friends which helps to cope with stress significantly. Dysfunctional coping strategies are more focused on emotions and relaxation; stagnation and resignation. Choosing a coping strategy among undergraduates in a stressful situation depends to a large extent on their lifestyle (Kausar, 2010), gender, personality traits, specific sources of stress, and the nature of the situation (Gan, Anshel, 2006; Mairean, Turliuc, 2011). The context of the stressful situation has the greatest impact on the selection of those strategies that focus on avoidance and resignation, while the personality characteristics of each student influence the selection of coping strategies rather towards focusing on tasks and working practices (Anshel, Delany, 2001). Student preferences regarding the choice of methods for dealing with stress also differ on the basis of their field of study (Wilczek-Rużyczka, Jabłeka, 2013) and specific field specializations (Guszkowska, 2003). Among men and women, the situation regarding the approach and selection of coping strategies is inconsistent. According to Anić and Brdar (2007), women place greater emphasis on academic achievement than men, and for this reason they are also less able to emotionally cope with the stress of failure. On the other hand, the attitude of women towards school is more positive and on average they also perform better than men (Reić-Ercegovac, Koludrović, 2010). Women usually report that they use stress strategies to help them cope with the negative emotions they experience during stress (Brougham et al., 2009; Dyson, Renk, 2006; Strelau et al., 2005 et al.); And seek social support for stress management (Dwyer, Cummings, 2001). Men, on the contrary, prefer strategies that enable them to concentrate on the task and manage it gradually (task-oriented strategy) (Kaya et al., 2007; Zafar, Mubashir, 2012 and others). In spite of this, there are also studies that did not confirm differences between the sexes in the use of coping strategies (Dyson, Renk, 2006; Kao, Craigie, 2013; Po-Chi Kao, 2017 and others). Despite the differences between men and women or other differences in the 2008 study, five of the most commonly used strategies to reduce the feelings of stress caused by studying are surfing the internet, sleeping, resting, watching TV shows, and social networking chats (Sideridis, 2008).

### **Methods**



The aim of the research was to analyse coping strategies among university students. The following research questions arise from this objective.

- Research question 1: Which coping strategies are most often used by the students of the teaching profession?
- Research question 2: What are the differences in the use of coping strategies in relation to the age and the year of studies for university students in the field of education?
- Research question 3: What are the differences in the use of gender-based coping strategies among university students in the field of education?
- Research question 4: What are the differences in the use of coping strategies in relation to the form of study (full-attendance or distance education)?
- Research question 5: What are the differences in the use of coping strategies in relation to the type of study of college students?

Data collection was carried out by the Load Handling Strategy (SVF 78) by Wilhelm Janke and Giselle Erdmann (2003). This depicts the procedures used in stress processing and evaluates not only positive but also negative elective strategies. The questionnaire is divided into 78 items, which are sorted into 13 subtests. Each of the 13 subtests contains 6 statements that respond to the five-point Likert scale (0 = not at all; 5 = very likely). Described strategies are clustered according to their characteristics into individual clusters. This is a positive POS strategy and negative strategy (NEG). The overall Score of Positive Strategies (POS) is determined as the arithmetic average of the gross scores of the first seven Reliability questionnaire subtests in the individual dimensions ranging from  $\alpha = 0.74 - 0.96$  (Janke et al., 2003). The research group consisted of 407 undergraduates of pedagogical and other fields, aged 19-54 (mean age = 26.38, SD 7.09), of which 114 were men (mean age = 27.32, SD = 6.36, range = 19-47) and 293 women (mean age = 26.01, SD = 7.33, range = 19-54). The selection of the research group was conducted by deliberate purposeful selection. The study was conducted in accordance with ethical principles. The data were processed in SPSS 21 and were analysed by correlation analysis, t-test, MANOVA and ANOVA. Prior to the analysis of the results, the fulfilment of the conditions for the use of the selected statistical methods was verified. The analysis of the distribution of the individual results confirmed the normal distribution of data.

## Findings

The mean values and standard deviations for each area of the burden management strategies are shown in Table 1 and Table 2.

**Table 1.** Mean values and standard deviations

	Total		Sex				Year of study									
			Male		Female		1.		2.		3.		4.		5.	
N	407		114		293		110		45		57		156		39	
	□	SD	□	SD	□	SD	□	SD	□	SD	□	SD	□	SD	□	SD
SVF	13,0	2,6	13,3	2,7	12,8	2,5	12,6	2,5	12,0	3,1	13,7	2,5	13,1	2,6	13,8	2,1
POS*	1	4	9	7	6	7	1	1	5	3	6	1	0	0	1	9
SVF	12,8	3,6	11,8	3,8	13,2	3,4	13,4	3,4	12,8	3,8	12,0	4,1	12,9	3,4	11,9	3,2
NEG**	7	2	5	9	7	3	9	8	3	5	4	8	9	5	7	5

NOTE: \* - Positive coping strategies \*\* negative coping strategies

**Table 2.** Mean values and standard deviations

	Form of education		Field of study	
	Full-attendance	Distance	Trainee teachers	Non- Trainee teachers
N	275	132	334	73





	□	SD	□	SD	□	SD	□	SD
SVF POS	12,85	2,63	13,34	2,63	12,78	2,58	14,08	2,64
SVF NEG	12,98	3,57	12,65	3,70	13,07	3,54	11,98	3,85

Analysis of the relation between age, year of study, and a choice of positive and negative coping strategies showed a weak positive relationship between these variables (see Table 3). The rate of use of positive coping strategies increases with age (small effect, rate of explanation variance = 2.7%,  $r^2 = .027$ ) and rising year of study (small effect, rate of variance explained = 1.9%,  $r^2 = .019$ ). The use of negative coping strategies negligibly negatively correlates with age (rate of variance explained = 1%,  $r^2 = .01$ ).

**Table 3** Correlation analysis of relation between age, year of study and usage of positive coping strategies

Variables	Age	Class
Positive coping strategies	165**	138**
Negative coping strategies	-,098*	-,091

Note: \* - Significant on the surface, 05, \*\* Significant on the surface, 01

Concerning gender, there were no significant differences in the use of positive coping strategies,  $t(405) = 1,774$ ,  $p = .078$ . In the context of negative coping strategies, women have shown that they use these strategies significantly more than men,  $t(405) = -3,405$ ,  $p = .001$ .

There were no significant differences in the use of positive ( $t(405) = -1,743$ ,  $p = .082$ ) or negative ( $t(405) = .863$ ,  $p = .389$ ) coping strategies among students of full-attendance or distance form of education.

In the context of the field of study, it was shown that the students of the non-teaching disciplines use significantly more positive coping strategies compared to the students of other fields of study,  $t(405) = -3,875$ ,  $p < .001$ . Trainee teachers, on the other hand, use significantly more negative coping strategies,  $t(405) = 2,334$ ,  $p = .029$ .

Within the year of study, MANOVA analysis showed a significant multivariate effect  $\lambda = .918$ ,  $F(16, 1219,603) = 2,160$ ,  $p = .005$ . One-dimensional ANOVA analysis has shown a significant major effect in the use of positive coping strategies ( $F(4, 402) = 4,363$ ,  $p = .002$ , part,  $n^2 = .042$ ). Post hoc analysis (Tukey) showed that the second-year student have a significantly lower score of positive coping strategies than the third student ( $p = .009$ ) and the fifth year ( $p = .018$ ). Other differences between the years did not prove to be significant. Negative coping strategies did not show differences between grades ( $F(4, 402) = 2,233$ ,  $p = .065$ ).

## Conclusions

The results of this research can be compared not only with the SVF 78 questionnaire itself, which is primarily used in clinical practice, but also with foreign research, the results of which are quite variable due to the variety of research instruments used and the chosen variables. Methods of stress processing concern all mental processes designed to alleviate or completely eliminate mental processes, regardless of whether these processes are activated consciously or unconsciously, planned or unplanned (Janke, Erdmann, 2003). The difference between the actions focused towards the stressor itself (ie, the problem solution) or the focus on minimizing emotional distress resulting from a particular stressor (ie emotional management) stems from the model of stress and coping by Lazarus and Folkman (1984). Gender affects the perception of stress both at the input (assessing whether the situation is stressful) or at the output (it affects the management responses and the health consequences of the response to stress). Our survey shows that there is no significant difference in the use of positive burden management strategies in relation to gender. Similar results presented Baumgartner and Karaff (2012) that any significant difference between gender and the use of positive coping strategies were not proved. On the contrary, in case of negative



strategies of burden management, it turns out that women are choosing those more often, which correlates with the findings Baumgartner and Karaff's study (2012) as well. Due to the number of women in the research group (293 women, 114 men), the result is expected. Compared to foreign ones, there is an above-average number of women teachers in the Czech Republic, resulting from Education at a Glance 2015. For example, in pre-primary education 100% of teachers are women (OECD average is 96%), in primary education there are 97% (OECD average is 82%) and lower secondary education has 74% of women (OECD average is 68%). Majumdar and Ray (2010) also did not confirm any significant differences between the sexes in the choice of coping strategies. Furthermore, contrary to our presented results, the students cited the coping strategies as the most positive approach to the situation or the strategy of seeking compromise. The results of another research indicated the tendency of students to use negative strategies for dealing with stress, by criticizing the situation (blaming others, looking for external causes of the problem, etc.), abuse of alcohol or drugs, and internet addiction. However, these strategies have not been proven to be effective in the long run (Sam, et al., 2016; Yan, Li & Sui, 2013). In Deyreh's research (2012), it is more likely men who choose to treat stress by a cognitive approach to the problem rather than women who tended to use ineffective strategies and felt to be in stress more than was absolutely necessary. The results of foreign researches and the results of our research concerning gender on choosing a coping strategy are not always the same, probably because gender does not have such a major influence on choosing a coping strategy. Respondents taking part in the research are university students who have more or less the same demands on them, and students are expected to adapt to them. In addition, all students have very similar social needs, and all have the same goal of finding a proper job.

Further results of our research have shown that the the form of study does not have a significant influence on the choice of coping strategies, whether they are full-time or combined students. As has been found, the choice of coping strategy is rather more influenced by the chosen field of study, as students from non-teaching disciplines use significantly more positive strategies than students in the pedagogical fields of study who tend to choose negative strategies. Based on the above mentioned factors, this finding is in line with the claim that choice of field and specification in the field influences the use of specific coping strategies (Guszkowska, 2003; Wilczek-Rużyczka&Jablęka, 2013). This phenomenon can be explained by the fact that students who choose non-teaching professions have other personality traits and experience than those students who choose the fields of study. For this reason, it is necessary to respond to this situation so that seminars and lectures are included in the pre-graduate training of future teachers, which will deal effectively with stress, timing, consolidation of personal resistance and mental well-being. Regarding the year of study, it was found that in the second year the rate of using positive coping strategies slightly decreased compared to the higher grades (third and fifth year). Other significant differences were not found between the years. However, the results show that overall the rate of use of positive strategies in relation to the growing age of students increases. This can be interpreted in such a way that students acquire more effective methods of managing stress during their studies and are able to adapt adequately to the requirements of higher education.

Due to the specificity of the structure and organization of higher education in the Czech Republic, it was not possible to find studies that would correspond to the Czech specifics and could be used for comparison with our conclusions. Overall, foreign research has been focused on other aspects of the Load Management Strategy. In this respect, this study and its outcomes can be perceived as interesting and important as it brings new insights into the coping of college students.

Stress and its management significantly influences the life of the individual. This is not the case in the academic environment, which is to a large extent a typical pressure on performance, results and success. Students (especially full-time students) are also at a time that is critical for their next life as they are independent of the family, work (in the sense of study) on their future career development, and often choose a life partner. All of the above-mentioned circumstances bring many challenges and are often a source of stress. What coping strategies students



use then greatly affects their current performance and their chances to apply to their individual areas of life. Therefore, the analysis of coping strategies in the academic environment is a topical and very important topic, as it not only provides a preview of how students deal with difficult situations, but can also formulate and develop procedures for future graduates to develop procedures to enable them to acquire positive ways of coping with the burden (or ways of managing the burden that will be effective and adaptive for their current situation and future life).

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## International Students' Motivation for Participation in the Host University Volunteering and Charity Activities

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### Abstract

Internationalization of higher education brings forth fundamental changes in the university learning environment (language of instruction, academic requirements, interaction between students and professors, etc.), as well in the social and intercultural interaction within and outside the classroom. The important role is played by students' participation in different university charity and volunteering projects. These projects, on one hand, can enhance university competitiveness on the international scene, while, on the other hand – they can develop students' comprehension of social responsibility, as well as their social interaction skills. The aim of the present research is to examine to what extent international students perceive motivation and benefits associated with volunteering and charity work in host. Accordingly, the research questions are: (1) What is international students' motivation to participate in volunteering and charity activities of the host university? (2) What is international students' motivation for not participating in activities of the host university? To answer this research question 171 international students in Latvia were surveyed (nonprobability snowball sampling). The conclusions of the research are the following: the main motivating factor for international students' participation in volunteering/charity activities is possibility to network, while the reasons of not participating are related to the lack of time and information.

**Keywords:** Internationalization of education, Charity, Volunteering, Motivation, University Social Responsibility, Community Service-Learning

### Introduction

Internationalization of higher education brings forth fundamental changes in the university learning environment (language of instruction, academic requirements, interaction between students and professors, etc.), as well in the social and intercultural interaction within and outside the classroom. An important role is played by students' participation in different university charity and volunteering projects. These projects, on one hand, can enhance university competitiveness on the international scene, while, on the other hand – they can develop students' comprehension of social responsibility, as well as their social interaction skills. The aim of the present research is to examine to what extent international students are involved in the host university volunteering and charity activities. The OECD study "Education at a glance 2017: OECD Indicators" (2017) defines the status of the international students as students who have moved to another country for studying purpose, they are not permanent residents of the host country and they have obtained their prior education elsewhere. The number of students involved in the tertiary education has grown considerably – rising from 0.8 million in the late 1970s to 4.6 million in 2015. The process of cross-border mobility is influenced by such significant factors as macroeconomic trends (exchange rates, free trade, growth of GDPs of home and host countries), immigration policies, education and tuition policies, international unified quality standards, languages of instruction, new higher education destinations, technological development (internet accessibility, online course possibilities, social media), etc. Of course, should be distinction between short-term international mobility programs like, for example, ERASMUS+ or NORD+ in Europe, Fulbright scholarship in the United States ranging from 1 to 2 semesters and full time studies (on the bachelor, master, doctoral levels). The length of the study period undoubtedly influences that fact, how deep international students are being involved in the host university students' life (academic, social, cultural). We have to state that the target group to be studied in the current research consists of full time international students. It follows from our previous investigation that, despite rather optimistic views of members of the host university students' councils, international students expressed feelings of separation from the local student communities. Let us mention just a few statements from the semi-structured interviews: "Local – Latvian students seem to isolate themselves from the rest of the foreign students, the separation can be seen clearly even from the 1st study year";





“Internationals stick together, because Latvians are not interested in us”; “I have some local friends, but as a lot of students prefer Latvian speaking friends I spend most of my time with internationals”. (Vevere, 2016a) The similar problem was detected by other scholars as well, like E. L. Urban and L. B. Palmer (2014) who concluded that international students were not actively engaged as cultural resources although they would like to be so. It seems that there is a danger of formation of separate – one local, another international – student communities in the Latvian higher education establishments. And, taking into account that international students account for 9% of the total number (73906) of students in Latvia in 2017. Interestingly enough, 63% of all international students are enrolled in the private universities. (Ministry of Education and Science of Latvia, 2018) In our opinion, one of the ways the problem of virtual separation of learning communities can be solved by participation in joint social projects and activities, such as charity work and volunteering. Thus, the aim of the present research is to examine to what extent international students perceive motivation and benefits associated with volunteering and charity work in the host university. Accordingly, we have proposed two research questions: (1) What is international students’ motivation to participate in volunteering and charity activities of the host university? (2) What is international students’ motivation for not participating in activities of the host university?

### Literature review

The conceptual framework of the current research comprises several themes, respectively, the ones of social role and impact of the university (social responsibility), student engagement and service-learning, social volunteering and charity, as well as motivation.

When speaking of the international students’ engagement in the social activities of the university, we must admit that these activities can and should be regarded as part of the University Social Responsibility hereinafter – the USR) policies. It is not our purpose here to describe various definitions of the USR, rather – we would like to summarize desired outcomes of it and then briefly dwell on the university social role and students’ engagement.

Thus, C. Schneller and E. Thöni in their joint effort “Knowledge societies: Universities and their social responsibilities” (2011) have outlined the desired outcomes of the USR as follows: the first and most important result is creation of the community of learners and researchers (with a stress on *community*) that could be effective and responsible global citizens in the era of globalization; as well as graduates who have well-balanced knowledge and wisdom, practice good governance and are socially responsible, competitive and possess leadership skills. F. Vallaey (2013), in his turn, writes about impacts the university can have on the society, he mentions four of them altogether: the organizational, the educational, the knowledge production and the social ones. It appears that all four impact factors are intertwined with students’ social activism since it presupposes development of social and ecological thinking, responsible and critical reasoning, leadership skills as well as caring about the local (in and outside the university) community betterment. To evaluate the university social performance, we have employed J. Puukka’s (2008) sustainability triple bottom line theory involving financial, environmental and social dimensions and we worked out a set of indicators (Vevere, 2016b), such as promotion of well-being, promotion of know-how, ownership of staff and students and community involvement. Of course, students’ volunteering activities attest to each indicator mentioned above.

All and all the student activities in question in the current investigation (volunteering and charity work) fall under an aegis of the community-service learning (Moely and others, 2008). G. Bender and R. Jordaan (2007) define the community service-learning as program to promote academic enhancement, personal growth and social responsibility. To add to these theme S. B. Cipolle (2010) develops a program of service and social justice learning in an interactive format. The focal point of the program is a student’s individual experience and its explication. The service learning is an important tool by the means of which students can get in touch with their education and fosters their participation in various cross-disciplinary and professional projects, thus bridging the gap between



theory and practice. (Burns, 2012) B. Gupta and others (2013) formulated five criteria for successful student engagement. And they are:

- 1) Interdisciplinarity (knowledge and use of a wider range of skills and disciplines within volunteering and student engagement programs can enable students to develop a broader understanding of what is necessary for the modern world);
- 2) Leadership skills development (teamwork and strategic planning in the voluntary work);
- 3) Meaningfully beneficial experiences (acquiring skills to pursue students' professional careers);
- 4) Rewarding participation;
- 5) Social responsiveness (ability to identify problem areas and readiness to act upon them immediately).

Yet another aspect of student engagement is being stressed by such author as M. Fielding (2006), who pays attention specifically to leadership aspects in the terms of so-called "students' voice", that is, students' ability to participate in take socially active position. Whereas C. M. Zhao and G. D. Kuh, (2004) in their investigation "Adding Value: Learning Communities and Student Engagement" examine the relationships between participating in learning communities and student engagement in a range of extra-curriculum activities that eventually leads to the satisfaction with study the process and the educational establishment. M. F. Toncar and others (2006) in their joint effort identified four major benefits students gain from participating in the service-learning: (1) critical thinking and practical skills; (2) interpersonal communication skills; (3) social responsibility, and (4) personal responsibility. Even though service-learning is not synonymous social volunteering, the latter plays a prominent role in it.

The last segment of the reviewed scientific literature related to our investigation concerns such concepts as social volunteering and charity, as well as motivational factors and barriers.

In our opinion, the groundbreaking book devoted to volunteerism is entitled "Volunteering and Society in the 21st Century" (Rochester and others, 2010). In this book we can find the description of three main perspectives of volunteering in the contemporary economic, cultural and social environment. The first perspective is the dominant one, that is, the concept of volunteerism is viewed according to the volunteering roles. The second perspective can be called the 'civil society' perspective, it is broader and considers a societal context. And, finally, the third paradigm views volunteering as serious leisure (casual, project-based or systematic). Besides that, the authors offer essential characteristics of volunteering (or, in other words, the action to be perceived so): it is strictly the act of free will or choice, a two-way process (actions affect all parties involved), an action making some impact on and/or a distinctive contribution to the society. According to K. Smith and others (2010), the most important reasons for volunteering were as follows: to help someone in their community; to learn new skills; to respond to their needs or skills; and, to help gain experience to benefit their future career; while the main barriers are associated with necessity to take on more paid work that reduces time for voluntary actions, somewhat stereotypical and negative attitude to extra-curriculum work. Still some of the studies indicate that the prime barrier is the lack of information that at least partly puts blame on the university. This conclusion is of the special importance for the current investigation since it opens the possibility to improve the situation. At the same time developing of some special program, informational sources etc. calls for understanding the concepts of motivation of student volunteering.

It is very important to distinguish between student intrinsic and extrinsic motivation of participation in various activities: the extrinsic motivations involve cultural norms, social background and upbringing (this aspect has to be taken into account when working with international students coming from different countries), current economic situation, social interest in the civil society development, etc., while the intrinsic motivation – individual values, interests, enjoyment needs and thinking of the future career prospects (inclusion in the labor market). (Bacter and Marc, 2016) The scholars have identified six motives for volunteering; (1) developing and enhancing one's career (career), (2) enhancing and enriching personal development (esteem), (3) conforming to the norms



of, or establishing norms for, significant others (social), (4) escaping from negative feelings (protective), (5) learning new skills and practicing underutilized abilities (understanding), and (6) expressing values related to altruistic beliefs (value). (Clary and others, 1998; Eley, 2003). K. Papadakis and others (2004) offer the two-factor model explaining the reasons for student volunteering. These factors are: 1) altruistic motives (concern for others); and 2) egoistic motives (concerns for oneself). According to the authors, this model is highly explanatory and can serve as a basis for the empirical research – the Volunteer Functions Inventory (VFI) – carried out by E. G. Clary and M. Snyder. (1999) The respective authors suggest that among the main functions the following ones can be mentioned: understanding, enhancement, career, social and protective. C. Jardim and S. M. da Silva (2018), on their turn, describe the research results among young Europeans regarding the motivation to volunteer. The data acquired attest that the motivations of the European young people to engage in voluntary service are mainly focused on their own needs and interests. In other words, volunteering is seen by the European young people as an opportunity to develop skills that would be beneficial for their professional and personal life. These results demonstrate a quite troubling tendency, that is, the social concern is largely absent. So, the need for developing special engagement programs for students. As an example of such a program we can mention here the material prepared by S. M. Pancer and others (2006) “Helping Students Get the Most Out of Volunteering”. This material touches upon such urgent issues: promotion of volunteering benefits to students; helping students to choose between volunteering activities; information distribution; and impact of volunteering on students’ development. The suggestions of this manual rest on the previous research and students’ responses regarding their previous experiences in the field. The results of this survey are very important for our current project about the foreign students’ motivation, they were used to develop our questionnaire.

## **Method**

The present investigation consists of three stages – creation of the conceptual framework, that includes the explication of the main concepts research approaches; then composition of the questionnaire and the actual process of surveying the target group; and, finally, testing of the results by the means of two focus group interviews (the triangulation). That allows to qualify this research design as the mixed one. The empirical data collection methods are the following: international students’ survey using the non-probability snowball sampling method. The snowball sampling is a sampling strategy built around referrals. (Lavrakas, 2008) The author of the current research started off with identifying respondents sharing such characteristics: international full-time students in Latvia (excluding those studying within different mobility programs) on the bachelor level; the language of instruction – English. The questionnaire was distributed among students while attending such courses as Business Ethics, Corporate image management, Research methodology in two private higher education establishments – the Turība University and the University College of Economics and Culture in Riga. Then the students were asked to identify the prospective respondents in accordance to the criteria, as well as to carry out the actual questioning. As a result – altogether 171 filled out questionnaires were collected. Despite the obvious shortcoming of this method, i.e., that individuals who are not “networked” with others in the research population, would likely be excluded from snowball samples, we believe that the obtained results demonstrate the main tendencies. The designed questionnaire consisted of three parts – (1) 9 dichotomous questions regarding reasons for participating in volunteering/charity activities; (2) 6 dichotomous questions about reasons for not volunteering or not volunteering more; (3) a list of activities students would or could be engaged given the chance (each respondent could choose several answers). The participants represented such countries: China, Nigeria, Japan, Turkey, the U.S.A., South Africa, Mexico, Israel, Rwanda, Congo, the U.K., Belarus, Russia, India, Germany, Finland, Armenia, Spain, Israel, Uzbekistan, Azerbaijan, Check Republic, France, the

Netherlands, the Ukraine, India. The demographical information: 84 males and 87 female respondents.

After the survey was completed and the results were processed; they were put to test in two focus group interviews (one from each higher education institution). Both groups consisted of 12 international students, they were asked



the same questions as in the survey questionnaire. The answers obtained allowed to get a deeper insight in the problem and some explanations. Both interviews were recorded (first obtaining the written consent of the participants) and then transcribed. The texts were analyzed by the deductive method (identification of the concepts and themes). According to J. Adams and others (2008), the group interviews are efficient in that responses from several subjects can be elicited simultaneously, thus saving a considerable amount of time. These interviews are particularly useful for validating the findings.

The limitations of the research were the following: the survey was conducted during one academic year (2017/2018) in two higher education establishments that yielded the population sample of 171 respondents that fully met the proposed criteria.

The author of the current investigation proposed two research questions:

- (1) What is international students' motivation to participate in volunteering and charity activities of the host university?
- (2) What is international students' motivation for not participating in activities of the host university?

### Findings

The first part of the questionnaire consisted of nine questions regarding the reasons for participating in the volunteering/charity activities. It is not our purpose to depict the answers to each question posed, rather within this block, but rather – to show all results in one table in order see the most popular and the least popular motivational factors (see Table 1).

**Table 1.** Reasons for participating in volunteering/charity activities, n=171

No.	Motivating factors	Results
1	The reason for volunteering/charity is to make contribution to the community	76%
2	Volunteering/charity is a possibility to network or to meet people	75,4%
3	The reason for volunteering/charity is to use one's skills and experience	69,6%
4	The reason for volunteering/charity is to explore one's own strength	64,3%
5	One's friends volunteer/participate in charity events	63,2%
6	Someone close has been personally affected by the cause supported by some charity or volunteering	60,2%
7	The reason of volunteering/charity improves one's job opportunities	48%
8	The reason for volunteering/charity is to fulfill obligations to one's community	37,4%
9	The reason for volunteering/charity is to fulfill obligations to one's family	28,7%

(Source: Author's)

As it can be seen in the Table 1, our results do not coincide with data from the ones of the C. Jardim and S. M. da Silva (2018) research, where the main conclusion was that students' motivation is highly personal, that is, related to the self-improvement and self-development, one's personal career opportunities. Does it show that the international students in Latvia are different from the students mentioned above? It seems highly unlikely, especially in the view of the fact that the almost similar answers (reasons for volunteering/charity is to fulfill obligations to one's community and/or to one's family) takes only the 8<sup>th</sup> and 9<sup>th</sup> places. This inconsistency can make us doubt the reliability of the data, because we see the contradiction. It could be explained by the number of respondents (n=171). If we don't consider this top reason as inconclusive, still, in top five we can find two answers



that can be attributed to the reason of networking (#2 and #5). This could be of a factor of a special importance in the case of the international students as they spend only limited time in the host country, and upon returning they can make use of the established network.

The second block of the questions in our survey was related to the reasons of not volunteering or not volunteering more (see Table 2).

**Table 2.** Reasons for not volunteering or not volunteering more (n=171)

No.	Demotivating factors	Results
1	There in not enough time to volunteer/participate in charity activities	52%
2/3	Because no one asked	38,8%
2/3	Lack of information	38.8%
4	No interest	28,7%
5	Dissatisfaction with a previous volunteering experience	24%
6	One has given enough time already to volunteering	18,7%

(Source: Author's)

Respondents' most common answer regarding for reason of being inactive is the lack of time, partly it can be explained by the students' tight schedule but mostly the negative stereotype regarding the extra-curriculum activities. Thus, the task of the university and especially of the students' governing body (the students' council) is to organize some type of information campaign and to work out the strategy using already existing experience in the world, like the above mentioned informative material "Helping students get the most out of volunteering". (Pancer and others, 2006) We would like to point out at least one significant conclusion that can be drawn from the survey – the international students feel rather excluded from the host university students' life (lack of information and lack of invitation to act). Perhaps, the results would be different if we talked about the local students. Unlike them the internationals start everything new, they need some time for adaptation and, most important, they need the guidance and help, at least initially.

During the survey the students were given an opportunity to choose from the list activities that appeal to them the most (they could choose as many answers as they wished). The results in the order of importance are presented in the Table 3.

**Table 3.** Activities that appeal international students are interested in

No.	Activity	Number of positive answers
1/2	Participation in charity sports events	81
1/2	Participation in other social activities (exhibitions, manifestations, etc.)	81
3	Participation in charity culture events	77
4	Volunteering in local community (orphanages, hospitals, etc.)	70
5	Participating in helping other students with their academic work	60
6	Volunteering in animal shelters	53
7	Participating in charity events organized by the students' council	48



8	Participating in fundraising activities	37
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(Source: Author's)

Among other activities students mentioned also the charity for unemployed and homeless, as well as personal charity. Table 3 clearly demonstrates what are activities to be included in the university strategy of the international students' involvement. The order of the answers shows that among the most appealing activities are the ones of participation in the charity events of the different kind (sports, culture, exhibitions), as well as helping other students with their academic work (consulting, tutoring, etc.). In our opinion this latter activity has not been taken seriously enough by the higher education establishments. In other words, the students are ready to donate their time and effort to help their peers. Of course, it requires some organizational work from the university – allocating the study room, furnishing it, providing internet and at least a few computers and so on. These activities would benefit students' both academically and socially. There is one more aspect to be mentioned here – the relatively small number of mentions goes for the charity events organized by the students' council. It is quite a troubling sign since it signifies that they do not feel any support from the students' organization.

To get the further insight and to discuss findings of the survey two focus group discussions were organized. Participants were the international students from the Turība university and the University College of Economics and Culture. The students were asked questions like the ones in the survey. In general, the students agreed with the survey conclusions, except they did not admit to be true the most popular motivational factor, i. e., contribution to the community. They said that although theoretically they would be interested to support the local community, they feel this task to be of the secondary order, since their being in Latvia is only the temporary matter. But, at the same time, this does not prevent them from participation in the school activities. The telltale indicator of the current situation is the fact that students complained about the lack of information in English or the lack of information as such about the upcoming events. This could create a situation when in each university there exist two independent student communities. In the focus group interviews there were such comments as “Campus events that are organized by the Student Council are 80% Latvians, or only in Latvian”, “There are no campus activities, only table tennis and cafeteria”, “Not informed” to “I don't participate in students' organizations”, etc. At the same time the students expressed their willingness to engage in the host university extra-curricular activities provided that the university would be more interested in them.

### Conclusions and Recommendations

The aim of the present research was to examine to what extent international students perceive motivation and benefits associated with volunteering and charity work in the host university. To reach this, aim we put forward two research questions. The results obtained by the research, allow to give the following answers to the.

The first research question was as follows: “What is the international students' motivation to participate in volunteering and charity activities of the host university?” To this we can answer that among overall the main motivating are related to the communication and networking, as well as personal skills development.

The second research question was related to the reasons of not participating in the volunteering/charity activities. The survey and focus group interview results showed that the lack of information and of the interest on the part of the host universities were the major demotivating factors.

Based on the research we have worked out a set of recommendations for the host universities.

- The host universities should develop a special program directed towards the full-time international students that would include their close engagement in the extra-curricular activities of the respective higher education establishment. This could be the responsibility of the International Office, as well as of the Students' Council.





- The host university should work out the special informative material, that could list all possibilities of volunteering, also the benefits students can gain through this process, like networking, leadership skills development, exploring personal straight, etc.
- When planning the charity supporting events, the host university should bear in mind the international students' interests from the very onset.
- Once a year there should be carried out a survey of the international students regarding their motivation to participate in the extra-curricular social and cultural activities.
- Considering the fact than students expressed their willingness to do a kind of academic volunteering work (helping other students academically, tutoring, etc.), the host universities should consider organization of special study lounges that could be used not only by the international, but also by the local students.

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## **Concept of Motion and Its Evolution along the School Education and Further**

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### **Abstract**

Evolutionary necessity has created a natural way of understanding the spatio-temporal relations in human beings. We would like to examine understanding of some of such basic kinematic concepts, in particular the concept of speed. We tested almost 1000 students of all educational levels in two countries: Poland and Thailand. The velocity could be understood as the attribute of a moving object, or as the feature of the movement of the object. In this work, we have analyzed how the understanding of velocity changes with the child's age, and the eventual state after the education is finished. We observed and studied in details: the effect of school, textbook education, and its short- and long-term role. We have shown not only the change, but also structure of the development of the basic (physical) kinematic ideas.

**Keywords:** evolution of ideas, formal education effects, gender dependence, physics education

### **Introduction**

The conception of the motion of material objects in the world around us, i.e., notions such as displacement itself, displacement in time, and therefore the time, further: if displacement and time, then also the speed, the velocity, are on the one hand essential, when it comes to studying spatio-temporal reality, searching for elementary relationships and laws of physics in general. On the other hand, they are the elements of searching for the optimal survival strategy in the world, where once you are a victim trying to escape, and another time a hunter chasing prey. It is to be expected, then, that evolution has shaped us so effectively that we are able to cope also crossing, as a potential victim, a street at a zebra crossing and not succumbing to an accident. In everyday reality, we are very good at estimating distances, speeds and time intervals of all future and potential events on the street.

Precise and strict consideration of such quite ordinary and common situation, making the appropriate measurements and calculations, would require the basic knowledge of kinematics and laws of motion. These laws were known to mankind in the current form only for few hundred years. They are not very complicated, as physicists think, and yet most of the society considers them extremely complex and have problems with them. The "common sense" beliefs (of college students) were surveyed and analyzed by Halloun (1985a, 1985b), and it is not surprising that they follow rather pre-Newtonian point of view. For many years, for the noble purpose of raising the general knowledge of the common people and freeing him from such dilemmas, educators are trying to convey the elementary knowledge about movement to the minds of children. The education of physics at the quantitative stage, in most cases, starts from the definition of the basic concepts of kinematics. Qualitative knowledge about space, time and space-time relations is usually accepted without objections even earlier. Concepts closer/further, sooner/later, or even faster/slower are commonly understood (in most cases). The transition to a quantitative analysis requiring abstract thought constructions is, however, a problem. This is where school textbook problems

take place, like the one on trains “departing from station A and in half an hour reaching station B...” etc. It would seem that the number of simple combinations of input data and questions about other quantities is limited, but as the reality of school textbooks shows, the imagination of their authors is rather unlimited.

### **Problem**

Individual concept may change in many different ways. One type is the differentiation, as Galileo differentiated the general concept of *speed* into two more specific concepts of *average speed* and *instantaneous velocity* (Carey, 2000). This is just the particular subject of these studies.

The problem of understanding spatio-temporal relations by children is, in a sense, crucial for building the teaching process, in particular, concerning physics, but not only, it is allowed here to speak also of all branches of science and even mathematics. As has been said, evolutionary necessity has created a natural way of understanding the spatio-temporal relations in human beings. Of course, it is not given to us at the moment of birth, but it certainly develops with age. Among other reasons, this is a one why, we do not allow small children to cross the streets by themselves. The best known and recognized research in this subject was carried out by Piaget in the 1940s. One of the conclusions contained in the work (Piaget, 1970) was the statement that “proper”, hypothetical-deductive understanding of temporal and spatial relations appears very late, in fact only at the age of 10-11. Children aged 7-8 understood the movement operationally and were able to solve this way simple tests to check the mutual relations in constant velocity motion on a straight line. Piaget's research focused on the analysis of the time of travel certain sections of the road (length of the path travelled at a given time) by objects moving in one dimension (1D). It was natural for the author, which was confirmed by his experiments, that determination of speed (faster/slower relation) was possible only for finite - from A to B - sections of a one-dimensional, straight (possibly circular) track.

Very similar experiments were performed forty years later with students of American high schools (Trowbridge & McDermott, 1980). It was found that almost all students achieved success in the first Piaget tests for constant speed motions. Trouble appeared, however, with the comparison of speeds in movements with variable speed, which is quite understandable in the light of our analysis to be shown below.

About thirty years later, students in Idaho were examined the interesting context (Dykstra & Sweet, 2009). It has been shown again that students aged 11-12 presented clearly signs of re-evaluating the understanding of the notion of movement in the desirable, Newtonian direction.

At the same time, on the other hand, the elementary understanding of space-time relationships in the rectilinear motion of the constant speed has already been found in half-yearly babies (Möhring, Cacchione & Bertin, 2012). Of course, this was a non-verbal understanding, but no less was able to say that already so small children seem to have an “embedded” sense of the peculiar concept of speed. In experiments with longer and shorter tunnels, children anticipated the movement of the train entering the tunnel, assuming (unconsciously of course) that the train, although invisible, moves at the same speed.

One could conclude from this, that we are dealing here with the presence of the “inertia” of motion of an invisible train in the children minds. This could be, perhaps, too far-reaching statement, because Authors did not formulated it as such, but going bravely further, one would be tempted to say that the children examined by Möhring and co-workers understood the speed as the property of the moving object, not as a comparison of the initial and final state and time of its reach, i.e., not as a property of the motion of the observed object.

Such a comprehension of the speed, described in a sense by Piaget himself at the 1940s in his book for the six and seven-year-olds and called by him intuitive understanding, was contrasted with the formal definition of the speed definitively defined as the ratio of the distance travelled to the time it took.

This formal comprehension of speed (as the ratio of distance to time) is one of the first school textbook kinematic definitions. The numerous examples of school textbook problems of trains moving between stations A and B



develop and consolidate in the student's mind the “formal” understanding of the concept of speed and, consequently, the formal definition of the relationship faster/slower, as a comparison of two numbers (obviously always positives). In this process, the problem of objects moving on tracks of various lengths and travelling for different times just disappears. Performing the measurement of the shift (length of the AB segment) and the time of travel, the division of the first result by the other leads in a “mysterious”<sup>1</sup> way to a new result: to the number of the positive real number, called the speed in motion of the particular train.

If the student has already reached this level of abstraction and “formal” skill, he will not be afraid of the remaining Piaget tests except the last one, where he will deal with movements with variable speed.

In the Piaget analysis, as we have already mentioned, only one-dimensional motion was examined, where the tested physical feature was only the velocity value. From the point of view of understanding physical processes, other velocity attributes are no less important. We deal with one-dimensional traffic in the case of the analysis of train schedules, the movement of cars on a motorway and, basically, that is all. Most of the displacements of moving objects around us take place in two dimensions. For simplicity, let's skip the birds in the sky and fish in the water, as special cases, not necessarily typical. For children taught the “formal”, Piaget's understanding of the concept of velocity, the transition to motion in two dimensions (2D) allows one to define the velocity as a vector. The vector as a sophisticated component of mathematics is essential for physics. Having the starting point A and the end point B, drawing an arrow from A to B is conceptually extremely important and it seems to be not very difficult. The generalization of “dividing meters by seconds”, when we can try to do it properly, as operation in the linear (vector) space over the body of real numbers, it exceeds the capabilities of even the above-average gifted student. The defined “formal” velocity vector does not appear by itself in the child's mind, because it cannot appear from nothing. This is where the various tricks of educators emerge, distinguishing and separated from the speed its “value”, “direction”, sometimes also “turn”, (and maybe even “point of application”) each defined operationally and sometimes deprived of any reality. Problems with understanding vectors as such (in 2D) were examined at the university level many times. List of references published in previous century is given in McDermott & Redish (1999).

Two papers by Aguire & Ericson (1984) and Aguire (1988) discussed difficulties with vector kinematics of 15- to 17-year-old students (just before taking their first physics course) in mid 80s. Rosenquist & McDermott (1987) noticed that the quantitative definition of instantaneous velocity as a limit when the length of time interval tends to zero is a subtle one and is quite far removed from direct observation or experience of the students. The most of standard textbooks allow little time for development of this concept. Authors proposed experimental introduction of the instantaneous velocity for uniform motion first.

Studies of special ‘Vector Knowledge Test’ performed by Knight (1995) with almost 300 American students from of calculus-based introductory physics courses show that almost about 50% of students do not have practical knowledge in this subject. The usage of vectors in the context of kinematics and dynamics was tested in (Flores, Kanim & Kautz, 2004). Interviews of students at New Mexico State University were concluded that many students were not able to add or subtract vectors graphically after traditional instruction, and could not answer qualitative questions about vector addition and subtraction. At the work (Nguyen & Meltzer, 2003) about 500 students of the first year of physics course at the State University of Iowa were tested. Results were not particularly optimistic, even when the understanding of concepts not much beyond the definition of the vector idea was tested. The same tests were repeated on 100 students after the “advanced” physics course at the University of Washington. The

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<sup>1</sup> we omit here the problem of the child's understanding of the extrapolation of the concept of division known from school arithmetic in the situation when of dividing meters by seconds)

results were definitely better – but after the course (Shaffer & McDermott, 2005). From the investigation of Fauzi, Kawuri & Pratiwi (2017) in Indonesia, only 26 out of 60 of students of third semester of physics education department provided correct answer for the addition of 1D and 2D vectors.

Quite recently Heckler & Scaife (2015) investigated the effectiveness of the graphical, “arrow” representation of the vector idea in opposition to the algebraic  $(i, j, k)$  representation. Examination of about 1000 students concerning adding and subtracting vectors resulted to the conclusion that the algebraic vector format display significant physical insights into physical problems. Problems with “the arrow” representation of vectors in 2D were observed already by Aguirre and Rankin (1989) with the sample of 73 first-year students from different colleges in Canada (who had taken at least one course in mechanics). In our studies we have also observed the appearance of the arrow representation of the velocity. Results and discussion will be given elsewhere.

All the mentioned above studies of students’ understanding of kinematical concepts have shown that problems do exist with such simple concepts as position and velocity. One possibility for the origin of confusion is that students have hazy conceptual framework for describing motion before they have even begun the formal study of physics on a higher level. At worst, from the point of view of practicing physicists students hold views that directly contradict those of the professionals. A variety of conceptual difficulties were identified also among bright, highly motivated students (Peters, 1981).

However, in the process of teaching students the kinematics to reach such results and to fully and correctly understand the subject, it is necessary to make one more important and obvious step: the transition from “average velocity”, the velocity of the movement from A to B, to “instantaneous velocity” of the moving object at each point of the track. Creating in the student's mind the operation of the “convergence” and infinitesimal intervals of time and distance is possible only at the university level. Children finishing education are left “for the rest of their lives” with an implanted, unnatural concept of average velocity on a given section of the path, supplemented with the direction (and turn). Let us once again emphasize the important disadvantage of such a state: this stage links the idea of velocity with the movement of the object, while the correct physical definition of the velocity (as a derivative) is connected at any time to the moving body.

The process of the kinematics education in school comes to a completely incomprehensible way, a big circle, and the circle does not close itself most often. Starts with minds that understand velocity in a natural, common and uncomplicated way, to further change this understanding, modify it, and adapt it to simplified model situations, illusory quantitative, which do not have much in common with the reality. And after reaching this goal, only the few are explained further on what these simplifications rely on. They are consecutively and gradually eliminated with the help of a complicated mathematical apparatus. Only then once again there is introduced a precise and strict definition valid in physics since ~Newtonian times.

## **Method**

In this work, we want to investigate how the process mentioned above goes. What is the concept of velocity in the minds of students during the entire period of subjecting them to the action of the educational system.

We conducted our research using a method different from the method of individual interviews used by Piaget and others who continued his work. We created an illustrated test form, trying to make it understandable both for pre-school children and for adults. Responses were to answer many detailed questions related to the understanding of the motion, the motion and the speed. In our work, we will focus on changes of the “average approach” (average velocity in a given section of the path) and “instantaneous approach” (instantaneous velocity at the exact point).

## **The form**

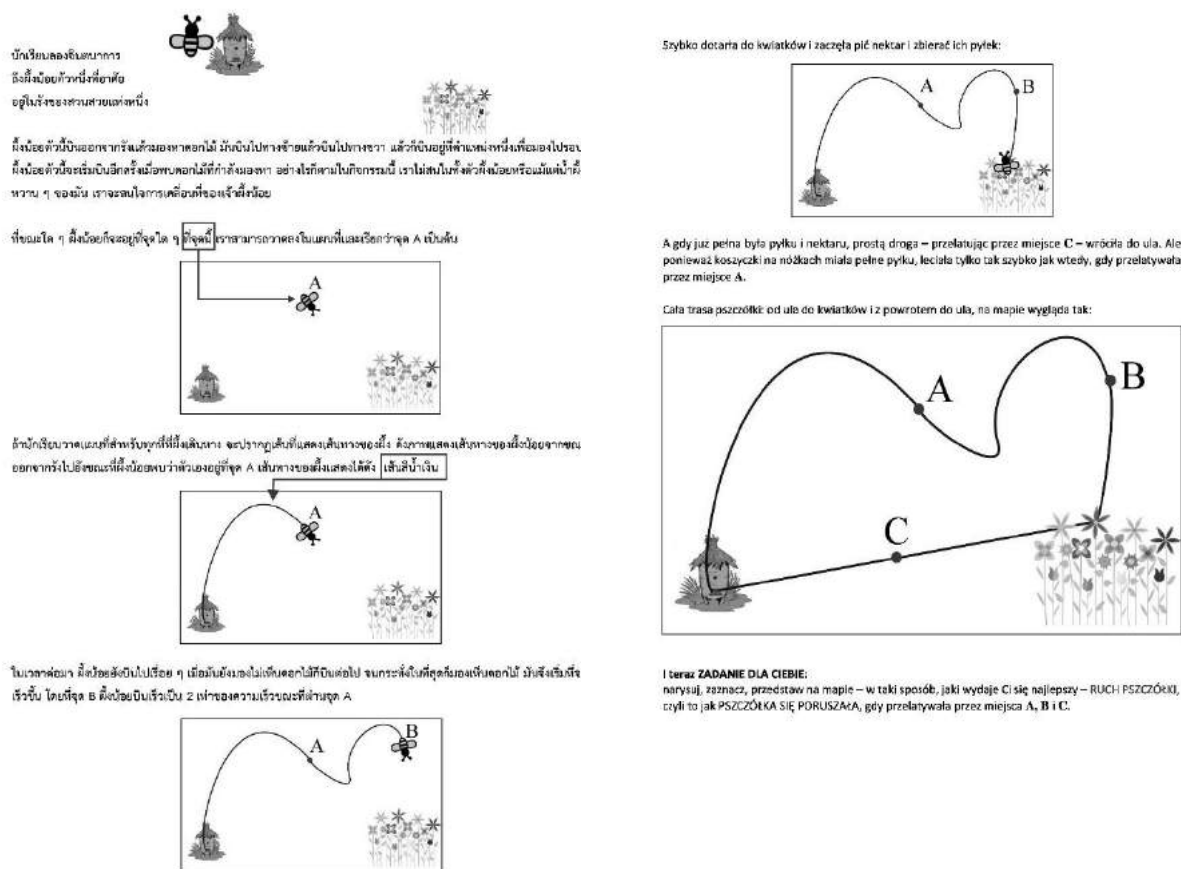
In order to ensure the intelligibility and attractiveness of the test also for the youngest children we supplemented it with a kind of a short story. An illustrated tale of a bee that flew out of a hive looking for flowers in a meadow defined children's notions of the movement path, described verbally where and when the bee accelerated (twice), where she stopped and nibbled before her slow rectilinear return to the hive. At the end of the form, a question /





command was formulated: “Please draw, mark, depict on the map THE MOTION OF THE BEE when she flew through the places marked by 'A', 'B' and 'C'”, as shown in Fig. 1.

It seems that the content and the command did not cause much trouble even for the youngest. The word “speed” or “velocity” has not been used anywhere, even though it was really the concept of our main interested. Our intention was that the older children and high school students would not mechanically reference the known (to any extent) textbook definition and, we have to say, that we actually succeeded. Some of our respondents, of course, associated our command with the question of the velocity (speed), but the association was their own interpretation of the term “the movement of the bee”.



**Figure 1.** Test form used in our research: Thai version of the first page (left) and Polish of the second (right)).

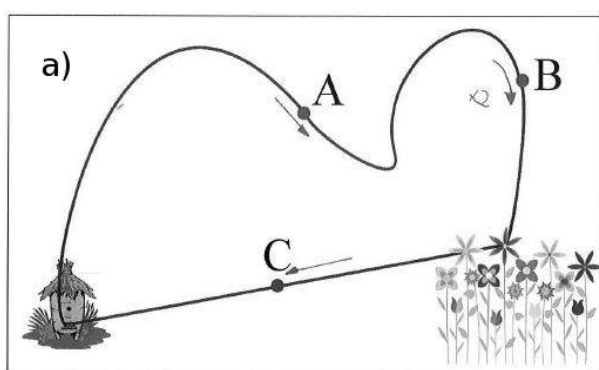
## Data

The test was carried out on almost 1000 participants of all ages, from pre-schoolers aged 6 to adults, students and teachers. The research was carried out in two countries: in Poland and in Thailand (statistics in both were similar). No significant differences were found in the analyzed aspect. Fortunately curricula for the kinematic studies in Poland and in Thailand are similar and similarly spread over time. What distinguishes both systems are great cultural differences in many aspects of life, thus the comparison of the results of our tests is even more interesting. This analysis is in progress and will be given elsewhere.

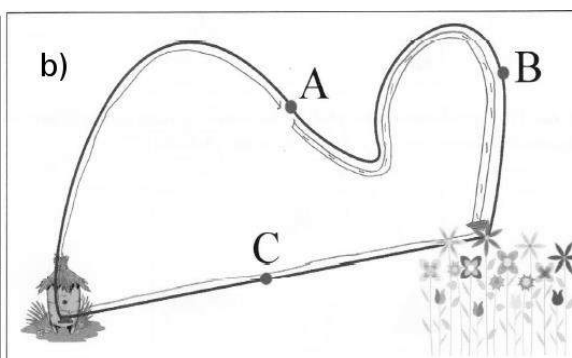
The tests were carried out in whole classes (groups) of children and students through teachers' lessons with them. We asked everyone in the class to complete the forms and refusals were absolute exceptions. In a number, we received empty, unfilled forms. Their number was also recorded and included in the statistics.

The tests were carried out on children who were just preparing to go to school, as well as university and post-graduate students. The tests were attended by students of mathematics and science classes, as well as students of humanities. Among the university students we tested students of computer science, physics, geography, engineer, as well as medicine.

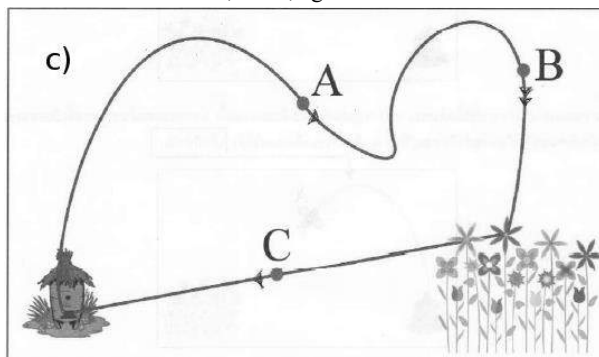
Classes and test groups were selected to a large extent randomly, although we certainly did not conduct research to show a statistically representative picture of the society (societies). The participants of our research in Poland mostly came from large cities and on average we expect a certain bias towards classes and groups oriented to STEM. On the other hand, our research was devoid of the element of “volunteering” of responders, which may lead to a difficult to determine shifting in emphasis.



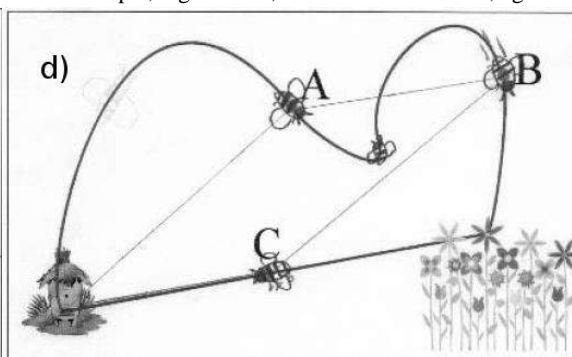
Dominika elem. school, Łódź, age 7



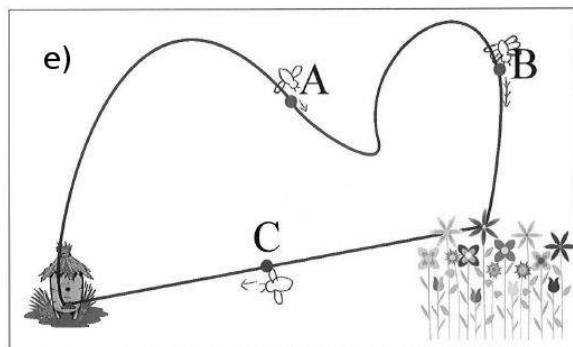
Miss. Nichapat, high school, Nakhon si thammarat, age 16



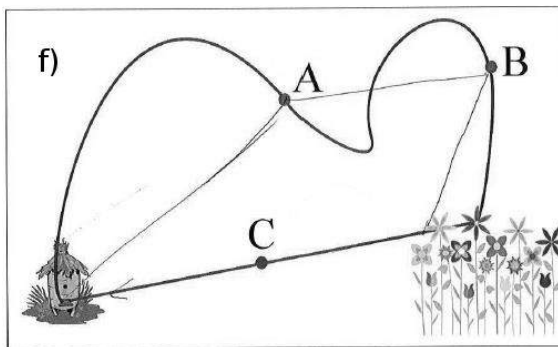
Mr. Sirameth, high school, Nakhon si thammarat, age 17



A high school pupil from Gdańsk, age 14



Wojtek, elem. school, Łódź, age 8



An informatics student, Łódź, age 21



**Figure 2.** Some of the responses received. On the left: a), c) and e), there are shown answers qualified as indicating the point “instantaneous” character of the speed, on the right b), d) and f) answers of the “average” type showing the division of the movement into finite, large fragments. (however, the case d) has also some evidences for the instantaneous class). Answers d) and f) point to a category called “polygons”, where the respondents divided (tried to divide) the movement into straight lines.

Statistics ~1000 responses is a collection of approximately 40 groups of respondents. In each of these groups, the test was carried out simultaneously and it was practically impossible to isolate completely everyone respondent, especially the younger ones, as well as in each case the test person, or other circumstances could cause (and sometimes caused) that not all answers were given independently. Nevertheless, their number is so large that the conclusions drawn are statistically valid.

### **Findings**

In this work there was analyzed, the number of responses, which were assessed as indicating the understanding of velocity as “instantaneous at the given point” in contrary to those where the respondents clearly indicated “the average velocity on a specified, longer section of the track”. Fig. 2 shows some examples of typical cases of both categories. At this point, we would like to pay special attention to the responses shown in Fig. 2d) and 2f). It can be clearly seen that the respondents drew a characteristic image of the line segments (vectors) connecting the highlighted points of the track dividing the entire bee motion into four stages, although nothing was said about it in the text. It is significant that there were many such responses. They are of course a sub-category of “the average” category, but we have been separated them and they will be shown separately in the results of the analysis.

In addition to the typical cases shown in Fig. 2, there were also responses that could not be qualified for any of the categories: “instantaneous” / “average”. We also excluded answers containing only verbal descriptions, even if they related precisely to the speed of the bee.

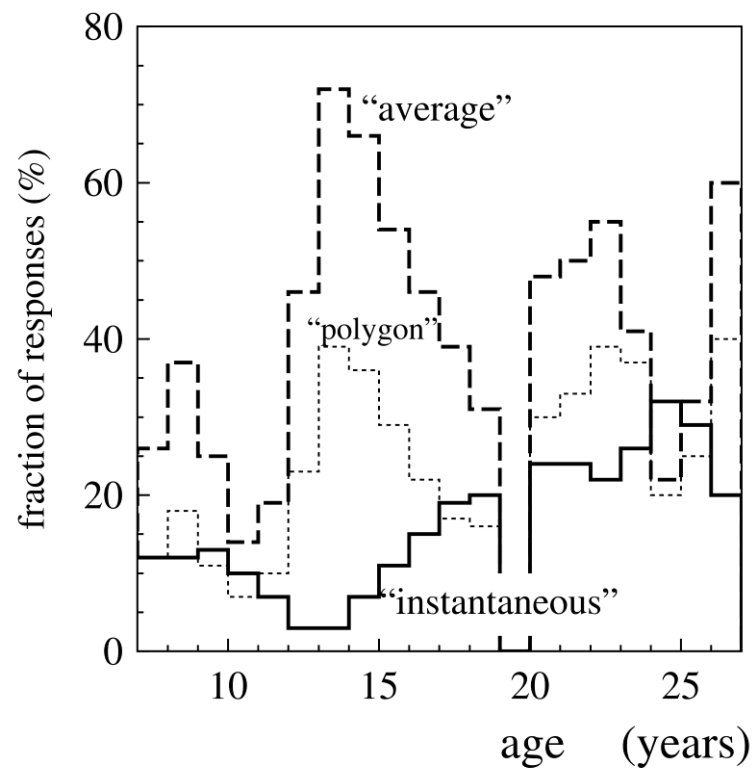
In this work, we analyzed the answers of the form question as a function of the age of the respondents. As mentioned, the forms filled entire classes / groups of pupils / students and the analysis assumes the approximate age of the respondents without trying into details. The number of individuals in particular age ranges was, of course, not the same, and hence the uncertainty of every frequency of appearance of a specific response calculated for a given age was not the same. In order to free oneself from unwanted fluctuations, and diminish the uncertainty the results presented in this work are smoothed out by a triangular three-point moving average. This averaging does not affect our final conclusions

### **Results and Conclusions**

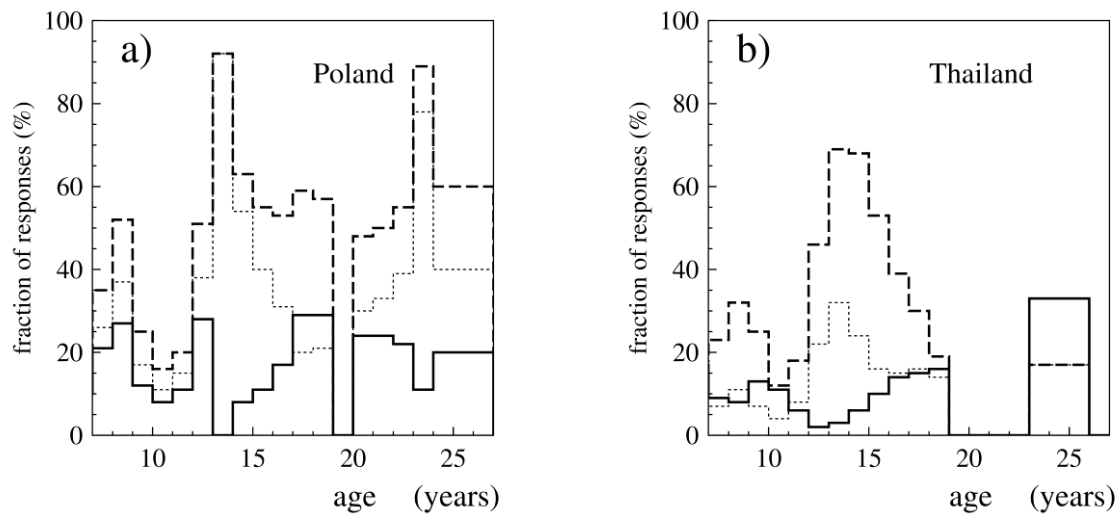
Fig. 3 presents the frequency of responses of all test participants marked as “instantaneous velocity at a point” (black histogram) and “average velocity over a finite segment” (red histogram). Additionally, cases of “polygons” (dashed red histogram) are also shown. First of all, it should be noted that the observed frequencies of different types of responses show rapid changes with the age of the respondents. The results in Fig. 3 contain both the responses of students from Poland and from Thailand. In order to see that they are not accidental overlap of various random effects, we present in Fig. 4a) and 4b) the same frequency - percentage of specifically qualified answers from Poland and separately from Thailand, respectively. In addition to the fluctuations resulting from various statistics (especially for adults under study, postgraduate students, where the statistics is low), the general trends in both charts are clearly visible and compatible. This allows the results presented in Fig. 3 to be treated as statistically well verified.

Analyzing the results for the youngest children who have not yet encountered physics education at school, and the notion of velocity in particular, we have to notice quite a large, about 15% the value of the frequency of responses that specified, probably intuitively, but formally correct, symbols imported from the reality pointing to a “instantaneous” understanding of motion. A slightly larger number of children, 25-30%, symbolically determine the value of velocity on the segment of the track, the difference being around 10-15% - these are the cases referred by us as “polygons”.

The most important change in the understanding of the motion (velocity) occurs when children are ~ 12-13 years old. This corresponds to the time when they in school get on textbook definitions and it induced the jump in the number of answers preferring the “average” understanding of velocity from 20% to 60% and more. A significant part of this increase may be the “polygons”, which may be characterized by the first, rather primitive attempts to understand the kinematical content given in school textbooks and attempts to division of the motion to segments of straight lines, on which movement could be described as the uniform one known from school. At the same time, the number of “instantaneous” responses declined decisively, which clearly shows the change in the way of thinking rather than introducing the kinematics so-far not learned.



**Figure 3.** Histograms showing the frequency of the occurrence of the “instantaneous” type responses (thick solid line) and those indicating the division of path into finite fragments - “average” (thick dashed line) which contains the class called “polygon” – see explanation in the text – (shown by thin dotted line).



**Figure 4.** Histograms showing the frequency of the occurrence of the “instantaneous”, “average” and “polygon” type responses shown as in Fig.3 but present separately from Poland and Thailand parts of our data collection.

This assumption can confirm the decline in “average” and “polygon” responses in adolescents from the age of 15, in favour of the “instantaneous” choices. This may be the result of improving mathematical tools, although the concept of the limit is not yet available for school programs in these classes. Another possibility is the return, perhaps unaware to large extent, to more intuitive methods of preserving and describing reality. School pressure on “school, operational” understanding of velocity in later years is undoubtedly decreasing. Starting from the age of 18, the situation does not change substantially. We can, therefore, recognize this age as a boundary beyond which space-time relations and kinematic concepts remain stable. The impact of further academic education seems, oddly enough, not to matter.

The results presented in Fig. 3 show how the understanding of the phenomenon of movement and the understanding of velocity changes in the education process. The effect of kinematics education is clearly visible, as a result of which the terms understandable for children and adolescents is defined, which only refer to uniform motion in a straight line (maybe partly in a circle). They change the intuitive understanding of the velocity already present in the youngest examined children (6-7 years) replacing the instantaneous speed which they meet by watching the speedometer in their parents' car, speed indicators in computer games like car racing or readings of GPS receivers in their mobile phones. All these examples that are obvious to us today were alien to Piaget's children and perhaps their perception of speed and quick / slow relation was slightly different than the children of the 21<sup>st</sup> century. The need to formalize and quantify velocity for school needs (textbooks and collections of problems) forces children to move away from their intuitive understanding of movement and distorts them from seeing the world for at least a few years. Fortunately, except for a few exceptions people who devote a life to practicing physics, such as teachers of this subject, engineers of some specialties and perhaps someone else, most children, when grown up returns to velocity understood intuitively and continues to cope well with the indications of satellite navigation, without worrying about the speed of the train that he left from station A and will come to some other station sometime.

#### *The significance of the results obtained*

The problem of understanding basic concepts of kinematics has obvious significance for the further course of physical education of children. The goal of education, teaching and understanding, cannot be achieved without a diagnosis of students' initial understanding of content knowledge. Without proper determination of the speed, velocity, one cannot speak about proper teaching not only of dynamics, but also of thermodynamics, electricity, astronomy and practically none of the physical disciplines. The presented results show not only that the understanding of the basic concepts is not good enough, but indicate that from the very beginning, following the schemes that already have well over one hundred years, we are moving away from the reality, natural understanding of concepts and a coherent image of the surrounding world. On the example of the velocity, we have shown that these schemes require a fundamental revision, because otherwise they are just fun in solving school problem puzzles that do not bring much to the development of children's minds and to their future successes and achievements. A proper change, bringing school physics closer to the intuition of children can also affect their attitude towards this generally disliked subject.

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## Six Sigma Application Analysis in Small and Medium-Sized Enterprises (SME) In Latvia

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### Abstract

Globalization trends are one of the major causes of general changes in the world and one of the most visible consequences of globalization is rapid market growth. In these market conditions, companies focus on ensuring their competitiveness. In today's business environment, there are no uniform standards or models that provide business development and effective use of existing resources. There are different standards, models, systems of management support; however, the unifying criterion of these systems is a satisfied customer and reduced costs that provide long-term competitiveness. Thus, Six Sigma management and enterprise competitiveness have become decisive growth factors in ensuring sustainable development of SMEs. To identify factors enhancing the competitiveness of SMEs, the authors of the current article have explored the basic factors of six sigma. To achieve the goals set the authors have examined the theoretical background of the six sigma using the monographic or descriptive method, analyzing SME sector development tendencies in Latvia, and empirically researching the application of the Six sigma in the Latvian SMEs. This study will give companies an understanding of the theoretical and real factors of the Six sigma. Analyzing the theoretical aspects, the authors have defined the unified approach to six sigma management from the viewpoint of its essence. Finally, the authors conclude that six sigma factors can be used by enterprises to manage processes and is one of the instruments in ensuring competitiveness of enterprises.

**Keywords:** Six Sigma, small and medium-sized enterprises (SME), competitiveness

### Introduction

One of the most significant causes of global change in the world is globalization and one of its major consequences is rapid growth of the market. In recent years, globalization has directly and indirectly affected small and medium-sized enterprises (hereinafter SMEs) all over the world. On the one hand, businesses have access to the open global market, but on the other hand, the impact of competition has increased. Thus, solutions for increasing the efficiency of the company become a decisive factor for growth in ensuring the sustainable development and competitiveness of SMEs. More than twenty years ago, economies of the Central and Eastern Europe countries have undergone major changes. Large state-owned enterprises were privatized, and thousands of workers were relieved. This process could only be offset by the rapid development of small and medium-sized enterprises. The Baltic States - Latvia, Lithuania and Estonia - have experienced especially dramatic changes because there was no private entrepreneurship before the start of economic reforms. SMEs forms the economic basis of the economy. They are also the majority of the total number of companies in Latvia, Europe and the world. Issues related to the long-term development and especially of long-term development of SMEs are becoming increasingly important due to the global competition, as the company is a key element of the economic system, whose ability to function in the long run depends on the sustainable development of a country or a region. To ensure the overall development of the economy and the increase in the welfare of the population, the thing of outmost importance is the extent to which SMEs have a competitive edge in the global and EU markets. In the long run, to ensure the competitiveness and development of SMEs, effective management must become the priority of each enterprise, moving towards a low-carbon emission and resource-efficient economy. The long-term existence of any business depends on its ability



to rationally use resources and generate profits. Problems in the company are caused by malfunctions, incompetence and incorrect decision making. The activities of SMEs are constantly being explored and analyzed. To determine what influences the development of small and medium business, the economic and statistical studies of the activities of SMEs are carried out. However, in Latvia, unlike most European and world countries, there is not much fundamental research on the prospects for the development of small and medium enterprises in a rapidly changing environment. However, to understand the situation, there is a strong need for comprehensive SME research activities using the latest statistical data and scientific publications to get an idea of and address all SME problems. This study will help identify the strategic challenges for applying the concept of Six Sigma to SMEs to increase their competitiveness and ensure sustainable development. The aim of the research is to evaluate the level of application of the basic factors of the Six Sigma method in Latvian SMEs.

Tasks to achieve the goal:

1. Analyze the theoretical basis of effectiveness and Six Sigma method control
2. To characterize the role of SMEs in the EU and Latvian national economy
3. Determine the preconditions for the implementation of the Six Sigma principles and the level of Latvian SMEs.

Limitations of the investigation: 187 Latvian SME managers in private sector enterprises have been surveyed to identify trends in Latvia and set up improvement conditions for the implementation and maintenance of the Six Sigma method. Due to the management specifics of the Six Sigma method and the multidimensional nature of the study, the following limitations are set: the problems are studied primarily from the methodological and organizational aspects and the survey doesn't consider the respondents' business sector, size, etc. etc. The results of the managers' survey are depicted throughout the work. The research period is from 1, February 2018 until 1, May 2018.

The research employs the following research methods: a monographic or descriptive method and a logical-constructive method - to compare the theoretical material with the empirical results; A survey of business executives was conducted to find out the application level of the Six Sigma methods to Latvian SMEs; the graphic method for visualization and analysis of information; the document analysis - for the internal documentation study.

Researches, works and publications of the economic scientists and specialists (A.King, S.Ahmadi, K.Bozdogan, J..Black, etc.) serve as the theoretical and methodological basis of the research.

### **Theoretical Aspects of Effectiveness and Six Sigma Method**

In the beginning we must look at the concept of effectiveness (efficiency) itself. A popular model for studying efficiency was developed by the Italian economist V. Pareto. In his research, Pareto admits that public welfare is maximized when no one can improve his position without compromising the position of another. This definition of efficiency is called Pareto optimum or Pareto efficiency. To achieve this, three conditions are required: 1) the distribution of benefits among consumers, where each consumer meets his needs as much as possible; 2) the allocation of resources when the optimal use of these resources is achieved; 3) the amount of output when the resources are used in full (within the limits of production possibilities). In turn, production efficiency is achieved when it is not possible to increase the output of one product without reducing the output of another product. (Sen, 1993)

In 1911, Emerson introduced the terms "productivity" and "efficiency" in his work "The twelve principles of efficiency". In this work, the concepts of "productivity" and "efficiency" are not separated, the author believes that they are of the same importance. In his opinion, the efficiency (productivity) is the most cost-effective ratio of total costs and economic outcomes. Emerson considers that a complex and systematic approach is needed to solve



complex practical tasks in the process of production management and in any other activity, and adherence to these principles ensures the efficiency (effectiveness) of any activity. He also points out that the company that produces the maximum amount of production using 100 percent non-damaging resources is effective. (Emerson, 1917) A thorough inspection of the concept is offered by the economist P. F. Drucker. According to him, the effectiveness (efficiency) means that the balance of all production factors provides the highest return with the least effort. Profit is the company's effective performance in terms of marketing, innovation and efficiency. P. Drucker explained productivity as "doing things right", but efficiency as "doing the right thing." (Drucker, 1954) In addition, he also worked out the model of effective management. This model rests upon five principles to be followed by the company manager to be effective in his performance. These principles are: 1) time planning; 2) orientation towards achievements and ultimate results; 3) development of his own as well as employees' strengths; 4) determination of the priorities of the company and focusing on some of the larger areas of activity that would allow to achieve the best results; 5) making effective decisions. (Ibidem)

One can see that interpretations of the concept "efficiency" are rather different, each author has his own approach. Most authors associate this notion with rational use of the resources, but there are other opinions. We can mention here I. Kotāne's study "The concept of business efficiency and its interpretation." (2014) The purpose of this research was to study development of the concept of business efficiency and its measurement possibilities, to systematize translations of the concepts of efficiency and to offer the Latvian translation of the concept. This research was published in the "Journal of Social Sciences" and can be used in the analytical part of this paper to improve the understanding of the concept of efficiency. The study investigated the views of several economists - V. Petit, F. Ken, H. Emerson, V. Pareto, R.H. Kouz, P. Drucker, T.C. Kumpen and others. The study concluded that there exist contradictions in the interpretation of the concept. There is the "efficiency" as one concept, without distinguishing between the efficiency and the effectiveness, or it is defined as the use of internal enterprise resources that could be attributed to efficiency. The author concludes that efficiency is based on three characteristic elements: investment, short-term performance and long-term performance. The concept of efficiency refers to both consumption and quality of the results achieved. The economic efficiency determines the use of resources with less losses, while the functional efficiency (effectiveness) determines the achievement of higher goals. The management of economic efficiency is geared towards reducing losses, while the management of functional effectiveness - towards higher goals. As a result of the research, the author of the work has perfected the definitions of the concept of efficiency and proposes to define it as follows:

- 1) Efficiency (effectiveness) characterizes the achieved performance against the spent resources to achieve a certain result;
- 2) Economic efficiency describes how a system, or its components achieve the desired performance compared to the resource consumption, providing for maximum return on resources and their use with minimal losses;
- 3) Functional effectiveness refers to the extent to which a system or its components achieve the desired performance for the purposes specified by the system or its components. (Kotāne, 2014, 107-111)

Another research of efficiency (effectiveness) was carried out at the Debrecen University – it was devoted to explanation of the concept in different dictionaries. The authors came up with the following explanations:

- Efficiency – achievement of the desired result with minimal effort, expense and loss; (Neufeldt, Sparks, 1995)
- Efficiency - achievement of the defined results with as little investment as possible or maximizing the results with the existing resources.; (Black, Hashimzade, Myles, 2002)
- Efficiency – the functional, technical efficiency: the ability of the manufacturer to produce the maximum output with the acceptable quality with minimal investment; the economic efficiency: the organization's ability to produce and distribute its products at a minimum price. (Black, Hashimzade, Myles, 2009)

Besides that, the definition of productivity is also mentioned here, because, according to the authors, it is quite similar the one of efficiency in its nature. The productivity is the result of an organization or economy per unit



(work, material resources, capital, etc.). (Black, Hashimzade, Myles, 2002) The researchers, like I. Kotāne, have concluded that the concept of efficiency (effectiveness) is rather obscure.

It is to say that some authors define the efficiency only as efficient use of the resources, but some distinguish both the economic and the functional efficiency, which allows to assess separately the use of resources, the achievement of objectives and the pricing principles. This second approach seems to be more appropriate, as the functioning of a company is a complex process that includes the resource planning, setting the short-term and the long-term goals for the company development and innovation, as well as employees' motivation, the quality improvement, the pricing procedures.

The activity of an enterprise cannot be assessed solely based on resource efficiency, since this assessment would not be complete and would reflect the existing situation in full. Therefore, the authors advise for the division of the efficiency definition into the economic and the functional efficiency. So, the economic efficiency is the ability of an enterprise to produce a good quality product or provide a quality service using as little labor, raw material or capital resources as possible. In its turn, the functional efficiency is the ability of an enterprise to achieve the set results that meet the objectives. Summarizing these definitions, it can be concluded that the efficiency (effectiveness) is the ability of an enterprise to produce a quality product or to provide a quality service with the least investment possible to achieve the ultimate objective. Understanding what "efficiency" means is not enough to analyze the company's performance. It is also necessary to understand how to evaluate the effectiveness. Each economic indicator has its own mathematical or analytical criterion that can be used to calculate this indicator, to use it in the economic analysis, and to find solutions for improving the performance. The long-term existence of any business depends on its ability to use resources rationally and to generate profits. The problems arise in the company because of malfunctioning, incompetence or even failure to act, while the problem evaluation is based on the retrospective approach – the analysis of past events. The performance evaluation system can have a significant impact on and support for the development of small and medium-sized enterprises, because to implement the necessary changes that improve the processes of creating value for a company, one must first understand the current situation. Effectiveness must be present all business processes in the company and the assessment of the overall performance must be based on the criteria relating to the specific business area, the production technology and includes not only the processing but also the organization and management of the company. Despite the scientific research carried out in the field of evaluation of the performance of small and medium-sized enterprises, the problems are not solved yet, because there are specific issues, for example, at a certain industry level. In addition, there is a few challenges, such as the applicability of the evaluation methods designed for large enterprises to measuring the needs of SMEs. This demonstrates the need to continue exploring these problems and find practical solutions. Summarizing ideas of the theoreticians and practitioners regarding advantages of the SMEs and their crucial differences from the large enterprises (King, 1994; Ahmadi, 1997 and others), the authors would like to emphasize that all enterprises, regardless of their size, should identify the most important value-bearing processes and resources, assess the costs associated with the value creation and focus on managing enterprise processes through efficiency-enhancing concepts. There exists an abundance of methods and techniques that can be applied to analyze, organize and refine the company's internal processes. The Six Sigma Theory focuses on improving the company's product quality, satisfying customer needs, minimizing defects and statistical deviations, and as a result on increasing the company's operational efficiency. For the first time, this method was used by Motorola in the 1980's, later it was used by General Electric, and then it became one of the most popular efficiency enhancing theories among various organizations and was used by both large and medium-sized and small companies. For the first time, this method was used by the *Motorola* in the 1980's, later it was used by the *General Electric*, and since then it has become one of the most popular efficiency enhancing theories among various organizations and was used by both large and medium-sized and small companies. Over the last few years, the Six Sigma has become a cutting-edge, comprehensive, integrated management system that completely changes the business management process, improves it and maximizes the profits. Technically, the Six



Sigma concept is a way of using probability theory to improve the business control and enhance the quality. Its purpose is to achieve the production of goods or the provision of services without defects and with the most precise, high quality performance specifications. It is a statistical concept with a standard deviation (denoted by the Greek letter "sigma"). Reducing the deviation to the Six Sigma level means achieving a performance level of 99.99966%. The deviation allows for 3.4 defects (DPMO) per million opportunities for 1,000,000 units. The DPMO shows how many defects can occur if the operation is repeated 1000000 times. If it is 3.4, then there is virtual lack of production. The aim of the theory is to achieve a level of 99.99966 deflection, and it is possible when all processes meet the Six Sigma quality level. The most commonly used theory is the DMAIC (Define - Measure - Analyze - Improve - Control). It includes five consecutive cycles: to identify the customer's needs and desires and to draw up a map of their satisfaction process; to establish criteria for measuring efficiency and productivity (KPI) and apply them within the Sigma concept; to analyze the causes of problems in areas where improvements are needed; to create, choose and apply methods of solving problems in practice; to improve the process control over a long period of time. (Bozdogan 2010) The Six Sigma Theory was influenced by such methodologies as the Quality Management, the Total Quality Management, the Flawless Product Theory. Some ideas of these methods have been used and refined in the light of changing economic environment. The Six Sigma can be considered a newer and more advanced method among the quality management theories for increasing the company's operational efficiency.

Modern theories of increasing the enterprise efficiency are complementary and sometimes used together, which allows company to evaluate its activities from different perspectives and to find several options for problem solving. The efficiency enhancement theories can be seen as instructions or tips on how to organize the company's functioning, but their application in practice does not guarantee success per se. To achieve the desired result, the complex approach and choice of the right approach are required, as a method that yields excellent results, for example, in a production organization, will not be as effective in some other company. Of course, all theories can be adapted to the needs, but in any case, the specifics of the company's operation must be considered. Before choosing the appropriate conception for the development of the business in question, the analysis of the options must be made, evaluating both strengths and weaknesses of the theory as well as compliance with the needs of the company. There are views that these theories can complement each other and using them in certain combinations can yield much better results. However, not all methods can be combined, because some of them support completely opposite principles. Speaking of the theories of Six Sigma and Total Quality Management, there are obvious similar indications since they are primarily directed towards the quality improvement. The Six Sigma is the latest quality management version with its additions and refinements. It was created by the Motorola's electronics manufacturing company to increase productivity and minimize defects. The Six Sigma Theory, of course, is very effective for high-tech manufacturing companies, but as of lately its scope has been expanded. The technical content was removed from the theory, leaving the control elements, the specialist ranking and the DMAIC modeling. Both Six Sigma and TQM have a common set of features and focus on the quality and processes that have a similar sequence: assessment of the current situation, analysis, determination of weak points, process improvement and problem-solving measures, as well as control.

Some companies also use a combination of the Six Sigma and the Lean. This method was named the Lean Six Sigma. In this case, only the "black belts" are taken from the Six Sigma theory, but all the technical content is the Lean. (Michel Baudin Blog.) It is the Lean theory with certain elements of the Six Sigma, rather than a two-theory connection, but at least an attempt was made to combine these methods. According to the authors of the current article, particularly, the Six Sigma for SMEs could be the basis for the effective management. The introduction and application of the Six Sigma method does not require the use of a large amount of resources, knowledge, skills and will to act are of a higher importance.

### **Significance of Small and Medium-Sized Enterprises in National Economy**





Across the globe, it is recognized that the SMEs play an important role in the development of any country's economy. This significance is annually confirmed by the Eurostat statistics – the micro enterprises provide the same number of jobs as the large companies together (~ 40%). In support of the SMEs, a Small Business Act was adopted in 2008, which stated that it was necessary to support the needs of small and medium-sized enterprises, "to improve the overall political approach to entrepreneurship." (EUR-Lex) The main objective is to integrate the idea of small businesses first into the process of preparing policy documents, to improve the overall political approach to entrepreneurship, by promoting the development of the small and medium-sized businesses and helping to prevent barriers to their development. In Latvia, the SMEs, like in other parts of Europe, form a large part of the economy and play an important role in generating gross domestic product and employment (Ministry of Economics homepage). The high proportion of the small and medium-sized enterprises in both the European Union (EU) and the Latvian economy points to the need to evaluate the results achieved by these companies. The companies - both large and very small - are generators of the economic growth. The economic globalization will disperse the value chains around the world. The globalization of the value chains affects not only the large companies. More and more, the SMEs are shifting their activities to other places, especially to Asia. Many SMEs are learning new forms of business and looking for specific competences around the world. This development is complicated, especially for the SMEs outside the metropolitan area. (Zvirgzdina, Linina, Fogelmanis, 2017)

Although in overall the GDP of Latvia grew by 2.1% in 2016, the year has been difficult for the small business with only a slight increase in turnover and a decline in profits. The average profitability of the Latvian companies is 3.7% per annum, while the profitability of the small businesses is twice as low - 2.0% of the turnover. In 2016, 11,450 small businesses, or 67.21% of the total amount, reported a positive net profit after tax. (Capitalia, 2017) The growth and development of the SMEs is an essential prerequisite for the Latvia's overall growth and competitiveness in the near future. The SMEs development is a matter of national policy, and Latvia's main task is to increase the proportion of the SMEs in the Latvian economy, gradually moving closer to the EU average (50 SMEs per 1000 residents). (Ministry of Economics homepage). It is precisely the SMEs in Latvia, the basis of the national economy, which are most threatened by the various risk factors - both the external and the internal environment influences. One of the most important prerequisites for the development of the SMEs is the effective management. In 2002 Latvia joined the European Charter for Small Enterprises, whose main objective is to create a friendly policy for support for the small and medium-sized enterprises. In support of the SMEs, the Small Business Act was adopted in 2008, which stated that it was necessary to support the needs of small and medium-sized enterprises, "to improve the overall political approach to entrepreneurship." (EUR-Lex.) The interest in managing the problems of small and medium-sized enterprises (SMEs) was highlighted by the work of the Bolton Commission established in the United Kingdom (1971), which found that the size of the company was relatively related to the size of the market and the number of competitors in a particular sector of the economy, and outlined the SMEs group characteristics: 1) the relatively small market share; 2) the company has no opportunity to influence the level of market prices; 3) in the decisions related to the management of the company the owner takes personal ownership; 4) the employees are minimally involved in the decision making process ; 5) the business is institutionally independent, but the freedom of decision may be limited to the existing participants (family business, corporation). As global competition grows, issues relating to the quality management of the SMEs are becoming more and more important as the company is a key element of the economic system, the sustainable development of a country or a region depends on its ability to function in the long run. This issue becomes particularly relevant in the context of a comprehensive economic recession. The high proportion of the small and medium-sized enterprises both in the European Union (EU) and in the Latvian economy points to the need to evaluate the results achieved by these companies with the aim of finding suitable tools for measuring and managing their performance. Considering the dynamic business environment of today, the issues of effective management of the SMEs have become a priority, as the quality management of technologies, infrastructure and human capital significantly improves the prospects of economic growth both at the enterprise and at the national economy level. In addition to the traditional classification of factors affecting the company's operation, the effects of factors can





be combined with their inherent manifestation and in accordance with the environment that provides this factor, thus making it possible to identify the performance indicators by their importance and managing the continuous improvement process. The impact of certain external environmental factors on the long-term activity of enterprises, which is related to the age of the company, is not uniform, as companies in Latvia are located in different regions, their development is cyclical and the influence of the factor can be intensified or weakened by additional factors, as well as the new factors, the existence or significance of which have not been evaluated previously. (Linina, Zvirgzdina, 2018) The national tax policy has a major impact on the activities of the small and medium-sized enterprises. The policy must foster the business development. Currently, the entrepreneurs are faced with a major problem with the tax reporting, which takes a lot of time for entrepreneurs. The business environment plays an important role in the business development. According to a study by the World Bank, the significant improvements are needed for Latvia in the areas such as business start-up, tax payment, foreign trade, contract execution and regulatory relations. It is necessary to continue to support the availability of credit for the small and medium-sized enterprises, to simplify access to the European Union project funds and state support programs to provide the start-up capital for the start-ups, as well as secure funds for the investments in the business development, the introduction of new technologies and implementation of creative ideas. (Zvirgzdina, Linina, Fogelmanis, 2017)

### Six Sigma Management Concept for SMEs in Latvia

During the time from February 2018 to May 2018, the authors have carried out the surveys of 178 executives of various companies in the sector of small and medium-sized enterprises. The survey questions were based on the Six Sigma method for five consecutive cycles and were designed to determine the use of the principles in the company's operation. The population sample consisted of 178 executives selected on a random basis in the database available to authors. All data obtained from the survey were found to be usable for the study. The identified companies met all SME criteria.

The questionnaire for SME managers was based on the Six Sigma methods for five consecutive cycles, it was divided into 5 parts: definition of the needs and desires of the client and definition of their satisfaction; definition and application of the criteria for measuring efficiency and productivity, identifying the causes of the problems and developing improvements; application of the problem solving methods, and control of the application of problem-solving methods. In each section, it was possible to evaluate several elements according to the Likert scale in the 10-point system, where 1 meant very bad, and 10 - excellent. The results of the survey are presented here by as a summary of the five main parts drawn from the successive stages of the Six Sigma method (see Table 1).

**Table 1.** Evaluation of Six Sigma factors (*Source: Authors'*)

Evaluation of Six Sigma factors	Mean	Standard error of Mean	Median	Mode	Standard deviation	Skewness	Range	Maximum	Sum
Determination of customer's needs and wants and their satisfaction possibilities	4.44	0.75	5.00	5.00	2.24	5.03	5.61	7.00	40.00
Determination of criteria for measuring effectiveness and productivity and their application	4.33	0.75	5.00	5.00	2.24	5.00	5.73	7.00	39.00



Identification of the causes of problems and proposing improvements	4.78	1.00	5.00	1.00	2.99	8.94	6.96	9.00	43.00
Application of problem solving methods developed	3.78	0.89	3.00	1.00	2.68	7.19	7.89	8.00	34.00
Control of application of developed problem solving methods	3.22	0.70	3.00	2.00	2.11	4.44	7.27	8.00	29.00

The Table 1 demonstrates the arithmetic average of each factor question block of the Sixth Sigma method. By analyzing the results obtained in the study, it can be concluded that in the 10-point system, all six-sigma methods have been ranked below the average for a mean score, which is a very poor indicator. As can be seen in the section on problem causes and improvements, the arithmetic mean of the problems is the highest ( $\bar{X} = 4.78$ ;  $Me = 5.00$ ;  $Mo = 1.00$ ) which could not be considered as positive that would ensure the effective management of the company. Very similar results have been achieved in the blocks of questions for defining the clients' needs and desires and defining their satisfaction ( $\bar{X} = 4.44$ ;  $Me = 5.00$ ;  $Mo = 5.00$ ); determination and application of criteria for measuring efficiency and productivity ( $\bar{X} = 4.33$ ;  $Me = 5.00$ ;  $Mo = 5.00$ ). The lowest rating is the question about the application of problem-solving methods developed by the company ( $\bar{X} = 3.22$ ;  $Me = 3.00$ ;  $Mo = 2.00$ ), which indicates very big problems in companies in this field and in the application of problem solving methods ( $\bar{X} = 4.78$ ;  $Me = 5.00$ ;  $Mo = 1.00$ ). In general, it should be noted that there is a large amount of variation. In addition, the tendency is observed - the lower the arithmetic average ( $\bar{X}$ ), the greater the variation. This means that the situation varies among different companies. The situation is bad and prompts finding the urgent solutions to the problem.

The concept of the Six Sigma method in an enterprise is an effective management tool. For the sake of efficiency, it is also possible to use the Six Sigma methodology, which would include the following elements:

- The customer research based on identifying their needs and measuring their satisfaction
- The determination and application of criteria for measuring efficiency and productivity in the processes of the company's operations
- The determining the causes of the company's operational problems and developing their solutions
- The application of the developed problem-solving methods in the company's operation
- The control and evaluation of the application of the problem-solving methods.

The Six Sigma method is based on the sequencing, the defining, the problem-recognition, the development of problem-solving mechanisms, their application and control of the key business processes. Unfortunately, the study showed that the processes of the surveyed companies are not being managed properly, which prevents companies from developing fully and being socially responsible and competitive.

### Conclusions and Recommendations

Summarizing the results of the research, several conclusions and recommendations can be made. The Six Sigma method is one of the methods of ensuring the company's operational efficiency, which can be successfully used directly in the SME sector to ensure its competitiveness and growth. The authors suggest revising the definition of SMEs by the European Union so that it really would include the small and medium-sized enterprises only, which need support from the funds the most, because the definition of the small and medium-sized enterprises in the European sense is so broad that it includes practically all enterprises in the European Union (~ 99%). Consequently, the companies that are really small and that need funding are not always able to access it.

The growth of the general economic development of Latvia and the welfare of the population depends directly on the SMEs sustainability and competitiveness in the global market. One of the main problems hindering the



development of the SMEs in Latvia is the business environment. The competitiveness of the SME sector cannot develop without a business-friendly environment; this is largely determined by the degree to which the national tax policy is competitive, of what is the effectiveness of the infrastructure of the capital market, the education system and the state aid, and how stable is the business legislation. The business environment and business support measures need to be further improved to make full use of the potential of the SMEs.

The development of Latvian SMEs is hampered by the scarce availability of finance. Although the possibilities for obtaining external financing have increased significantly recently, access to negotiable and equity financing is a significant barrier to business activity and increased competitiveness for the SMEs as well as for the start-ups. As there is a large proportion of small and medium enterprises in Latvia from the total number of enterprises, it is necessary to pay more attention to the introduction of operational efficiency methods.

In sum, the greatest benefit of the Six Sigma method is the definition of processes, the problem solving and the control to increase the efficiency of the processes of the entire company.

The Latvian SMEs need to further develop the production with a higher added value, using the latest technology and developing science-intensive products.

An essential condition for ensuring the sustainable development of the Latvian SMEs is the ability to analyze achievements and the desire to improve continuously to achieve the excellence.

To implement the factors of the Six Sigma in practice, the Latvian SMEs need to promote the integration of the company management training into the higher education institutions in Latvia.

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## Perspectives for Perfecting the Pedagogical Activity of Pre-School Teachers for Implementation of a Child-Centred Learning Approach

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### Abstract

A meaningful *child - teacher* interaction in the surrounding environment allows implementing four contexts of the child-centred learning approach: (1) the problem-oriented context, (2) the continuous cognitive context, (3) the social context and (4) the subjective context (Fisher, 2013; Kinos and Pukk, 2010; Lino, 2016; Grava, 2018). In Latvia, the research studies on implementation of the child-centred learning approach reveal that the direct teacher's dominating role still exists when interacting with children and in learning environments (Grava, 2018, 2013). This study reveals that for perfection of the professional development of teachers the context of subjectivity should be particularly emphasized. To be able to implement it in the pre-school educational practice, it is significant for teachers to improve their reflection and self-assessment skills. In this article the pedagogical competences are defined and analysed which the teachers use for implementation of child-centred pedagogical approach. Teachers' competences are grouped in two blocks: learning environment and meaningful interactions. The aim of this research is to identify and analyse the pedagogical competences that the teachers use for implementation of child-centred pedagogical approach in their educational practice and to develop recommendations for the perfection of pedagogical activities. The research question: What competences and pedagogical contexts do the teachers use for implementing the child-centred approach in the pre-school educational practice. As part of educational case study, the data are obtained from exploring and analysing the preschool education documentation, as well as from interviewing the teachers and observing their pedagogical activity.

**Keywords:** child-centred learning approach, perfection of teacher's activity, preschool teacher.

### Introduction

The child-centred learning process, based on democratic principles, provides children with an opportunity to become active participants and to recognize the importance of individual responsibility, decision making and choice (Fisher 2013). These activities are based on the principles of humanism, visibility and continuity, which are in line with the constructivism principles and share the basic idea: learning as an active knowledge construction process based on previous experience (Gordon, 2009; Sheridan, 2009), in which the child participates shaping the environment and the learning process.

According to Dewey (Дьюи, 2009), Kinos and Pukk, (2010), Sommer, Pramling, et. al (2013), Lino (2016), Waterstrad (2017) and other authors, the child-centred pedagogical approach can be defined as methodological orientation of pedagogical activity towards a system of meaningful interactions, which forms and supports child's self-awareness, self-development and self-realization processes, developing the child's individuality. Thus, the following aspects of child-centred pedagogical approach can be considered as important:

- orientation towards interaction system of pedagogical activity;
- a complex and continuous learning process that implies children's self-understanding and awareness of their abilities;



- pedagogical activity for the expression of children's subjective qualities and promotion of individuality development.

Thus, it can be said that the child-centred approach is a modelling of subjective experiences, as the result of which the development of children's self-experience is promoted.

For implementing the child-centred approach, Sommer, Pramling, Samuelsson & Hundeide (2013) have defined the following conditions:

- treating each child as a personality,
- empathy towards children's activity (ensuring and promoting the possibilities for the child to explore and learn),
- an interpretive approach to children's statements and worldviews (getting to know the child's experience);
- promoting the child's initiative (support for the child's interests, emotions and research activities);
- meaningful dialogue between the children and their teachers. Both the children and the teachers are equal designers of the pedagogical process and active participants in it (Sommer, Pramling, et al, 2013).

Specifying the conditions of teachers' pedagogical activity and the features for implementing the child-centred approach, four unified pedagogical contexts are determined (Grava, 2013, 2018). These contexts include teacher's pedagogical performance criteria which are used for analysing the teacher's pedagogical activity from the learning environment and interaction perspectives. These are:

1. Problem-oriented context: ensuring possibilities for children to choose, development of problem situations for children's potential development;
2. Continuous cognitive context: ensuring the self-motivated learning of children and diversity in solving a cognitive conflict;
3. Social context: building meaningful interactions, ensuring/ promoting the child's positive experience;
4. Subjective context: organization of children's self-reflection, finding a personal meaning.

Learning environment that provides children with the opportunity to solve the problems and achieve results promotes their desire to explore the world around them. Thus, the design, development and implementation of a child-centred learning process mean involving children as equivalent partners in this process, offering choices and teaching them to choose and implement their ideas.

Researching pedagogical activity of the pre-school teachers in accordance with these contexts and the established criteria (Miķelsone, Grava, Vigule, Priede, 2017; Grava 2018), it is concluded that the teachers have to accept and overcome several challenges in their work, for example, how to involve children in the planning of the pedagogical process, how to respect the subjectivity of the child and create a sense of personal meaning, how to be able to implement pedagogical activity in accordance with all four contexts of the child-centred approach, how to develop reflection skills, etc. These challenges encourage teachers to perfect their abilities, to acquire knowledge, skills and experience in accordance with the essence of the child-centred approach. These abilities fit within the basic characterization of a person or competence (Spensers and Spensere, 2012), and they are in a causal relationship with effective and outstanding work performance, based on certain criteria. 'Causal relationship' means that competence (teacher's competence) causes or anticipates behaviour and performance, while 'criteria-based' means that the competence determines who will perform activity well or not well, applying a specific criterion or a standard. Thus, it can be said that competence, including teacher's competence is





a profound and enduring part of the personality by which the behaviour in different situations and activities can be predicted (Mikelsone, 2012).

Therefore, for the teachers, in order to improve their pedagogical competences and pedagogical activities in accordance with the child-centred approach, it is necessary to explore any situation and any aspect of activity from more than one perspective (Sheridan, 2009). Thus, the purpose of this article is to describe and analyse both perspectives of child-centred pedagogical activity – the learning environment and interaction, and to determine the criteria that allow identifying and reflecting on compliance of teacher's pedagogical activity to the child-centred approach.

### **Perspectives of learning environment and interaction in the implementation of a child-centred approach**

The learning environment's perspective allows to understand and disclose the compliance of the learning environment with the child's self-motivated, explorative and creative activity and the principles of child-centred learning approach, and reveals an outlook on child's self-realization, experience development, knowledge transformation, problem solving and other developmental aspects (Дьюи, 2009; Garibold & Cardarello, 2013, Wood, 2014). The learning environment's perspective encourages expressing opinion about formation of the child's world model, self-realization possibilities, and the development of emotional experiences.

Children know a lot, but not always they can understand and locate these facts in the model of their world. Consequently, it is important not only to learn the facts and be able to name them, but also to learn about the world and gain understanding about it through practical activities, excluding the emergence of "world chaos" (Hart, 2008; LeBuffe, Naglieri, 2009). In the learning environment the creative thinking and problem-solving skills are developed, as well as ability to implement the ideas (exploratory research activity). Therefore, in order to stimulate the impulses of children's creative thinking, it is important for a teacher to create such learning environment which promotes research activities and self-realization possibilities (Осорина, 2008; Wood, 2014). Exploratory learning activity creates an ideal environment for the search for alternatives, development of attitudes, and for generating new ideas and images. In this situation, knowledge is not accumulated passively, it is used as an incentive for performing exploratory activity – to look out for something new, discover unknown, explore and accept it.

Already from the very first days of life, the openness of children's experience allows to develop cooperation with the outside world, particularly through mutual relationships (Sīgels, 2016). The child's emotional experience accumulates all that the child has been through, and combinations of occasional events and external experiences create what we call personality, with all of its habits and patterns of behaviour (Byington and Tannock, 2011; Sīgels, 2016). Therefore, in the learning process it is important to maximize the use of the imaginative thinking that is so natural for the child, child's natural self-image, imagination, and stimulate and support their self-realization, excluding the provision of definite and ready-made knowledge and information. By creating educational situations in which the children need to use their previous knowledge for solving practical problems, they get prepared for the independent acquisition and evaluation of information and for new experiences (Дьюи, 2009).

Dewey (2009) links the concept of education to the concept of experience, defining it as a result of person's interaction with the physical and social environment and as a process, communication, and a human world in all its manifestations (Дьюи, 2009). The continuous reconstruction of the child's experience forms the basis for his/her learning process and self-realization. Thus, the task of the teachers is to give children the knowledge and understanding about the activities through active interaction with the environment that this knowledge becomes an instrument for solving different situations, problems (cognitive, moral, social and practical). The child-centred learning approach is being developed by



creating a learning environment that stimulates thinking, expression of a kind attitude and involvement of children in the process of creating experiences.

The perspective of learning environment can also be seen from the point of view of discovery learning theory, which emphasizes the need to use new discovery-related methods in children's learning process, which includes learning to independently address various issues and situations. The importance of the concept '*transfer*' is emphasized by explaining it as recognizing previously acquired concepts in the framework of the topics, areas and content that has not yet been acquired. The most important task of discovery learning is the creation of cognitive structures – learning hierarchical techniques and solving problems. Thus, discovery learning involves the acquisition of knowledge and skills about concepts and regularities that can later be used in problem solving, as well as for understanding the new facts and concepts (Tafa, 2008; Powell and Kalina, 2009; Gordon, 2009).

In order to acquire problem solving skills, it is important for children to learn them. Problem solving takes place in the process of mental activities, manifesting itself through the transfer of knowledge and experience using various types of solutions. When learning to solve the problems, the child integrates the previous knowledge in the ascending order and in a unified structure (Gordon, 2009; Gariboldi & Cardarello, 2013). Thus, the teacher's task in the learning environment is to select the facts of existing experience, as a result of which new problem situations can arise, which, in turn, broadens the child's potential experience.

Interactions are formed between people who in one way or another, more or less, directly or indirectly are or have been associated in a joint activity. It is possible to speak about a meaningful interaction in the case if the environmental microstructures and pedagogical practices are created, which ensure conditions for the implementation of the child-centred approach (Sommer, Pramling, et al, 2013) and all its contexts (Grava, 2013, 2018; Miķelsone, Grava, et al, 2017). Thus, when focusing on the perfection of teachers' pedagogical activity, it is essential to understand under what circumstances the interaction becomes meaningful, revealing both the child's activities and the aspects of the pedagogical activity.

Considering the perspective of meaningful interaction, the child's subjectivity or subjective significance is revealed as an important element. The meaningful interaction is also linked to such concepts as child's personal growth and the disclosure of personal significance in the learning process, self-knowledge, and self-realization (Осорина 2008; Textor, 2012; Byington and Tannok, 2011). Wilber sees this as an internal dimension of comprehensive development, which is subjective and interpretive, dependent on consciousness and introspection. He also believes that this internal dimension, which includes subjectivity, develops not only individually but also in a social context (Vilbers, 2011).

As in preschool education the learning process is closely related to the process of upbringing, it should be noted that in the process of children's interactions with the teacher the following takes place:

- development of self-determination;
- implementation of autonomy and self-expression in action.

The development of child's self-determination, autonomy and self-expression cannot be promoted by giving commands or pressurizing for a particular activity in direct or indirect way (Осорина, 2008; Kinos and Pukk, 2010; Wood, 2014).

Another important aspect of the meaningful interaction perspective is the creation of mutual relationships, where the teacher's activity is based on the principles and contexts of child-centred approach and the child is allowed to discover and understand different relationships and correlations. The meaningful interaction makes learning for a child personal and socially meaningful, and knowledge becomes emotional excitement and a part of child's experience (Miller, 2010).



The formation of meaningful interaction is ensured by three basic principles:

1. Ensuring the balance (between knowledge and imagination, technologies and personality, respecting interests of the whole group and personal interests of each child, the practical and social orientation of the learning and the upbringing process, the balance and the 'fusion' of borders between the activities organized by the teacher and activities performed in daily life);
2. Inclusion of each child in the group environment (active participation, individual approach, creation of emotionally comfortable and safe learning environment);
3. Correlations (the identification and understanding of different links, causes and consequences, cross-curricular links, the relation between the learning process and newly acquired information and the everyday life of the child, child's personal interests and needs) (Miller, 2010; Kinos and Pukk, 2010).

The perspective of meaningful interactions allows observing how children and teachers perfect themselves while forming and organizing interactions. Sigel links it with integration, which allows connecting different aspects of our inner life and relationships, stating that "integration could be the meaning of our existence" (Sigels 2017:236). The author points out that we make sense when we perceive integration as the main necessity of life, starting from integration within ourselves, then continuing to others with whom we are connected and, finally, with the whole world (Sigels 2017: 236). Thus it can be said that the perspective of meaningful interaction is integration of relationships. For example, one of the ways in which integrative relationships create meaningful interaction is a play. The adult's participation in the play, adult's support, advice, and suggestions encourage children to concentrate on performing more complicated play activities. Adults, who stimulate and support children's playfulness, simultaneously enrich the children's inner world, foster their communication skills and fantasy development and raise the child's self-esteem, thus adding a personal meaning to the child's activity (Дьюи, 2009; Wood, 2014; Lino, 2016).

Unfortunately, in the preschool educational practice, linear interactions are still observed (Grava, 2018), making it difficult to establish two-way interaction (integration and synergy) or mutually suitable interaction between the children and the environment, which marks the long-term development. Thus, the following preconditions of meaningful interaction when implementing the child-centred pedagogical approach can be considered:

- synergistic and integrated interaction between children and teachers in the pedagogical process, recognizing children's self-esteem through mutual trust and participation, thus creating positive experiences in children (Byington and Tannok, 2011; Lino, 2016; Sigels, 2017);
- promotion of children's creativity by providing open space for new ideas, identifying individual abilities, and solving practical problems while giving the freedom of choice;
- organization of children's research activities encouraging the implementation of the existing experience, searching for alternatives, promoting the development of children's attitudes towards themselves and the surrounding world, and spotting the problem situations for the potential development of children (Дьюи, 2009; Выготский, 2010);
- implementation of self-motivated activities of children, ensuring the satisfaction of children's individual needs and interests and subjectivity awareness, finding personal meaning during the pedagogical process (Выготский, 2010; Vilbers 2011).

In order to perfect child-centred pedagogical activity, the teacher's competence is described through the perspectives of learning environment and interaction in accordance with the four contexts of child-centred learning approach (see Table 1).



**Table 1.** Teacher's competence for implementation of child-centred approach

Pedagogical contexts for implementation of child-centred approach	Pedagogical perspective	Teacher's competence
<b>Problem-oriented context</b>	<b>Learning environment</b>	Ability to provide the choice of materials, resources and types of performance; Ability to provide the choice of activities and time; Ability to provide the children with the support they need at their current level of development, that they themselves are able to solve a situation or problem; Ability to organize the situations in which children cannot solve the problem independently, and ability to provide a development-oriented support.
<b>Continuous cognitive context</b>	<b>Learning environment</b>	Ability to create conditions in which the child is encouraged to ask questions; Ability to provide the conditions for promoting child's interests and initiative; Ability to provide an indirect support (indirect learning, discovery of knowledge); Ability to organize active and integrated activities.
<b>Social context</b>	<b>Interaction</b>	Ability to listen to children and to wait for children to answer (without telling the answer in advance); Ability to organize cooperation, conversations with children and between children; Ability to express a favourable and curious attitude; Ability to recognize and respect the child's thoughts, opinions and feelings.
<b>Subjective context</b>	<b>Interaction</b>	Ability to explore and understand the children's previous subjective experience; Ability to organize the reflection and self-assessment of children's activities and their results; Ability to link learning to the everyday life of children (subjective meaning); Ability to discover children's interests and subjective experiences.

### Research design and data collection methods

The study described in this article is part of the case study (Mārtinsone, 2011) that took place between November 2016 and June 2017. The aim of the research is directed towards exploring problems in pre-school educational practice, focusing on details and reciprocal links in describing and analysing pedagogical competences in four pedagogical contexts revealing them from two perspectives: the learning environment and interaction. The research question: What competences and pedagogical contexts do the teachers use for implementing the child-centred approach in the pre-school educational practice.

Researching the perspectives of learning environment and interactions in the four contexts of child-centred approach, the interviews with teachers and the analysis of video observations were conducted. The selection of respondents is based on the subjective selection criteria of the researchers, that is, convenience method based in a non-probability sampling. The research data is obtained through interviews (N=8) and video observations (N=8).



The observations of 8 teachers' pedagogical activity are captured in video recordings and indicated as cases (see Table 2). In each case, the number of episodes corresponding to 4 pedagogical contexts is determined, and in the specific episodes the competences employed by teachers are studied.

Initially, the data was encoded in 16 units according to the defined competences (see Table 1), which ensure the implementation of the child-centred approach, and later they were merged and analysed into 4 categories according to the following pedagogical contexts: the problem-oriented context, the continuous cognitive context, the social context and the subjective context. In video observations and interviews the same teachers are involved, and their pedagogical work experience is 5 years or more.

**Table 2.** Description of video observations

Cases	Observation data	Length of video recordings	Number of the episodes recorded
<b>A</b>	10.11.2016.	53,38 min	<b>12</b>
<b>B</b>	24.11.2016.	48,05 min	<b>14</b>
<b>C</b>	01.12.2016.	50,32 min	<b>13</b>
<b>D</b>	15.02.2017.	29,34 min	<b>14</b>
<b>E</b>	14.03.2017.	54,07 min	<b>11</b>
<b>F</b>	18.05.2017	42,05 min	<b>12</b>
<b>G</b>	22.05.2017.	32,30 min	<b>13</b>
<b>H</b>	02.06.2017.	28,04 min	<b>12</b>
<b>Together: 337, 55 min</b>			<b>Together: 101</b>

The total length of the video recordings of the cases is 5 hours and 62.58 minutes or 337.55 minutes, and 101 episodes are subjected for the case analysis.

The relationships between the participants of the study (child - teacher) were observed during the morning circle and in the playground. For collection of the observation data and its analysis, the grounded cyclical approach of Ansdell and Pavlicevic was employed which is: observation – description – interpretation (Mārtinsone, 2011).

In this study the data was collected separately (from observations and interviews), but analysed and interpreted in an integrated way. The interview data was encoded in 16 units according to the competencies defined, and grouped into 4 categories according to the pedagogical contexts.

### **Findings and Results**

Researching the teacher's competences from the learning environment and interaction perspectives in 4 pedagogical contexts, the interviews with teachers and analysis of video observations were conducted with the aim of gaining an understanding about which competences (see Table 1) the teachers use for ensuring child-centred pedagogical approach in day-to-day pedagogical process and which they do not use, and to identify the possible solutions for its improvement.

The analysis of the video observations (see Table 2) reveals that most of the competences (in 7 episodes) are related to the social context of the interaction perspective. The teacher's competences, which support meaningful interaction, are:

- ability to listen to children and to wait for children to answer (without telling the answer in advance);
- ability to organize cooperation, conversations with children and between children;



- ability to express a favourable and curious attitude;
- ability to recognize and respect the child's thoughts, opinions and feelings.

The video observation data analysis (see Table 2) confirms that the least teachers employ the competences related to the implementation of the problem-oriented context from the perspective of the learning environment (11 episodes) and of the subjective context of the interaction perspective (15 episodes).

Video observations did not show the application of the following teachers' competences:

- ability to provide children with the choice of activities and time;
- ability to provide the children with the support they need at their current level of development, that they themselves are able to solve a situation or problem;
- ability to create the situations in which the children cannot solve the problem independently, and ability to provide a development-oriented support;
- ability to explore and understand the children's previous subjective experience;
- ability to organize the reflection and self-assessment of children's activities and their results;
- ability to link learning to the everyday life of children (subjective meaning);
- ability to explore children's interests and subjective experiences.

**Table 2.** Application of teacher's competences for implementation of child-centred approach (video observation data)

Pedagogical context	Competences observed (in how many episodes)	Competences not observed (in how many episodes)
<b>LEARNING ENVIRONMENT PERSPECTIVE</b>		
Problem-oriented context	5	11
Continuous cognitive context	6	10
<b>INTERACTION PERSPECTIVE</b>		
Social context	7	9
Subjective context	1	15
<b>Together</b>	<b>19</b>	<b>45</b>

Interviews show (see Table 3) that teachers in their work use more the competences which are linked to the social context of the interaction perspective (mentioned 12 times).

This is indicated when describing competences during the interviews:

- ability to listen to the children and to wait them to answer (without telling the answer in advance);
- ability to organize cooperation, conversations with children and between children;
- ability to express a favourable and curious attitude;
- ability to recognize and respect the child's thoughts, opinions and feelings.

In their work the teachers use the least competences (see Table 3), which ensure the subjective context of the interaction perspective of the child-centred pedagogical approach. During the interviews the following teacher's competences were not mentioned:

- ability to organize reflection and self-assessment of children's activities and their results;
- ability to discover children's interests and subjective experiences;
- ability to explore and understand children's previous subjective experiences;
- ability to link learning to the everyday life of children (subjective meaning)

The data analysis of interviews and video observations shows that the teachers most often present and apply the competences that correspond with the **social context** of the interaction perspective. In





interviews it appears 12 times, but in video observations - in 7 episodes. The social context in the pre-school pedagogical process involves promoting the child's positive experience and development of meaningful interactions. Thus, it can be concluded that the teachers include the following aspects in the pedagogical process: the implementation of favourable and interested attitudes towards children, listening to children, respecting their thoughts and feelings, encouraging and waiting for children's answers rather than telling the answers in advance, and in conversations and when organizing cooperation the dominating integrated relationships are *teacher-child* and *child - child*.

Comparing the number of responses given in interviews that indicate the competencies employed and the number of video observation episodes, it can be concluded that in the interviews teachers mention that in their pedagogical work they use competences attributed to the child-centred approach, while video observations indicate the opposite. Such situation can be noticed in relation to all pedagogical contexts.

This can be explained by the fact that the pre-school teachers theoretically understand the essence and the content of the child-centred pedagogical approach as evidenced by the interviews, but in practice this experience is not fully implemented. This is also evidenced in terms of the social context which is most commonly practiced in pedagogical activities. For example, *the interview data suggests that educators know that children's understanding about the new is formed through conversations, discussions. On the other hand, the observations prove that the teachers are very hasty when talking to children and often do not wait until the children respond; many times teachers answer their own questions themselves; there are no encouraging questions asked that would allow children to come to the answers independently. They are told in advance.*

By contrast, comparing the competences which teachers do not mention during the interviews and which are not observed in the video episodes, the highest number of cases is attributable to the **subjective context** of the perspective of interactions.

The subjective context includes the ability for the teacher to organize and guide the child's reflection on activities, giving personal meaning to the activity, the exploration of children's interests, the ability to understand the subjective experiences of children and previous subjective experience, the organization of self-assessment about children's performance and its results, the linking of the topic to the everyday life of children (subjective meaning). For example, *after the excursion, the children are asked to reflect only in terms of whether they liked it or not. A teacher distributes smiling and angry faces (emogies), and with them children show their attitude towards the event – they liked it or not. As the main reasons why any of these competencies are not employed, teachers mention the lack of time and the excessive number of children in the group. Interviews also show the opinion that, for example, choice of activities in the preschool cause problems in the elementary school, meaning that children want to continue to play in the learning process.*

### Conclusions and Recommendations

In order to implement a child-centred approach in the pedagogical practice, all 4 pedagogical contexts must be implemented at the same time: the problem-oriented context, the continuous cognitive context, the social context and the subjective context.

Incorporating **the problem-oriented context** in the pedagogical process, children are provided with an option to choose (in terms of materials and expressions). The implementation of this context is facilitated by certain pedagogical competences: the ability to provide children with choices and the ability to teach them to choose, the ability to encourage and support children at their current level of development, in which children themselves can resolve situations or problems, as well as the ability to organize



developmental situations in which children encounter new challenges and acquire new knowledge and skills with the support of the teacher.

By implementing **the continuous cognitive context**, the self-motivated learning of children is promoted and maximally favourable conditions for promoting the interest of the children are provided, for example, through asking questions and offering a variety of personal choices in solving the cognitive conflict that takes place as an indirect learning and organization of activities. The implementation of this context is ensured by such teacher's competences as the ability to create the conditions in which the child is encouraged to ask questions, to show his or her own initiative and interests. It is essential if the teacher is able to provide the support by teaching indirectly and promoting the self-disclosure of children's knowledge and is able to organize active and integrated activities.

These two contexts were viewed from the perspective of the learning environment and they reveal that teachers generally apply the competences that encourage children to think creatively, solve problems, and implement ideas (exploratory research activity). Teachers are able to engage children in creative activity by providing a variety of choices (materials, forms of expression), creating opportunities for children to carry out themselves the research activities and self-realization in the learning environment. It can be said that these competences promote the implementation of the problem-oriented and continuous cognitive context in practice.

When providing the social context, a meaningful interaction is created in *teacher-child* and *child-child* relationships, which is implemented through listening to children, encouraging and anticipating their answers, organizing conversations and cooperation with the peers. It is important, if the teacher with his/her favourable attitude and interest promotes in children positive experiences. In order to implement this pedagogical context, teachers need the following competences: ability to listen to children and wait for children's answer (without telling it in advance), the ability to organize cooperation, conversations with children and between children, ability to express a favourable and curious attitude and to recognize and respect the child's thoughts, opinions and feelings.

The subjective context is revealed through self-reflection and through the ability to provide feedback. The child's previous subjective experience and self-assessment of the results of performed activities become of great importance as well as the revelation of personal meaning that is based on interests and subjective experiences. In order to implement this context, the teacher needs the following competences: ability to explore and understand the previous subjective experience of children, ability to organize the reflection and self-assessment of children's activities and results, ability to link learning with the child's everyday life (subjective meaning) and the ability to explore children's interests and subjective experiences.

Both the social context and subjective context are related to the perspective of interaction, in which children perceive their growth and personal significance through the aspects of cooperation, individuality and subjectivity. Wilber (Vilbers, 2011) links it to the internal dimension that is subjective and interpretive, and as in our case, he also points out that meaningful interaction develops not only individually but also in a social context.

The research data confirms that the teachers in their work mostly use those competences, which ensure implementation of the social context and the least – competences that implement the subjective context. Teachers master, implement and manage competencies that are focused on cooperation and working together, but they use too little reflection and self-assessment skills and do not provide enough feedback. When teachers do not use it themselves, they do not encourage it in the children as well. The research data show that teachers reflect emotionally and generally, without evaluating some specific activities, but using assumptions about children's feelings and activities, saying "*it was interesting for children*" or



"children liked it". The teachers focused more on the assessment of the outcomes ("I succeeded in talking to children") rather than on the evaluation of the activity process. When asked during the interview - how teachers organize the teaching of reflection skills for children, the answer was the following: "At the end of each class I ask the children what they liked and what we learned" (case H). However, the reflection raises awareness of what a person has mastered and creates understanding in the following sense - if a person is able to change his/her attitude, behaviour, activity in an individual and professional context (Mikelsone and Odiņa, 2015; Cottrell, 2013), which is very important when implementing the child-centred approach in preschool educational practice.

It must be admitted that the teachers evaluate too little their activities and skills with the aim to understand – what did I do this time, and what/how I will do it next time. Consequently, there is no basis for knowing what needs to be done to improve the performance (Callanan, 2003).

Teachers accept positive performance result as self-explanatory activity, without analysing it in order to understand how it has been reached. However, the unsuccessful outcomes are linked to various external factors (interview data), such as the large number of children in the group, the child's inability to concentrate on the activities after the holidays.

Thus, it can be concluded that problematic is implementation of those teacher's competences, which ensure the realization of the subjective context, is problematic in the realization of a child-centred approach. It is essential for pedagogues to master reflection, self-assessment skills, provision of feedback, so that they can help children to develop these skills as well. So the acquisition of reflection skills and its regular application in the pedagogical work is one of the tasks for perfecting the pedagogical activity.

### Recommendations

A child-centred pedagogical approach has been implemented if in the learning environment (1) an active, integrated research activity for children is provided and facilitated by the implementation of a problem-oriented and a continuous cognitive contexts; (2) the interaction is made meaningful when focusing on the aspects of cooperation, integration and subjectivity.

In order to ensure the implementation of all these 4 pedagogical contexts in practice and their mutual balance, teachers need to learn, understand and apply specific competences that reveal the compliance of a teacher's performance to a particular standard (child-centred approach), and it allows to assume that these competences are a consistent part of personality that allows predicting teacher's behaviour and performance in various pedagogical situations.

Currently, teachers must focus on the competences that ensure the implementation of the subjective context, and firstly they must perfect their reflection and self-assessment skills. Reflection skills allow changing one's attitude, behaviour, performance in the individual and professional context.

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## Case Study on the Role of Specialists' Mathematical Competence in the Sustainable Development of Society

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### Abstract

Mathematical competence is one of the most essential for living and working in a rapidly changing modern environment and act in accordance with the trends of development of society. That's why the aim of the study to explore the role of mathematics in the sustainable development of society by four dimensions: environmental, economical, societal and cultural dimension. The results of the survey of students from Latvia University of Life sciences and Technologies and Riga Technical University are used to illustrate students' views on mathematics role in the sustainable development. Students were asked to assess the given statements by expressing their approval or disapproval on a 4-stage Likert scale. The results prove that mathematics is widely used in everyday life and in professional activities, as well as benefits to the labour market and contributes to the development of the personality, which are the cornerstones of the sustainable development of society.

**Keywords:** Dimensions of sustainable development, mathematical competence, specialists' competence, sustainable development of society, sustainability.

### Introduction

Sustainable development (SD) of the society in the 21st century is still an acute necessity with new and forthcoming challenges in economic, environmental, social and cultural dimensions. Ensuring the process of sustainability is a complicated and also inconvenient process from the positions of getting quick economical profit. The process touches each person's individual decisions up to governmental and global solutions including competent assessments in relation to the four mentioned dimensions. The project under the title "Sustainable Development in the 21<sup>st</sup> century" (SD21) funded by the European Commission comprised such components as the assessment of how Agenda 21 and Rio principles have been implemented, clarification of what is long-term vision for sustainable societies, meta-analysis of what are long-term SD scenarios and sector highlights: cities, agriculture and food, energy, land use (Sustainable Development in ..., 2012). In the part of long-term visions the project declared suggestions for politicians including responsibilities also from academic environment pointing out the need to agree on, or re-establish, a minimal set of principles and standards to be developed and sustained. Institutional arrangements have to be set or changed in order to allow for reaching at least basic scientific consensus on what is to be developed and what is to be sustained. This calls for cooperation of all relevant disciplines and academic communities, not just those that dominate the field in few Western countries or certain economic disciplines (Back to Our..., 2012, 17).

Higher education in nowadays world meets global consequences and, in relation to sustainable development of society, it is important to consider "transboundary phenomenon" with the processes among (according to J. de Kraker, A. Lansu, R. van Dam-Mieras, 2014) parts or subsystems, fields of study, various areas of science and other societal realms, countries, states or cultures, local and global scopes, short and long-term (time scales), traditional and novel approaches.





The mentioned “transboundry phenomenon” is reflected in The World Economic Forum 2018 which put accents on global, regional and industry challenges the world encounters as the complex consequence of many “systems” – from global orders that affect our habitat and the security of natural resource, to the economic systems that generate inequality and imbalance, to the regional systems that determine the wealth of nations, to the industry systems that establish the efficiency of supply and demand (World Economic Forum, 2018). Of course, the aim of previously mentioned cognitions is strengthening the balance and security in the world however nowadays global complicated systems is a big challenge for good will to make changes preferring sustainability.

The role of mathematics is relevant in the mentioned context of sustainability because this discipline develops logical thinking and serves as a tool for taking substantiated decisions to foster the development of sustainable society.

Practical contribution of mathematics as a tool to the idea of sustainable development of society, for example, is reflected in the Textbooks for pedagogues, curriculum leaders and ministries of education by UNESCO (UNESCO, 2017) covering at least 15 goals for sustainable development by United Nations (United Nations, 2015). Mathematical processes are viewed as a “human activity” in relation to “counting, measuring and locating – indicate clear connections between people and their environments” and abstraction, and generalization (UNESCO, 2017, 38). The initiatives from the Textbook could be transferred to the courses of mathematics in higher education taking 15 goals of UN as a real life content basis. However, it is a challenge because relates to global and complicated problems. It means that there has to be a clear concept what competences of mathematics higher school graduates need and what principles they have to follow to keep a way to sustainable society. The principles emerge from the famous World Commission on Environment and Development report by G.H. Brundtland in which sustainable development is described as an urgent need for a new era by economic growth that would be dynamic and potent, but concurrently socially and environmentally sustainable (United Nations, 1987). It means that the principle of needs doing no harm to generations all over the world should be kept stressing responsibility of each higher school graduate on future events. Thirty-one year has passed since that Report and it is possible to conclude that people do not like limit their needs and the main task is to find ways how to help poor and meet needs of societies which have reached a high level of welfare. The role of mathematics will increase crucially to find energy, human resource and a lot of undiscovered potentials to keep a way to real sustainability of our societies. The role of mathematical competence is increasing in this context and competence-based higher education with clearly substantiated learning outcomes is a norm in European Union higher schools. According to UNESCO learning outcomes are understood as statements that describe three major domains: knowledge (learning to know), skills (learning to do) and competences (learning to be) (UNESCO, 2015) and this approach through knowing, doing and being reflects the mission of future specialists to prefer the direction of sustainability.

Taking into account the above-mentioned aspects, the aim of this article to discuss the potential impact of the development of mathematical competences in the context of sustainable development and outline the necessary specialists' mathematical competence by different professional fields, exploring the role of mathematics in the sustainable development of society by four dimensions: - environmental, economical, social as well as cultural dimension. In order to illustrate the mathematics education role in the sustainable development, in the article are identified students' views on this issue, considering attitude as one of the main factors for successful motivation of mathematics studies in line with the topical trends of sustainable development.

### **Materials and methods**

The methodology of this study is based on the analysis of the scientific literature as well as a number of information sources and reports, taking into consideration the authors' reflection experience and observations.

There are several approaches to defining the mathematical competence or literacy in the scientific literature and European Union documents. According to the Recommendation of the European Parliament and of the Council



on Key Competences for Lifelong Learning, mathematical competence is understood as ability to solve everyday problems (at home and work) and the determination of structure and commitment, repeatability and systematicity (European Union, 2006). Necessary knowledge in mathematics should include a knowledge of numbers, operations with them, measures and structures, mathematical presentations, etc. According to Frankenstein (2014), mathematical literacy is the ability to reason quantitatively, the ability to use numbers to clarify issues and to support or refute opinion (Frankenstein, 2014). In OECD PISA (Programme for International Student Assessment) mathematical literacy is defined as students' capacity to formulate, employ and interpret mathematics in various contexts which implies reasoning mathematically and using mathematical concepts, procedures, facts and tools in order to depict, clarify and foresee phenomena. It helps individuals see the role that mathematics plays and to make the healthy judgements and decisions in their everyday or broader social life (OECD, 2016).

"Mathematics is a science of structures" (Schreiber, Siege, 2016). These structures are securely fixed in the factual world, where they are used for modelling. The naming of fitting variables and their lasting appraisal play an essential crucial role to realise the fixed things even in apparently chaotic situations, affected with ambiguity and without model solutions. Even if it is not the natural task of Mathematics to define e.g. indicators for the processes in society, they can offer necessary aid for their evaluation. Because of its universal acceptance, it has the ability to scientifically hold up the discourse of global sustainable development and to structure multifaceted processes so that everybody can have access to them (Schreiber, Siege, 2016).

Mathematics is a basic subject and should be included in Global Development Education. Thus mathematics education is increasingly becoming a concern for educators worldwide as a result of the reliance on economical, industrial, and technological careers in today's world (European Commission, 2011).

As authors' university prepares mainly engineering and technology specialists for the needs of the region, the mathematical competence have to analysed in the context of engineering specialists' competences needed for sustainable development. The author's previous study shows that there is a mathematical competence compliance with competencies for sustainable development (Vintere, Briede, 2016). The competences acquired in the process of engineering education in the context of sustainable development are the ability to analyse different problems with a systemic approach and solve them (Mulder et al, 2010). The mathematical competence compliance with competencies for sustainable development is shown in table 1.

**Table 1.** Mathematical competence compliance with competencies for sustainable development

<b>Competences for SD</b> (Mulder, Segalas-Coral, Ferrer-Balas, 2010)	<b>Mathematical competence</b> ("Key Competences for Lifelong Learning", EC, 2006)
What the problems are: <ul style="list-style-type: none"> <li>the capacity to analyse the problems at different scales, with a systems approach</li> </ul>	The ability to solve everyday problems using: <ul style="list-style-type: none"> <li>models of thinking (logical or spatial);</li> <li>representation (formulas, design, graphs, charts, etc.).</li> </ul>
How to solve them – <ul style="list-style-type: none"> <li>methods to develop technologies that could contribute to solutions</li> </ul>	The ability to identify the structure and commitment, repetition or regularity

Looking at the development of human resources in the context of the social dimensions of sustainable development, it should be noted that more than half a century ago mathematician Willy Serve emphasized the role of mathematics in the development of the intelligence and the formation of character, with particular focus on logical thinking and its impact on establishment of good working skills (Serve, 1957).

Throughout the history of mankind Mathematics has been a vital part of human culture, a means to understanding the world, a foundation of the development of science and technology. The learning of Mathematics has a system-forming function in education, developing individual's cognitive abilities and logical thinking, and affecting the



progression of teaching other disciplines (Yusupova, Ibyatova, 2018) Mathematics is considered to be an exclusive construction of human thinking. Disregarding its high level of abstraction and generalization, the subject has fundamental and vital links to our daily world, in both simple daily events and sophisticated scientific matters (Gustafsson, Mouwitz, 2004).

There are several factors that characterize the role of mathematics in the economic dimension of sustainable development. Different studies have been conducted that show that the level of economic development of countries is closely connected with the level of development in the mathematical sciences. A study, in which participated one author of this article, proves that the level of mathematical skills of the society, the more people are at risk of poverty or social exclusion in the particular society (Balode, Vintere, 2015).

In turn, A.K.Tsafe (2013) points to the role of mathematics in promoting entrepreneurial skills, thus contributing to poverty alleviation. He points out that using math skills they are able to understand and master the commercial skills, bargaining power, exchange rates etc. (Tsafe, 2013).

Developments over the past decades have led to a remarkable increase in the importance of mathematics and need for the mathematics knowledge and skills in a growing number of occupations. According to OECD, for fostering innovation and economic growth are especially important people who have studied in STEM fields (natural sciences, mathematics and statistics; information and communication technologies); and engineering, manufacturing and construction (OECD, 2017). Mathematics develops such skills as complex problem solving, critical thinking, creativity, decision making, cognitive flexibility, which have been identified as some of 10 top skills necessary for the future of jobs employment (World Economic Forum, 2016).

The role of mathematics in the sustainable development of society can be defined in accordance with its dimensions: environmental (biodiversity, ecosystems, natural environment, endangered species, basic species, pollution, waste, natural resources, etc.); economic (economics growth, natural capital, products and services, practical cooperation, employment, quality of life, utility coefficient, mutual benefit, equity, etc.); social (institutions, infrastructure, education, legal system, health and medical care, politics, democracy, military, human resources, etc.) and cultural (religion and culture, ethics and behaviour, desires, motivation, leisure, freedom, rights, responsibility, family values, information, media, etc.). Scientific literature, as one of the approaches, offers an opportunity to characterize the environmental dimension by seeing mathematics as an instrument for describing and solving the problems we face and for making informed decisions. In its turn, the economic dimension is characterized by various mathematical models to control and predict the use of resources, as well as to minimize the possible consequences. Mathematics provides an understanding of the world and its regularities, as well as contributes to the development of an individual and develops competences for both the labour market and everyday life, which characterizes the role of mathematics in the social dimension of sustainable development.

Some authors look at sustainable development in just three dimensions, but in terms of the role of mathematics, the fourth dimension - culture can also be mentioned. The cultural dimension is characterized by the fact that mathematical competence in the Baltic States is highly appreciated and several of its potential values, such as problem-solving tools, means of developing logical thinking, a subject that reveals human potential in work activities, etc., are noted (Vintere et al, 2013).

The results of the survey of students from two major technical universities in Latvia: Latvia University of Life sciences and Technologies (LLU) and Riga Technical University (RTU) are used to illustrate students' views on mathematics role in the sustainable development of society by four dimensions. The methodology of this study developed taking into account that mathematics is an instrument to solve problems and make informed decisions characterizes environmental dimension, benefits in the labour market and in professional activities - economical dimension, mathematical competence role in the professional development and everyday life - social dimension,



as well as cultural dimension which describe potential values of mathematics. The specification of the diagnostic blocks of the study given in the table 2.

The survey was carried out during May, 2017 - June, 2018. The survey questionnaire includes several diagnostic blocks, but this paper analyses the answers to questions that describe students' view of the role of mathematics in the sustainable development of society. The survey involved 887 respondents - LLU and RTU full and part-time students who have completed higher mathematics course (from different professional fields). The sample includes 18,6% environmental engineering, 19% - electronics and computer sciences, 16,4% - civil and 5% - agricultural engineering, 9% social sciences etc. The questionnaire (in Latvian) is still available at: <http://www.iipc.lv/surv/index.php/393736/lang-lv>.

**Table 2.** Specification of the diagnostic blocks of the study

Dimensions of SD	Statements justifying mathematics role in SD
Environmental (n=2)	<ul style="list-style-type: none"> <li>• Mathematical competence to describe and solve the problems</li> <li>• Math develops thinking, helps to make a decision in a particular situation, find new ideas</li> </ul>
Economical (n=2)	<ul style="list-style-type: none"> <li>• People who understand math will easily deal with tasks that require thinking</li> <li>• People who know math well gain higher evaluation by the employers</li> </ul>
Societal (n=2)	<ul style="list-style-type: none"> <li>• Math thinking helps solving life and professional problems</li> <li>• Studying math develops logical thinking, accuracy and concreteness of future specialists</li> </ul>
Cultural (n=1)	<ul style="list-style-type: none"> <li>• The knowledge and abilities of math, mathematical thinking helped me to achieve more in my life</li> </ul>

## Findings

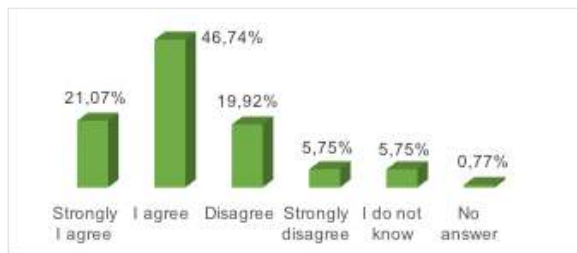
To characterize the environmental dimension of sustainable development, mathematics is seen as an instrument to solve problems and make informed decisions. According to the survey results, only 20% of students strongly agree that their mathematical knowledge can be applied in different life situations and they can formulate a mathematical problem, as well as solve it. 43.6% of respondents agree that they can understand mathematical text and can apply knowledge in a particular situation. In general, 50% of students agree that they are able to analyse existing mathematical models and actively model them in a given context. According to the study results the highest assessment - mathematical knowledge can be applied in different life situations and can formulate a mathematical problem, as well as solve it - RTU students give on average three times often than LLU students. The greatest difference is in the assessment of problem-solving skills: the highest assessment is given by 26.6% RTU students, but LLU - only 4.4%. Analysing the lower assessments, 62% of LLU students claim that mathematical modelling skills have not been mastered or have only mastered arithmetical calculation skills. Analysing the results of the survey according to specialties in accordance with the goals of sustainable development (United Nations, 2015), a greater understanding of the role of mathematics in sustainable development would be a desirable from students of agricultural engineering and food technology. About 50% of respondents strongly agree and 40% - agree that mathematics develops thinking, helps to make a decision in a particular situation, find new ideas, which demonstrates the importance of understanding mathematical knowledge and skills.

The economic dimension of sustainable development is characterized by the assessments of statements about the impact of mathematics on labour markets, including the advantages of mathematical competence in the labour market, the assessment of the qualifications of employees and the quality of performance of tasks. However, in this study, only about 55% of respondents believe that the current labour market requires mathematical knowledge.

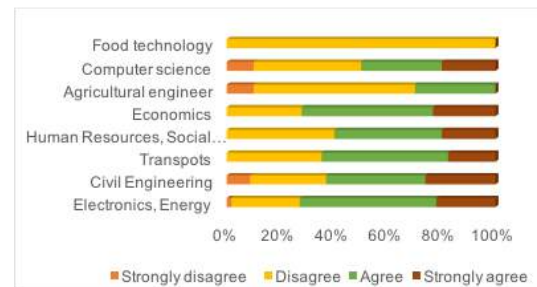
Assessment of the statement "People who understand mathematics will easily deal with tasks that require thinking" is shown in the figures 1 and 2.



As seen in figure 1, almost 68% of total respondents agree to the given statement. The greatest supporters of the statement are students of: electronics and energy (73%), economic sciences (72%), transport (65%), engineering (63%) and social sciences (60%).

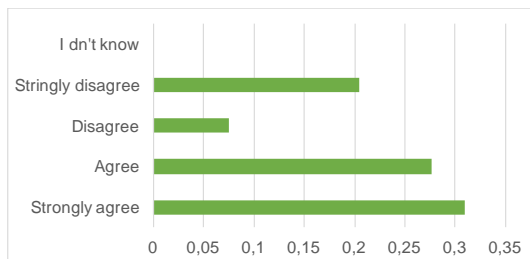


**Figure 1.** Assessment of the statement  
"People who understand mathematics will easily deal with tasks that require thinking"

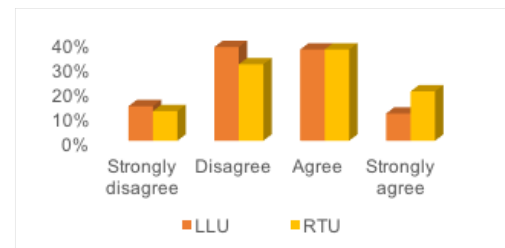


**Figure 2.** Assessment of the statement "People who understand mathematics will easily deal with tasks that require thinking" by the professional field

Assessment of the statement "People who know math well gain higher evaluation by the employers" in the figures 3 and 4. Results show that 56% of students who have completed higher mathematics course disagree or have not thought about this question yet. 44% of the respondents believe that mathematical skills are not significant enough to influence the attitude of the employer. Analysing results by the university: 57% of RTU and 47% of LUA respondents strongly agree or agree to this statement.

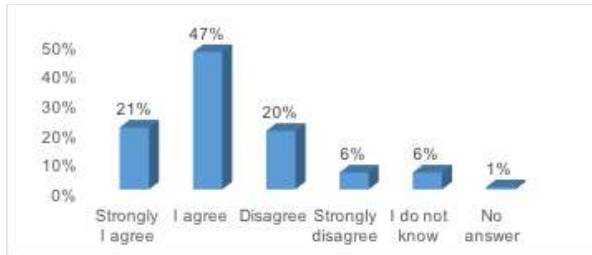


**Figure 3.** Assessment of the statement  
"People who know math well gain higher evaluation by the employers"

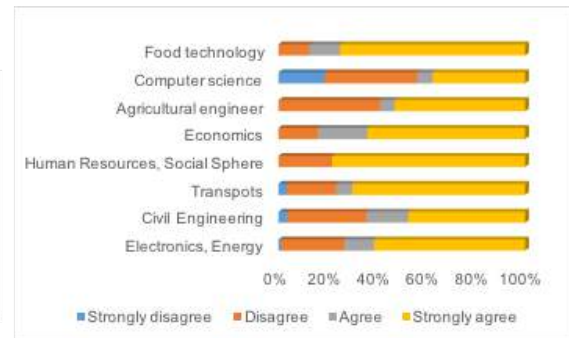


**Figure 4.** Assessment of the statement  
"People who know math well gain higher evaluation by the employers" by the university

The illustration of the social dimension focuses on the impact of mathematics on the development of a person's intelligence and personality, considering the development of human resources as a prerequisite for sustainable development. Societal dimension characterised by two statements, assessment of which given in figures 5 and 6. More than 2/3 of the respondents (Figure 5) said that mathematical thinking has helped them to solve life and professional problems (agrees or even strongly agrees with this statement). According to the figure 6, students of computer sciences and information technologies had the lowest evaluation, food technology – the highest.



**Figure 5.** Assessment of the statement "Mathematical thinking helps solving life and professional problems"



**Figure 6.** Assessment of the statement "Mathematical thinking helps solving life and professional problems" by the professional field

About 50% of students strongly agree and about 40% agree, that mathematics studies develop thinking, help to make a decision in a particular situation, find new ideas. It confirms students' understanding of the importance and role of mathematical studies at the university in building personal and professional competences.

As mentioned above, the Baltic States, incl. the residents of Latvia also appreciate the role of mathematics and its potential values (Vintere et al, 2013). The results of this study show the same: students see knowledge and abilities of math, mathematical thinking as tool that helped them to achieve more in their lives. One fourth of students strongly agree and more than one third - agrees with this statement. It proves that students in Latvia value highly the mathematical competence acquired at the university.

## Conclusions

The knowledge and skills of mathematics required for the sustainable development of society, as well as the role of mathematics in sustainable development, are widely discussed in various United Nations, UNESCO and other European documents as well as in scientific literature.

The authors of this article have developed methodology to illustrate mathematics role in the sustainable development taking into account:

- that mathematics as an instrument to solve problems and make informed decisions characterizes environmental dimension,
- benefits in the labour market and in professional activities - economical dimension,
- mathematical competence role in the professional development and everyday life - social dimension
- as well as cultural dimension which describes potential values of mathematics.

Findings proves that students in Latvia value highly the mathematical competence acquired at the university, seeing as tool that helped them to achieve more in their lives.

In the second place, students prefer the social dimension that characterizes the impact of mathematics on the development of a person's intelligence and personality. It shows that the student is aware of the development of human resources as a prerequisite for sustainable development.

Though more than two thirds of the respondents claim that people who understand mathematics will easily deal with tasks that require thinking, 44% of the respondents believe that mathematical skills are not significant enough to influence the attitude of the employer.





In fourth place, according to students, is the role of mathematics in the environmental dimension of sustainable development.

Taking into consideration the authors' reflection experience and observations, it should be noted that in Latvia universities have reduced the time allocated to mathematics studies, but the content has remained unchanged or even increased. For that reason, teaching of mathematics consists mainly of transmitting of main concepts to students focusing on task-solving techniques, a little attention is paid to how particular mathematical calculation methods can be used in real life and how the relevant topic could be applied in the relevant professional field. Therefore, students are not so convinced of their ability to use mathematics as tool to solve problems and make informed decisions. Only one fifth of students are sure that they can be applied in different life situations, can formulate a mathematical problem and solve it.

In order to increase student motivation to promote mathematical competence during university studies, it is important to show students the link between mathematics with the sustainable development trends of the society, as well as to pay more attention to mathematics as a tool in decision making, to increase the skills of mathematical modelling, reasoning etc., thus enhancing the motivation of learning on this basis.

The study used a self-assessment method, therefore the results are based on respondents' opinion. It was a case study, and it only reflects the views of students who participated in it. The results do not provide generalizations. The study results used only to illustrate the mathematics education role in the sustainable development.

### Acknowledgement

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## Dimension of Three Latvian Pedagogue Generation Values in Self-reflection about Professional Identity

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### Abstract

The necessary competencies of learners in the 21st century are related to the transformation necessity of the professional identity. One of the components, building professional identity, is the dimension of values. The axiological aspect has a significant meaning in traditional culture value preservation and in new value acceptance in the ever-changing world. In the situation of globalization in open education environment, learners must be competitive in the labour market, which can be promoted by high quality of education. To provide quality education, the personality of pedagogue has an important role in the characteristics of pedagogues' professional competence, their understanding of values and further transfer of values into the learning environment. The education and pedagogical work of respondents/informants of different generations is attributed to the times, that have experienced several political regimes since the foundation of Latvia statehood with different ideologies and systems of values. The aim of this article is to study and analyse the values of three pedagogues' generations in pedagogues' self-reflection as a component of professional identity. The basis for study is founded on Liepaja University pedagogues' biographic research sources: life stories, interviews, focus group discussions, they cover three generations of pedagogues in Latvia. The theoretical basis of this study, quantitative and qualitative processing of empiric data provide the result achieved in a longitudinal study and the validity of conclusions that results subsequently.

**Keywords:** Biographic research, Life stories, Pedagogues' professional identity, Values, Sustainability

### Introduction

The article is based on the research approbated by the author, which has been published in a separate monography on pedagogue identity (Medveckis, 2017), in which the research model of pedagogue identity, developed and approbated during several studies, has been included (Medveckis 2016,a,b), which has served for the study of the wholeness of pedagogue personality and identity influencing factors. In the research sequel the focus is on the values characterizing the pedagogue's professional identity, fixed in the narratives of life stories, comparing them in the cross-section of three pedagogue generations, preserving the basic guidelines of the theoretical concept, and the methodological trend approbated in the monography. Not only the study of the pedagogue identity formation process is topical, but also formation of the future pedagogue identity, which is based on the modern demand for education quality and the ability to forecast formation of the competences and attitudes necessary for future challenges, namely – provision of sustainable education. The universities, in which the teachers are trained on all educational levels, pay a special attention to it.

The base for good education, including teachers' education, is formed by the teachers' pedagogues (Kara & van Swet, 2010), educating and supporting future teachers (Koster et al. 2005), getting involved into the future teachers' training, as well as in the curriculum development (Murray, Swennen & Shagrir 2008), thus their work affects essentially the future teachers' quality and the future education depends on the trained teachers' quality (Loughran, 2006). Qualitative teachers' training promotes stability of sustainable education system – competent, socially active teachers can get involved in the democratic education reformation processes, avoid systemic mistakes of education management and content provision, they can participate in elimination of the mistakes made and the consequences caused by them during the former education process organization.



Regarding sustainable development of Europe and Latvia, including the priorities set in the education policy and *planning* documents related to provision of education quality and on the basis of correlation identified in the scientific research among the education quality, pedagogue professional competence and professional identity (Jõgi & Gross, 2009), as well as in the author's monography "Kārlis Rūdolfs Kreicbergs un viņa laiks: identitāte pedagoga dzīvesdarbībā/ "Karlis Rudolfs and His Time: Identity in Pedagogue's Life Activity"/ (Medveckis, 2017, 514) analysed pedagogue's professional identity as the professional competence criterion and the identified promoting factors for its strengthening, the **research goal** has been set: within the context of pedagogue professional identity transformation, that has been based on the developed and in the experimental research approbated multi-dimensional pedagogue identity development model (Medveckis, 2016a), which can be applied in the research of pedagogue professional identity transformation and education quality provision in competitive teachers' training for implementation of the competence approach in the learning content in Latvia, analyse the professional identity characterizing categories in the representatives' narratives of three pedagogue generations, to which pedagogues themselves have awarded a certain value. Interaction of pedagogues' generations in a relatively conflict-free situation, provides continuity of traditions, but due to the change of the education paradigm, educators also have to change, where adherence to historically developed teaching methods and content provision does not promote formation of knowledge, competences and attitudes appropriated for the age. In this respect it is important to find out:

- whether the professional identity of the elder generational pedagogues has changed in the course of time;
- whether the pedagogues of the middle and younger generation are the new road walkers or inheritors of their predecessors' professional identity and values,
- whether the younger generation's professional identity has obtained any new characteristics?

**The research problem** is related to the high profession standards determined for teachers and provision of the standard achievement, which is implemented by university teachers, taking into account that in the education common space of Latvia and individual universities there even work teachers' training pedagogues of three generations, who have started their professional education and academic development course in different historical stages, in which there have been different political regimes, controversial ideologies and educational policies. Identity formation is rooted in the personality's characteristics and course of socialization process, which interacting with a set of factors, creates the pedagogue identity. It can comply with the personality's self-identity, but it can also contrast with the ideals constructed by the social institutes' public awareness and expectations of moral obligations or also other personalities' individual conceptions about the personality compliance with the criteria of professional competence. Due to globalization processes in the open and changeable space of culture and education, we encounter the dilemma about the historically formed pedagogue identity preservation and reverence of resilience or encouragement of its transformation process. The set thesis and antithesis open possibilities in the synthesis process for the personality's principal identity, acceptable in any cultural environment, to crystallize with the culture-historically and socially determined identities, including the pedagogue professional identity.

The study of the pedagogue professional identity can be hardly visualized without applying the complex biographical research approach. It also includes oral history, which describes the personality's action motives in a more relief and objective way, characterizes the most essential features of the pedagogue professional identity, reveals values that describe the pedagogue as a personality and reveals professional features in self-reflection, to which the very informant awards the status of value.



Pedagogue identity is closely related to their professional work and practice (Izadinia, 2014), development of teachers' pedagogues, namely the identity of teachers' educators, is determinant, which affects the next teachers' professional identity successively (Timmerman, 2009). It has been discovered that there is a close link between the personal and professional understanding about what kind of values are the basic ones for the pedagogue practice (Trede et al., 2012). Professional identity is defined as professional's sense (Paterson et al., 2002), which consists of several elements of professionalism that are included into numerous theoreticians' research models of pedagogy science.

In the Antonio Medina's model there are included several pedagogue competence criteria which consist of integration of communication, motivation, methodology, mass media means and information technologies, research, trainings/training programmes, innovations, institutional affiliation, assessment and as the central component – professional identity, for whose analysis the indices have been applied: the pedagogue relates teaching to themselves, manages the learning process in a harmonious way, undertakes regular challenges, the pedagogue is pleased with the teaching and learning process and the pedagogue's teaching practice depends on the professional development process (Garrido et al., 2014).

The formation process of pedagogue identity is always connected with the time dimension, which does not only confine to the teacher's education acquisition allocated to them in the formal education cycle, thus the identities of teachers' pedagogues are subjected to changeability during lifetime, therefore in the Mahsa Izadinia's identity formation model of teachers' educators the cycle has been included, which consists of self-verification, teacher educator identity, self-categorization, group-acceptance (Izadinia, 2014).

In its turn, Ausma Spona, Mara Vidnere and Jelena Jermolajeva in their collective monography on teachers' professional identity in higher educational establishments (Riga-Latvia, Smolensk – Russia) analyse such components of teachers' professional identity as professional philosophy, professional knowledge and skills, professional roles, interaction with colleagues, professional representation, endurance and tolerance (Профессиональная идентичность педагога, 2016).

The coapting points of the previously mentioned models create a conjunctive focus on the pedagogue professional identity. including such categories as knowledge, skills, competences, institutional affiliation, communication, through which attitudes are revealed, which will be analysed in the practical part of the research on the basis of the self-verification of the LiepU teachers' pedagogues and external agents, including professionalism assessment by professionals' colleagues. Regarding the categories describing professional identity, they have been awarded significance or value in narratives contextually.

## **Method**

In the research, whose outcomes on the pedagogue identity are reflected in the author's monography (Medveckis, 2017, 514), the defined generational borders in the context of historical events in Latvia were based on the past reception form of the Latvian inhabitants' four generational historical experience. i.e. folk memory, by Irena Saleniece, which includes the people who were born from 1910-1935, they are the eldest representatives interviewed, who were the contemporaries of the World War I and Latvia State foundation, they recalled the parliamentary period of the Republic of Latvia, K. Ulmanis' coup and life during his regime, as well as the change of powers in 1940-1941; the 2<sup>nd</sup> generation (born during 1935-1960), the 3<sup>rd</sup> generation (born during 1960-1985), the 4<sup>th</sup> generation (born during 1985-2010). The generational division of pedagogues in the research can be related to the people who started working as



pedagogues at Liepaja University since it was founded in 1954. The second generation – whose active work life at the university was started during the 80s and the third generation, who started their work life during the turn of the millennium. In the research the informants are divided into three cohorts, following the start of active work life according to the periodization mentioned above.

The choice of the qualitative research design determined application of the qualitative data acquisition and processing methods. Interviews and focus group discussions were organized for the qualitative data acquisition. The primary qualitative data were encoded in compliance with the developed code system, which consists of respondents' codes, profile codes and content codes, for the secondary data acquisition, creating tables of values (frequencies) for comparison of 3 pedagogue generational professional identity for the qualitative data processing in the AQUAD environment.

To realize the professional identity of the first pedagogue generation the data were obtained from the interviews of 42 eldest generation pedagogues' life stories, which are published in three books compiled by the author (Medveckis, 2004; Medveckis, 2006; Medveckis, 2009) and in the unpublished manuscript of the 4<sup>th</sup> issue. The second-generation group consists of 20 pedagogues, whose professional identities and self-defined values have been discovered analysing partly structured interviews. The third-generation informants have given their answers to the questions of interest in 2 focus-group interviews in which there were 14 informants all together. Every informant was awarded with a respondent's code and affiliation to the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> cohort was pointed out, applying profile codes. In some cases, mentioning a particular person's name, informants or in the interviews mentioned third parties' informed agreement has been received. The categories of the identified pedagogue professional identity- knowledge, skills, competences, institutional affiliation, communication were marked with the content codes as a result of the analysis of the theoretical literature.

### Findings

An essential part of the professional identity of the first generation/cohort's representatives is related to self-verification and transfer of the acquired knowledge and skills to their pupils/students. Also, the results of teaching are often explained with the very educator's good or critically assessable experience, which has been inherited from their teachers. For instance, according to the choir conducting pedagogue Karlis Rudolfs Kreicbergs' opinion that in the professional work sphere, related to choir conducting, transfer of their pedagogue's experience and knowledge was not taught maximally well both to him and, as it can also be understood, to other trainees of Jelgava State Teacher Institute: *Jekabs Medins has to be mentioned by all means. He was not able to give all his attention to us, he had lots of other work (...), he had to manage the conservatorium, but what he did, he did it very well* [informant of the 1<sup>st</sup> cohort, V 3] (Medveckis 2004,49). Lots of Latvian pedagogues from the first generation/cohort have obtained their basic education and even the pedagogical education during the pre-war period or later during the Soviet and Nazi Germany occupation's regime following it. After the defeat of Nazi Regime, when Soviet Regime came back to Latvia, pedagogues were forced to work according to the programmes developed and approved by the administrative institutions controlling the Soviet Regime's educational processes. Restriction of pedagogues' creative expressions mostly affected the content of the social and humanities sphere. Representatives of sciences could express themselves more freely, achieving the level of excellence. Teaching and learning of sciences were less affected by ideology, for example in mathematics and mathematics teaching methodology Professor Janis Arvids Mencis – the author of several maths textbooks, mentor of methodological classes, etc. was an authority in the professional work. However, due to the past unfavourable to Soviet Regime, which was related to the forced mobilization in German Army, he was suspended from teachers' training for a long time (Medveckis 2004, 87- 101).





Every pedagogue generation has got a crystalized impression about what a good teacher should be like. The first-generation pedagogues have acknowledged the need for upbringing and positive attitude formation towards each other, formation of sense of responsibility, but the need for knowledge as a component of the professional competence and pedagogue professional identity spoke for itself: *the teacher has to be able to teach their subject well, so that children could acquire something. The teacher has to be an educator. But what kind of educator? Not with upbringing lessons, not with long speeches (...) Upbringing means- achieve in a hardly noticeable way that learners replicate me. When talking to my pupils, who have left finished school now, they do not say, "You taught us like that." But they do remember that we all grew up together.* [informant of the 1<sup>st</sup> cohort V 6] (Medveckis 2004,98).

The teaching and learning process is related not only to the particular subject acquisition, but also to a set of attitudes, university lecturers and students' relationships, on what the former student reflects, the subsequent university teacher and the first rector elected in an democratic way in Latvia (1990-2001): *when I started my studies, the institute was only developing (...) Also, the number of teaching staff was not big. To my mind, relationships were close but detached for sure, for we appreciated our teachers very highly. I do not think that the relationships between the modern students and teaching staff are very different. Nevertheless, lots of students' generations have changed during this time, radical changes have taken place in the society, we have become a lot more open towards each other, a lot more informed on the events in the world, we have become more democratic. The world is changing, Latvia is changing and so we also have to change. Every new generation, coming into university, has got their own knowledge, demands, life perception. We are changing together with them. (...) It is hard to mention particular things, as we are situated in the environment and sometimes we even do not perceive these changes. But changes have happened in both the physical environment- arrangement of lecture-rooms, available technologies, new study building blocks have emerged, and also the very study process, which has become a lot more democratic* [informant of the 2<sup>nd</sup> cohort V 21] (Medveckis, 2009, 12). Also, from the pedagogues' point of view of the second generation the knowledge component prevails, going deeper into the education process and efficiency development process of students' knowledge acquisition, as well as formation of patriotic feelings and attitudes towards own country, educational establishment, etc., which can be achieved through common activities, pedagogues cooperating with students also outside the direct study process: *I think the teacher, first of all, has to be very familiar with their subject. (...) Secondly, a good teacher has to love children and has to try to understand why the pupil does not understand something, has to be able to get the pupils interested in the subject. Thirdly, the teacher has to be a good psychologist, has to be able to predict the pupil's action a few steps ahead. Fourthly, it seems to me the teacher has to be the patriot of their country. It is good if the teacher is versatile, broadminded. For instance, music, sport or any other hobby is close to them.* [informant of the 2<sup>nd</sup> cohort V 21] (Medveckis, 2009, 11).

From the point of view of the third-generation pedagogues the knowledge component cannot be considered as a complete retained capital, but the personality's spiritual growth is essential regarding attitudes: *the pedagogue has to be tended towards constant growth with awareness that nothing is complete, but constant striving for it. The pedagogue has to grow not only following the age, as it is required by the system, but grow spiritually – this matter is a lot more essential than the base of the applicable knowledge* [informant of the 3<sup>rd</sup> cohort S 1] (Medveckis, May 2018, interview of the focus group of the Sociological Research Centre (SRC)). Unlike the previous generations, the third-generation pedagogues concede that teachers can also make mistakes, opposing the pedagogues' opinion of previous generations that the teacher has to know ten times more than the teaching material (informant of the 2<sup>nd</sup> cohort V 21] (Medveckis, 2009, 11): the thing I have understood during my study process, while



becoming slowly a teacher, is the ability to adapt. One has to be ready for such huge diversity that awaits us in every class in every age group. One has to admit own mistakes and show an example of how not to flee from them, but rather learn from them [informant of the 3<sup>rd</sup> cohort S2] (Medveckis, May 2018, interview of the focus group of the SRC). The opinions of the third-generation pedagogues about the professional identity are not standardized, but pluralism of opinions can be observed, emphasising the significance of interaction, pedagogue's leadership, variety of methodological approaches so that it is interesting for the pupils, highlighting the issues of other morally ethical nature, with no special focus on the significance of knowledge: *the teacher, first of all, the same way as the psychologist, has to be the pupil's best friend, at the same time without trespassing the professional borders. Secondly, in the quality of choir or orchestra conductor, who has to arrange a successful composition out of varied "raw material" that has to sound well, without an intention to replace the intrusion of general sounding with another participant. Thirdly, a good teacher has to be a leader and not a boss. Several taboos can be related to the teacher's profession: any kind of revenge against pupils, who do not fit into the teacher's "ideal" pupil's model, cannot be accepted, teachers mustn't concede to unreasoned subjectivity, teachers should not be lazy, as lazy teachers teach in an uninteresting way, make both the pupils and colleagues' lives complicated.* [informant of the 3<sup>rd</sup> cohort V 1] (Medveckis, May 2018, interview of the focus group of the SRC).

The skills and competences the pedagogue has acquired during their education process can be developed during the whole pedagogical activity, which is acknowledged by pedagogues of all generations, e.g. the first-generation music pedagogue, choir conductor admits: *I can say for sure that now at the age of 90 I can express a lot more aesthetic awareness riches in choir music, which I needed to manifest, for example, on my 50<sup>th</sup> birthday. (...) The huge number of the songs I have conducted during my long life now would sound with a much bigger aesthetic intensity* [informant of the 1<sup>st</sup> cohort V 3] (Medveckis, 2017, 205). The second-generation pedagogues in their activity, in spite of their acquired skills to conduct classes, carry out research work and improve methodological techniques, due to the increase of their competence, are able to assess critically their current activity: *then we struggled for workbooks also in natural sciences. And how everything changes in life, we fought for the workbook implementation, so the pupil could work, but now we have probably reached the other extreme – it seems to me that we do not need the workbooks any more. (...) Today I would do it differently* [informant of the 2<sup>nd</sup> cohort S 22] (Medveckis, 2009, 75). The third-generation representatives think that one has to work constantly on their growth: *one has to work not only with the learners but also with oneself a lot, has to analyse own work and develop oneself. Without stopping. Learn. Look for solutions* [informant of 3<sup>rd</sup> cohort S 4] (Medveckis, May 2018, interview of the focus group of the SRC).

The widely interpretable institutional affiliation to the national education system, higher education system and university profile can be reduced in our research on the implementors of the university type teacher training programmes and the sense of the pedagogues' institutional affiliation in the local education culture-environment, as well as sometimes characterizations of mutual relationships encoded in a distinct informant's quotation. The first-generation pedagogues, regardless of their subject profile, have emphasized the university lecturers' sense of togetherness and sense of unity with their students: *it seems it was very easy to establish relationships with students, since we were the same age. We went together to collective farms, we slept there together next to each other. In my opinion, it is not important whether you are a teacher or a student. My first educational group – they were my age. (...) The university has experienced different changes. I think we felt like on a ship all the time. We never knew what speciality will be closed and what opened. It is good that the staff remained. We all felt like one family* [informant of the 1<sup>st</sup> cohort S 6] (Medveckis 2004, 120). In the university structure the second-



generation pedagogues' institutional affiliation relates to the micro-group most distinctly, which unites the academic staff of one science into departments: *initially we had a wonderful, just wonderful department, a wonderful group of colleagues. (...) we knew everything about each other in the department (not about the private life, although we knew a lot about it, too), but where the colleague has been on a business trip, what they have done and what they have written about. We had to give reports.* [informant of the 2<sup>nd</sup> cohort S 29] (Medveckis 2009, 183). The sense of the 3<sup>rd</sup>-generation pedagogues' institutional affiliation is not dominant. The opportunities of work and career and pedagogue's academic growth can be changed for the sake of economic interests and quality of life or even for the provision of the desirable lifestyle. The attitude towards their university pedagogue's work is often determined by the value criteria, which depend on the personality's individual characteristics, as well as the attitude affected institutional systemic transformations in the educational and social sphere: *I love the researcher/pedagogue's work, but what is the point of students' good references, working part-time, if my salary in the cases of children's illnesses does not cover the payment to the babysitter. Yes, a person can work at university for the sake of own self-consciousness, if the material side is provided by other family members* [informant of the 3<sup>rd</sup> cohort S 9] (Medveckis, May 2018, interview of the focus group of the SRC).

In the research communication has been looked upon as the pedagogue and learners' mutual interaction in the study work and outside the study programme acquisition activities, which related to the research outcomes of sports, culture and social activities. Contextually communication can be related to the pedagogues' mutual relationships, ability to cooperate, integrate in the activities outside the academic work. Communication channels are essential which determine and also affect mutual relationships.

The first-generation pedagogues applied mostly the traditional work forms in the study work: lectures, seminars, tests, methodology development and organization of practice work, in the base schools arranged appropriately for the time. During the first post-war years the pedagogues and students' mutual relationships and behavioural norms were regulated by the regulations of the establishment. For instance, even a short-term boys' visit in the girls' residential rooms was considered as the future Soviet teacher's moral destruction which was followed up by the students' expulsion from the higher educational establishment. However, the new pedagogue's inclusion in the higher educational establishment's group had changed in the mid-50s: *if we are talking about the inclusion in the group, it was good. We all stuck together. Possibly because we were young, relationships in the group were good, and it was not big. Also, the age gap between the teachers and students was not big, I remember, we organized joint parties, we all went together. Lots of events were organized that united us – the New Year celebration, Women's Day and other days...* [informant of the 1<sup>st</sup> cohort V 9] (Medveckis, 2004, 142). The 2<sup>nd</sup>-generation pedagogues, describing communication, emphasize respectful relationships between pedagogues and students: *I am not shamming at all, but in the second and third year in methodology I called my students as my colleagues, for they are not pupils, indeed, they are colleagues* [informant of the 2<sup>nd</sup> cohort, S 14] (Medveckis 2009, 85). In the pedagogues' mutual communication good fellowship and mutual support are distinct: *we were not just colleagues. I would rather say we were people who held the same views. Not all, but such a core with whom it was possible both to discuss reports, prepared publications and make jokes, sometimes feel a shoulder on a rainy day.* [informant of the 2<sup>nd</sup> cohort, S 14] (Structured interview, SRC, August 8, 2018). In the 3<sup>rd</sup>-generation pedagogues' communication, due to appearance of new technologies in the mutual information exchange, the types of communication are diversified, which reduces the need for the direct communication. In democratization processes the refusal from the students' tutor- educator, advisor's post takes place, the students' self-government with the autonomy rights and veto rights is formed, which affects students' interests. In communication social networks have got bigger importance which are also applied to arrange organizational issues of the study process.



Both students and pedagogues' personal interests are more distinct, opposing the sense of institutional affiliation. After elimination of departments, which served as the academic staff's unifying structural unit, the pedagogues' direct mutual communication has decreased: *well, I don't have time to sit and wait for a meeting or when a student will decide to turn up for a tutorial. Everything can be solved with the help of e-mail. (...) Colleagues can be more often met in the streets than at work.*

The new generation pedagogues as personalities are different and they think that communication depends on their own initiative: *I like what I can do. I have successful results that are appreciated by the administration. Everything depends on own attitude and priorities. After all, own needs have to be justified and one has to stand for them not only for the sake of own benefit, but also for the sake of the structural unit's growth* [informant of the 3<sup>rd</sup> cohort S 6] (Medveckis, May 2018, interview of the focus group of the SRC).

The categories describing pedagogue professional identity from the point of view of different-generation informants have been awarded significance, which enables us to see the value dimensions of pedagogue generations that correlates with the age and traditions of the culture-historical education.

The values, which have been considered as significant by one generation's point of view, to whom more attention is paid, are less important for another generation pedagogues. The 1<sup>st</sup>-generation pedagogues appreciate highly the pedagogue's extensive knowledge and profound knowledge in their science branch or subject, also skills and competence have got huge value: *the main task is to teach thinking. Each subject teaches its own kind of thinking. Mathematics teaches one kind of thinking, grammar teaches another kind, literature teaches feelings, aesthetics. Music is needed, it is not taught. Do you understand what the task is? Develop the human in a well-rounded way – emotions, imagination, thinking. That is the most important* [informant of the 1<sup>st</sup> cohort S 8 ] (Medveckis 2004, 128). The 2<sup>nd</sup>- generation pedagogues consider excellence of methodological work, based on knowledge, as the most important value: *...comprehension has to be and creativity. We all get fed up with the same activities and so do the pupils with the lessons where everything is predictable, where it is boring and where the pupil cannot participate with their ideas* [informant of the 2<sup>nd</sup> cohort S 24] (Medveckis 2009, 76). The 3<sup>rd</sup>-generation pedagogues emphasize critical thinking which is related to the skills for self-education, and they think the value is the ability to cause an interest in the students and pupils in the subject to be taught in an attractive way: *the current important knowledge will be history tomorrow. One has to achieve that the education process does not come to a halt* [informant of the 2<sup>nd</sup> cohort, V 4] (Structured interview, SRC 2018).

The outcomes of the Chi-square test confirm that there are statistically significant differences ( $p < 0.05$ ) between generations in the professional identity identification: the 1<sup>st</sup>-generation pedagogues (work period 1954-1980), reflection on their professional identity, pay higher value to knowledge, skills and competence, the 2<sup>nd</sup> generation (work period 1981-2000) relate it to their institutional affiliation, but the 3<sup>rd</sup> generation (work period 2001-2018) emphasize the possibilities of the application of the new communication channels; the sense of the institutional affiliation has not rooted deeply in the 3<sup>rd</sup> generation, which is typical of the 1<sup>st</sup> and 2<sup>nd</sup> generation whose representatives have worked for one university for several decades. A lot more distinct differences regarding the values can be found in the characterization of the pedagogue's personalities. The generation of the 1<sup>st</sup>-generation pedagogues emphasize the sense of duty, responsibility, honesty, respect. The 2<sup>nd</sup>-generation pedagogues think that unselfishness, good fellowship, helpfulness, tolerance, stability is important. The 3<sup>rd</sup>-generation pedagogues consider their independence, career growth opportunities, self-realization as a value. As it



can be seen, the change of emphasis has happened from the dominant of collective awareness to the personal self-expression.

### **Results, Conclusions and Recommendations**

Answering the questions set in the research, it has been discovered that the professional identity of the elder generation is sustainable, which is based on the respect towards the traditional values, emphasizing the need for knowledge and through their pedagogical activity their transfer to students, as well as promotion of the methodological work experience in the academic and professional environment. Pedagogues of the elder generation (the 1<sup>st</sup> cohort) in their growth have evolutionized, gradually accepting application of new technologies up to fast introduction of information technologies in daily life and respectively in the study environment. The adaptation process of the first-generation pedagogues during the technology era took place in communication with the 2<sup>nd</sup>-generation pedagogues (the 2<sup>nd</sup> cohort) and students who started to get acquainted with technologies. Partial adaptation depended on the personality's cognitive abilities, whereas development of new skills and competences has not been flexible. It can be concluded that the professional identity of the 1<sup>st</sup>-generation pedagogues has changed partially in the course of time. However, the values, which affect the culture of mutual relationships and are based on the values of ethical norms, are very sustainable.

The middle age pedagogues are successive inheritors of professional identity, respecting the achievements of the previous generation colleagues, it is a generation which encounters upturn in fast democratization processes, who have got a chance to get to know the values of the democratic western countries, acquire new technologies, encountering pluralism of thoughts and ideas, which sometimes cause conflict situations. It is a generation, which encounters new culture of communication and the challenging egocentrism and prevalence of rights awareness over the duty and responsibility. The 2<sup>nd</sup> - generation informant says: *I do not want to belittle people of my generation that they are able to give less, but, still, the young one comes with new ideas and the old one can only adapt.* [informant of the 2<sup>nd</sup> cohort S 27]. (Medveckis 2009, 148). The people, who perceived the processes of changes as new opportunities, revised their attitude towards the past heritage and accepted new challenges. It affected the awareness of professional identity and promoted adaptation in compliance with the new development tendencies in the education process.

The pedagogues' professional identity of the newest generation has obtained new characteristics, which differ from the professional identity of the previous pedagogues' generations. With the advent of new information technologies, the local education space and informative environment is open on a global scale. The 3<sup>rd</sup>-generation pedagogues do not think it is necessary to accumulate in themselves broad knowledge, but it is important to develop skills in order to acquire new knowledge instead of the quickly aging knowledge. The communicative environment and lifestyle, applying electronic means of communication, make the pedagogues adapt and apply the new resources in the education process. The new group of pedagogues cannot be considered as a monolith pedagogue identity embodiment of the age. There is a distinct difference of the individual professional identity components of one pedagogue generation (the 3<sup>rd</sup> cohort). Career, growth, self-realization, competitiveness, material welfare, security become more important as a value.

In order to provide sustainability of pedagogue education, the research context of the pedagogue professional identity is related to the European experts' recommendations to reform the education system of Latvia, implementing a gradual study content realization of competence approach and consolidating resources for provision of pedagogue education quality. Establishment of a support system for adults'





educators, functioning in all education system's stages, is necessary for it, based on the scientific research findings, to which a new value dimension has been awarded that has been structured in self-support and community-support in the media environment. For the pedagogues, when getting involved in the professional identity construction, deconstruction and reconstruction (Fitzmaurice, 2013; Sheridan 2013), self-representation (being of identity: self-representation) and competing selves (being of identity: competing selves) are important as a way of self and the world's perception, relying on certain values, opinions and attitudes, as well as the reconstructed identities as organized activities and lifestyle awareness (doing of identity: roles), getting engaged with different roles (McNaughton & Billot, 2016). In its turn the community-support includes learning communities, supportive relationships, reflective activities and research (Izadinia, 2014).

Acknowledging that the pedagogue professional identity is changeable and advancement of the education process depends on it, constant pedagogue professional identity monitoring and development work for pedagogue training are necessary in order to preserve the quality of life in the rapidly changing world, which highly depends on the society that is able to learn, finding for it suitable resources for provision of qualitative education processes.

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## Regional History and Its Application in History and Social Sciences Instruction

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**Abstract:** The text is focused on the regional history issues and its effective use in the curriculum of history, more precisely in the citizenship education. Regional history represents a specific and fairly diverse area of history that appropriately and efficiently complements the teaching of history itself. The subject of regional history also sets specific requirements for teacher training and his/her ability to present and reflect sub-segments of regional history in a wider context. In terms of pupils, regional history is a positive factor that strengthens their relationship to the environment in which they live, deepens their historical awareness and interest in the past (and present) of the region. Regional history also contributes to the didactics of history, in which it enables not only to develop the cognitive component, but also enhances the pupil's versatile development (affective and psychomotor goals) important for shaping his/her value system and overall outlook and perception of the outside world.

**Key Words:** Regional history, Historiography, Teachers, Schools, Pupils, Curriculum, Matter didactics, Historical consciousness, Action research

### Introduction

The term “region” commonly describes a territory smaller than a country, i.e., areas into which the country is divided. The term “region” is, however, also used to describe parts of the world, i.e., region also describes continents or groups of countries. The term region can describe a place (municipality, city, settlement), thus, it is redundant to talk about regional and local history. In social sciences and history, the term region represents not only a specific area but also a social structure, a group of people who live, work, receive education, etc. there. This group has specific features, mutual relations emerge, and a sense of belonging usually develops (Bartoš, Schulz, Trapl, 2004, p. 6).

Regional history research is part of a complex and specific perception of human society and understanding of historical development. Regional history's specific task is to contribute to our understanding of a given social structure or human community and, thus, to enrich historical understanding of society at large.

It is possible to state, that regional history is a relatively independent part of national history. Various approaches describe the relationship between regional and national history. First view describes regional history as a set of specific historical examples, which demonstrate national history. This approach is widely used in instruction. Second one believes that the specific course of historical events in all places and regions forms a compact picture of national history, thus, before we come to a complex understanding of national history, we should know the history of all regions in the given country (Bartoš, Schulz, Trapl, 2004, p. 6).

### Regional history in curriculum History and Social Sciences

In general, the central role of regional history is to be an integral part of nation-wide history. This means that it is based on the needs and requirements of national historiography, however, it also processes and studies the history of a particular locality for its own needs, regardless of the fact that the research was a prerequisite and the cornerstone of national historiography.



However, despite the above-mentioned fact, regional history can not be considered as a separate scientific discipline. The method, subject of study, and methodological principles are identical with general principles of history as a science (Svoboda, 1986, p. 5). Every region though is affected by different features and each topic of regional history requires a different research method suited for a given area. The study of regional history links interdisciplinary knowledge with methods of other scientific disciplines – especially findings of historic preservation, folklore studies, ethnography, museology, historical geography, and demography (Čapek, Gracová, Jílek, Východská, 2005, p. 68). The link to regional history and environmental studies is also significant because the knowledge of the past and the current situation in the region supports active protection of the environment, natural and cultural landscape with its historical sights, and immaterial cultural heritage of the region.

Regional history is – last but not least – important for the inhabitants of the region because of the concentration of educational and social functions. The inhabitants receive information about the history of the region, where they live. Due to the link we have with the place where we live, and the emotional link it develops, the emotional charge of historical events increases. It can support patriotism while facilitating intercultural understanding (Labischová, Gracová, 2008, p. 171).

The learning processes of regional history develop understanding that goes from the close, known, and specific, to the distant, unknown and general. Regional history represents the close and specific in the educational process, and thus a curriculum that is easier to grasp, which often allows presentation of more general national history. Specific examples from regional history enable a better understanding of general phenomena.

Themes of regional history can be applied in all stages of educational process. Students' positive reactions come especially when regional history is used in the motivational stages of instruction. Regional history is well used in the phase of adopting knowledge and skills for specification, which is very important in the lower grades of primary schools (Julínek, 2004, p. 156).

Regional history's major importance also rests in the reinforcement of students' positive attitude to the environment, as stated earlier. It develops their historical knowledge and active interest in the past and current developments in the region (Hubálek et al., 2017, p. 13). Working with regional history develops creativity, critical thinking, enables concrete formulation of a given issue, supports independence of students, etc.

Examining regional history from a research perspective, its theme is the most suitable area for students' independent research work and publications. This type of activity, however, requires a certain level of intellectual skills. Students in the upper grades of primary schools should be able to use diverse information sources. Developing interest in regional history directs them to independent research, work with sources and cooperation with memory institutions (archives, museums, galleries, etc.). Independent research work in regional history directs the students to diverse information sources, which they do not meet much in regular classes. That's why is regional history an attractive area for extracurricular activities.

Even though the Framework Education Programs (in the context of education in the Czech Republic) assign regional history an indisputable educational value, the incorporation of regional history into civic education and history classes depends much on the attitudes of the instructors, their knowledge about the history of the region, awareness of the condition of regional institutions, methods used and teaching aids available that would help students present selected events and historical periods relevant to their area of living (given city, municipality or region). The didactical application of regional history findings should be an indispensable part of all history and civic education class preparation. The teacher is the person, who decides what information the students receive, can arouse interest in the given topic, motivate to better results, and is in direct interaction with the students, thus,



the teacher's role is irreplaceable. The teacher also organizes and directs the educational process in line with the general principles of educational work and the valid curricula documents of the school.

Preparing the history and civic education teachers for instruction of regional history should rest on the following activities:

- 1) Introduce the students with the history of the region, city, or municipality by studying primary and secondary sources,
- 2) Elaborate and select available regional documents, which would help specify the matter and enrich the history and civic education curriculum,
- 3) Consider and prepare the suitable and effective methodological techniques to present regional history in class (Jolínek, 1995, pp. 68–69).

Considering knowledge, it is possible to be:

- 1) Deductive (i.e., regional history as an image of national or general history),
- 2) Inductive (i.e., regional history as a background for instruction of national or general history - regional history facilitates understanding of more general history).

The system of didactics for history and civic education is a structure of defined educational goals from the area of relevant sciences, and methods and approaches that want to achieve these goals. The goals the system defines have undergone changes and developments. While the emphasis was on the cognitive elements in the past, the current concept of education wants to achieve a general growth of an individual, therefore, affective and psychomotor goals are irreplaceable in this process. Regional historical themes are very important in the education of history and civic education teachers and can fulfil these goals.

The instruction of history has some specifics which also include the need to concurrently follow the developments in general and national history, to understand the links between political, economic, social, and cultural history and to put them in context. Another specific feature is the so-called mediated knowledge because the curriculum of history does not allow the students to directly confront it with real-life experience. Therefore, instruction uses a lot of teaching aids that only substitute the historical sources (Krákora, Cingelová, Kopeček, Vaníčková, 2016, p. 72). A relatively gross problem is the primary focus on “great” political history, which is often incomprehensible and distant for the students because they can only investigate them indirectly. These shortcomings can be fixed by paying more attention to “small” history, i.e., by for instance integrating topics of family and regional history. This, however, raises the question of using appropriate teaching methods, which would increase the chances of positive formation of value orientation and attitudes of the students. The most effective methods are “oral history” and project instruction.

### **Conclusion - Reflection of the regional history theme in educational programs in the Czech Republic context**

In the Czech Republic, the basic curricular documents that define the framework of individual stages of education and form their expected level are the Framework Educational Programs. According to the FEP, each school creates a school education program. The Framework Educational Program for Primary Education defines everything that is needed during compulsory basic education, further specifies the educational content that should be achieved by graduates of primary schools. The educational content of primary education is divided into nine educational areas. These areas are formed by one or two educational disciplines that are very content-related and which form the basis for the subjects taught.

Regional history relates to the educational areas Man and His World and Man and Nature. But most importantly, we include them in the educational area Man and Society, which consists of two fields of study: History and Citizenship Education. The aim of this educational field is to develop interest in the past of our own nation and to



form a positive value system that is based on historical experience and respect for our own nation. The pupil is supposed to learn the knowledge and skills needed for life in a modern democratic society. It emphasizes the knowledge and understanding of changing phenomena and processes in society in the past that influence the understanding of contemporary issues. It leads the pupil to create positive citizen's attitudes, tolerance, respect and protection of cultural heritage. One of the goals is also to maintain historical memory through the discovery of historical phenomena and facts.

One of the aims of the History educational area is to make general historical problems more concrete through the incorporation of the region history and the local history (FEP for primary education, see <http://www.msmt.cz/file/43792>). This is a way to explain to pupils the general historical phenomena that are often difficult and abstract for them. FEP for primary education in the field of History does not specify the learning content primarily working with regional history. On the other hand, in the educational area of Citizenship Education, the thematic unit of the curriculum is included: *Our municipality, region, district*, where pupils are to be acquainted with important institutions, interesting and memorable places, important natives and local traditions. The regional themes can also be applied extensively in the thematic units of *Our Country* and *Cultural Life*, which are also part of the educational area *Citizenship Education*.

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## Methodological Aspects in the Historical Research in Pedagogy

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### Abstract

In analysing past phenomena chronologically not so distant from the present in the history of pedagogy, there are several approaches to the formulation of the research design. The topicality of this theme is supported e. g. by discussions in pedagogical journals. Another reason for choosing a theme from the history of pedagogy is the fact that as a sub-discipline of pedagogy it has become more and more dynamic in the recent years and the number of researchers and publication outputs is increasing. There is no doubt that such researches are highly desirable and necessary. However, it is necessary to define more precisely the individual parameters of the research design, which will help all the authors to better orientate in the given issue, to better interpret their own findings and, last but not least, to integrate other suitable parameters (e.g. ethical) in their research. All these will contribute to the improvement of the scientific work in the history of pedagogy. In the framework of this paper, we will attempt to present a proposal for a solution that could be acceptable and plausible in practice. The aim of the text is to elucidate the basal concepts of the whole discipline of the history of pedagogy, to point out some problematic points in the research of the history of pedagogy and to propose a solution that would allow them to be bridged. Our proposed solution is based on the general historical methods in the modification of French philosophers and historians Lyotard and Ricœur. They primarily try to grasp the issues of narration in history when they write about so-called narrative knowledge, meta-narration, or the degree of penetration of history and fiction (literally fictionalisation of history and historicisation of fiction). Such a concept of research design will ensure the creation of the most accurate picture of the time, phenomena and processes (not only) in pedagogy.

**Keywords:** history of pedagogy, methodology question, meta-narration, ethic, education.

### Introduction

Research on the history of pedagogy shows a discontinuity that is stronger in the period (not only) after 1968 in the era of so-called normalization in Czechoslovakia. The causes of this state are many. Perhaps the biggest problem is the long-standing unavailability of the relevant sources, which has disappeared as a major obstacle in the course of time. While researchers dealing with this period after the so-called Velvet Revolution were mostly depended on various private archives or memories, official archive documents of this period are now available.

However, the researcher has to face new ethical and moral problems regarding this context, which should be solved. The aim of this paper is to point out the ethical and moral problems that arise in the research of the history of education and pedagogy in the second half of the 20th century and at the same time to offer an alternative solution that is ethically and morally more suitable for the publication output. The proposed concept of the topic is fully consistent with the requirements for the reliable and verifiable research and valid legislation of the Czech Republic.

### 1 Key concept definition

The history of pedagogy is undoubtedly one of the basic disciplines of pedagogy as a science. Although the title itself evokes the content and the mission of this discipline, a more detailed view tells us that the terminological delimitation is not so clear.

In the beginning, it is necessary to briefly mention how the history of pedagogy is reflected in contemporary pedagogical theory and to bring closer the concept of the history of pedagogy that will be used for the purposes of this text.





The history of pedagogy is sometimes referred to as an independent, so-called educational science (compare Průcha, 2009). In some publications, the term history of pedagogy does not appear in the list of pedagogical disciplines at all and it is substituted by the concepts historical pedagogy or the history of education (see Průcha, Pedagogická encyklopedie, 2009, Průcha, Walterová, Mareš, 2009).

Historical pedagogy according to Jůva "examines on the basis of historical research the development of educational practice as a social phenomenon and the constitution of pedagogical theory" (Průcha, Pedagogická encyklopedie, 2009). Historical research is used as the main method of the research, whereby historical pedagogy actively participates in the research of the past while respecting the results in the field of historical research (compare Průcha, Pedagogická encyklopedie, 2009).

On the other hand, the history of education according to Svatoš "examines the history of education, i.e. the history of the fields of this science, the teaching, the history of the schools, the teachers, the pupils and their social application" (Průcha, Pedagogická encyklopedie, 2009). Educational history uses not only the methods listed above but it also works with so-called socio-statistical research.

The history of education is characterized in the pedagogical vocabulary as "a pedagogical discipline dealing with the development of school systems, individual types of schools, teaching and its relation to the social, cultural, political and the economic factors of the country in its historical development" (Průcha, Walterová, Mareš, 2009).

We defined the history of pedagogy according to its steady characteristics in the Czech environment as the basic constituted discipline of pedagogical science, because it integrates to some extent the terms described above<sup>1</sup>. The subject of the history of pedagogy is the research of the historical development of pedagogical theories, ideas and conceptions and descriptions of all past phenomena related to the education system and education (compare Průcha, Walter, Mareš, 2009).

In order to meet the stated aims of the contribution, other subsequently mentioned key terms should be described. In this case, it is the concepts of ethics and morality and their meaning is briefly specified as well as their basic definitions.

The term ethics has its origins in ancient Greece where, it basically meant a habit, a custom, a tradition, a morality that refers to moral behaviour that took place in a narrow circle around man's territory, tradition or conventional norms and unwritten law.

In the theoretical ethics, the word morality is often used, which is etymologically consistent with the meaning of the Czech word of ethics. In practical ethics and philosophy, the use of both terms is not precisely defined.

Ethics can be generally defined as a scientific (philosophical or theological) discipline, the subject of which is the correct rules and standards of human behaviour (compare Anzenbacher, 2004). On the other hand, morality deals with free decision-making of the individuals (see Thompson, 2004).

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<sup>1</sup> Among the basic pedagogical disciplines, the history of pedagogy is ranked by e. g.: Grecmanová, Holoušová, Urbanovská (1999), Jůva (1999), Vorlíček (2000), Průcha (2000), Hlásna, Horváthová, Mucha, Tóthová (2006), Kantorová a kol. (2008), Čábalová (2011). As it is obvious from the aforementioned list, the term history of pedagogy is much more frequent in the Czech and Slovak contexts than the concepts of historical pedagogy or the history of education. Since the works cited in this note are not quoted, they are not listed for the sake of clarity even in the list of used literature. This enumeration is used only to support the conclusion.



## **2 Research design as the basis for determining of the controversial ethical and moral issues**

As it has been pointed out, the history of pedagogy as a sub-discipline of pedagogy has its subject-matter and scope of study defined, however, in the approach it is appropriate to be inspired by other social sciences. A very important condition for scientific interpretation and partial historical genesis in a synthesized form is an interdisciplinary approach that uses the knowledge of related social sciences (compare Kalinová, 2012, p. 31). In this particular case, it is primarily concerns pedagogy and history.

Commonly used methods in the history proved to be the most appropriate solution to facilitate the interpretation of the sources to the history of pedagogy. The following text briefly introduces the research design, which was verified by the author of the paper. In these researches, the classic procedures of historiographical work, which were partly modified by P. Ricœur and J. F. Lyotard, were used in general for the purpose of examining historical documents and archival materials.<sup>2</sup>

The theory and philosophy of the research is based on the post-modern philosophy and hermeneutics, which generally deals with understanding (originally mainly texts) in a broad sense. For the research design, it was necessary to create a basic construction of our own narrative discourse, so-called grand narrative (Lyotard speaks of the metanarrative, Ricœur about narrative identity). The research work was divided into several segments, which resulted in a compact unit. The past (its processes, phenomena and results) was researched through the sources that are verifiable (for example, through archival materials) and the analysis of data obtained by oral history methods was made.

By using a combination of mentioned methods, we come to the first problematic sections that can be solved in coherence with ethically and morally appropriate research. The French authors themselves are aware of the potential risks that can their suggestions bring and they refer to them.

Lyotard correctly points out some problematic sections of so-called narrative knowledge. On the one hand, he highlights the benefits by claiming that: "The narrative form, unlike the developed forms of discourse, brings pluralism" (Lyotard, 1993) It means that the by learning the stories we can see the chosen theme from an overall perspective. On the other hand, he points to a certain degree of pragmatism when taking into account the motives of the originator of the historical source (compare Lyotard, 1993)<sup>3</sup>. In his work, Ricœur deals with the extent of the penetration of history and fiction (literally about the fictionalization of history and historisation of the fiction), claiming that: "the unity of history and fiction is that individuals or communities are attributed to a specific identity - narrative identity "(Ricœur, 2007).

In general terms, two fundamental pitfalls must be solved by a serious researcher, both of which are related to the analysis of the research data. Firstly, it is about assessing the degree of truthfulness of the archived material, secondly prudence in drawing conclusions from the results of the data analysis obtained by these methods.

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<sup>2</sup> Paul Ricœur (1913–2005) was a renowned French philosopher who, among other things, dealt with the methodology of historical work. His main work in this field became the publication *La mémoire, l'histoire, l'oubli* (2000). It is interesting that he visited Czechoslovakia several times during the period of his research, where he participated in informal meetings with representatives of the opposition movement. Jean-François Lyotard was also a prominent French philosopher who, enriched the methodology (not only) of historical sciences.

<sup>3</sup> To be precise, we add that the originator of the historical source is both a person who in the past created a document analysed by researchers, as well as a witness who agrees to provide his/her memories for the research purposes. In both cases, it is advisable to ask for the motive and purpose of the statements.



In the first case, it is important to note that most of the archive materials have a similar origin - the official representatives of the regime at that time, who could be motivated differently in document making, because the objective and the truth criterion of document acquisition has not always been the determining thing. Therefore, it is very important to consider carefully which data can be published without doubts and where it is at least appropriate to point to their potential risk.

Very often, archives still do not have all the documents processed that were made, for example, by the local Communist Party, or its committee or other parts. As a result, the researcher can also get very sensitive data of individuals who can still practice a certain profession, live at the same address, and of course they have the same Personal Identification Number, etc. This problem brings the third ethical and moral dilemma - how to approach sensitive data?

### 3 Solution approaches

#### 3.1 A proposal of the general approach

As mentioned above, any researcher who encounters similar problems in his work is forced to respect not only the moral and ethical issues but also the acts of law of the Czech Republic. In this case, this is primarily Act No. 499/2004 Coll., On archival and filing administration (as amended <sup>4</sup>), or Act No. 101/2000 Coll., Act on the Protection of Personal Data, which defines sensitive personal data (see, for example <sup>5</sup>).

However, due to this regulation, it is impossible to make the consequences, for example, Article 4 (c) would make it impossible for researchers to publish the findings so that it is not possible to identify the person to whom the data relate. This obligation is exempt from the law on archiving and filing services, since pursuant to Section 37, paragraph 11), Act No. 499/2004 Coll., we are not obliged to own the consent of the living person whose material we have at our disposal or to keep in anonymity his/her sensitive personal data where the documents, in which those data are given, come from the activities of the bodies listed in this paragraph<sup>6</sup>. Thus sensitive personal data can be freely published.

From an ethical and moral point of view, it would be preferable to make some selections when choosing the data suitable for publishing, because the dignity of man is one of the basic ethical virtues to which special considerations must to be taken.

In a purely academic discussion on free creative work, we would probably find it difficult to claim absolute liberty. We must realize that any of our actions will cause change in a certain context. And the consequences of our actions are then one of the main criteria for a potential moral assessment of our work. As Ricken states, if we choose to undertake a moral examination of our actions (in this case it may be for example the publication of sensitive personal data), we have to ask whether it is possible to assume and predict the extent of the consequences of our action taking into account the general state of knowledge (compare Ricken, 1995). If we have been able to foresee the consequences of our actions but have not done so, our responsibility for our action is growing sharply. Responsibility can be perceived as a balance between individual, social and universal moral criteria (Thompson, 2004, p. 35).

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<sup>4</sup> Here we refer in particular to the laws: No. 413/2005 Coll., No. 444/2005 Coll., No. 112/2006 Coll., No. 181/2007 Coll., No. 296/2007 Coll., No. 32/2008 Coll., No. 190/2009 Coll.

<sup>5</sup> Section 4, letter b, of Act No. 101/2000 Coll. of the Act on the Protection of Personal Data and on amendments to certain acts, dated 4 April 2000. Retrieved from: <http://www.psp.cz/sqw/sbirka.sqw?o=3&t=374>.

<sup>6</sup> In our case, these are: "social organizations and political parties associated in the National Front." See § 37, paragraph 11), Act No. 499/2004 on Archival and filing administration. Retrieved from: <http://www.psp.cz/sqw/text/tiskt.sqw?O=6&CT=581&CT1=0>.



An experienced researcher should be able to predict with some probability what impact his conclusions may have, and on the theoretical level he/she can easily eliminate this ethical barrier if he judges it responsibly. The above-mentioned problems are most common among younger researchers, who can, in good faith, more easily succumb to the so-called spell of unpublished document and try to defend it "at any cost".

As we have already mentioned, another aspect that needs to be taken seriously is the interpretation of the data. Here we can make mistakes, even partially unintended, if (under the impression of several archival documents) we publish conclusions that are not an objective reflection of the reality at that time. Our premise may be deducted from incomplete or untrue data. Here again, the consequences of our actions are the most important for the moral assessment of our activities.

In order to eliminate the moral and ethical dilemmas, it is advisable to set beforehand completely accurate principles that should be not only adhered when writing and publishing our own work, but the potential reader should be acquainted with them. Such criteria naturally have to respect the recommendations described above.

When designing such a solution, we assume that when our ethical and moral criteria are correct, the probability that the consequences of our action cause a minimal negative impact will increase. In this context, Ricken states that "only the correct practical principle is one of the guarantors of the right decision" (Ricken, 1995). This statement is valid even conversly: "The decision based on the incorrect principle is based on a wrong premise and assesses the alternatives of actions on the basis of an erroneous criterion." (Ricken, 1995).

These criteria, if sufficiently specific and real, will guarantee that any consequence of human action will be morally judged from this point of view and it will be possible to exclude (or confirm) any negative intent to dishonor a person. By taking maximum responsibility for making the criteria, the researcher also admits the rationality of his / her actions and (not only) moral responsibility for his / her own work results.

### **3.2 Applying of the proposed solution to a specific example**

If we return to the mentioned research in the history of pedagogy, then if we combine legal regulations with those ethical and moral, we can recommend the following model, which was verified in practice by the author of the text.

In order to maintain a certain degree of privacy, we do not recommend mentioning the following personal details: the former full address of the permanent residence, the date of birth, the marital status, the amount of earnings and the membership of the religious groups of these persons.

Other potentially sensitive data, such as a profession, a place of residence (limited to a city or municipality), membership of a political party, or a function in his/her nomenclature, may be published with minimal risk to the author of the text.

But with all of this, yet another ethically necessary condition must be fulfilled - to quote absolutely all the materials we use for work.

When working with specialized monographs or electronic media it is possible to use valid methodology for given fields (e.g. ČSN ISO 690 and ČSN ISO 690-2). Nevertheless, in the "modern" history research area of pedagogy, the author is often referred to his / her own judgment because the materials are not fully archived, so the search for such a document should be maximally facilitated to the potential followers. In practice, it is recommended to provide as much information as possible to assist in the search for archival records in the relevant institution. Basic



information includes the name of the archive in which the fund is stored (even shortly), the name of the fund, the fund department, the registration period, the signature or the archive unit.

### **Conclusion**

As the pedagogical sub-discipline, history of pedagogy has become more and more dynamic in recent years. The number of researchers and publication outputs that focus on the period after 1945 in Czechoslovakia increases. There are no doubts that such research is most desirable and necessary. However, it is important to define more precisely the individual parameters of the research design, which will help all the authors to better orientate in the given issue, to better interpret their own findings and, last but not least, to integrate ethical and moral parameters in their research. All these will contribute to the improvement of the scientific work in the history of pedagogy.

The contribution points to several aspects that the researcher should deal with before publishing his/her outputs, both on the theoretical and the practical level. Naturally, the list of potential risks is not complete, as each of the researchers may encounter different problems. However, the outlined solution is based on practical and long-term experience. It can therefore be understood as a collegiate recommendation, not as a normative requirement.

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## Financial Statements for Central Government of Greece: Answers to Long-Term Queries, Leading to Sustainability of the Greek Economy

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### Abstract

In this paper we research the financial statements that participate as creation factors for an accounting plan of Central Government of Greece that is going to be applied in a short period of time. Our research demonstrates that accounting standards can provide comparable financial information to the central government. Finally the accounting standards, such as Cash Flow Statements, can help address the long-standing problems faced by the public sector in Greece and answer to long-term queries, that could lead to the sustainability of the Greek economy

**Keywords:** Accounting Standards, Cash Flow, Central Government, Sustainability

### 1.Introduction

The increasingly global nature of economic activity has increased international trade and increased also the challenges to countries of recording their domestic economies in the national accounts.

Globalisation is the dynamic and multidimensional process whereby national resources become more internationally mobile, while national economies become increasingly interdependent. The feature of globalisation which potentially causes most measurement problems for national accounts is the increasing share of international transactions undertaken by multinational companies, where the transactions across borders are between parents, subsidiaries and affiliates.

The International Public Sector Accounting Standards Board (IPSASB) develops accounting standards for public sector entities referred to as International Public Sector Accounting Standards (IPSASs) recognizing the significant benefits of achieving consistent and comparable financial information across jurisdictions. Both IPSASs and IPSASB are dealing with financial reporting under the cash basis of accounting and the accrual basis of accounting.

The objective of the IASB is to serve the public interest by developing high-quality accounting standards and to enhance the quality of transparency of public sector financial reporting by providing better information for public sector financial management and decision making. The IPSASB supports the convergence of international and national public sector accounting standards and the convergence of accounting and statistical bases of financial reporting.

The following text refers to the globalization (Chapter 2), the international accounting (Chapter 3), the government accounting (Chapter 4), the corporate accounting (Chapter 5), the correlations the contribution of the public sector in Greece to estimate the total waged employment in Greece (Chapter 6) and ends to the conclusions (Chapter 7).

### 2. Globalization

However according to ESA(2010) other challenges exist, and a more exhaustive list of data issues is as follows:





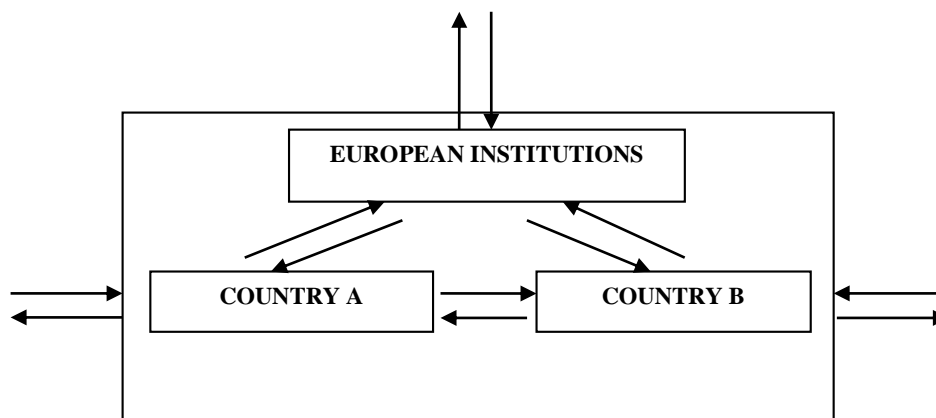
- ☐ transfer pricing between affiliated corporations (valuation of imports and exports).
  - ☐ the increase in toll processing, where goods are traded across international borders with no change in ownership (goods for processing), and merchanting.
  - ☐ international trading via the internet, both for corporations and households.
  - ☐ the trade and use of intellectual property assets across the world.
  - ☐ workers working abroad, and remitting significant amounts to the family in the domestic territory (workers' remittances, as part of personal transfers).
  - ☐ multinational corporations organizing their business across national boundaries, to maximize production efficiency and minimize the global tax burden. This can give rise to artificial corporation structures which may not reflect the economic reality.
  - ☐ the use of off-shore financing vehicles (special purpose entities and other forms) to arrange finance for global activities.
  - ☐ re-exports of goods, and in the EU the transport of goods between Member States after entry into the Union (quasi transport).
  - ☐ increase in foreign direct investment relationships, and the need to identify and allocate direct investment flows.
- The ESA framework can be used to analyze and evaluate:
- ☐ The structure of a total economy.
  - ☐ Specific parts or aspects of an economy, such as banking and finance in the national economy, (2) the role of government and its financial position, the economy of a specific region and the household saving and debt levels.
  - ☐ The development and sustainability of an economy over time.
  - ☐ A total economy in relation to other economies,

### **3. International Accounting**

European accounts are not equal to the sum of the national accounts of the Member States after conversion to a common currency. The accounts of resident European institutions need to be added. The scope of the concept of residence changes when one steps from the national accounts of Member States to European accounts.

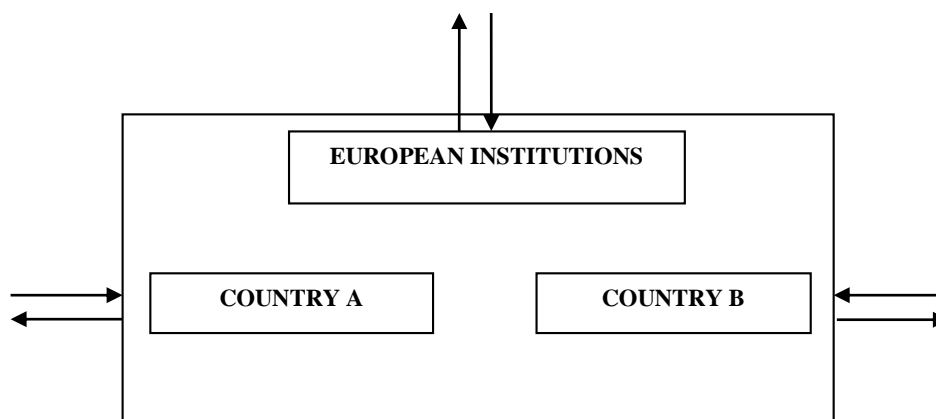
In the national accounts of the Member States, a foreign direct investment enterprise may have investors which are residents of another Member State of the European Union/the euro area. The corresponding reinvested earnings are not recorded as such in European accounts. Besides, special purpose entities may need to be reclassified in the same institutional sector as their parent company when the latter is resident of another Member State. Finally, cross-border economic flows and financial stocks between European countries need to be reclassified. These differences are presented in diagrams 1 and 2 assuming, for the sake of simplicity, a European area composed of only two Member States: A and B. Flows and stocks involving residents and non-residents are schematically displayed with arrows of Member States to European accounts. The ways in which the reinvested earnings of foreign direct investment enterprises or special purpose entities are treated are good examples in this context. In the national accounts of the Member States, a foreign direct investment enterprise may have investors which are residents of another Member State of the European Union/the euro area. The corresponding reinvested earnings are not recorded as such in European accounts. Besides, special purpose entities may need to be reclassified in the same institutional sector as their parent company when the latter is resident of another Member State. Finally, cross-border economic flows and financial stocks between European countries need to be reclassified.

According to European System of Accounts (ESA, 2010), when the national accounts of countries A and B are aggregated, the aggregated rest of the world accounts record intra-flows between countries A and B, and with other countries and European institutions



*Diagram 1, Intra-flows*

The European Union/euro area is considered as a single entity: the accounts of European institutions/the European Central Bank are included and only transactions of resident units with third countries are recorded in the rest of the world accounts.



*Diagram 2, Transactions with third countries*

In European accounts, financial balance sheets can be compiled using a similar treatment as for transactions: the financial balance sheets of the Member States are complemented by stocks of assets held and liabilities assumed by European institutions which are resident of the European Union/euro area.

stocks of financial assets of a resident of the European Union/euro area held by another resident (intra-stocks) are withdrawn from the national rest of the world accounts.

Imbalances created by the mismatch between intra-stocks of financial assets and the corresponding liabilities are allocated to the different sectors through balancing.

#### **4. Government Accounting**

The activities of government are presented separately from those of the rest of the economy because the powers, motivation, and functions of government are different from those of other sectors. This Chapter presents general government sector accounts that are going to be applied in a short period of time and give an integrated picture of government economic activities: revenue, expenditure, deficit/surplus, financing, other economic flows and balance sheet.



As part of the accounting system, entities shall keep the Chart of Accounts for recording revenues, gains, expenses, losses, accumulated surpluses / deficits, equity items, assets, liabilities and provisions (Table 1). The accounting system shall provide the maximum analysis of the accounts and all information regarding their movement.

The accounts in the Chart of Accounts are developed at least to the fifth level of analysis (with a few exceptions), while the first digit signifies the group of accounts. The second, third, and fourth level of analysis, further classify into further categories the level preceding them, depending on their nature and the required level of aggregation of information, mainly in accordance with standards set by the European System of Accounts (ESA), and the Government Finance Statistics (GFS). The fifth level of the Chart of Accounts further analyzes the fourth one and is developed into double-digit accounts (01-99)

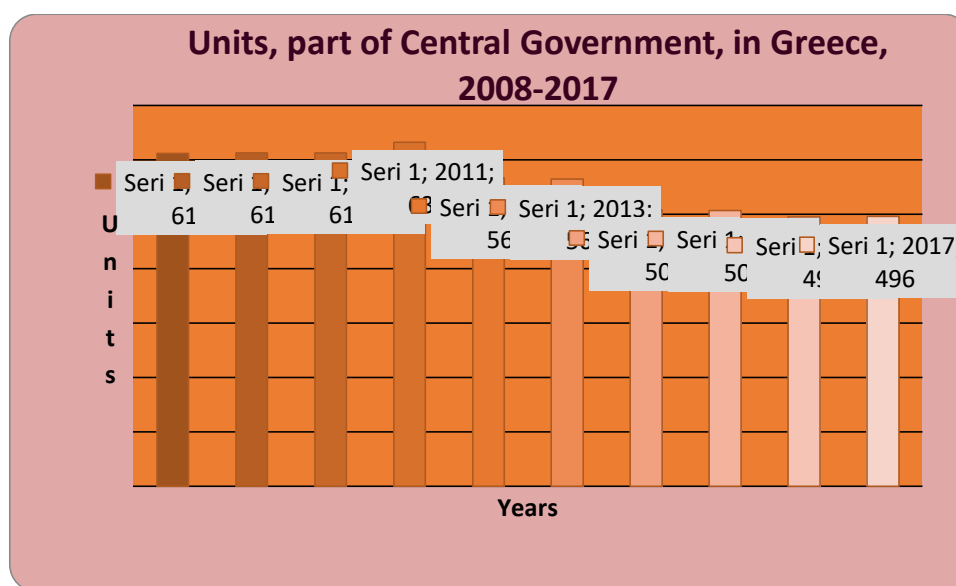


**Table 1, Grouped accounting framework**

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Revenue	Expenditure	Tangible Assets, Intangible Assets and Inventories	Financial and Relevant Assets	Financial and Relevant Liabilities	Provisions	Depreciation/Amo rtization and Other Flows	Equity Accounts
1.1 Taxes	2.1 Compensation of employees	3.1 Fixed assets	4.1 Special Drawing Rights - SDR	5.1 Financial and relevant liabilities recognition	6.1 Provision for pensions	7.1 Profits and losses from the data availability	8.1 Capital
1.2 Social Contributions	2.2 Social benefits	3.2 Inventories	4.2 Cash and deposits	5.2 Initial recognition of financial and relevant liabilities	6.2 Provision for e xpenditure	7.2 Profits and losses of fair value	8.2 Fair value reserves
1.3 Transfers	2.3 Tranfers	3.3 Valuables	4.3 Debt securities	5.3 Accounts update	6.3 Provision for fixed assets	7.4 Profits and losses of exchange differences	8.3 Accumulative deficit/surplus
1.4 Sales	2.4 Purchases of goods and services		4.4 Loans	5.4 Subsequent measurement of financial and relevant liabilities		7.4 Financial exposure/safety	8.4 Minority Options
1.5 Other Current Revenue	2.5 Subsidies		4.5 Equity and investment fund shares			7.5 Destructive losses	
	2.6 Interest					7.6 Other impairments	
	2.7 Other current expenditure						
	2.8 Depreciation		4.8 Recievables				
			4.9 Repayments and other recievables				



The contribution of this accounting framework to the operation of accounts is necessary. The comparability of information for the Greek economy can also be quantified with size of the public sector as depicted in Diagram 3



*Diagram3 :Units, part of General Government in Greece 2008-2017*

## 5. Corporate accounting

In order that national accountants may use business accounts on a large scale, and not just in isolated cases, a number of conditions must be met.

The first is access to businesses' accounts. Usually, the publication of accounts is mandatory for large enterprises. Databases of such accounts are set up by private or public bodies, and it is important that national accountants are able to access these. For large enterprises, it is generally possible to obtain accounts directly from them.

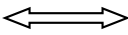
The second condition is a minimum degree of standardization of the accounting documents published by enterprises, since this is a necessary condition for computerized processing. A high level of standardization is often associated with the existence of a body collecting accounts from enterprises in a standardized form. Collection may be organized on a voluntary basis, as in the case of the body running a financial statements centre which performs analyses for its members, or it may be made mandatory by law, as is the case where the collecting body is the tax authority. In both cases, national accountants are to request access to the databases, respecting the confidentiality policies that apply.

From the financial statements that will be implemented, the biggest research interest in the public sector is presented by Cash Flow statements.

These statements consist of the cash flows that derive from the central government of Greece operating activities and the activities related to financial and investment transactions. We should notice the importance of the difference between the income statement and the cash flow statement, which is that the income statement includes only transactions that create income and expenses to determine the result of the accounting period comparing with the cash flow statement that includes transactions that involve changes in assets and liabilities.



More specifically the cash flow statement in Greece will be linked to the central government's accounting plan as shown below.

Cash flow Statement		Accounting Plan
Cash flow from operational activities		Part of Group 3. Tangible Assets, Intangible Assets and Inventories
Revenue		Part of Group 4. Financial and Relevant Assets
Tax Collection		
Revenue from social contributions		Group 1. Revenue
Revenue from transfers		1.1 Taxes
Revenue from sales		1.2 Social Contributions
Revenue from interests		1.3 Transfers
Other Revenue		1.4 Sales
		1.5 Other Current Revenue
Payments		Group 2. Expenditure
Payments for employee benefits		2.1 Compensation of employees
Payments for social benefits		2.2 Social benefits
Payments for transfers		2.3 Transfers
		2.4 Purchases of goods and services
Payments for suppliers		2.5 Subsidies
Other payments		2.6 Interest
Interests payments		2.7 Other current expenditure
		2.8 Depreciation

The cash flow statement, which includes only the central government operating activities, shows only a part of the revenues and payments of the accounting period. Revenues are related to increases in cash or receivable accounts, increasing the working capital. When revenues are higher than expenses, operating cash flow will increase.

Referring to the calculation of the actual cash flows we should also notice the correspondence of the investment activities with the accounting framework of Greece. These are investments in fixed assets.

To calculate the real cash flow referred to the investments in fixed assets, the net fixed assets should be increased by depreciations of the accounting period and then be deducted of the previous accounting period.

Statements of sources and uses of capital describe the sources of the fixed capital, which is placed on fixed assets and other non-current assets.





### **Cash flow from investment activities**

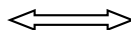
Payments to acquire fixed assets

Fixed assets sales revenue

Payments for investment

Payment from investments sale

Revenue from investments sale



### **3.1 Fixed assets**

Finally, the correspondence of financing activities to the chart of accounts in Greece can help the analyst to be informed how the management covers the needs for capital, which source is selected in order to raise additional funds and how by much liabilities have decreased. This type of analysis also shows how the profits of central government of Greece are distributed diachronically, and how the capital is invested. The statement can provide information about the size and the structure of each source of capital.

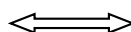
### **Cash flows from financing activities**

Revenue from loans

Repayment of loans

Proceeds / rebates from capitals increases / reduction

Dividend distribution



### **Group 8. Equity Accounts**

8.1 Capital

8.2 Fair value reserves

8.3 Accumulative deficit/surplus

Financial and Relevant Liabilities

5.1 Financial and relevant liabilities recognition

5.2 Initial recognition of financial and relevant liabilities

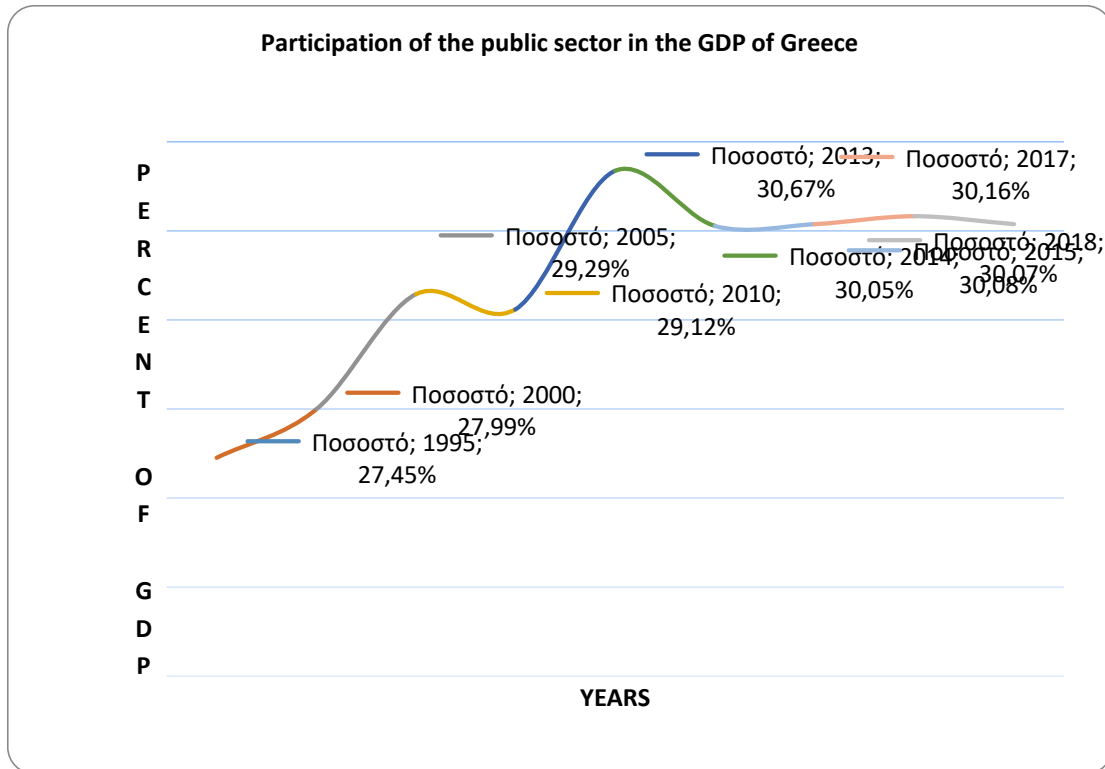
5.3 Accounts update

5.4 Subsequent measurement of financial and relevant liabilities

The income from investments is considered as operating cash flow because it derives from investments or financial activities. There are specific cash flows related to operating activities, that are considered investment or financial cash flows. Examples of these cash flows are cash inflows from assets' sales. Profits or losses from the debt repayments that are considered financial cash flows are also considered investment or financial cash flows.

## **6. The contribution of The public sector in Greece to estimate the total waged employment in Greece**

Apart from the quantitative criterion of employee participation, it is interesting to correlate the public sector's participation in the gross domestic product (monetary values) in order to approach the possible contribution of chart of accounts to the Greek economy (Eurostat, 2018)



**Diagram 4, Participation of the public sector in the GDP of Greece**

As the Diagram 4 shows there is a reduction in the share of public sector participation in Greece from 2013 to 2018 by 0.60% compared to the years 1995 to 2013, which increased by 3.22%. During the period 1995-2018 there is a total increase of 2.62%.

In an attempt to investigate the relation of the number of people employed in the public sector of Greece with salaried work and how it is correlated with the total number of employed in Greece, we calculated the Pearson correlation coefficient and we reached the following results presented in Table 2.

The correlation counted through Pearson Coefficient is very strong (0.909). The estimation of Total Waged Employment in Greece using the Waged Employment in the Greek Public Sector as independent variable through has the results that are shown in Table 3 and 4 and Diagram 5.

**Table 3, Coefficients (1995-2018)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	633,515	368,766		1,718	,09
1 Employment Greek Public Sector	2,617	,452	,909	5,783	,001

Dependent Variable: Total Waged Employment in Greece



**Table 4, Model Summary (1995-2018)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,909 <sup>a</sup>	,827	,802	85,97280

a. Predictors: (Constant), Waged Employment Greek Public Sector

$$\text{Total Waged\_Employment in Greece} = 633.515 + 2.617 \cdot \text{Waged\_Employment in Greek Public Sector}$$

The linear model above explains the 80.2% of the variability of Total Waged Employment in Greece and can be used to estimate Total Waged Employment in Greece (1995-2018) if we know Waged Employment in Greek Public Sector.



**Diagram 5, Linear regression of total waged employment and waged employment in public sector in Greece**

## 7. Conclusions

According to the above , comparable accounting information through the application of the cash flow statement for the Central Government of Greece concerns significant percentages of population and GDP and provides the following five benefits that are likely to respond to corresponding long-term queries for the Greek economy.

### a) Cash flow and financial correlation benefits

Assess the risk of bankruptcy of an organization, even if a financial institution has been showing net profits in its income statement for a number of years.

Answers to possible queries (problems)

Is there a great risk If the creation of capital from the operations of the company is less than the borrowing of funds, is there a great risk?

### b) Cash flow and financial correlation benefits

Information on borrowing, repayment, dividend payments, and other cash distributions of an organization.



Answers to possible queries (problems)

Does the Central Government manage how it wants to fund its new assets: by self-financing, borrowing or issuing new shares? Instead of exaggerating capital increases to expand it, did it not take advantage of low interest rate borrowing? Why are large amounts paid for dividends, or for the redemption of own shares or for early repayment of loans, since the internal financing from the operations of the company is low?

**c) Cash flow and financial correlation benefits**

Information on the availability of net cash flows that can support the Central Government's investment plan

Answers to possible queries (problems)

Have the facilities of the business been renewed and, if so, by what means? why were there lots of cash to buy land?

**d) Cash flow and financial correlation benefits**

Information about cash resources and sources, but also the account balance at the end of the financial year.

Answers to possible queries (problems)

Why is working capital lower than the company's needs? the unusual increases in receivables and stocks show any liquidity problems?

**e) Cash flow and financial correlation benefits**

Information to potential stock market investors about the ability of a business to generate net cash inflows and thus to support both its unimpeded operation and future developmental goals and objectives

Answers to possible queries (problems)

Did the funding methods change? The constantly reduced self-financing does it indicate any future financing problems?

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**Selected Problems in Ethical Paradigm:  
Gender Issues in Education**

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**Abstract**

This report is dealing with gender issues in education from the point of view of feminization in schools and of ethical problems and dilemmas following from it. The first part is focused on the terminological and theoretical explanations and the researches provided by Deborah Tannen concentrating on the differences in gender in various countries of the world. The second part deals with researches taking place in the Czech Republic and focusing on various moral problems connected with feminization of educational system. The aim of this report is to point out ethic aspects of teacher's attitude to their work with pupils in schools based on gender. Finally, the last part of this contribution is focused on gender equality and some recommendation for school.

**Keywords:** gender, feminization, ethic, education, attitude, learning and teaching process, pedagogical communication, equality

**Introduction**

Each person has experienced misunderstanding during conversation. Deborah Tannen (1990), an American academic and a professor of linguistics at Georgetown University in Washington, D.C., declares that if it happens during conversation between men and women, it is not an accident. This misunderstanding is typical for communication between men and women because both genders speak in different ways. She uses the term "genderlect" to explain that there is not the better or worse, superior or inferior communicating style between men and women, but their communication is "just different". Women and men are simply living in different worlds created of male and female words what influences their behaviour and attitude to each other.<sup>1</sup> There is a difference between terms sex and gender. Sex refers to biological base of person while the term gender is comprehended as a socially constructed classes proceeded from sex thus they could not be considered as synonyms. Feminine gender does not naturally refer to female sex and masculine gender to male sex.

Tannen distinguishes 6 contrasts in male and female language. There are status and support, independence and intimacy, advice and understanding, information and feelings, orders and proposals and conflict and compromise. Despite one of contrasts being attributed just to one of sexes, it is necessary to realize that both sexes need, to a certain extent, both of contrasts. In first contrast, Tannen explains that men's world of conversation is considered as competitive in which they try to gain and protect their status. It is assertive way of speaking. On the other hand, women's world is full of sensibility, understanding, and is based on connections between people and supporting each other. Women seek consensus and support. The second contrast responds on the first one. Men's status relates to independence and women's support to intimacy. This leads to the different views of the same situation, for

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<sup>1</sup> TANNEN, D. (1990) *You Just Don't Understand*. p. 9



example: before a woman invites someone to stay for a dinner, she likes saying that she has to check with her husband. She feels the necessity to share this information with his husband, while a man usually invites a guest for a dinner without asking first because asking for a permission could endanger his status before another man. Advice and understanding represents the third contrast. Tannen uses the example in which men and women see the same situation differently. She claims that if somebody complains about something men usually try to find a solution whereas women try to express a sympathy or understanding. For instance: when a woman tells a man she doesn't feel well, he immediately offers to take her to the hospital. Despite of it, she was disappointed with his reaction because she did not expect the solution, but she expected expressing of sympathy. The contrast named information and feelings supports one of the gender stereotypes. Information refer to men's world and it means that the purpose of men's conversation is to gain as many information as possible in short time. Their phone calls are brief, clear and short. On the contrary, women's conversations are based on exchange of emotions and feelings what is important for women's conversations. Formerly, men's issues were seen more important than issues of women, but nowadays this situation may be reversed so sharing feelings and emotions is considered as significant for mankind. During conversation, women are more polite than men. Men give direct instructions and orders and it is also reflected in grammar they use. They use mainly imperatives in phrases such as "*Gimme that! and Get outta here!*"<sup>2</sup> etc whilst women use softer phrases such as "*Let's do this and How about doing that?*"<sup>3</sup> etc. Conflict and compromise is best observed in workplace. In case that there is a problem or management decision seems to be bad, men usually complain immediately while women accept the decision but complain later. Women prefer compromise to conflict, because conflicts destroy relationships.<sup>4</sup>

Tannen named the different conversational style of women and men as rapport and report talk. Rapport talk represents the typical conversational style of women which tries to establish connections with others and report represents the typical men's conversational style based mostly on monologue, conveying information, gaining attention and winning arguments. Eye contact, head nodding, short responses and feedback, confirmations, relationships and avoiding conflicts are typical for rapport speech whereas winning arguments, keeping the status, joking, calling, activities and independence are important in the field of men's conversational style. Typical features of different conversational style are observable even in the kindergarten. Children learn to speak from their parents but from their friends and peers as well. According to Tannen, "*boys and girls have very different ways of talking to their friends*"<sup>5</sup> and they "*spend most of their time playing in same-sex groups*"<sup>6</sup>. Girls usually play in pairs or small groups and have one best friend with who everything is shared. Girls favourite plays are hopscotch and rope because there is no loser and no winner. They play for fun not for gaining or keeping the status. Their relationships are not hierarchically structured. Girls seem each other as partners not as rivals. On the other hand, boys usually play outside in bigger hierarchically structured groups led by one strong personality who gives orders. Boy's relationships are held by activities like sports. Another typical features of boy's behaviour in friend's groups are for instance joking, kicking, name-calling or pushing. Their world is created of contestation and chasing of status.<sup>7</sup>

Differences between rapport and report speeches are also visible in various life situations such as public and private speech, storytelling, listening or conflict. According to Tannen, women speak more in private because they like sharing and talking about their feelings and about ordinary things, and men speak more in public because they feel the necessity to protect their faces from being threatened and degraded by other men. During storytelling, men usually depict themselves as heroes overcoming big obstacles. They like talking about themselves. Other men

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<sup>2</sup> TANNEN, D. (1990) *You Just Don't Understand*. p. 19.

<sup>3</sup> TANNEN, D. (1990) *You Just Don't Understand*. p. 19.

<sup>4</sup> TANNEN, D. (1990) *You Just Don't Understand*. p. 9-24.

<sup>5</sup> TANNEN, D. (1990) *You Just Don't Understand*. p. 18.

<sup>6</sup> TANNEN, D. (1990) *You Just Don't Understand*. p. 18.

<sup>7</sup> TANNEN, D. (1990) *You Just Don't Understand*. p. 18-20.



expect exaggeration during storytelling what is incomprehensible for women. Women unlike men like speaking about other people by which they express the desire for community. Women often use head nodding and small responses during listening to show they are listening and interested in and they interrupt others just if they want to ask about something. Men miss this feedback that is why women often think that men are not listening to them. Men interrupt because they are not interested in what other people say. Conflict is seen as a chance to win an argument and it is preferred by men. Women prefer compromise to conflict because they see conflict as a threat of breaking a personal connection with others. The way how to deal with misunderstanding in gender communication is to learn the opposite gender's way of speaking. Women should learn to be more assertive and men to be more sensitive.<sup>8</sup>

Professor Tannen also provides results from researches in classrooms from over the world. She declares that *"in co-ed classes, girls often become bystanders. Teachers call on boys more, ask boys tougher questions, and ask more follow-up questions."*<sup>9</sup> It serves as a precaution from disciplinary problems. Usually, *"it is boys rather than girls who are failing to fulfil their potential"*<sup>10</sup> what could be caused by absence of male teachers. She also notices that during a science problem solving in sex-mixed groups, it is boys rather than girls who talk more. If there are more than one boy in the group, girl's opinions are usually ignored. Because of it girls often avoid playing in sex-mixed groups because it is difficult for them to influence boys. At university seminars and at graduate school classrooms, in sex-mixed groups in which the structure of speaking is prescribed, girls and boys speak equally but in unstructured groups it is still boys who talk more often. In sex-mixed groups it is boys as well who are the main speakers chosen by the group but in many cases, they do not want to do so.<sup>11</sup>

### **The specifics of pedagogical communication in a gender context**

General features of gender communication mentioned above are identifiable in educational process as well. In addition to gender communication, the educational process has also a special kind of its own communication named pedagogical communication. This communication is based on pedagogical and educational goals.<sup>12</sup> This communication is unique of case in social communication which based on handing information between participants in pedagogical process which form educational goals.<sup>13</sup> Pedagogical communication is not only about content and information, but there is the main important role of teacher. There are a lot of conditions influencing the pedagogical process such as the personality of teacher, who is the most important person for pupil, expression and explaining ability, used methods and rules of communication and sense of humour.<sup>14</sup> Humour has a positive impact in pedagogical environment. There are some abroad psychological experiments by Garner from 2006 and Carlson from 2011 which confirmed that using a humour in lesson increases ability to remember and memorize the content and also to increase interest and motivation for learning.<sup>15</sup> In pedagogical communication, we used more generic male masculine expressions than feminine. Some of the researches confirmed that using generic masculine is often connected with occupations dominated by men. Common example of this phenomenon are professions such as policeman, lawyer, driver, etc. Same happens at school, where a lot of teachers address pupils

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<sup>8</sup> TANNEN, D. (1990) *You Just Don't Understand*. p. 63-107.

<sup>9</sup> TANNEN, D. (2004) *Communication Matters: That's Not What I Meant!: The Sociolinguistic of Everyday Conversation*. Recorded Book, p. 45.

<sup>10</sup> COATS, J. (2004) *Women, Men and Language. A Sociolinguistic Account of Gender Differences in Language*. Taylor & Francis. P 189.

<sup>11</sup> TANNEN, D. (2004) *Communication Matters: That's Not What I Meant!: The Sociolinguistic of Everyday Conversation*. Recorded Book, p. 45-46.

<sup>12</sup> KŘIVOHLAVÝ, J., MAREŠ, J. *Komunikace ve škole*. 1995, p. 24.

<sup>13</sup> Šed'ová, Švaříček, Šalamounová. *Komunikace ve školní třídě*. 2012, p. 19.

<sup>14</sup> KŘIVOHLAVÝ, J., MAREŠ, J. *Komunikace ve škole*. 1995, p. 24.

<sup>15</sup> ŠEDOŤÁ, K. *Žáci se smějí učitelům: Podoby funkce školního humoru zaměřeného na učitele. Pedagogická komunikace*. 2012, p. 43.



and student using generic male masculine expressions.<sup>16</sup> In this case girls in pedagogical surroundings could feel unequal. Valdřova describes phenomenon previously researched by Spender which claims that female teachers pay more attention to boys than girls during lesson. This disproportion of attention is caused by boys not caring about their evaluation as much as girls which often results in them disturbing during lesson. They are not interested in content, information or subject and sometimes they do not respect teachers as well.<sup>17</sup> There is some paradoxical situations where girls have a minor and inferior position in educational environment which might be perceived as unfair by them.<sup>18</sup>

Pedagogical environment has been dominated by women. Some experts point out the fact that women have been majority in primary and secondary education in last few decades, some experts even speak about feminization in education.<sup>19</sup> In this case, there is a lack of balance in gender structure and it has repercussions on regional education. It has significant negative consequences such as the fact, that female teachers are treated disrespectfully and for male teachers teaching is not attractive job because of low salary. Moreover, male-teachers are perceived to be „weird“, mainly if they have no leader ambitions.<sup>20</sup> There is a significant gender disproportion in power structure and there is the phenomenon of masculine in leading role in environment.<sup>21</sup> The next consequence of feminization in education is that pupils are exposed intensively feminized environment for sixteen years counting pre-primary school. In pedagogical surroundings the model for boys to identify with is absent and for girls the familiarity with masculine element is lacking as well.<sup>22</sup> The next problem caused by this gender stereotype is that boys have to face an internal conflict of accepting female teachers in superior position. This conflict is an unconscious and stems from the idea of male dominance.<sup>23</sup>

In our school environment it is really necessary to support a gender equality. Using gender sensitive expressions might increase positive pedagogical climate at school, and might also increase pupils' sensibility to issue of gender and own dignity. There are some recommendations concerning gender equality at school. It is important to headmasters and teachers to know about existence of gender stereotypes and to talk about it. The second recommendation is to incorporate principles of gender equality into school curriculum and school rules. Boys and girls must have the same conditions and attention during the lessons and headmaster has to support gender equality in school staff. Teachers have to systematically build their own gender sentiment (education, reflection and self-reflection). Schoolbooks, teaching aids and materials should contain examples of gender equality. School and classroom should provide representation of gender equality. The last task is to promote gender equality in cooperation with parents (communication, career choice, support for pupils from both parents).<sup>24</sup>

## Conclusion

According to the current researches, there are significant differences between male and female conversation because both genders speak in different ways and this could cause misunderstanding during communication. There is not better or worse communication style, they are simply different. Deborah Tannen uses terms rapport and

<sup>16</sup> VALDŘOVÁ, J. Gender a jazyk. In: Smetáčková, I. *Gender ve škole. Příručka pro budoucí i současné učitelky a učitele*. 2006, p. 42.

<sup>17</sup> VALDŘOVÁ, J. Dívky, chlapci a vyučující. In: Smetáčková, I. *Příručka pro genderově citlivé výchovné poradenství*. 2007, p. 36.

<sup>18</sup> JANOŠOVÁ, P. *Dívčí a chlapecká identita. Vývoj a úskalí*. 2008, p.154.

<sup>19</sup> BENDL, S. Feminizace školství a její pedagogické konsekvence. *Pedagogická ořintace*. 2002, č. 4., p. 20-21.

<sup>20</sup> VÁCLAVÍKOVÁ HELŠUSOVÁ, L. Pedagogický sbor. In: Smetáčková, I. *Gender ve škole. Příručka pro budoucí i současné učitelky a učitele*. 2006, p. 24.

<sup>21</sup> VÁCLAVÍKOVÁ HELŠUSOVÁ, L. Pedagogický sbor. In: Smetáčková, I. *Gender ve škole. Příručka pro budoucí i současné učitelky a učitele*. 2006, p. 21-22.

<sup>22</sup> VÁCLAVÍKOVÁ HELŠUSOVÁ, L. Pedagogický sbor. In: Smetáčková, I. *Gender ve škole. Příručka pro budoucí i současné učitelky a učitele*. 2006, p. 24.

<sup>23</sup> JANOŠOVÁ, P. *Dívčí a chlapecká identita. Vývoj a úskalí*. 2008, p. 150.

<sup>24</sup> SMETÁČKOVÁ, I. *Příručka pro genderově citlivé vedení školy*. 2007, p. 45-48.



report speeches to name these different communicative styles. Rapport is a typical women conversation style trying to establish a connection with others characterized by keeping eye-contact, making constant feed-back loop, finishing each-other's sentences and using tag questions. The typical conversational style of men is rather monologue trying to command attention, convey information, or win arguments because men's world is based on a competition, independence and gaining and keeping their status. Pedagogical communication is connected to these different ways of speaking as well because increase of feminization in educational system could be a cause of misunderstandings and problems between male pupils and female teachers. Female teachers at school are treated disrespectfully than male teachers at school, but on the other hand, male teachers are perceived to be „weird“ mainly if they have no leader ambitions. This feminization at school results in an absent model for boys to identify with and for girls to familiarize with masculine element. It is really necessary to take care of equality at school because there could be many negative consequences for pupils and students following from feminization. This could be a responsibility for all schools in our state and also for their headmasters and teaching staff to keep equality in pedagogical surroundings. On the grounds of presented theoretical consideration, reflection and implemented researche we would like to executed our own research in Czech Republic, which will be searching answer on above mentioned aspects in contribution. We would like to focused our research on qualitative and quantitavive methods which consist of questionnaire and dialogue with teachers. This our study will be inspect the feminization and equality at school. We would like to connect many of teachers for reliably results and then will be depended on these results how can we used it for the equality in pedagogical environment. The final goal of research will be analysis reality in Czech Republic (confirm or disprove presented premise), and than to propose some solution which could contribute to improvement a currently situation.

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## Academic Self-Efficacy of the Beginning University Teachers\*

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### Abstract

The article deals with the selected aspects of academic self-concept of the beginning university teachers in the framework of their professional self-concept. Our research sample consists of respondents from the selected Spanish, Czech, and Chinese universities. The main aim is to analyze selected aspects of academic self – concept: motivational beliefs, self-efficacy, metacognitive strategies and meaningfulness of studies. Academic self-concept is the idea of students' academic abilities and directly influences our learning process, academic achievement, and the expectations we have from our studying. This self-concept further helps to create cognitive and self-regulatory strategies, which are directly reflected in the academic performance. We used the standardized questionnaire DAUS 1 by Hrbáčková (2011) for this purpose. This questionnaire contains 40 items that respondents rate by a seven-point scale, from "1 – I totally disagree" to "7 - I fully agree," with 4 meaning "difficult to decide". Within the framework of academic self-concept, the results from this research show that more foreign than Czech doctoral students evaluate their metacognitive strategies higher. The respondents evaluate their self-efficacy rather on average, but all respondents see in their studies a high degree of meaningfulness corresponding to the expectations they have from the profession of university teachers.

**Keywords:** Beginning academic teachers, Self-efficacy

### Introduction

The professional self-concept of the beginning academic teachers including roles of researchers and leaders of societal values can be reflected in the development of other important roles: knowledge leaders, education community leaders, assessors of the current state of knowledge, and role models for students during building their own professional self-concept. According to that the creating of the professional self-concept is mainly based on the interactions with doctoral students' supervisors and on their own initiative to immerse into the research problematics which demands to develop a mature approach to study the related materials and process the information.

Originally a self-concept is developed during the process of socialization (Helus, 2011) and can be described as an idea of ourselves, which among others includes cognitive, sensory and emotional factors. Model of self-concept which explains one's behavior and performance in relation to working circumstances was the main topic of several previously conducted types of research (Bong & Skaalvik, 2003; Ghazvini, 2011; Puente-Palacios & Santos de Souza, 2018; Schunk, 1991). These authors continued their work based on earlier publications which proved the definition of self-concept and its individual components (Higgins, 1987; Markus & Wurf, 1987; Bandura, 1997).

We are starting from the traditional conception of professional self-concept developed by Marsh and Shavelson (2010). The authors define self-concept as the personal perception of ourselves, which is based on ours' experiences and environment interpretations. In the current model, self-concept is concept is illustrated as multifaceted and hierarchically organized. It is divided into academic, social, emotional, and physical components. We assume that academic self-concept seems to be a quite frequent factor in self-regulation quantitative researches.

The academic self-concept (contained among others self-efficacy) is an idea of beginning academic teachers' academic abilities directly influences their process of learning, academic achievement, their expectations from



doctoral studies. Furthermore, self-concept also helps in the creation of cognitive and other self-regulation strategies, which also directly reflect in their academic performance (Ghazvini, 2011). According to Ordaz-Villegaz, Acle-Tomasini and Reyes-Lagunes (2014) the academic self-concept includes among others also general academic dimensions: intellectual abilities, specific intellectual abilities, motivation, creativity, and self-regulation. This self-concept further helps to create cognitive and self-regulatory strategies, which are directly reflected in the academic performance. The contribution is grounded in the theoretical part, where we define the key terms needed for this research. In the framework of academic self-concept, we focused on the analysis of self-regulation of learning processes.

This paper is focused on doctoral students' self-regulation of their studies resp. learning. The long-term preparation of doctoral program students for their future academic profession is based on an independent study approach which is followed by certainly regulated effort. Generally, the self-regulation of learning can be viewed as management of individual's learning resp. studying. Also, we can talk about "meta-knowledge", which means the knowledge of how each person individually studies including motivational factors (Hrbáčková, 2009). The learning process is very important for doctoral program students. It helps in developing a personality, self-confidence, bringing new experiences, and positive feelings regarded to well-done work. Koribská (2018) said that success in overcoming obstacles and motivation formulated by respondents usually as "proof that I can do it" is the important factor of increasing strength of the respondents' self-efficacy. Due to Mareš (2013) self-regulation of learning among other components includes also: setting learning goals, concentrating on work, paying attention to guidelines, using effective learning strategies, organizing of learning content, critically thinking about topic and remembering of the topic. According to the same author, it is important for every student to create a personal work environment for learning, then to continually track the learning progress and to adjust a proper time management.

The main aim of the presented paper is to analyze selected aspects of academic self-concept: self-efficacy, motivational beliefs, metacognitive strategies and meaningfulness of studies. The partial aim is to find out what are the differences in the perception of academic self-concept of the respondents from the selected states.

### **Method**

The research sample has consisted of respondents (n=15) from the selected public universities from Czech Republic (n=8), China (n=3) and Spain (n=4). The respondents were students of doctoral study programs of Education (n=13) and absolvents within the three years of their graduation (n=2). Among them were 6 males and 9 females.

Research tool. As a research method, we used a standardized questionnaire DAUS (Hrbáčková, 2011). This questionnaire is oriented on self-concept consisted of self-evaluation of self-regulation strategies: Motivational beliefs, Self-efficacy, Metacognitive strategies, and Meaningfulness of studies. DAUS contains 40 items that respondents rate by a seven-point scale: 1: "I totally disagree" to 7: "I fully agree", with 4: "difficult to decide". First 8 questions are related to a motivational beliefs of doctoral program student. Next 16 questions are related to self-efficacy, and finally, metacognitive strategies and meaningfulness of studies are presented each with 8 items.

Statistical analysis. For descriptive statistic was used mean and median and for inferential statistical was used non-parametric method for comparing two or more independent samples of equal or different sample sizes - Kruskal-Wallis test. Statistical significance was accepted at  $p < 0.05$ . All statistical analyses were performed using the software STATISTICA v.12 (StatSoft, Prague, Czech Republic).

### **Findings**

The average result on the 7-point scale for motivational beliefs was 4.59 points for the whole sample. Additionally, the average result for self-efficacy was 5.91 points. Results of metacognitive strategies average were 4.60 points



and finally, average results in the meaningfulness of study were 5.76 points. These results are related to the whole sample regardless of nationality and gender. Table 1 presents average results in all 4 self-concept components regard to state that doctoral study program students coming from.

For the partial aim of our research, we analyzed differences in self-concept factors regarding to the nationality of our sample. We divided results into four categories according to DAUS questionnaire manual. Furthermore, we present statistically significant differences which occurred among all 4 self-concept components. Motivational beliefs: there was a statistically significant difference between the Motivational beliefs (“I read regularly the study materials (notes from the lectures, scripts, etc.)”) ( $H(2) = 7.311$ ,  $p = 0.025$ ), with a mean rank of 8 student from Czech Republic, 3 from China, and 4 from Spain. Self-efficacy: there were statistically significant differences between the Self-efficacy (“I expect to be successful in my studies”) ( $H(2) = 8.135$ ,  $p = 0.017$ ) and (“I think I’m doing better in my studies than my colleagues.”) ( $H(2) = 6.101$ ,  $p = 0.047$ ), with a mean rank of 8 student from Czech Republic, 3 from China, and 4 from Spain. Metacognitive strategies: there was a statistically significant difference between the Metacognitive strategies (“I often ask myself if I have done everything necessary for understanding of the subject”) ( $H(2) = 6.307$ ,  $p = 0.042$ ), with a mean rank of 8 student from Czech Republic, 3 from China, and 4 from Spain. For a self-concept component, Meaningfulness of study did not occur any statistically significant differences among students from selected states.

**Table 1.** Results of Self-concept component for selected states (Czech Republic, Spain, and China)

Self-concept components	Czech Republic	Spain	China
Motivational beliefs	4.34 pts	5.41 pts	5.21 pts
Self-efficacy	4.67 pts	5.39 pts	5.38 pts
Metacognitive strategies	4.27 pts	5.16 pts	4.75 pts
Meaningfulness of study	5.45 pts	6.22 pts	6.00 pts

## Results, Conclusions and Recommendations

The results from this research show that doctoral study program students generally have an upper average level of academic self-concept regardless to gender. Within the framework of academic self-concept, the results from this research show that more foreign than Czech doctoral students evaluate their motivational beliefs, self-efficacy, metacognitive strategies and meaningfulness of study higher. Also, the doctoral students from Spain universities have on average all self-concept components higher than their colleagues from another two states. The respondents evaluate their metacognitive strategies and self-efficacy rather on average, but all respondents see in their studies a high degree of meaningfulness corresponding to the expectations they have from the profession of university teachers. For the future research, we recommend further gender analysis as well as the comparison among different years of study doctoral programs of Education. Furthermore, we recommend increasing number of research respondents as well as including doctoral study program students from another states and universities.

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## Social Enterprises In Baltic States

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### Abstract

During the last 20 years Latvia has been facing serious socio-economic problems – very high threat of depopulation, unemployment and the risk of poverty, especially in rural areas. State policy is focused on activities – to help those who would like to return from abroad (influence from Brexit). One of the solutions – development of social entrepreneurship, Social activities, include local authorities, is affected by the public policy and activities of public organisations. Regarding new Tax Law and Law of Social Entrepreneurship, many changes will follow. The aim of the research paper is to examine experience and trends in social entrepreneurship in Latvia, compare Latvian experience with the experience of other countries and find the best solutions for the development of social entrepreneurship as one of the future businesses.

To attain the aim interviews were conducted. The research shows that the idea of social entrepreneurship in Latvia is in the beginning and a lot of knowledge is necessary. Since 1 of April 2018. Law of Social Enterprises are in Force and that will bring a lot of changes in economy of Latvia during nearest few years. Before the Law of Social Enterprises was accepted by Latvian Government, was not specific legal framework for Social Enterprises in Latvia. The concept of Social Enterprise is still relatively new in Latvia and as such, is not well understood. For example, the terms “social enterprise” and “social entrepreneurship” very often were used interchangeably in policy documents and research materials. Social entrepreneurship typically refers to entrepreneurial activity undertaken by specific individuals or organizations in pursuit of social goals. Basically Social entrepreneurship was the one of NGO activities to support people with special needs. Unfortunately Since 1 of April, no very big activities from entrepreneurs who would like to register new companies -Social Enterprises. One reason could be lack of information or too many and too different information about Social Enterprises. The aim of research paper is to examine experience and trends, development of Social Entrepreneurship in all Baltic States and compare Latvian experience with the experience of Estonia and Lithuania, because all Baltic States face the same social problems today, and all Baltic States had the same historical experience, all three countries celebrate 100 years birthday. We had similar past, we could have very similar development for new ideas in the future. The one of main target of Social Entrepreneurship is to make various cooperations – between enterprises, regions, districts, cities and countries. To attain the aim, author studied the Law of Social Entrepreneurship in Latvia and Lithuania, investigated situation in Estonia, participate in conferences and seminars for social enterprises. The research shows that the Social Enterprises in Baltic Countries are very different even if aim of social enterprises is the same for all three countries.

**Keywords:** social entrepreneurship, social enterprise, law of social enterprises.

### Introduction

Social entrepreneurship and social enterprises have a very good position between all other enterprises and will be one of the key elements in the European social model (Social entrepreneurship and social enterprise: the opinion of the European Economic and Social Committee, 2012). It is closely related to the EU 2020 strategy. The development of social entrepreneurship is one of the solutions of reducing socio – economic problems in Latvia - very high risk of depopulation and poverty, increase of unemployment. Social enterprise will be as a bridge to



integrate disabled people, addicts, people without adequate education into normal life. Social entrepreneurship could help young people to find more physical activities, think about future opportunities, different businesses, etc.

Already in 2011, the Commission communication “Social Business Initiative” set up 11 priorities for achieving main targets for social enterprises:

- 1) promote social enterprises with different fundings,
- 2) to support social enterprises with PR activities, to have them more visible,
- 3) improve the legal environment and explain for people about mission and targets of social enterprises, (European Commission, 2011).

Today all of these activities have been implemented. Since 25 of October 2017 the Law of Social entrepreneurship has been in force, a very active and visible association of social entrepreneurship has been created, a lot of funds to support ideas for social enterprises have been available, but still very few social enterprises have been operating in the country.

The concept of social enterprise is new and under development in Latvia. The term “social entrepreneurship” is more commonly used by politicians, academics, NGO.

Very often by the term “social enterprise” people understand – the main target of social enterprise is to solve social problems, to serve help for homeless persons, for disabled people, for families who need social support etc.

The term “social entrepreneurship” was first introduced in Latvia about 20 years ago, pioneers of social entrepreneurship in the country was Latvian Samaritan Association – today it one of the largest non – governmental organizations in Latvia with more than 700 employees in 17 structural units and more than 200 volunteers. LSA provide educational, social and medical services. LSA carry out various charity projects –i.e. food bank.

Latvian Samaritan Association was founded in September 1992 with the support of the Arbeiter – Samariter – Bund. LSA is voluntary, neutral and independent organization that works in the interests of the general public. Six – seven years ago good ideas for social entrepreneurship bring charity shop “Otra elpa” (Second Breath) – an independent charitable foundation in Latvia, also MAMMU – well recognised social enterprise. During last 2-3 years more and more NGO have started to realise different ideas and activities of social entrepreneurship.

Also Association of Social Entrepreneurship and Social Innovation Center were established during last 5- 6 years. Accordingly, the present research has set the **aim**: to examine the experience and trends in social entrepreneurship in Latvia and compare them with the experience of other countries. To achieve the aim, the following tasks were set:

1. To examine the development of social entrepreneurship in other countries, especially in other Baltic States.
2. To describe the trends in the development of social enterprises in Latvia.

Statistical analysis and expert interviews were applied.

There were applied interviews with social entrepreneurship experts and practitioners to identify social entrepreneurship development possibilities within the context of Latvia. The interviews were made with Madara Ulande – the chairperson of the Board of “Latvian social entrepreneurship association”, with Lasma Licite – prof.Dr.oec. LAU.





To understand situation in Latvia, there were applied interviews with social entrepreneurship experts and practitioners from other Baltic States and also neighbour countries.

### **Results and Discussion**

The founder of social entrepreneurship profesor Muhamaad Yunus has pointed out all signs for social problems in a society. He have spend long time between poor people and investigate situation, habits, activities and made conclusion - poverty is not the result of any incapacity on the part of the poor. Poverty is not created by poor people. It is created by the system we have built, the institutions, the clerks and those understanding about development, the concepts we have formulated (Social entrepreneurship theory and practice, 2012).

In **Italy** for solving social problems many different associations and unions have been established. They are financed by the state or philanthropists. **Sweden** has a very stable social quarantee system, that is the rerason why many refugees go to Sweden.

In Denmark social entrepreneurship is well known since 1911. Today is very popular way to provide social support for different sections of population is help to promote products, services and knowledges from them.

One of the support for people is common meeting place -Absalon church – were everyone can come and don't feel lonely.

Ukraina have a very interesting experience – how to help for those families which lifes were damaged during war.

Social problems are similar everywhere, but evry country have some peculiarity. It means – same social problem in every country is different.

To understand the situation in Latvia, it is necessary to compare with the neighbouring states – other Baltic states – Estonia and Lithuania, because the countries became independent all together in 1991, all the three states were established a 100 years ago, all the three states have the same history.

**Social entrepreneurship in Lithuania.** Lithuania is one of the few countries that has been having the Law for Social Enterprise since 2004. According to the Lithuanian Law on Social Enterprises (2004), the social enterprise is a legal entity of any form – an individual enterprise, joint stock company, public institution, that satisfies the following conditions:

The workers of social enterprise belongs to some of the target groups (no less than 40 % of the total staff, not less than 4 employies);

- 1) Founding documents indicate the operating goals of this legal person relating to employment of the persons who belongs to the target groups,
- 2) Teaching courses for developing of their working skills,
- 3) Social integration for target groups;
- 4) The legal person must follow list of supported activities of social enterprises approved by the Government of the Republic of Lithuania or other institution authorised by it, or not receive incomes from those activities served for target groups.

The total income received by this legal person, and does not implement temporary employment activity.



By this description according to the Law, social enterprise is an organisation that works with people who are excluded from the normal labour market, and in many cases this includes people with physical disabilities, learning difficulties, as well as drug, alcohol and IT addiction.

The Lithuanian Law of Social Enterprises (2004) enables the state to provide aid through various ways including subsidies to any type of social enterprises. Businessmen are partly repaid their expenditure on the wages of their employees and social insurance contributions, as well as their expenditure on creating jobs and adapting individuals with special needs are subsidised or their expenditure on specific training, if needed, is covered.

Social enterprises, according to the Law of Profit Tax, are not paying a profit tax. Also special conditions for social enterprises are determined in the Law on Public Procurements.

Owing to support mechanisms for social enterprises in 2004, in Lithuania 26 enterprises got the status of social enterprise.

During next ten years the number of social enterprises extended to 141 enterprises in 2014, it shows very fast developing - on average 19 % per year.

At the same time also other enterprises in Lithuania extended, economical situation were very stable, big companies have grow extremely fast, smaller companies increased turnovers, it makes social enterprises unperceivable between all other enterprises in fast growing Lithuanian economy, only 0.002 % of all economic entities in Lithuania – were social enterprises.

In 2004 there were 650 employed persons in social enterprises, what means an average 25 persons per one social enterprise.

Between all employes in social enterprises 0.08 % were people with disabilities. (Moskvina, 2013).  
Mostly are small and medium size private companies are social enterprises, many of them are handicrafts, ~ 60 % of all social enterprises in Lithuania operated in sector of manufacturing.

**Social entrepreneurship in Estonia.** There is no legal framework for social entrepreneurship and no special legal form for social enterprises in Estonia. Many social enterprises are registered as non-profit associations and foundations. There are also a few limited companies identifying themselves as social enterprises.

For achieving more favourable taxation conditions, a rather widespread solution is combining two organisations – non – profit association and a limited liability company – to form one social enterprise. The terms “social enterprise” and “social entrepreneurship” are not legally defined in Estonia, although stakeholders have defined these terms as the basis of various activities. Though the definitions are not always identical, there are no deep differences of principles between the stakeholders (Lepa, Wilkinson, 2014).

There are several support instruments for social enterprises in Estonia.

The National Foundation of Civil Society was established by the Estonian Government in 2008 – it is the state financed civil society fund. This fund has run social entrepreneurship business plan support programmes once a year since 2009. 20-25 society organisations create business plans for their entrepreneurial activities and get initial support for executing the plans. Additionally, the National Foundation of Civil Society has provided training and coaching support for social enterprises or potential social enterprises.

Thanks to coaching and training support, many new social enterprises were established, but the Law of social enterprises still doesn't exist in Estonia – that was the reason why umbrella organisation – the Estonian Social Enterprise Network - was established in 2012



Activities of Estonian Social Enterprise Network was successful – during 2 years organisation join together around 37 members. (Lepa, Naarits, 2014).

There is also a social entrepreneurship incubator (SEIKU), the Good Deed Foundation and the Estonian organisation uniting public benefit associations and foundations (NENO) in Estonia. Reference?

There are two universities (Estonian Business School and Tartu University) that have a regular course on social entrepreneurship for students.

In 2012, the organisations included in the study had a total of 1,359 persons employed, which makes an average of 10.9 working places per one social enterprise. Average social enterprises are micro – organisations with 1 -4 employees.

The diversity of social enterprises is very big in Estonia. The services provided vary from providing telemarketing to the disabled to activating local communities by renovating and finding new uses for old manor houses. Approximately 1/3 of the social enterprises provide social welfare services.

The contribution of social enterprises to the economy of Estonia is still marginal ; their value added accounts for only 0.1 % of the GDP and their share of employees in the number of paid workers amounts to 0,2 % (Lepa, Naarits, 2014).

**Social entrepreneurship in Latvia.** Social Entrepreneurship in Latvia exist since 1990, when Latvia become again independent country.

During first years of independence Latvia has been facing serious socio-economic problems – very high threat of depopulation, unemployment and the risk of poverty, especially in rural areas. After second World war many Latvians from higher society have emigrate to other countries – USA, Great Britain, Australia, Canada, Germany, Sweden - now, when country become again independent, many emigrants give support for Latvians. Thanks to them different foundations, especially charitable funds have been established to provide different support, help and services for Latvians from many philanthropists from all around the world.

That was the beginning of social entrepreneurship in Latvia.

One of the first place where Latvians can get support was the church. When Latvia become the member of EU, various EU support programs were available for enterprises, also for non- governmental organizations, that is the reason why so many non- governmental organizations were established especially to provide support.

After first economic crisis at the end of 90 ties local enterprises become stronger, foreign enterprises leave the Latvian market, local business have start developing until second economic crisis at the 2008./2009. after all bad experiences local business have get a new start- many support programs were opened to develop business, to support business and even various grant programs were available for enterprises.

Situation for business developing was very grateful. Never before in Latvia we have talked about unemployment, everyone was equal, no poverty.

Many owners of land and buildings got back those properties, some of them started farming, some, sell out the property. More and more society become differentiated and country facing such problems as unemployment, poverty, income inequality. It makes more pressure to social support of every city, village and all country.

Government has started to work for National Development Plan of Latvia 2014 – 2020.



Very important was plan for development of social entrepreneurship in Latvia. At first need to develop definition of Social enterprise, prepare the Law to support eligible organisations to achieve the target.

Leading role has taken the Ministry of Welfare, in March 2013 working group was set up and work to prepare an Informative Report for Cabinet of Ministers on Social Entrepreneurship.

Mandate of the working group was extended to prepare economical calculation of influence on economic from Social enterprises and prepare the paper on social enterprise.

Working group together with Association of Social Entrepreneurship and other social partners did the great plan and strategy to form the Law for Social Enterprise.

Latvia since October 2017 has had the Law for Social Enterprise. The concept of social enterprise is integrated into strategic policy documents – in the Sustainable Development Strategy of Latvia until 2030 and in the National Development Plan of Latvia 2014 -2020 in which it is defined as one of 98 options to implement the activity “decent work”.

The Law will be in force after 1 of April 2018, until that time social enterprises emerged from various organisational and legal form of business. Most often they had the status of foundation, association. The most appropriate forms of social enterprises in Latvia are an individual merchant, a limited company, a cooperative, and a farm or fish farm. Mostly they are dealing with end users.

According to the new Law, social enterprises will have specific support mechanisms.

In Latvia social entrepreneurship is supported by Social Entrepreneurship Development Fund, the Foundation for Open Society DOTS, the Social Innovation Centre and the Public Policy Centre PROVIDUS.

Social enterprises at the moment can get the same support as conventional enterprises.

After 1 of April, when Law of Social enterprises comes into force, only social enterprises will apply for

Support programmes of the state joint stock company Latvian Development Financial Institution ALTUM for young and experienced businessmen.

Some changes will be in support system for social enterprises – first of all assistance will be provided for social enterprises who employ the long term unemployed people, disabled people, young, good educated women after maternity or parental leave (parental leave taken most often by women).

Also workers after 50, 60, especially women belongs to target group.

Many of them need support – special education training, mentoring, different seminars and courses. Best solutions is very closed cooperation with conventional enterprises to find out the vacancies and prepare a special education course for them.



At the moment no exact number of social enterprises in Latvia, only after 1 of April 2018, when companies can apply for status of Social enterprises, we will know the number of enterprises. Unfortunately, not very big activities to make applications, because a lot of unclear facts, interpretation of Law from Ministry of Welfare. Take more than one month to check the documents, fixed the facts, status of Social enterprise will be assigned to any company not before June of 2018.

As in Latvia were transition period, during that time previous NGO got the status of Social enterprise for next 2 years – at the moment only 59 enterprises acting as social enterprises, 34 out of which 3 are business entities and 25 are non-governmental organisations. The total amount could be approximately 100 different organisations which act as social enterprises up today.

Experts believe also in future the number of social enterprises will not be greater than 300 until 2020.

Since October of 2017, non- governmental organizations were able to act as Social Enterprises and apply for different EU and also local support programmes for Social Enterprises.

The NGO had possibility to get this status for 2 years. After that time they must be registered as Social Enterprise or they could establish a daughter company – Social Enterprise.

All Baltic States have a similar history, they became independent at the same time, all Baltic States during last 20 years has been facing similar socio-economic problems – very high threat of depopulation, unemployment and the risk of poverty, especially in rural areas. Also both economic crisis were similar in all three Baltic States. Business environment are very similar in all Baltic States. State policy is different in all three countries, attitude from society – how to solve social problems, are also different. That is the reason, why it is good to make a comparison for Social Entrepreneurship in all three Baltic States.

Table 1 provides the information on social entrepreneurship in the Baltic States in 2017.

**Table 1.** Comparison of social entrepreneurship in the Baltic States in 2017

<b>Indicator</b>	<b>Latvia</b>	<b>Estonia</b>	<b>Lithuania</b>
Law on social enterprises	Since 2017 Latvia have followed all EU directives	In process	Since 2004 As Law is in force since 2004 – before Lithuania became a member of EU, they don't follow EU directives
Definition of social enterprise	Defined by the Law on Social Enterprises; however, it is a too narrow definition, many important regulations are missing, everyone could understand the same rule very different	No clear definition for social enterprises	Defined by the Law on Social Enterprises; quite clear definition, but some improvements will come
Legal form of social enterprises	Legal forms are defined by the	No special legal forms defined, mainly non –	No special legal form defined, any legal form



		Law on Social Enterprises; the most appropriate forms are individual merchants, limited liability company and farms (many biological farms), Mostly post- non-governmental organisations become a Social Enterprises.	profit associations or foundations, some limited liability companies identifying themselves as social enterprises	that satisfies conditions set in law (individual enterprises, joint stock companies, public institutions)
Support instruments	Financial	ALTUM programm, social enterprises may use the same kind of financial assistance as conventional companies, Social Enterprises do not pay a profit tax	Funds, grant programmes, a social entrepreneurship business incubator	Subsidies, social enterprises do not pay a profit tax
	Non-financial	Advisory assistance for the association - Social Innovation Centre, Association of Social enterprises and the Public Policy Centre PROVIDUS	Training and coaching, support provided by the Estonian Social Enterprise Network, research centres, the Entrepreneurship Innovation Centre	Special conditions in public procurements

### **Conclusions and Recommendations**

All Baltic States has been facing similar socio-economic problems – very high threat of depopulation, unemployment and the risk of poverty, especially in rural areas, but business environment, social problems, state policy are different. Also in other countries the same social problem have quite different meaning, for example – unemployment in Baltic States could be situation – when person have a very good work (construction works) with high salary, but in fact – he/she is unemployed, because no working agreement. Such situation person have a very good income – state support as unemployed and salary ( without working agreement, with unpaid tax for incomes). In Baltic States , especially in Latvia, we haven't developed industry and we haven't work for good specialists, that is the reason why they haven't work and many of them are leaving from country.

In Denmark, Germany, ... unemployed have not work because no free working places for his/her profession.

State support for unemployed are very different in all countries.

In Latvia Law on Social Enterprises only now is in force, there will be necessary to make a lot of changes during next year. It is necessary to explain for people about all rules for Social Entrepreneurship. Also for State





Institutions, for Ministries must be similar understanding for Social Entrepreneurship , Social Enterprises, Law on Social Enterprises.

In Lithuania, social enterprises operate under the specific legislation, there is no fixed legal structure.

In Estonia – doesn't exist Law on Social Enterprises, but in Estonia are very strong training and coaching support provided by the Estonian Social Enterprise Network, research Centres, the Entrepreneurship Innovation Centre and also State Institutions. Funds, grant programs, social entrepreneurship business incubator are available for all who need support.

Estonia with State provided activities and support is one step in front for Latvia and Lithuania, even in situation when Estonia at the moment is only country between Baltic State countries without Law on Social Enterprises.

It means Law doesn't change the situation and doesn't solve the social problems – but state policy and society attitude.

In all the Baltic States organisations and enterprises that meet eligibility criteria can apply for the status of Social enterprise.

In all Baltic States first Social Enterprises are formed from non- governmental organizations.

In Latvia and Lithuania Social enterprises are acting according to the Law of Social Entrepreneurship. But the way of activities, legal status, accounting system are different.

No specific kind of business has been defined for social enterprises, in every country situation are different. In Estonia services dominate, social enterprises more oriented on service providing, for "soft" projects.

In Lithuania - manufacturing, hand made products are dominated, mostly craft industry.

In Latvia – merchants are dominated, but also service provided for people with special needs are rather popular between Social enterprises.

There are a lot of improvements necessary for all the Baltic States.

It is very less possibilities to make joint venture companies between EU countries, because in every country the same social problem is very different and also way of solving the problem is very different – regarding state policy, attitude of society and also attitude of leaders, managers of Social Enterprises.

Social enterprises will never make big influence to GDP and macroeconomy, but they will become a very effective tool to prevent social inequality and save social costs for local authorities.

Social Enterprises will have a success and sustainability only if they found good cooperation with local majorities.

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## A Multilevel-Analysis on How Transformational Leadership Enhances Team Creativity: Sequential Mediating Effect of Employee's Psychological Safety and Creativity

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### Abstract

As a business environment changes so fast and becomes extremely competitive, corporate innovation has been the subject of attention due to its critical role for sustainability of firms. Many scholars and practitioners have focused on transformation leadership and its impact on creativity because the two variables are very important to enhance innovation of firms.

Although scholars have investigated the relationship, they have mainly focused on the individual employee's creativity with a single mediator, based on the single-level analysis. However, considering that organizations increasingly rely on 'teams' to enhance their innovation, we need to focus on team-level creativity by investigating intermediating mechanisms of the relationship. To respond these calls, this study seeks to elaborate underlying mechanisms which affect the association between transformational leadership and team-level creativity. Grounded on the context-attitude-behavior framework, we argue that transformational leadership improves team creativity through employee's psychological safety and subsequently facilitating his or her individual-level creativity. Multi-level structural equation modeling analysis with a survey of 196 employees of 50 teams in South Korea shows that individual employee's psychological safety and creativity sequentially mediate the transformational leadership-team creativity link. Theoretical and practical implications are discussed along with limitations and future research directions.

**Keywords:** transformational leadership; team creativity; psychological safety; sequential mediation; multi-level analysis

Considering that firms are confronted with a rapid and competitive business environment, innovative capacity is a crucial factor to survive and continuously grow (Teece, Pisano, & Shuen, 1997). To enhance the ability for innovation, companies tend to invest in considerable amount of resources (Groysberg, Lee, & Nanda, 2008). Since employees are substantial actors who initiate and implement innovation (Scott & Bruce, 1994), many firms have tried to develop creative capacities of their employees. Reflecting the firms' enormous needs for it, scholars also have attempted to find how to facilitate creative and innovative abilities of them. For instance, Oldham and Cummings (1996) have noted various characteristics of both individual employees and organizational contexts which function as an antecedent of creativity (i.e., job complexity, leaderships). Among various factors to enhance employees' creativity, we focus on leadership because it has been regarded as one of the most important organizational contexts due to its critical role in creating group process (Amabile, 1988; Jung, Chow, & Wu, 2003). In specific, transformational leadership is our main research variable since it functions as a primary creativity-enhancing factor in an organization (Shin & Zhou, 2003; Sosik, Kahai, & Avolio, 1998).

Transformational leadership refers to "broadening and elevating followers' goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement" (Dvir, Eden, Avolio, & Shamir, 2002, pp, 735).

Transformational leadership consists of four sub-domains such as charisma, inspirational motivation,



individualized consideration, and intellectual stimulation, which has been known to facilitate employees' creativity. Some previous studies have reported that followers of transformational leaders tend to be motivated to create new and novel things (Gumusluoglu & Ilsev, 2009; Gong, Huang, & Farh, 2009; Shin & Zhou, 2003; Sosik et al., 1998).

Although the extant research has examined the relationship between transformational leadership and creativity, we believe that there have been research gaps in explaining the link. First, the previous studies have paid less attention to elaborate underlying mechanisms of the association. In fact, some leadership scholars have attempted to find a mediating mechanism which explains the link by demonstrating mediating factors such as an employee's intrinsic motivation (Gumusluoglu & Ilsev, 2009; Shin & Zhou, 2003), perception of support for innovation (Gumusluoglu & Ilsev, 2009), empowerment (Gumusluoglu & Ilsev, 2009), and creative efficacy (Gong, Huang, & Farh, 2009). However, they are limited in that they have mainly considered only a single mediator to explain the relationship. To delineate the link more elaborately, sequential mediators beyond the single mediator should be considered as elaborating underlying mechanisms. Through the complex modeling, the researcher can provide a comprehensive explanation of why transformational leadership influences employees' creativity.

Second, the extant research has mainly focused on the individual-level creativity of employees. The individual-level creativity indicates individual employee's creative skills and characteristics (Amabile, 1996; Zhou, 2003), and team creativity is pertinent to team process through which team members build upon, share each other's ideas (Pirolo-Merlo & Mann, 2004). Although the individual employee's creativity is a critical antecedent of firm's innovation, firms' innovation is the phenomenon which occurs at the collective-level (e.g., team-level), not a mere result of individual employee's efforts. Therefore, we believe that it is highly meaningful and required to investigate the influence of transformational leadership on team-level creativity. In addition, the previous studies tend to just assume that individual-level creativity inevitably predicts team-level creativity, not empirically testing as well as theoretically arguing on the link. However, considering that the two variables describe different phenomena in a real organization, respectively, it is necessary to test the relationship, based on valid theories empirically.

To address the issues above, we examine a sequential mediating mechanism to explain how transformational leadership contributes to team-level creativity. This logic is guided by a context–attitude-behavior framework (Martin & Cullen, 2006; Shin, Sung, Choi, & Kim, 2015), which addresses that organizational contexts critically affect employees' attitudes and behaviors. Considering that leadership functions as a critical social context, transformational leadership may create members' attitudes, then builds their behaviors (Martin & Cullen, 2006; Mulki et al., 2009; Shin et al., 2015). Therefore, we expect that transformational leadership would increase team-level creativity by enhancing employee's attitudes and behaviors.

In specific, we propose a sequential mediating process of employee's psychological safety and individual-level creativity to explain the link. Transformational leadership increases employees' psychological safety which refers to the perception that "people are comfortable being themselves" (Edmondson, 1999, p. 354), or "feel able to show and employ one's self without fear of negative consequences to self-image, status or career" (Kahn, 1990, p. 708). Through providing supportive, coaching-oriented, and motivational care and guidance, transformational leaders not only make their followers feel comfortable as if they were in a psychologically secure base, but also encourage them to explore and express their own opinions without psychological threats (Carmeli, Sheaffer, Binyamin, Reiter-Palmon, & Shimon, 2014; Popper & Mayseless, 2003). In turn, the increased psychological safety may enhance employee's creativity. When he or she feels psychological safety enough to raise an issue or speak up, he or she is likely to make "innovative suggestions for change and recommending modifications to standard procedures even when others disagree" (Van Dyne & LePine, 1998, p.109). In other words, employees'



perception of psychological safety may facilitate the possibility that team members would easily raise creative and novel ideas without fear. Eventually, the enhanced individual creativity may disperse among team members via social contagion process (Burt, 1987; Ryan, Schmit, & Johnson, 1996), then creating team-level creativity (Chen, Farh, Campbell-Bush, & Wu, 2013; Pirola-Merlo & Mann, 2004). This intermediating process from and team-level creativity can be explained by the context (i.e., transformational leadership)–attitude (i.e., psychological safety)–behavior (i.e., employees’ creative behavior) framework. In other words, this paper proposes that employees’ psychological safety and individual-level creativity would sequentially mediate the relationship between transformational leadership and team-level creativity. Figure 1 depicts an overall theoretical model.

To avoid bias in self-reporting, employee creativity has been asked to be evaluated by their team leaders. This survey recruited participants who were in a situation where a team member and his or her team leader could participate together in the peer review.

To this end, we collected multi-level survey data from 196 employees of 50 teams in 14 companies in South Korea. The companies are included in industries which have emphasized the importance of innovation (i.e., informational technology, biotechnology, telecommunications, electronics, etc.). Considering that companies in those industries highly emphasize the importance of creative ability, we believe that this research context is adequate to test our hypotheses. To minimize the potential for common method bias in self-reporting survey (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003), we ask team leaders to evaluate their team members’ creativity.

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Insert Figure 1 about here  
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## **Theory and Hypotheses**

### **Transformational Leadership and Team Creativity**

Transformational leadership refers to a leadership style which encourages followers to pursue higher-level values that prompt them to achieve the mission and vision of their organization beyond personal interests and goals (Bass, 1985; Podsakoff, Mackenzie, & Moorman, 1990). It consists of four behavioral components: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Avolio, 1994).

Through these behaviors, a transformational leader could not only realign followers’ value systems, but also facilitate their personal and organizational changes, eventually enabling them to surpass initial performance expectation (Jung & Avolio, 2000; Jung, Chow, & Wu, 2003). Thus, the transformational leadership has been considered as a virtue of promising leaders.

In particular, several studies have noted the significant role of transformational leadership in promoting team creativity (Jung, 2001; Sosik, Kahai, & Avolio, 1998; Eisenbeiss, Knippenberg, & Boerner, 2008). Team creativity can be defined as “the production of novel and useful ideas concerning products, services, processes, and procedures by a team of employees working together” (Amabile, 1988; Shin & Zhou, 2007). While individual creativity is largely relevant to one’s creativity-relevant skills and personality (Amabile, 1996; Zhou, 2003), team creativity involves team process through which team members build upon, share, and critique each other’s ideas together (Pirola-Merlo & Mann, 2004). Among various antecedents of team creativity, scholars have paid attention to leadership because leaders play an important role in the group process. And they have proposed that transformational leadership functions as “creativity-enhancing forces” for shaping a creativity-inducing environment (Sosik et al., 1998: 113). Transformational leaders provide intellectual stimulation and personal examples with their followers, encouraging them to think “outside the box” (Jung et al., 2003). By emphasizing the importance of unconventional approaches, they would stimulate followers to critique existing assumptions, and working methods teams currently have (Bass, 1985). For example, Sosik et al. (1998) reported that transformational leaders in 53 experimental groups facilitated creative performance of teams by fostering divergent



thinking among group members. Eisenbeiss and his colleagues (2008) also found that transformational leadership increased R&D teams' innovative performance through enhancing support for innovation. Because firms constantly face new problems that require them to develop creative solutions, research on the relationship between transformational leadership and team creativity has garnered much attention.

### **Transformational Leadership and Psychological Safety**

Existing studies on leadership have proposed and demonstrated that transformational leadership enhances employee's psychological safety (Carmeli et al., 2014; Detert & Burris, 2007; Popper & Mayseless, 2003; Zhou & Pan, 2015). Psychological safety indicates the perception that "people are comfortable being themselves" (Edmondson, 1999, p. 354), or "feel able to show and employ one's self without fear of negative consequences to self-image, status or career" (Kahn, 1990, p. 708). By providing supportive, coaching-oriented, and motivational care and guidance, transformational leaders not only make their members feel comfortable as if they were in a psychologically secure base, but also encourage them to explore and express their own opinions without psychological threats (Carmeli et al., 2014; Popper & Mayseless, 2003).

More specifically, the sub-components of transformational leadership enhances employee's psychological safety as follows. First, according to Jung and Avolio (2000), transformational leaders help followers realign their values according to leaders' vision and goals. Through this inspirational motivation, followers of the leadership can pursue a higher level of values beyond their ego-centric and myopic value systems. To achieve the higher level goals, transformational leaders encourage their followers not only to support and trust other colleagues, but also to collectively pursue the shared goals in the organization. Through the cooperative processes, employees may feel that their colleagues are trustworthy and safe even when they conduct very difficult and challenging tasks (Zhou & Pan, 2015).

Second, idealized influence of transformational leaders encourages their followers to consider the leaders as their role model (Bass & Avolio, 1995). As an idealized role model, the leaders motivate employees to identify with them. When employees identify themselves with transformational leaders, they may perceive that they are safe enough to spontaneously and proactively implement their tasks like their leaders in an organization. This perception is likely to enhance employees' psychological safety.

Third, transformational leaders also encourage followers to question the existing way of solving problems so that they can take the new perspective (Bass & Avolio, 1994). This intellectual stimulation provided by transformational leaders may be prevalent among members, being embedded as behavioral norms in the organization. Then, members may perceive that their new ways of doing things are valuable and acceptable in the organization, eventually feeling psychological safety (Zhou & Pan, 2015).

Lastly, individual consideration transformational leaders is most directly associated with enhanced psychological safety of members. By not only caring for individual member's needs and differences, but also providing personal support and empathy, transformational leaders are likely to function as a secure base for their followers (Carmeli et al., 2014; Popper & Mayseless, 2003). Through coaching and mentoring, the leaders contribute to developing their follower's potential by facilitating followers' self-efficacy and beliefs in their ability to perform tasks successfully (Avolio, 1999). For these reasons, we argue that transformational leadership is positively associated with employee's psychologically safety in an organization.

Hypothesis 1: Team-level transformational leadership is positively related to employee's individual-level psychological safety.

### **Psychological Safety and Individual Creativity**





Previous research has noted that psychological safety enhances individuals' creativity (Carmeli, Reiter-Palmon, & Ziv, 2010; Kark & Carmeli, 2009). In accordance with previous research (Zhou & Shalley, 2003), we define individual-level creativity as the production of novel, original, and potentially useful ideas by an individual, pertinent to products, services, and procedures. Unlike team-level creativity which requires interpersonal interaction among team members, the production of creative ideas of an individual is largely the result of cognitive and motivational processes within the individual (Mumford & Gustafson, 1988).

Considering that not only initiating novel and original ideas tends to inevitably elevate uncertainty, ambiguity, and the risk of making mistakes in an organization, but also executing creative ideas is likely to fail, creativity, by nature, is highly associated with a risky endeavor (Carmeli et al., 2010; Kark & Carmeli, 2009). Thus, it is very natural that existing studies have consistently reported that a creative person tends to be open, flexible, and easily taking risks (Dewett, 2006; Feist, 1998). In addition, works on individual creativity in organizational contexts found that proactive attitudes and behaviors are closely associated with generation or implementation of creative ideas (Rank, Pace & Frese, 2004; Seibert, Kraimer & Crant, 2001).

In an organization, from the employee's perspective, the risk-taking and proactive attitudes/behaviors can be conducted when he or she perceives psychological safety (Carmeli et al., 2010; Edmonson, 2004). When members feel that they are psychologically-safe enough to raise an issue or speak up, they tend to make "innovative suggestions for change and recommending modifications to standard procedures even when others disagree" (Van Dyne & LePine, 1998, p.109). According to a review paper on creativity in an organization, George (2008) proposed that cues or signals of safety can be considered as one of the most critical contextual factors pertinent to creative/innovative behavior in an organization. West and Richter (2008) and Kark and Carmeli, (2009) indicated that individual members tend to feel anxiety, in turn developing defensive psychological mechanisms in a situation where they experience psychological threats and feel psychologically unsafe. And Burke and his colleagues (2006) reported that psychological safety enhances the possibility that team members would easily raise questions without fear. Based on the above arguments, thus, we suggest that employee's perception of psychological safety is positively associated with his or her individual-level creativity.

Hypothesis 2: Employee's individual-level psychological safety is positively related to employee's individual-level creativity.

### **Bottom-Up Influence of Individual-Level Creativity on Team Creativity**

Employee's individual-level creativity (i.e., subordinate creativity) significantly contributes to team-level creativity by yielding an upward influence on team creativity (Chen et al., 2013; Pirola-Merlo & Mann, 2004). The extant research has posited that individual-level creativity and innovative behavior would emerge to the team-level phenomenon through social contagion process (Burt, 1987; Chen et al., 2013; Chen & Kanfer, 2006; Ryan et al., 1996). Social contagion theory suggests that team members are likely to be behaviorally contagious by mimicking what other members do (Burt, 1987; Ryan et al., 1996; Turner, 1964). When a team member with high-level of creativity attempts to produce novel and useful task outcomes by utilizing and coordinating other members' input, his or her behaviors may become an emergent behavioral norm to which other team members are expected to follow. As a result, the creative behaviors spread and collectively-form in the team, eventually creating team-level unconventional outcomes.

It is important to note that this "bottom-up" contribution of members to their team's creativeness is inherently cross-level, micro-to-macro phenomena (Kozlowski & Klein, 2000). However, previous research on the emergent influence of individual creativity has been widely conducted at the team-level analysis by distinguishing average individual creativity in teams from team creativity (Chen et al., 2013; Pirola-Merlo et al., 2004). Despite its theoretical explanation of a multilevel bottom-up effect, the empirical approach has been limited to the single level



of analysis. Since aggregating individual-level variables to the group-level would reduce the variability of the data, yielding “inappropriate estimates of the standard errors of the regression parameters” (Croon & van Veldhoven, 2007), we seek to close this empirical gap and thus propose a cross-level relationship between individual-level and team-level creativity.

Hypothesis 3: Employee’s individual-level creativity is positively related to team- level creativity.

### **Sequential Mediating role of Psychological Safety and Individual Employee’s Creativity between Transformational Leadership and Team Creativity**

Integrating above arguments, we propose that individual employee’s psychological safety and creativity sequentially mediate the relationship between transformational leadership and team creativity. Transformational leadership would increase team creativity by sequentially enhancing the level of individual employee’s psychological safety and creativity. To incorporate the above respective arguments based on theoretical foundation, we draw on a context–attitude-behavior framework (Martin & Cullen, 2006; Shin et al., 2015). The framework theoretically supports our overall mediation structure. According to it, leadership functions as a critical social context that affects organizational members’ attitudes and subsequently their behaviors. For example, Mulki and his colleagues (2009) showed that important organizational contexts such as leadership (i.e., instrumental and caring leadership) create member’s attitudes (i.e., job satisfaction and satisfaction with supervisor) and behaviors (i.e., efforts on their job). Grounded on it, we propose that transformational leadership functions as an important context in an organization which builds each employee’s behavior (i.e., creative behavior) through affecting their attitude (i.e., psychological safety). In turn, through the social contagious process, the individual creativeness would be dispersed among other employees, eventually boosting team creativity. Taken together, individual employee’s psychological safety and creativity sequentially mediate the transformational leadership-team creativity link. Therefore, we hypothesize as follows.

Hypothesis 4: An employee’s individual-level psychological safety and creativity sequentially mediate the relationship between team-level transformational leadership and team-level creativity.

## **Method**

### **Participants**

We gathered data from 50 teams in 14 large firms in South Korea, which included in telecommunication, electronics, bioengineering, and automobile industries. A total of 196 employee-supervisor matched surveys were included in our research, indicating a response rate of 74.3%. This data was utilized in our multi-level analysis. The average team size was

3.94 (SD = .70). The sample consisted of 75.5% of men and 24.5% of women. The age group was 13.3% in his or her 20s, 51.5% in his or her 30s, 30.1% in his or her 40s and 4.6% in his or her 50s. About job position, 20.4% of clerks, 34.2% of assistant manager, 30.6% of managers, 10.2% of deputy general manager, and 4.6% of team/general manager were included. In addition, tenure of employees was as follow: 29.6% for less than 5 years, 26.5% for 6 ~ 10 years, 18.9% for 11 ~ 15 years, 13.8% for 16 ~ 20 years, 9.7% for 21 ~ 25 years, 1.0% for 26 ~ 30 years, 0.5% for more than 30 years.

### **Measures**

The range of all scales to measure our research variables was from one (strongly disagree) to seven (strongly agree).

**Transformational leadership.** Transformational leadership was measured using twenty items adapted from Multifactor Leadership Questionnaire (MLQ), which was developed by Bass and Avolio (1994). These items



consisted of four sub-dimensions of the leadership behaviors: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Sample items were “The leader in my organization is a role model I want to be,” “My leader articulates a compelling vision of the future.” The reliability coefficient was .97. Considering that this study conceptualized transformational leadership as a team-level construct, we aggregated the individual-level data to the team-level. To support the aggregation procedure, we calculated the median value of within-group inter-rater agreement ( $r_{WWW}$ ) and the intraclass correlation coefficients ICC (1) and ICC (2). The median  $r_{WWW}$  was .95 and ICC (1) = .46, ICC (2) = .78,  $F = 4.55$ ,  $p < .01$ , thus justifying the aggregation (Bliese, 2000).

### **Psychological Safety.**

We measured psychological safety using a 7-item scale developed by Edmondson (1999). This scale measures followers’ perception of psychological safety. Sample item was “It is safe to take a risk on this team.” The reliability coefficient was .56.

**Creativity of Individual Employee.** We measured employee’s creativity by utilizing the 4-item scale developed by Tierney, Farmer, and Graen (1999). Based on previous studies (Zhou & George, 2001; Chen et al., 2013), team leaders rated the level of each team member’s creativity at work. Sample item was “This employee seeks new ideas and ways to solve problems.” The reliability coefficient was .94.

**Team creativity.** To evaluate team creativity, we utilized four items of Shin and Zhou’s (2007) scale. According to the suggestion of extant studies (De Dreu & West, 2001; Pirola-Merlo & Mann, 2004), team creativity was measured by team leaders who can be reliable sources of team information. The Sample item was “How well does your team produce new idea?” The response format for the measures was from one (poorly) to seven (very much). The reliability coefficient was .92.

**Control variables.** At the individual-level, based on the existing studies (Amabile, 1996; Shin & Zhou, 2003; Shin, Kim, Lee, & Bian, 2012), we utilized education level (1 = “high school,” 2 = “university,” 3 = “master degree,” 4 = “doctoral degree”), and employee’s tenure (1 = “less than 5 years,” 2 = “6 to 10 years,” 3 = “11 to 15 years,” 4 = “16 to 20 years,” 5 = “21 to 25 years,” 6 = “26 to 30 years,” 7 = “more than 30 years.”) as control variables since the factors may be associated with creativity through higher level of task domain expertise. At the team level, team size was included as control variable because it has been known to influence team-level outcomes (Hirst, Van Knippenberg, & Zhou, 2009).

### **Analytical Approach**

The present research utilized a multi-level model analysis with transformational leadership and team creativity at level 2 (i.e., team-level) and employee’s psychological safety and creativity at level 1 (i.e., individual-level). Considering the nested structure of our data (i.e., team members were nested within their leaders), we conducted multi-level analysis utilizing Multilevel Structural Equation Modeling (MSEM). MSEM is useful to test multilevel and multivariate models (i.e., multilevel mediation model) as well as ‘upward’ impact that was not possible to be tested by the traditional multilevel modeling techniques (e.g., HLM; Preacher, Zyphur, & Zhang, 2010). In comparison with HLM, MSEM not only consider the issue of underestimating mediation effects, but also control for measurement errors (Cheung & Lau, 2008). And MSEM can provide fit indices for the overall model. Our multi-level analysis was conducted utilizing the Mplus 8.0 program (Muthen & Muthen, 2015).

In this study, we applied a two-step approach, which consists of measurement model and subsequent structural model based on Anderson and Gerbing (1988)’s recommendation.

To tests our hypothesized multi-level model, we modified the Mplus macro developed by Preacher et al. (2007).



Specifically, we tested sequential mediation effect of employee's psychological safety and creativity between transformational leadership and team creative performance (Preacher et al., 2010).

## Results

### Descriptive Statistics

Table 1 shows the descriptive statistics and correlations of the research variables. At the individual level, psychological safety was positively related to employee's creativity ( $r = .29, p < .01$ ). At the group level, transformational leadership was positively correlated to team creativity ( $r = .49, p < .01$ ).

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Insert Table 1 about here  
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### Measurement Model

To test whether our measurement model adequately fit the data, we conducted the second-order confirmatory factor analysis (CFA) to test the distinctiveness of our three research variables: transformational leadership, psychological safety, and employee's creativity. Since the research variables consist of sub-dimensions (e.g., transformational leadership had four sub-dimensions), we used the second-order CFA analysis so that the hypothesized associations among the variables could be analyzed across the same dimension. We compared the CFA models at the individual level. The results of second-order CFA of the three-factor model demonstrated a good fit to the data ( $\chi^2 = 210.69, df = 122, CFI = .929, TLI = .907, RMSEA = .061$ ), and a significantly better fit than the alternative two-factor model which combined both psychological safety and employee's creativity variables into a single factor ( $\chi^2 = 353.03, df = 127, CFI = .819, TLI = .772, RMSEA = .095$ ). Then, the three-factor model also compared to a single-factor model ( $\chi^2 = 385.05, df = 129, CFI = .795, TLI = .746, RMSEA = .101$ ). The result of the chi-square comparison test also showed that the three-factor model fits the data better than other alternative nested models, showing the distinctiveness of our variables.

### Structural Model

To test Hypothesis 1, we analyzed the multilevel mediating effect of employee's psychological safety and creativity on the relationship between transformational leadership and team creativity (i.e., 2-1-1-2 model), guided by Preacher et al. (2010). Path A (transformational leadership  $\rightarrow$  psychological safety) and Path B (psychological safety  $\rightarrow$  employee's creativity), and Path C (employee's creativity  $\rightarrow$  team creativity) were estimated simultaneously. When a model includes both the downward and the upward effects (e.g., 2-1-1-2 model), the mediation effect is calculated at the between-group level (Preacher et al., 2010).

To find the best mediation model, we compared fit indices among our hypothesized model and possible alternative nested models by conducting sequential chi-square difference tests. First, we tested our hypothesized full mediation model (Model 1). Model 1 yielded satisfactory model fit indices ( $\chi^2 = 261.17, df = 202, CFI = .948, TLI = .937, \text{and } RMSEA = .039$ ). Then, we compared Model 1 with an alternative nested model in which a direct path was added to link psychological safety and team creativity (Model 2). Model 2 also showed an acceptable model fit ( $\chi^2 = 258.39, df = 201, CFI = .949, TLI = .938, \text{and } RMSEA = .038$ ). The result of chi-square difference test showed that Model 1 was better than Model 2 ( $\Delta\chi^2 [1] = 2.78, n.s$ ). Next, in the second alternative model (Model 3), a direct path from transformational leadership to individual creativity was added. This model fits the data significantly better ( $\chi^2 = 256.41, df = 201, CFI = .951, TLI = .940, \text{and } RMSEA = .038$ ) than Model 1 ( $\Delta\chi^2 [1] = 4.76, p < .05$ ). Overall, the results of chi-square difference tests indicate that the Model 3 (partial mediation model) has a better fit than other models, supporting partial mediation mechanism.



As shown in Table 2, transformational leadership was directly and positively associated with psychological safety ( $\gamma = 0.86, p < .001$ ; 95% CI = [0.69, 1.04]), and psychological safety was positively associated with employee's creativity ( $\gamma = 0.57, p < .001$ ; 95% CI = 0.29, 0.86). Then, employee's creativity was positively associated with team creativity ( $\gamma = 0.44, p < .01$ ; 95% CI = 0.17, 0.70). The results suggest that psychological safety and individual creativity sequentially and partially mediate the relationship between transformational leadership and team creativity. Thus, Hypothesis 1, 2, and 3 were supported.

To test H4, which posits that the sequential mediation effect of individual employee's psychological safety and creativity between transformational leadership and team creativity, we computed the indirect effect of transformational leadership on team creativity through the sequential mediators. Previous research (Shrout & Bolger, 2002) has recommended to report the 95% confidence interval (CI) for the mean indirect effect. When the CI does not include zero, the indirect effect is statistically significant at the .05 level. The CI for the mean indirect effect of transformational leadership on team creativity through individual employee's psychological safety and creativity was significant and do not include zero (unstandardized indirect effect = 0.35,  $p < .05$ ; 95% CI = [0.05, 0.66]). The result means that the mediation effect between transformational leadership and team creativity was statistically significant, thus confirming Hypothesis 4.

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Insert Tables 2 and Figure 2 about here  
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## Discussion

In the present research, we try to investigate the underlying processes of the association between transformational leadership and team-level creativity. To test our hypotheses, we utilized a leader-followers matched survey data at team-level from several teams in firms that emphasize the significance of innovation. By conducting a sequential mediation model analysis with MSEM method, we examined the intermediating mechanism which intermediates the transformational leadership and team creativity. Our results demonstrate that employee's psychological safety and creativity play a sequentially mediating role in the linkage. Since creative behavior or innovation is critical for sustainability of companies in today's competitive environments, we expect our paper which examines the role of transformational leadership as a crucial driver for the creativity of both employees and teams is timely and meaningful. Lastly, our paper may also provide some methodological contributions. In the following section, we discuss our findings in a detailed manner in terms of theoretical and practical implications, limitations, and suggestions for future studies.

## Theoretical Implication

We expect that the findings can provide theoretical contributions to existing literature on transformational leadership and creativity. First, the present paper may provide insights on why and how transformational leaders would yield creative outcomes of teams by enhancing their followers' attitudes and behaviors. Although previous research has paid much attention to the important role of transformational leadership in facilitating individual employees' creativity (Wang, Oh, & Courtright, 2011), relatively little research has demonstrated an elaborate underlying processes of the relationship (e.g., sequential mediators). Considering that transformational leadership has been known to be a crucial organizational context to create group process (Jung, et al., 2003), examining how and why transformational leaders enhance their members' creativity would be meaningful. Based on a context-attitude-behavior framework (Martin & Cullen, 2006) with multi-level perspective, we theorized and found that transformational leadership enhances team-level creativity the individual-level sequential mechanisms. When transformational leadership (i.e., organizational context) promote their member's psychological safety (i.e., attitude), the members are more able to yield creative behaviors (i.e., behavior), then in turn enhancing team





creativity through social contagious process. By providing elaborated intermediating processes, this paper may contribute to existing understandings of how transformational leaders affects their followers to yield team- level creativity

Moreover, we believe that this paper can contribute to providing methodological implications to extant literature. The previous studies on leadership utilizing multi-level nested data have mainly conducted its theoretical model analysis by using a traditional statistical technique (e.g., hierarchical linear modeling). The method is not adequate to conduct more complex analyses such as the multilevel indirect model, because it tends to underestimate mediation effects without controlling for measurement errors (Cheung & Lau, 2008). In the present research, we alleviate the methodological limitation by conducting MSEM analysis to investigate a more elaborated mediation mechanism, including both downward (Level 2 → Level 1) and upward (Level 1 → Level 2) pathways. In addition, there is also a methodological strong point pertinent to our data and research context. This research includes multi-level, multi-source survey data which was collected from firms that have continuously emphasized the importance of creativity and innovation. Utilizing this dataset, this paper may not only decrease the potential problem of common method bias (Podsakoff et al., 2003) but also test its hypotheses in an adequate environment where creativity is critical to maintain sustainability (Barczak, 1995).

### **Practical Implications**

The present study may provide some practical implications for leaders or top management of firms. First, this study would provide leaders with insights on under which mechanisms transformational leaders facilitate team-level creativity. Our findings showed that when leaders make their followers to experience psychological safety through transformational leadership behaviors, the followers may yield more creative ideas which in turn would enhance creative performance of teams. Therefore, top management team or leaders who attempt to boost team creativity by utilizing transformational leadership should check changes in individual employee's attitudes (i.e., psychological safety) and behaviors (i.e., creative behavior). If the employee does not have signs of psychological safety and creative behaviors, it may indicate that leaders' transformational leadership behaviors do not work effectively to facilitate team creativity. Considering that this research argued and demonstrated the sequential intermediating processes of individual employees, team leaders should pay attention to individual-level mechanisms underlying the link between transformational leadership and team creativity.

### **Limitations and Directions for Future Research**

Although our findings suggest theoretical and practical implications to the previous transformational leadership literature, it has several limitations which should be dealt with in future research. First, although it gathered data from multi-level and multi-source, this study basically utilized cross-sectional data. Thus, we have to interpret the results with caution to insist the causal direction. For example, creative followers may perceive themselves as being psychologically safety being grounded on their successful yielding of new and useful ideas. Future studies are requested to utilize longitudinal research procedure to test the causal association.

Second, because the data in our model was gathered from a non-western context, South Korea, it is not easy to generalize our findings to other cultures. For example, the contextual factors which are originated in the eastern culture such as conservation or collectivism (Shin & Zhou, 2003) might have affected our results. Future studies should re- examine our results in other cultures.

### **Conclusion**

Grounded on a context-attitude-behavior framework, our paper investigated the impact of transformational leadership on team-level creativity. The leadership enhanced team creativity via sequential mediation of employee's individual-level psychological safety and creativity. We believe that our findings can positively contribute to transformational leadership literature as well as creativity literature by demonstrating the elaborate





underlying processes.

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**Table 1.** Means, Standard Deviations, and Inter-Correlations of Variables

Variable	M	S D	1	2	3
<i>Individual level</i>					
1. Education level <sup>a</sup>	2.18	.	-		



			4 9		
2. Organizational tenure <sup>b</sup>	2.53	1.39	.00	-	
3. Psychological safety	4.98	.71	.04	. 0 1	-
4. Employee creativity	4.89	1.25	.05	. 0 3	.32**
<i>Group level</i>					
1. Team size	4.21	.62	-		
2. Transformational leadership	4.97	.75	-.04	-	
3. Team creativity	5.09	1.14	-.12	.51**	-

a As for education level, doctoral degree is coded as 4, master degree as 3, university as 2, high school as 1.

b As for organizational tenure, more than 30 years is coded as 7, 26 to 30 years as 6, 21 to 25 years as 5, 16 to 20 years as 4, 11 to 15 years as 3, 6 to 10 years as 2, less than 5 years as 1. Individual level N = 196; group level N = 50.

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

**TABLE 2.** MSEM Result for the Indirect Effect of Psychological Safety and Employee's Creativity (2-1-1-2 Model)<sup>a</sup>

	Level	Coefficient	SE	t	95% CI
<i>Within-Level</i>					
Employee Creativity (ME 2)	1				
Psychological Safety (ME 1) <sup>b</sup>	1	0.572	0.145	3.932***	[0.287, 0.857]
Education Level (CO 1) <sup>b</sup>	1	-0.098	0.162	-0.605	[-0.415, 0.219]
Tenure (CO 2) <sup>b</sup>	1	0.023	0.167	0.14 0	[-0.304, 0.351]
<i>Between-Level</i>					
Psychological Safety (ME 1)	1				
Transformational Leadership (IV) <sup>b</sup>	2	0.863	0.089	9.681***	[0.688, 1.038]
Team Creativity (DV) <sup>b</sup>	2				
Employee Creativity (ME 2) <sup>b</sup>	1	0.435	0.135	3.210**	[0.169, 0.700]
Transformational Leadership (IV) <sup>b</sup>	2	0.304	0.130	2.338*	[0.049, 0.558]
Team Size (CO 3) <sup>b</sup>	2	-0.015	0.112	-0.133	[-0.234, 0.204]

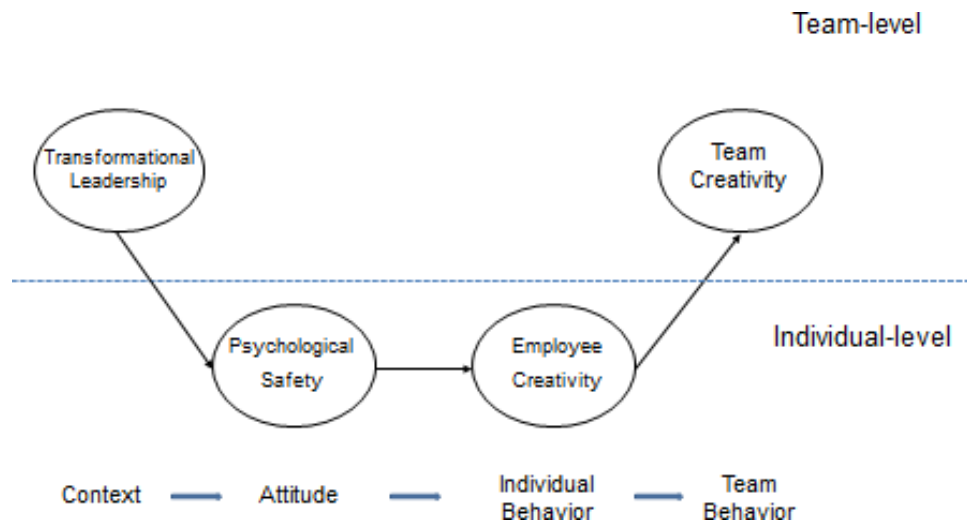
a Analyses are based on Mplus Multiple Regression approach; N = 196 at Level 1, N = 50 at Level 2.

b Standardized coefficients are shown; IV = independent variable; DV = dependent variable; ME = mediating variable; CO=control variable; SE = standard error.

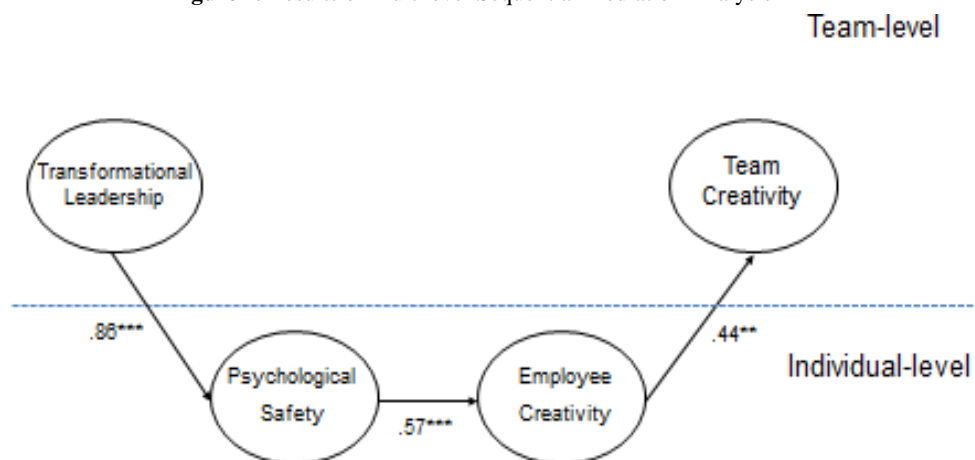
\* p < .05; \*\* p < .01; \*\*\* p < .001 (Two-tailed p-value)



**Figure 1.** A Theoretical Model of the Current Study



**Figure 2.** Results of Multilevel Sequential Mediation Analysis



**Note.** \* $p < .05$ , \*\* $p < .01$ ; Standardized coefficients are presente





## Opinions of University Students about Online Courses and Their Use in Education

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### Abstract

The paper presents the results of a preliminary survey in the framework of an upcoming experimental research study focused on the implementation of online educational courses as part of university education. The purpose of online courses is to develop students' thinking in the area of computer science and they are designed for future teachers of computer science. For the purposes of designing the concept of the courses, a preliminary study was conducted by means of a questionnaire survey. The survey focused on students' opinions and experiences in the area of online courses and their implementation in the teaching process. From the conducted analysis of the data we detected that students can be divided into two groups that differs in their opinions according to their previous experience (attitude) to the online courses. Previous direct experience with the electronical form of education leads to more positive attitude to this type of education.

**Keywords:** Online educational course, university students, MOOC, questionnaire, cluster analysis

### Introduction

In the last decade, various university courses across the world have been deluged with massive open online courses (MOOC). This phenomenon is one of the fastest developing educational trends and brings new ways of electronic education (Brdička, 2012; Kaplan & Haenlein, 2016). This new method of education matches the requirements of the current network generation (Tapscott, 1998). These requirements are achieved by initiatives aimed at international trends in education relating to availability and openness of education or implementation of ICT in education. It needs to be borne in mind however that many universities are not ready for the introduction of online courses in terms of expertise or equipment (Lebeda, 2014).

The use of digital technologies is a natural part of human life and this also applies to the process of education. However, there are certain risks associated with these technologies. For example, being surrounded by multimedia and multitasking, leads to worse academic results (Rosen, 2012). Also, computer-aided group learning might cause communication barriers that make the process of learning difficult (Poláček, 2015). On the other hand, MOOC provide relevant advantages and benefits. By introducing online courses, institutions may increase their reputation. MOOC provide space for innovations, diversification of educational strategies, and experimenting with educational approaches according to the requirements of the society while increasing the effectiveness of achieving the learning objectives. A list of MOOC benefits was published by Jenner (Jenner, 2014). The development of MOOC provides a great potential for the transformation of the current university education. Thrun (2013) predicted that in 50 years there would be 10 universities in the world providing university study across the globe. Oremus opposed this prediction and aptly stated that 'Open online classes cannot replace the teacher and the classroom. They can make them better' (Oremus, 2013).

Combining e-learning in the form of online courses and traditional learning process may result in hybrid types of education including SPOC (Small Private Online Courses). The first SPOC was experimentally introduced in 2013 at Harvard University. Small private online courses have a lower number of students selected according to



predetermined criteria. The use of educational methods does not differ from cMOOC or xMOOC courses. What differs considerably is the number of students who complete the course. In the case of SPOC the proportion is much higher (Garlock, 2015).

In the Czech Republic some universities experiment with the introduction of MOOC courses at various levels. But this is still an informal way of education and therefore, the effect of the courses in the traditional full-time study is likely to be lower compared with combined forms of study. The inclusion of SPOC in the traditional full-time education can be considered from various perspectives. It can be anticipated that the awareness about online courses among university students is low. At the same time however, it would be desirable to find out whether university teachers are familiar with the issue of online courses, their introduction, and whether they would be willing to implement these courses. At the moment, the objective is not to replace the traditional full-time education, but offer an enriching and motivating alternative, especially for students in the area of ICT application in the educational process. At the same time, SPOC courses may effectively complement full-time teacher training courses, which are delivered in a number of subject combinations. As a result, these courses include a small number of students. Although the preparation of an online course is time consuming for the teachers, in the full-time form of study it may become a more effective complement for the students.

### **Problem Statement and Sub-Problems**

At present, the authors of the paper are preparing a research study aimed at the implementation of online courses in ICT courses for future ICT teachers at Palacký University in Olomouc. In the Czech Republic, online courses in the full-time form of study are not a standard educational method and therefore it is anticipated that there might be certain problems. One of the key factors affecting successful completion of courses is students' experience with online education and their ideas about online courses. It is also true that the actual trend in online education need not be associated with institutional education, is open and available to everybody, and thus it can be assumed that some students already have experience with and ideas about online courses. These assumptions were the basis of the preliminary research, in which the following research assumption was formulated: students of the Faculty of Education, Palacký University in Olomouc will form several groups according to their opinions about online courses and ways of using and preferences of online resources. It is further assumed that at least one of the groups will include a significant proportion of future ICT teachers.

The preliminary research builds on previous research studies carried out at Palacký University in Olomouc (Klement, Chráska jr., 2012; Janská, 2013; Chráska jr., 2014, 2015, 2017). These studies suggested that the approaches of university students to the use of information resources in their study differed, just as their opinions about the preference of individual types of study materials. Similarly to the study performed in 2013 (Chráska jr., 2014), in 2015 a total of three typical groups of students were identified that substantially differed in their approaches to education by means of traditional printed study materials and by means of electronic study materials. It was observed that, unlike in 2013, there was no group of future teachers who would favour education exclusively in an electronic form. A degree of euphoria associated with this type of education has probably faded and a more realistic perspective prevails among students. In 2015 it was also observed that although there were three different groups of students in terms of their opinions about the types of preferred study materials, all students wanted to use electronic materials in the course of their study (Chráska jr., 2017).

### **Method**

#### **Method of the research**

To test the research assumption, a quantitative research approach was selected. The main research method was a questionnaire designed by the authors (Chráska sr., 2016). The questionnaire focused on an analysis of students' opinions about online courses and the use and preferences of online resources. The items of the questionnaire were typologically designed as closed items with a selection of answers. The questionnaire was distributed anonymously



in an online form during March and April 2018. The design of the present research meets the generally acknowledged criteria of educational research (Chráska sr., 2016).

### Population sampling

The sampling procedure was deliberate. Several different groups of students of teacher training courses at the Faculty of Education, Palacký University in Olomouc were asked to participate. In total, the preliminary research included 55 students. Of the total number, 20 students were in the ICT teacher training course and 35 students were in other courses. The structure of the research sample is shown in Table 1.

**Table 1.** Description of the research sample

Gender	Students of ICT	Students of another course	Row (Totals)
Male	14	9	23
Female	6	26	32
All Grps	20	35	55

### Data collection tools

The administration of the anonymous data was performed by means of a spreadsheet application, in which a basic data analysis was performed and the data were transformed to a form suitable for further processing. Statistical data processing and analysis were performed by means of STATISTICA 12 (StatSoft, 2013).

### Data Reliability and Validity

The reliability of the questionnaire was tested by means of Cronbach's alpha. Its value was 0.76 (see Table 2), which suggests sufficient reliability of the research study. The reliability of the questionnaire was tested separately for the group of men ( $r=0.70$ ) and women ( $r=0.80$ ). Obviously, the reliability of the measurement was higher in the group of women and achieved the generally required value of 0.80 (Chráska sr., 2016).

**Table 2.** Reliability of the questionnaire tested by means of Cronbach's alpha

Variable	Summary for scale: Mean=73.76 Std.Dv.=11.39 Valid N:50 Cronbach alpha: 0.78 Standardized alpha: 0.76 Average inter-item corr.: 0.11				
	Mean if (deleted)	Var. if (deleted)	StdV. if (deleted)	Itm-Totl (Correl.)	Alpha if (deleted)
Do you think that education by means of online courses is promising in the context of elementary institutional education?	72.30	119.81	10.95	0.22	0.77
Do you think that education by means of online courses is promising in the context of secondary institutional education?	71.44	116.77	10.81	0.40	0.76
Do you think that education by means of online courses is promising in the context of university institutional education?	70.76	116.74	10.80	0.43	0.76
If you had an opportunity, would you take part in an online educational course?	71.30	120.41	10.97	0.26	0.77
Do you think it is a good idea to include elements of online education in full-time classes?	70.74	121.11	11.01	0.25	0.77
Do you think it is possible to complete education aimed at computer sciences by means of online courses?	71.14	120.72	10.99	0.25	0.77
What learning materials would you prefer in an online course? Learning texts.	71.32	127.74	11.30	-0.08	0.79
What learning materials would you prefer in an online course? Multimedia presentations.	70.38	121.20	11.01	0.32	0.77
What learning materials would you prefer in an online course? Instructive video recordings	70.40	115.36	10.74	0.55	0.76



What learning materials would you prefer in an online course? Video lectures - live	70.86	115.04	10.73	0.39	0.76
What learning materials would you prefer in an online course? Video lectures - recorded	70.62	112.20	10.59	0.63	0.75
What learning materials would you prefer in an online course? Audio lectures (sound transmission) - live	71.84	114.77	10.71	0.39	0.76
What learning materials would you prefer in an online course? Audio lectures - recorded sound	71.38	115.76	10.76	0.33	0.77
Do you consider other students a source of information in your learning?	70.50	121.77	11.03	0.24	0.77
Do you use deliberate learning by means of online discussions or chats with students?	71.38	119.08	10.91	0.38	0.77
Do you use deliberate learning by means of online discussions or chats with teachers?	73.16	125.89	11.22	0.05	0.78
Do you use deliberate learning by means of online discussions or chats with friends?	71.50	122.97	11.09	0.15	0.78
Do you use deliberate learning by means of online discussions or chats with family members?	72.78	125.53	11.20	0.04	0.78
What online educational tools would you prefer in learning? Discussion forum	71.36	113.39	10.65	0.51	0.76
What online educational tools would you prefer in learning? Chat (instant messaging)	71.06	116.46	10.79	0.43	0.76
What online educational tools would you prefer in learning? E-mail	71.32	119.22	10.92	0.27	0.77
What online educational tools would you prefer in learning? Web-based information portals, encyclopaedias	70.72	126.84	11.26	-0.01	0.78
What online educational tools would you prefer in learning? Specialized websites	70.56	126.01	11.23	0.03	0.78
What online educational tools would you prefer in learning? E-books	70.62	125.24	11.19	0.06	0.78
What online educational tools would you prefer in learning? Video servers	71.00	117.60	10.84	0.37	0.77
What online educational tools would you prefer for studying? Audio calls	71.50	112.09	10.59	0.53	0.75
What online educational tools would you prefer in learning? Audio conversation	71.70	113.53	10.66	0.46	0.76
What online educational tools would you prefer in learning? Monitor screening ('streaming')	71.26	116.75	10.81	0.35	0.77
What online educational tools would you prefer in learning? Tasks to practise the learning content including feedback	70.38	127.00	11.27	-0.01	0.78

### Analysis Techniques

To determine the anticipated groups of students, the Generalized Cluster Analysis was applied. This alternative of the Cluster Analysis (Chráska jr., 2017) using a special algorithm determines the number of identified clusters. Therefore, the number cannot be determined in advance. The calculation of the number of clusters and its characteristics was performed by means of STATISTICA 12 (StatSoft, 2013). The differences in the numbers of individual responses in the identified groups of students were calculated in STATISTICA 12 by means of the chi-squared test.

### Findings

The results of clustering of the students' responses to the questions are shown in Table 2. The table shows that the clustering algorithm in STATISTICA 12 identified two groups (clusters) of students. Table 2 also shows the prevailing responses of the students in both clusters to the questions and indicates the statistical significance of the difference. A detailed analysis of the differences in the students' responses to some questions in the questionnaire in both groups is shown in Figures 1 to 3.

**Table 3.** Generalized Cluster Analysis - students' responses to selected questionnaire items

Variable: Questionnaire item	Cluster 1	Cluster 2	Signif.
Have you ever participated in an online educational course?	No	No	<b>0.031</b>
Do you think that education by means of online courses is promising in the context of elementary institutional education?	Rather not	Rather not	0.360



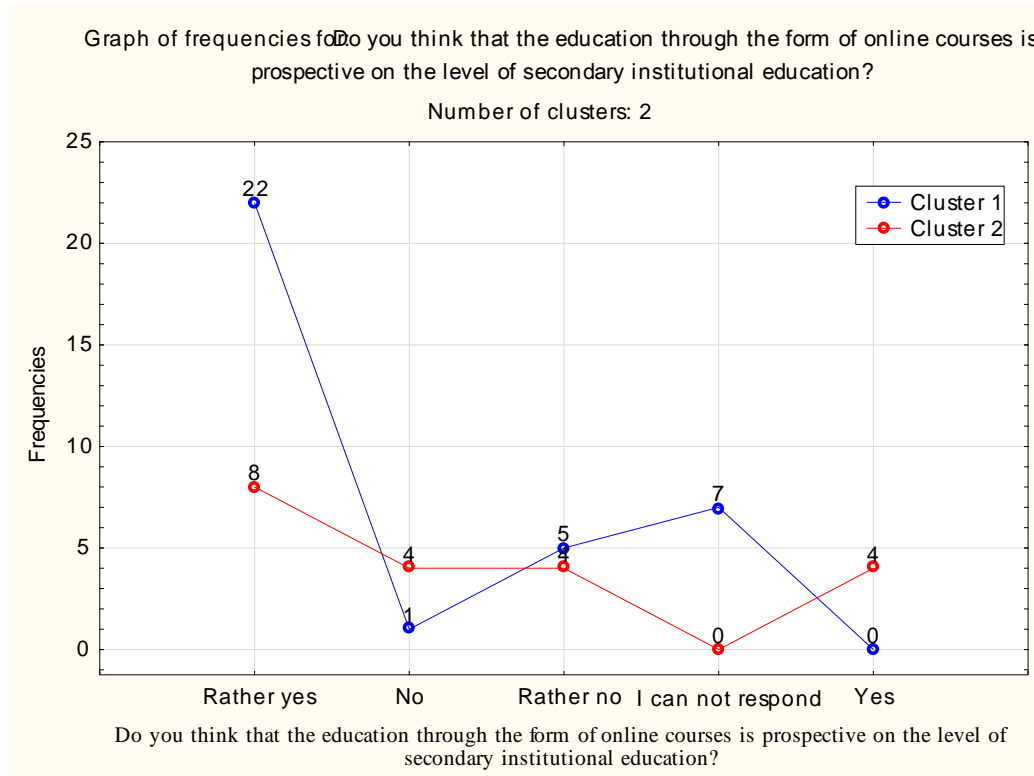
Do you think that education by means of online courses is promising in the context of secondary institutional education?	Rather yes	Rather yes	<b>0.002</b>
Do you think that education by means of online courses is promising in the context of university institutional education?	Rather yes	Yes	<b>0.008</b>
If you had an opportunity, would you take part in an online educational course?	Rather yes	Rather yes	0.099
What learning materials would you prefer in an online course? Learning texts.	Rather not	Definitely yes	<b>0.003</b>
What learning materials would you prefer in an online course? Multimedia presentations.	Rather yes	Definitely yes	<b>0.024</b>
What learning materials would you prefer in an online course? Instructive video recordings	Rather yes	Definitely yes	<b>0.024</b>
What learning materials would you prefer in an online course? Video lectures - live	Rather yes	Definitely yes	0.084
What learning materials would you prefer in an online course? Video lectures - recorded	Rather yes	Definitely yes	<b>0.014</b>
What learning materials would you prefer in an online course? Audio lectures (sound transmission) - live	Rather yes	Rather not	<b>0.005</b>
What learning materials would you prefer in an online course? Audio lectures - recorded sound	Rather yes	Definitely yes	<b>0.001</b>
Do you consider other students a source of information in your learning?	Rather yes	Yes	0.099
Do you use deliberate learning by means of online discussions or chats with students?	Often	Often	0.420
Do you use deliberate learning by means of online discussions or chats with teachers?	Never	Never	0.639
Do you use deliberate learning by means of online discussions or chats with friends?	Sometimes	Sometimes	0.497
Do you use deliberate learning by means of online discussions or chats with family members?	Never	Never	0.622
What online educational tools would you prefer in learning? Discussion forum	Rather yes	Rather yes	0.422
What online educational tools would you prefer in learning? Chat (instant messaging)	Rather yes	Yes	<b>0.022</b>
What online educational tools would you prefer in learning? E-mail	Rather yes	Rather yes	0.128
What online educational tools would you prefer in learning? Web-based information portals, encyclopaedias	Rather yes	Yes	<b>0.001</b>
What online educational tools would you prefer in learning? Specialized websites	Rather yes	Yes	<b>0.000</b>
What online educational tools would you prefer in learning? E-books	Rather yes	Yes	<b>0.002</b>
What online educational tools would you prefer in learning? Video servers	Rather yes	Yes	<b>0.010</b>
What online educational tools would you prefer in learning? Audio conversation	Rather yes	Rather yes	<b>0.015</b>
What online educational tools would you prefer in learning? Monitor screening ('streaming')	Rather yes	Yes	<b>0.002</b>
What online educational tools would you prefer in learning? Audio conferences	Rather not	Not at all	<b>0.003</b>
What online educational tools would you prefer in learning? Tasks to practise the learning content including feedback	Rather yes	Yes	<b>0.001</b>
Gender, male or female?	Female student	Female student	0.718
ICT (1), Other (2)	2	1	0.173
If yes, how many online courses have you taken in total?	1	2	0.126
Do you think it is a good idea to include elements of online education in full-time classes?	Rather yes	Yes	0.412
If you were to take one or more university courses, which form of education would you prefer?	Combination of both forms with a predominance of the full-time form	Purely full-time	0.442
Do you think it is possible to complete education aimed at computer sciences by means of online courses?	Rather yes	Rather yes	0.067
Have you ever encountered the term MOOC course?	No	No	0.057
Your secondary education?	Another type of secondary school	Another type of secondary school	<b>0.034</b>
Number of cases	35	20	



Percentage (%)

63.636

36.364



**Figure 1.** Students' responses to the question in both identified groups

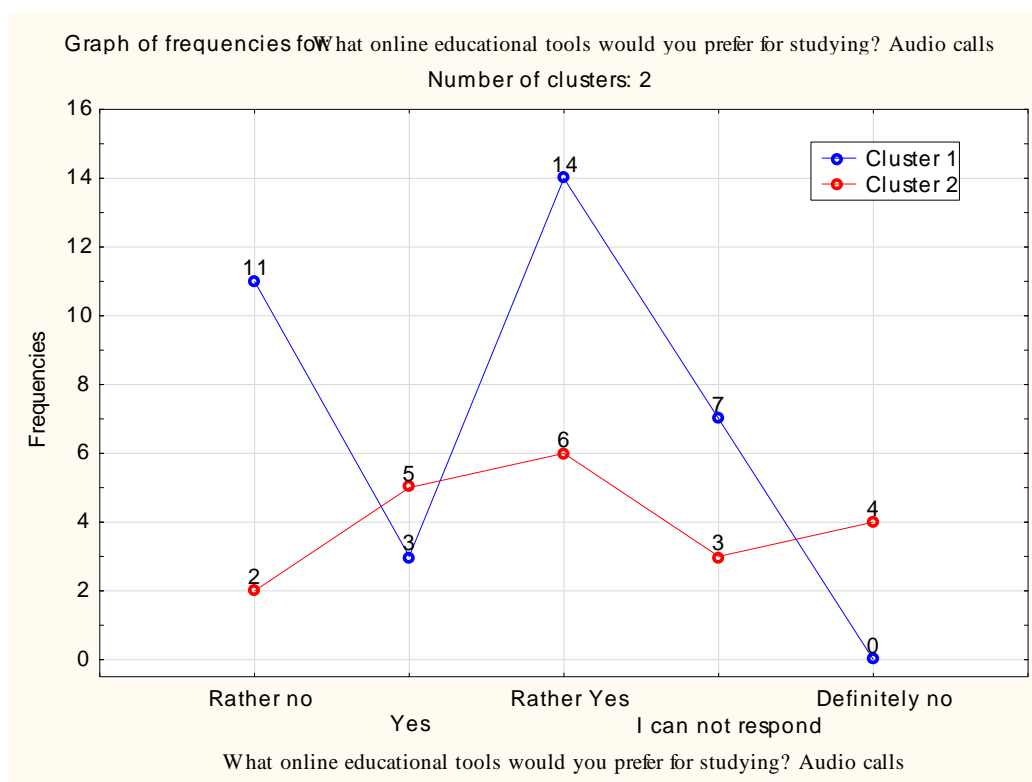
**The first identified group** of students (dominated by grammar school graduates) includes about 64% of students who were less involved in online courses. Despite this fact, they believe that online education is promising in the context of secondary institutional education. In an online course they would prefer live audio lectures. On the other hand, in an online course they would not prefer learning texts. Their preferred online educational tools are audio conferences.

**The second identified group** of students (dominated by vocational school graduates) includes about 36% of students who were more involved in online courses. They also believe that online education is promising in the context of university institutional education. In an online course they would prefer learning texts, multimedia presentations, instructive video recordings and recorded video and audio lectures. On the other hand, in an online course they would not prefer live audio lectures. Their preferred educational tools are chat, web-based information portals and encyclopaedias, specialized websites, e-books, video servers, audio conversation, monitor screening, tasks to practise the learning content including feedback.

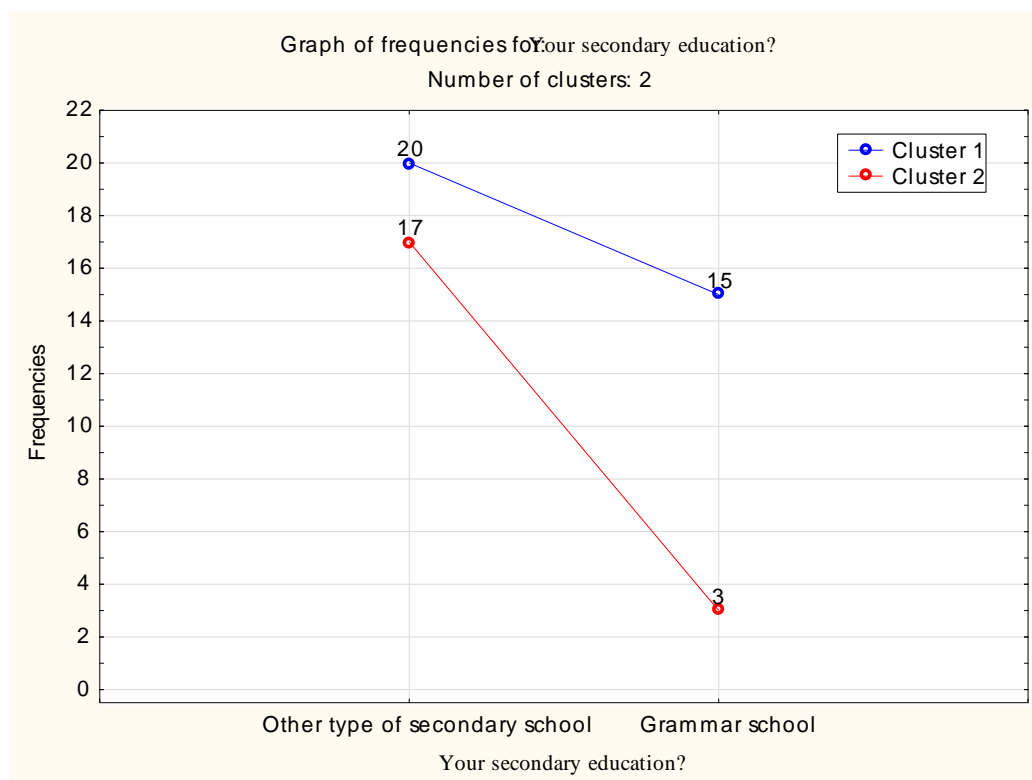
### Results, Conclusions and Recommendations

The analysis of data in the preliminary research suggested that the students can be divided into two groups according to their experience with and approach to online courses. It appears that previous experience with electronic education led to a positive approach to this type of education. Students are willing to learn in this way and prefer more educational channels and online educational tools. However, it was not confirmed that future ICT teachers dominated one of the identified groups of students.





**Figure 2.** Students' responses to the question in both identified groups



**Figure 3.** Students' responses to the question in both identified groups



In group 2 there were more of these students, but their proportion was not statistically significant. For the time being it cannot be concluded that the ICT teacher training course would (as a result of using modern technologies) significantly affect the perspective of students of online courses.

It should also be noted that previous research studies aimed at the learning process suggested that students have a tendency to study in various ways and want to use various means of learning. Many authors agree that learning materials should not only reflect the teacher's style but should be designed for all students and for all learning styles (Šarmanová, Kostolányová, 2015). It also appears that students' attitudes to e-learning education might differ between various groups of students (Klement, Chráska, Chrásková, 2015).

### Limitations of the Preliminary Study

Regarding the limited size of the research sample, the results of the preliminary study cannot be generalized. A detailed analysis will be possible after a more extensive research study is performed on a representative sample of students of the Faculty of Education, Palacký University in Olomouc.

### Continuation of the Research

With respect to the increasing use of electronic study materials and entire electronic courses, an increasing number of researchers start to analyse the process of students' learning in this educational environment and their 'journey' through the course (Hubáček, 2013; Juhaňák, Zounek, 2015). In the processing of research data available in LMS systems the Educational data mining and Learning analytics are used (Siemens, 2012; Siemens, Baker, 2012) to analyse the process of learning and teaching in an e-learning system. An example from the Czech Republic is the identification of the four basic types of interactions in online discussions in electronic courses (Juhaňák, Zounek, 2015). The following types were identified: type A (no interaction), type B (low interaction) type C (star-shape interaction), type D (intensive interaction) with a proportionate distribution.

Therefore, in the next stage of the research the authors of the present study plan to examine the way that future teachers go through an educational course designed in the LMS MOODLE environment. The educational course developed in this way should as much as possible resemble the principles of SPOC courses (Garlock, 2015) based on xMOOC characteristics (Brdička, 2012). The course will be delivered in an online form in the environment of the LMS MOODLE e-learning system, and the interaction between the participants will not be restricted in terms of organization. Therefore, it can be assumed that the course will include synchronous and asynchronous forms of communication. The minimum duration of the course will be 4 online lessons of 60-90 minutes. Throughout the lessons, the students will be connected online to the educational system and actively participate in the course and will use educational materials. Based on the students' preferences, a cluster analysis will be used to identify possible categories of students by their way of communication.

### Acknowledgments

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## The Development of Professional Identities in Czech Schools: Headteachers' Perceptions and Practices

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### Abstract

The formation and development of professional identity is a complicated and sophisticated process. It evolves negotiation with professional knowledge, context, various identities and so on. This article presents research undertaken with headteachers in primary and lower secondary schools of the Czech Republic and explores headteachers' perceptions and practices in relation to their professional identity development. It provides an insight into how headteachers engage in shaping their professional identity. It considers various roles and identities reflected upon their professional life and also explores responsibilities and qualities related to their leadership. The researcher adopted a qualitative paradigm and collected data through a semi-structured interview. 5 headteachers were selected in Olomouc region of the Czech Republic. Grounded theory was applied to analyse the qualitative data, and to develop theories that can further interpret the reality of the developing professional identity in selected schools. Based on the collected data, the researcher summarized the main images of professional identity development from headteachers' viewpoint and their main concerns. The relationship between the concept of professional identity, the context influence and quality of leadership was revealed as well. This article suggests that although there are various identities and characteristics revealing the quality of leadership, the vital role of professional identity is beyond question. Headteachers need to develop a new understanding of their roles and responsibilities, to shape various identities, and to undertake daily practices that are conducive to the developing of professional identities. Besides, it concludes that the context influence which constrains or facilitate ways of developing headteachers' professional identity, so impacting on the quality of leadership should be acknowledged.

**Keywords:** Professional identity, Headteacher, Leadership, Self-development, Czech schools

### Introduction

Headteachers need to be able to engage in the professional development, shaping themselves to reflect on different contexts and making effective use of professional knowledge where it is appropriate. Their professional skills should equip them to manage teachers and all stakeholders and make choices. They should be able to lead and support teachers and learners in the school in which connections can be built. Their confidence should allow them to integrate their experiences with a wider range of leading strategies. In short, headteachers' overall responsibilities have been rediscovered and refined, and the development of professional identities plays a vital role in the whole process. However, the formation and development of professional identity is a complicated and sophisticated process. It evolves negotiation with professional knowledge, skills, context, various identities and so on.

In the Czech Republic, headteachers responsible for "implementing a school educational programme based on the national programme; managing finances; hiring, training and dismissing teachers; and relations with the community" (Pont et al., 2013, p. 10), which requires a good understanding of practical and theoretical skills in teaching and leading. The average work experience of headteachers is 9.7 years in lower secondary schools (OECD, 2018) which is slightly higher than the average (9.2) in OECD countries. The previous work experiences are counted for the development of professional identities, and it allows headteachers built new information and retains the freedom to make the appropriate decision. However, the focus on headteachers' personal growth and



professional identity development are not extensive and embedded. With the career standards for teachers are approved by the government in 2016, more attention is needed for headteachers' professional development and the development of their professional identities.

This article presents research undertaken with headteachers in primary and lower secondary schools of the Czech Republic and explores headteachers' perceptions and practices in relation to their professional identity development. It provides an insight into how headteachers engage in shaping their professional identity. It considers various roles and identities reflected upon their professional life and also explores responsibilities and qualities related to their leadership. The research questions include: how headteachers in selected Czech schools perceive their professional identities? What factors affect the development of professional identities in selected schools?

### **Theoretical background**

#### **Identity and professional identity**

In considering the concept of identity, it can be viewed as the combination of internal systems (Schwartz, 2001), philosophical system, personal positions in communications (Bamberg, 2006), or membership in a particular group (Brown, 2000). The fundamental questions Who am I? How do we find out who is who? need to be addressed concerns the definition of identity, which makes the meaning of this term more complicated. Such questions could refer to some certain properties or features which a person feels a special sense of belongings. It also possible for some features to belong to a person's identity without he/she actually has it. Different properties and features consist of someone's identity, they are contingent and changeable over time.

However, "the self" does not exist alone but rather exists in relation to the surroundings, such as "others" and context. The role played by the context and "others" are crucial in the development of identity (Hall, 2004). Bucholtz (1999: 209) notes: "Individuals engage in multiple identity practices simultaneously, and they are able to move from one identity to another." The social life and several group memberships of individuals build up the sense of identity and affiliation with border collective identities. In summary, it's difficult to talk about the concept of identity separated by personal experience, social context, affection, cognition, nationality and cultural factors.

It has clearly emerged that professional identities are complex and disparate where various factors coexist. When dealing with the term of professional identity, different aspects have been addressed, such as the community of practice (Dinkelman, 2011), identity orientations (Flynn, 2005), professional path (Hunter & Segrott, 2008) and so on. Based on the previous studies, two areas of professional identity need to be explored, which are the formation process and the different ways it has been viewed.

As mentioned, the formation of the identity of involving many factors, such as different roles, knowledge and so on. For professional identity, Zizek (1989) suggests that symbolic theory and imaginary identifications are crucial for the formation process. The manners and symbols which people embraced within work, influenced the structural features of their professional identity. Moreover, Deem (2006) argues that in the formation process, there are many struggles within the boundaries of the social world. How to adapt and maximise symbols and manners are the barriers in a way, and they also impact upon the personal growth and professional development. Professional identity is viewed as an on-going and dynamic process of interpretation of experiences (Beijaard et al. 2004; Day, 1999). It does answer the question of whom I want to become in the future. Kogan (2000) suggests that professional identity is both individual and social, their expertise, conceptual frameworks and performance in the communities are interwind. A higher level of expertise led to better performance and vice versa.

#### **The changing professional identity of headteachers**

The exploration of identity and professional identity can be considered as a lens for understanding headteachers'



roles and importance in a school.

Winterson (1988), as a headteacher, sought to the notion of headteacher's identification practices. After applied personal narrative, he found that forming a "principal identity" (p. 160) is a continuing process. He proposed that the changing professional identities might use to support leadership and scholarship. Fernández (2011) emphasise the coherence being a headteacher and his/her behaviours. The professional identity is belonging to personal identity and it always stays in constant change. Regarding the headteachers in urban schools, Whiteman et al. (2015) examine the relationship between trust and identity. They discussed implications for practice and future research at the end of their article. Ritacco and Bolívar (2018) argue that the professional identity of headteachers is not stable. And there are six dimensions emerged: personal identity, professional identity, professional identity, social identity, professionalization and dual identity (p. 28).

As described in the literature, headteachers' professional identity has several dimensions, they are contextual, multiple and developmental. Headteachers shape their own professional identity in relation to their experience, cultural and social background, emotions and interaction with others. Besides, headteachers manage their identities to respond to different role expectations (Young et al., 2009), increase motivation and make meaningful work. However, the flux of professional identity is not rapid and significant in social groups or some professions. As a practitioner, headteacher needs to learn and understand common traits and adjust their professional identities.

### Methodology

The following research questions guided this study: how headteachers in selected Czech schools perceive their professional identities? What factors affect the development of professional identities in selected schools? In order to answer the research questions, researchers adopted a qualitative research. After abstaining the necessary ethical approval, the present research was conducted in 2 primary and 3 lower secondary schools in the Olomouc region of the Czech Republic, and 5 headteachers participated in this research. Aliases were used for all the participants and the details such as the names of school and places were replaced artificial designations. Table 1 showed the basic information of the participants.

**Table 1.** Basic information about participants

Participants	Gender	Age	Working experience before /after being a headteacher (Years)
Lucy	female	44	13/5
Jana	female	39	11/6
Alena	female	42	16/2
Jan	Male	41	9/5
Tomas	Male	45	15/6

A semi-structures interview was used to collect data. And the interviews lasted from 45 to 65 minutes but most of them were about 60 minutes, which was the time stated in advance. Grounded theory was applied to analyse the qualitative data. Constant comparative analysis and coding were used in the process of data analysis. According to Strauss and Corbin (1990), three types of coding are applied: open coding, axial coding and selective coding. Besides, member checking was used for the validity of the research.

### Results

After data processing, all the transcripts of the interviews were coded and categorized. In total, there are 511manageable pieces generated in the open coding process. The codes which have the same properties are belonging to one category. 26 categories have emerged on this stage, and 11 categories were found linkages in the



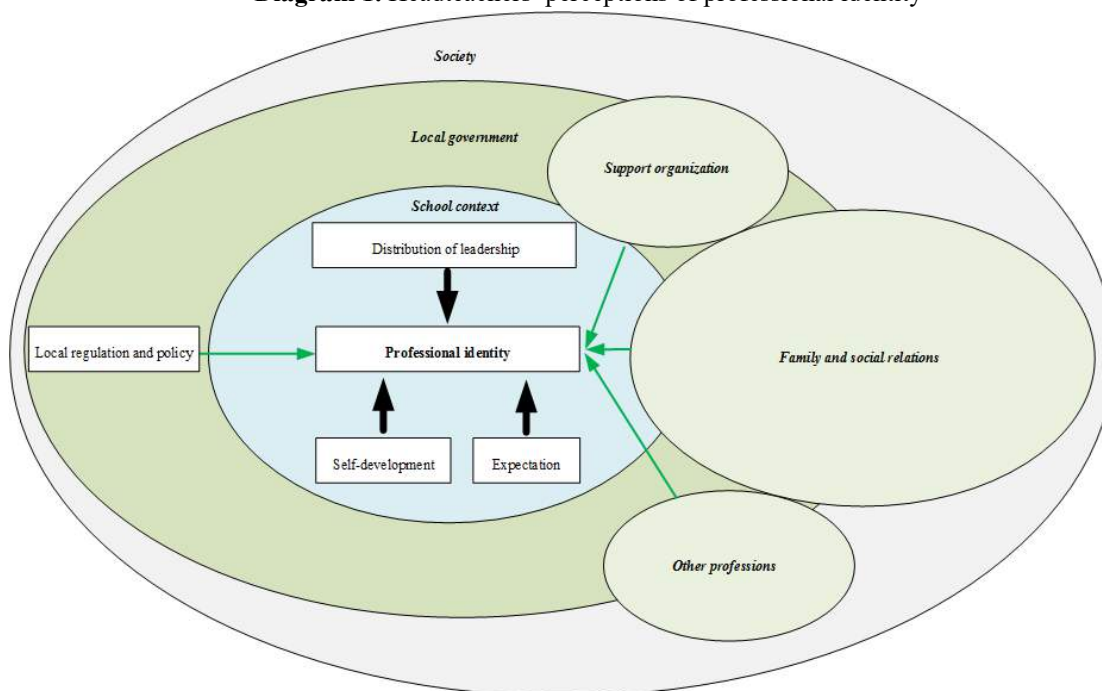


axial coding process. 3 topical areas that present the distinct image of professional identity development from headteachers' viewpoint.

### Overview of headteachers' perceptions of professional identity

Diagram 1 shows headteachers' perceptions of professional identity in selected schools. The socio-ecosystem of the professional identity consisted of the school context, local government, support organization, family and social relations and the society. These different components were involved in the formation process of professional identity. Distribution of leadership, self-development and expectation are highlighted by headteachers.

**Diagram 1.** Headteachers' perceptions of professional identity



### Roles and functions that each component plays in professional identity development

School context is the microsystem where the headteachers' perceptions are mainly carried out. In selected schools, the situation of school size, speciality and pupils with special needs are different. Each school has a different way of everyday teaching and learning. Distribution of leadership, self-development and expectation are mainly considered in this context. Distribution of leadership includes distributing leadership among teacher, school deputies and directors, which requires good understanding and communication with all stakeholders. Self-development can be summarized in three ways: self-study, professional training and reflection. Expectations are from various aspects, such as society, local government, family and so on, but in this search, expectations from specific school context were mainly concerned, which are expectations from teachers, students, parents and school management team.

Local government and its regulations and policies were involved in the development of professional identity at different extents. Different attention and attitudes from local government would lead to different levels of financial support.

The relationship between family members, the connection between social relations and economic status were considered as the main content in the component of family and social relations. Supportive family members or



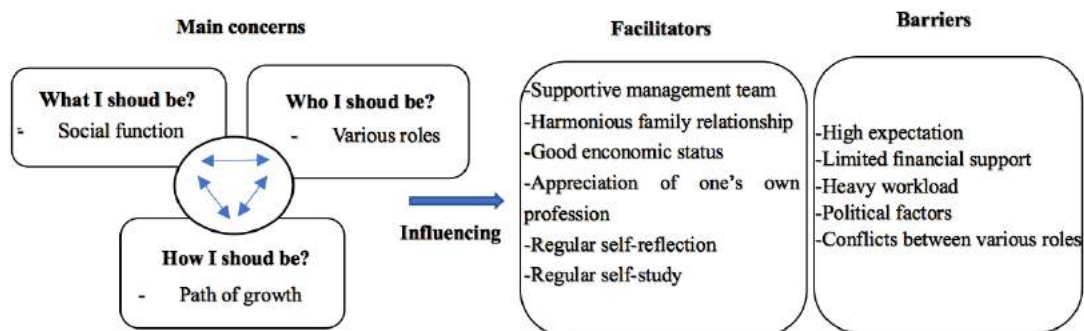
friends could help headteachers make the appropriate decision and provide helpful suggestions. On the other hand, if there are children with special needs or bad health condition members in headteacher's family, which could leave less time and energy for his/her developing professional identity. Economic status of the headteacher and his/her family was mentioned by the participants, better economic status led to higher self-satisfaction.

Apart from this, support organization and other professional were played as a resource centre. Their existing, provide necessary materials and human resources for headteachers' professional development and the construction or reconstruction of professional identity.

## Facilitators and barriers

Facilitators and barriers were discovered in this study. Diagram 2 shows the main concerns, facilitators and barriers of the development of professional identity from headteachers' perceptions. A supportive management team, harmonious family relationship, good economic status, appreciation of one's own profession, regular self-reflection and regular self-study were discovered as facilitators. High expectation, limited financial support, heavy workload, political factors and conflicts between various roles were considered as barriers to the development of professional identity.

**Diagram 2.** Facilitators and barriers



## Discussion and recommendation

The image of headteachers' perceptions on the development of professional identity contains various components which illustrated its complexity. Better cooperation from each component is able to bring better development of professional identity. Persons involved in the image provided a direct or indirect effect for the development of professional identity. They have included headteachers, teachers, students, parents, teachers and researchers from support organizations, government workers, family members, friends, other professions and so on. Those persons interacted with each other in order to construct a well-structured professional identity for headteachers, although some of them did not notice that. They can become support providers for the formation of professional identity if the cooperation goes well and effectively, and as well as receivers. For instance, the young headteachers who can answer ICT problems easier than elder headteachers, and the elder headteachers, not good at using ICT are usually more experienced than young headteachers, the cooperation between them will bring benefits for both sides. However, too many stakeholders are involved in this process, it is not an easy task to effectively working together. Further research for the effective cooperation between each component is needed.

The development of headteachers' professional identity is closely related to their daily life. The fact that creates connections, works on administrative issues plays vital roles in teaching and leading and might contribute to the high satisfaction from teachers and students but leaves limited time to headteachers to think about the development of professional identity. Similarly, more and more pedagogical skills and management skills are used in the daily



practice, which allowed headteachers to have more options. However, some of those growth-fostering skills are constructed within specific social and cultural context. More time is needed to distinguish and test the effectivity of related skills.

## Conclusion

This research tries to understand and describe the development of professional identity from headteachers' perceptions. The concept of identity, professional identity and headteachers' professional identity was explored and the relationship between professional identity, the context influence and quality of leadership were revealed as well. It provides an insight into how headteachers engage in shaping their professional identity. It considers various roles and identities reflected upon their professional life and also explores responsibilities and qualities related to their leadership. Facilitators and barriers of the development of professional identity were presented as well.

This article suggests that although there are various identities and characteristics revealing the quality of leadership, the vital role of professional identity is beyond question. Headteachers need to develop a new understanding of their roles and responsibilities, to shape various identities, and to undertake daily practices that are conducive to the developing of professional identities. Better cooperation between related aspects is needed. Besides, the context influence which constrains or facilitate ways of developing headteachers' professional identity, so impacting on the quality of leadership should be acknowledged.

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## Genuine or Pseudo? Young People Perception of Museums.

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### Abstract

The two concepts “museum” and “market” have never existed isolated from each other. The definition of the museum among professionals has been absolutely clearly defined and understandable. Museums have various functions (ICOM, 2016), although it seems to us that the core functions of museums can be described as four major interrelating activities. Hence, today we find ourselves in a paradoxical situation when we suddenly discover that institutions that work for profit and have nothing common with the above-mentioned traditional museum functions have appropriated the name of a “museum”. It appears that now we have two kinds of museums – the so-called “real museums” and those that we can name as pseudo museums. The viewpoints of young adults have been researched because according to statistical data young people, aged between 15 and 24, is one of the most active groups of museum visitors in Latvia. The young people were asked to point out their preferences for visiting museums in future. Data were collected regarding the museums they would like to visit themselves, and which might be the museums they would like to advise their family members and guests coming from abroad to visit. After having analysed the questionnaires and processed the interviews, conclusions can be drawn regarding the functions of museums, and perceptions about their authenticity. Hence, we can form the idea about the perception of museums. What are the issues where the viewpoints with museum professionals coincide and where they are different?

**Keywords:** Museums, pseudo museums, students, sustainability

### Introduction.

The two concepts “museum” and “market” have never existed isolated from each other. (Meress, 2012) The definition of the museum among professionals has been absolutely clearly defined and can be easily perceived. Museums have various functions (ICOM Website, 2016), although it seems to us that the core functions of museums can be described as four major interrelating activities. Thus, the main functions of museums are acquisition, conservation, research, and interpretation (communicating and exhibiting). It does not mean that museums and their functions are inflexible; they are going to change. In the aftermath of the 2016 ICOM General Conference in Milan, a new Standing Committee has been appointed to study and amend the definition. The Committee on Museum Definition, Prospects and Potentials (MDPP, 2017-2019) aims to provide a critical perspective on the current definition as a shared, international framework. (ICOM Website, 2016). It means that in the nearest future also museum specialists will make the needed alterations corresponding to the interests of public and towards sustainable development of the museums. Hence, today we find ourselves in a paradoxical situation when we suddenly discover that institutions that work for profit and have nothing common with the above mentioned traditional museum functions have appropriated the name of a “museum”. It appears that now we have two kinds of museums – the so-called “real museums” and those that we can name as pseudo museums.

This problem has constantly been in the centre of attention for more than thirty years. The terms *pseudo museum*, *quasi museum* and *fake museum* were coined and circulated in the field.

Researchers came to the conclusion that it is no coincidence that the western world is seeing growing numbers of museums (or quasi museums) dedicated to stars of the entertainment industry, to the film and mass media industries, and to commercial products such as Coca-Cola. (Watson, 2007)



The latest developments show that this problem on a professional level has also been in the focus of attention also in Latvia, especially among curators who are arranging museum spaces, permanent displays and exhibitions.

“In my opinion, a contemporary museum must develop the ability to compete with malls, if we speak about product stand and exhibition installations”, admits Jānis Mitrēvics who is a renowned and internationally celebrated professional, and has worked in the museum field in Latvia, Azerbaijan and Russia. “We see that a modern museum today can viewed as an alternative to the mall, as one of the ways for people to spend their leisure time. At present malls comprise cinemas, workshops for children and elderly people, fitness clubs, and else... However, a contemporary museum also proves to be a complex system with a restaurant, cafe, shop, lecture hall, children education space on its premises, etc. Apart from this, a museum has its extra added value, that is, a display that holds some ten, twenty or thirty percent of the authentic material. This distinct feature makes it differ from the mall. And the museum must rival malls”. (Mitrēvics, 2018)

One of the ways to select out these pseudo museums is the state ruled practice of certification. Accreditation of museums has been carried out in order to ensure museum activities that should be of quality, professional, directed towards the needs and interests of the society. Regrettably, each third institution that in Latvia carries the name of the museum has not expressed any wish to go through the process of accreditation. The present study was designed to identify the present situation and examine the ways how young adults in Latvia, exactly students, look at museums and see the functions of museums. Which are the ones they consider as real museums and which they don't see like that? Statistical data on museum attendance show that people who go to museums do it most twice a year, not more. Only a small part of them does it more frequently. Museum visitors can be found in most part among female gender (61% have visited museums at least once a year, young people, aged 15–24, (64%), people with higher education (70%), people with income over EUR 600 per month (72%), and families with small children (60%). The study has been focused on the viewpoint analysis of young adults because statistical data show that young people, aged between 15 and 24, is one of the most active groups of museum visitors in Latvia. (Kultūras auditorija, 2016)

The data show that the situation in Latvia regarding this age group as museum visitors relatively differs if compared with other European countries that do not show this age group as the most active part of museum visitors. What is the reason? It can be explained by the fact that in Latvia the visit to the museum is included into the school teaching programme and is compulsory, well, at least during the Project Week. The visit to the museum most often is planned by the teaching staff organizing school excursions. The Ministry of Education together with museum education specialists have worked hard to make the visit to the museum as a logical and integral part of the study process, purposeful and pre-designed. Not going into depth, let me mention just one example out of this fruitful collaboration between those institutions. It is called the Creative Museum – an experimental and independent Think Tank that analyses museums, searches for strategic solutions and offers professional advice.

The purpose of the present paper was to find out what do the young people mean by hearing the name of the museum, and whether their point of view is similar to that of the specialists and theoreticians in the museum field, or is it different, and exactly which issues are different. Consequently, the completed analysis and collected data obtained with the help of the questionnaire lead to a following - we can see the viewpoint of the youth regarding museums. Theoretically, students should have a relatively good knowledge of the functions and tasks of the museum, as these topics have been examined several times in the learning process.

## **Methods**

The study was conducted among 120 students (81% female, 19% male) from different universities, most of them representing faculties of cultural and social studies, as well as a relatively small number of students from engineering sciences. The questionnaire was set up for a more in-depth and ample research. The question about





real and pseudo museums was one among the whole question set. Two types of relating— a museophile and a museophobe were sorted out to show the attitudes of museum visitors – the first one – considering museums as a place for enjoyment or gathering positive and emotional experiences and possible venues for learning, and the second — people avoiding museums. For this study questionnaire was the research instrument; the compiled data were examined and, afterwards, they provided essential information for conclusions regarding museum visits.

From oral interviews, it was concluded that only a small part of respondents, which does not exceed 5%, have a negative attitude towards museums, and it was difficult for them to underpin their negative feelings. The answers were, for example: “I am allergic to museums” or “I just don't like it”.

Speaking about the museum visitor's experience, one of the posed questions was aimed to find out which of the museums the students had visited during their travels abroad or recreational trips. Since the major objective of the study was to collect general information, attendance of the museums on the territory of Latvia was not especially researched. The above-mentioned question was an attempt to ascertain whether student hobbies related to leisure and travel included museum visits as well. Indirectly, the replies could indicate the “presence” of a museophile. Some of them answered that they had visited museums, but could not remember their names and could not identify them. Out of all respondents who gave an affirmative answer, three respondents had visited Wax Museums in London and Paris.

To carry out the survey, the questionnaire was prepared including the following question – which, in their opinion, are the museums in Riga they would point out as the so-called “fake museums” or pseudo museums. (When speaking about museums, the *pseudo* term was preferred to *fake*, which, in the author's opinion, has a more negative connotation because in the Latvian language it is mostly associated with the idea of forgery). The students were not asked to look up the functions and goals of the museum work. The selection of criterions depended only on them. This question was asked amidst many other related questions, and over 23 respondents left this unanswered. It is possible that during the task some students used Internet resources to read Latvia's Law on Museums that comprises also a definition of museum functions. Here I would like to make a remark. At the University, I am reading the course on cultural tourism and guiding, and my lectures comprise material about objects of cultural interest in various cities. I usually mention several interesting examples – as, for example, the Goulash Museum in Vienna, Austria and Museo del Jamon or “Museum of Ham” in Madrid, Spain.



**Picture 1.** Museo del Jamon or "Museum of Ham" in Madrid, Spain.

The second part of the survey was dedicated to explore the question of commercialization — do they consider commercialization as a boundary line?



While filling in the questionnaire the students most probably acquainted themselves with all the spectrum of museums in Riga. In the greatest majority, their answers corresponded to those given by museum specialists. In the aspect of pseudo museums, the winner was the Museum of Sun, which was mentioned most frequently. It is difficult to say why they chose it – it might be because of its name. The display of the Museum of Sun is based on the private collection of Iveta Gražule, a private person, who started her collection of items on this subject more than eleven years ago. On her visit to Portugal, she had bought a small pendant in the form of the Sun, just as a token to remember the sunny days she had enjoyed there. So, in the course of the time, she gradually supplemented her collection by buying the kind of souvenirs in every country she had visited on her travels. Up to the present day the collection counts 400 different decorations on this subject. Apart from this, the museum holds lectures of educational character regarding the Sun as a cosmic object. Fundamentally, it is a commercial project.

Alongside, a great number of student answers depended purely on the name of the museum, and it can be deceptive at the first glance, as, for example, the “Arsenals” Museum has nothing to do with the subject of war ammunition supplies and Army, but is part of the Latvian National Museum of Art and preserves Soviet time art pieces. The same case was with the Museum “Riga Bourse” that at present has no connotations to stock exchange operations or stock dealers, but, instead, preserves a number of significant collections of historic art pieces from across the world, and it is also part of the Latvian National Museum of Art. So, the situation turned into a paradox, because students, strange enough, named the two above mentioned museums as pseudo museums.

The surveys showed also several interesting tendencies. Frequently respondents considered that only state-owned museums were “real museums”, but private museums and museums of institutions were attributed to the category of pseudo museums. Many of the scientific profile museums belonging to Universities, for example, the Museum of Geology and the Human Pathology Museum belonging to the University of Latvia were listed under pseudo museums.

**Table 1.** Pseudo museums in the students' viewpoint. Table based on the score of most popular answers

	Title of the museum	Accreditation	Ownership
1	Sun Museum	no	Private
2	Laima Chocolate Museum	no	Private
3	Aldaris Beer Museum	no	Private
4	Arsenals - Fine Arts Museum	yes	State
5	Museum Riga Porcelain	yes	Municipality
6	KGB Building	yes	Association
7	Cosmos Iluziju Muzejs	no	Private
8	Art Museum RIGA BOURSE	yes	State
9	World of Hat Museum	no	Private
10	Ramer Tower Quest	no	Private

The young people were asked to point out their preferences for visiting museums in future. Data were collected regarding the museums they would like to visit themselves, and also point out the ones which they would advise their family members and guests coming from abroad to visit.



Picture 2. Cosmos Iluziju Muzejs in Riga, Latvia.

After having analysed the provided data and the processed interviews, it is possible to draw definite conclusions regarding the functions of museums, and perception about their authenticity – which are those issues where the viewpoints of students with museum professionals coincide and where they are different.

It is definite that without a clear definition the museum field will become overwhelmed by too many pseudo museums and the prestige of the label “museum” will be inevitably lost. (Ettle, 2016) At the same time the survey shows perception of the museums is grounded predominantly on intuition regarding the museum field.

### Conclusions

The boundary line between “real museums” and pseudo museums is not definite. It is obvious that respondents have only intuitive idea about the field. Their viewpoints differ depending on the school programs that comprise knowledge only about traditional museums. It is also clear that respondents relied also on traditions, experience and intellectual and cultural values respected in their families. Museum authenticity, in their opinion, is associated with traditional museums, in most part, with those financed from the state budget. Frequently students consider that private museums are not “real museums” because they are set up for profit. Their evaluation depends on the name of a museum, and, if the name does not correspond with the content, it makes respondents think that they have come across a pseudo museum. Field and enterprise museums are listed as pseudo museums despite the fact that they fulfil all the functions the museums are required to perform. The questionnaire shows that the fact of museum accreditation does not play any role in their assessment of the museums. Apart from this, students pay little attention to the authenticity of museum collections.

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## Sustainability Trends in the Czech Armed Forces' Education Realized With Chemical Corps

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### Abstract

In this paper both general and specific approaches to education which is provided to military professionals at the University of Defence in the framework of accredited forms of education and courses of lifelong learning have been elaborated. In more detailed way it has been dealt about the proportional share of military occupational field 16 on these activities. There are elaborated the most important aspects of changes concerning implementation of new study programs and, moreover, specifies the proportional share of the Chemical, Biological, Radiological and Nuclear department of the Nuclear, Biological and Chemical Defense Institute of the University of Defence on their realization.

**Keywords:** Study program, Lifelong learning, Force protection, CBRN Defense, NBC Defense Institute, Sustainability

### Introduction

In the relatively recent period, the Czech Armed Forces (CAF) the Military Code of the Vševojsk-2-1 (collective, 2016) has approved. This regulation implements the latest findings of the North Atlantic Alliance (hereinafter referred to as "NATO", "the Alliance") in the CAF environment to protect against Weapons of Mass Destruction (WMD) and Toxic Industrial Materials (TIM). It introduces very important alliance standardization agreements, of which the most important are STANAG 2521 Ed. 1 Chemical, Biological, Radiological and Nuclear (CBRN) Defense on Operations - ATP-3.8.1, Volume I and STANAG 2451 Ed. 4 Allied Joint Doctrine for CBRN Defence - AJP-3.8A. This NATO military regulation, which replaces Vševojsk-2-1 from 2009, already partially integrates approaches based on a relatively long-term requirement for the implementation of the merger of CBRN Defence, which has been extensively published in the past few years. A number of studies have been prepared for the preparation of this regulation (or its amendments), whose conclusions have given the management of the CAF Chemical Corps (CCs) fundamental basis for the adoption of a final decision leading to respecting the alliance framework of the concept of the so-called CBRN Defense (Shojaei at all, 2018, Hoskova-Mayerova, 2018). The Military Code, which, as has already been said, introduces some very important standardization agreements, is included in the second-tier doctrinal system, thus corresponding to the operational level of the command. The practical application of this regulation was further elaborated in relation to education in the draft of the military publication, which presents some practical applications of the implementation of the training and its assessment within the third (tactical) level of the Doctrinal System and thus implements the CAF standardization agreement ATP-3.8.1, volume II.

### Method

The following methods of scientific research were used to achieve the research objective: Content analysis of documents and texts, which included the study of approaches to education during the period under review, focusing on training the specialization of the chemical corps.

Using a descriptive analysis the approaches to education at the faculties of the University of Defence were



described. This was mainly an analysis of the composition of the accreditation study programs and, subsequently, a synthesis of the knowledge of the individual faculties approaching the creation of study plans. The use of this method provide a deeper knowledge of the approaches and understanding of the current concept of forming accredited study programs at the University of Defense.

The method of induction and deduction was used to formulate recommendations for practice in the Czech Armed Forces, in order to deduce and generalize the judgments and conclusions. In the history of military, many theories of military art, including the field of military education, were created using an inductive approach.

## **Findings**

### **General approaches to education**

The education of new officers should comply with the intellectual development of a professional who is deployable in contemporary multinational operations. Thus, the educational integrating element should become a commonly accepted standard of knowledge and competence that would allow cooperation within the international staff/unit environment. (Pikner, Galatik, 2016)

In this respect, education in the field of CBRN Defence is the primary duty of commanders and staffs. Commanders must be educated in the area of force protection so that subordinate units are able to survive WMD infestation, the consequences of TIM leaks, and may continue to carry out their particular tasks. This approach integrates the basic CBRN Defence requirement, which is a set of organizational and technical measures and activities aimed at reducing the impact and removing the effects of WMD and TIM leakage and thereby contributing to the maintenance of army's combat capabilities. It is generally claimed that members of the CAF are required to prepare themselves to acquire the necessary knowledge, habits and skills first in peace within their long-term preparation, then during a preparation of an operation on the basis of a specific WMD threat and TIM leakage and finally during an operation in the context of generalizing combat or non-combat experiences (Švorc at al, 2018, Otrisal at al, 2018, Mosteanu at al, 2017). If we ignore the preparation organized in the course of the operation, the role of military education is absolutely irreplaceable here.

The impact of operational environment on the approaches to education is also an important factor. Modern wars have been conducted normally outside the settlements. The main effort was concentrated on destruction of the enemy armed forces. In postmodern war, the combat activities taking place in the civilian population environment mostly. Experts begin to talk about the war in the social environment, in the urban areas and other sites. Actors of postmodern war are using guerilla methods and irregular forms of war fighting in heavily inaccessible terrain which eliminates technological advantages of the sophisticated militaries. (Pikner, Galatik, 2015)

In designing some approaches to the implementation of the curriculum (study program, SP), which is generally called SP2014, the NBC Defence Institute based its work on the principle that training at all stages of CBRN Defence must be conducted as an integral part of tactical and operational training. It was further emphasized that WMD protection and related activities of commanders and staff members and Standardization operational procedures (SOP) must be practiced during the exercises conducted in the highest years of study of the "Chief of Chemical Units" module. The principle based on the fact that commanders and crew members are always required to take into account the possible threats posed by the possibility of using WMD, the occurrence of TIM leakage events and their consequences is applied in lifelong learning courses, even though hourly subsidies are relatively low.

The fulfillment of the requirements for "military" in graduates of the University of Defense (UD) is realized by teaching in the subjects Preparation in fields I and II. In the design of teaching materiel related to CBRN Defence





issues, a general assumption was accepted that individuals are required to reach the necessary skills to survive in conditions of WMD and TIM leakage and further caused contamination. The preparation ensures that UD graduates, thus future commanders at the lowest levels of command, will be required to ensure that the units maintain their combat ability to a level that will allow them to continue to perform their assigned tasks. The concept of making thematic contributions to the above-mentioned subjects was based on the principle of continuity of the subjects received in the framework of basic training in CBRN Defence that UD students undertake immediately after entering the military active service (Kucik, Skalican, Otrisal, 2009).

The absence of specialized and systematically conducted training of military specialists (MS) 16 after completing university education can cause a number of problems related to the full fulfillment of the functionality of CCs specialists at command and staff posts. Despite the announced change of service places, especially at the level of command of the department, which was previously declared "unnecessary" by MS 16 specialists, has not been practically fulfilled so far, the NBC Defence institute's management was working with a real risk of their abolition. An aid was developed for the commanders of a company and their deputies, which was to be designated as basic study material for an independent preparation after the military training. It is important to mention that, in the case where a unit does not have a necessary number of experts to perform CBRN Defence tasks, the commander is required to identify the person who will perform these tasks in addition to their basic duties. These soldiers should create a temporary CBRN Defence headquarters at the given command level. One of their duties will undoubtedly be that the unit will have reached a level of readiness to CBRN Defence, which will ensure the fulfillment of the task even under the conditions of WMD and TIM leakage and radioactive, chemical and biological contamination. The preparation of the unit also includes the preparation of SOPs and the staff and the systematic verification of their validity and improvement in tactical activities and field preparation. The overall management and coordination of the CBRN Defence measures is carried out by the commander of the unit, but it is based on the data provided by the competent specialist MS 16. Subordinate commanders are obliged to organize and manage CBRN Defence within their units, which must also be systematically prepared. It is crucial to take into account that the same commander is obliged to ensure the improvement of the training of the persons designated for the fulfillment of special measures for CBRN Defence, thus ensuring their readiness for rapid and effective action. The authors are convinced that the basic functional duty of MS 16 specialists is to reconcile the use of forces and means to perform CBRN Defence tasks, which is not possible without specialized training (Otrisal, Kucik, Skalican, 2010; Otrisal, Kucik, 2013).

Based on the theoretical considerations mentioned above, it is realistic to doubt that the commanders together with their WMD specialists (MS 16 specialists) will be able to realistically assess the dangers that are associated with the use of WMD and TIM releases. Reasonable doubt can also be expressed in relation to the organizing and the management of the activities of the subordinate forces to calculate against these threats and create real operational-tactical conclusions towards them. In controversy with this doubt, the authors cite a literal citation of a part of the text of the Vševojsk-2-1 Military Code, which claims that: "Commanders are required to acquire basic knowledge before taking up a post in career education. They expand their knowledge, habits and skills in command and training, in field training, and in training and other courses in military schools and training facilities." Let this quote scatter any doubts that have already been or will be discussed in the text.

### **Practical approaches to education in accredited forms of education**

The five-year master continuing SPs introduced in the SP2014 are implemented at all three faculties of the UD. Given the many specifics associated with the Faculty of Military Health, the issue of its education in the context of CBRN Defence will not be discussed in detail. Faculties in Brno garrison implement their study plans within the SP framework Economics and Management, the program of Control and Use of Armed Forces and Military Technologies program.



### **Faculty of the Military Leadership**

The study program Economics and Management within the field of Management and Use of CAD is conceived as a wide-ranging study path enabling the achievement of a more profound professional profile of the CAF officer besides the general level of economic and managerial education. It is intended for higher education especially for future commanders and economists - specialists in resource management in the defense and security sector. Studying in the program is therefore reserved for students of military studies in a full-time form. The program is focused on the study of theoretical subjects especially in the field of economics and management and their application to the conditions of the state administration and especially to the specific conditions of securing the security and defense of the state, including the peculiarities arising from the functioning of military organizations. Managerial skills necessary for the performance of command and other managerial and economic functions in troops, for working within organizational structures of other actors of the state security system and for fulfilling tasks in the framework of obligations arising from Czech Republic (CR) membership in NATO and the European Union. By completing the SP, students become eligible to work in lower to medium management positions, both in the public and private sectors. The study program is designed so that the generally conceived theoretical part of the SP follows the applied superstructure, which transfers the general knowledge and skills of the students to the application level corresponding to the specific conditions of ensuring the defense and the state security, respectively the conditions of the operation of the OS. The curriculum also fulfills the Master's Degree descriptors of the Security Fields, the Military Subdivision, and the Defense of the National Qualification Framework. The structure and content of the application part of the study program reflects the learning outcomes required by the Ministry of Defense (MoD) of the CR as the employer of SP graduates. In view of the above, the study program is structured into four blocks. The first is the so-called general theoretical curriculum, including study subjects aimed at developing the general knowledge and skills needed to manage organizations and their economies. The second block is the subject of the applied curriculum. The third block consists of sets of compulsory elective courses, so-called study modules. The fourth block of study subjects blends in all classes and other blocks of study and includes the development of language competencies and physical fitness of students.

The subject Preparation in field I lasts two-terms and is taught in the 1<sup>st</sup> year. Within this subject, the theoretical topics on CBRN Defence are not discussed. Within the scope of the practical part of the subject the principles of CBRN Defence at the team level are practiced under the supervision of instructors. In particular, it is focused on the consolidation of habits in the use of individual protective equipment (IPE) during combat activities (Florus, Otrisal, 2014; Otrisal, Florus, 2014). Emphasis is also put on increasing the confidence in the use of IPE by verifying the mask tightness in the PZK-10 test chamber and on repeating the reaction to warning signals and contamination warning signs. The culmination of the training is the practice of overcoming a contaminated space. The management of the faculty has decided to organize the so-called maintained training, which is organized beyond the accredited teaching. The intention is to implement training themes that will help to maintain and deepen the knowledge and skills after preparation in field I in winter so that it is not necessary to renew everything in the summer part of the subject. Therefore, the improvement of the methodology of the use of IPE and the practice of immediate decontamination of self-help and mutual assistance has been developed. The broadening of knowledge and skills has been achieved through the use of the means of partial decontamination and simple means of detection of combat chemical substances. Each soldier has also been made familiar with the functions of a personal dosimeter.

The subject Preparation in Field II is four-term in length and it is taught in the 2<sup>nd</sup> and the 3<sup>rd</sup> year of the program. The third year (winter term) includes the lecture topic "Location and role of CBRN Defence in the system of protection of troops, characteristics of WMD and their effects. Subsequently, location and role of CBRN Defence in the troop protection system takes two lectures. This topic is followed by another topic in the summer term



"Principles of operation in contaminated areas (bands) and activities after leaving them, activity in contaminated areas and after leaving them within 2 hours. Continuation of the theoretical preparation provides the theme "Activity in contaminated areas (bands) and activities after leaving them, contaminated area, leaving the area and decontamination activities" within 6 hours. The practical content of this topic was realized in co-operation with the 31<sup>st</sup> CBRN Defence Regiment. The main part of the job was the practical training of the activities of individuals and units (cooperatives) at the site of decontamination. The students had the practical opportunity to decontaminate personal weapons, IPE, carrying weapon systems and their own hygienic cleansing. At the same time, they were given the opportunity to see special military equipment and material designed to ensure the complete decontamination of forces and resources of the CAF in fulfillment of practical tasks. The conclusion of the 2<sup>nd</sup> year is related to the "Complex Field Training", a practical exercise of 60 hours fieldwork during which the activity connected with reaction to commands (signals) during the use of IPE is verified. Due to the fact that the 3<sup>rd</sup> year is associated with the necessity of selecting a particular module, the Faculty leaders decided to carry out a 4-day military-practical competition aimed at determining the order of the students in the 19 evaluated disciplines. Within this competition, the ability to meet time standards when operating on commands (signals) intended for the use of IPE and the ability to accelerate the contamination of the contaminated area was tested. After the comprehensive field training convention, this job was considered as a methodical training for a military-practical competition.

As already mentioned, after completing the theoretical basis and a significant part of the subjects of the practical part, students of the faculty are divided into study modules, the practical content of which is realized in 4 terms, in the 4<sup>th</sup> and 5<sup>th</sup> year. Certain exception to this system is represented by students of the Module Chief of Chemical Units who commence training in the module already in the 6<sup>th</sup> term, that is in the summer term of the 3<sup>rd</sup> year of their study. Preparation for the study of "military chemists" is related to the possibility of attending lectures in the optional subject Chemistry Basics, which is in the 6<sup>th</sup> term of study, in the winter term of the 3<sup>rd</sup> year. An overview of the number of hours and other data from the accreditation documentation of the Chief of Chemical Units module is given in Table 1.

**Table 1** Derived from accreditation documentation of the Chief of Chemical Units module 2014.

Subject	Hours	Σ Credits	6. semester			7. semester			8. semester			9. semester			10. semester		
			hours	cred.	classification	hours.	cred.	classification	hours	cred.	classification	hours	cred.	classification	hours	cred.	classification
Chemistry	228	15	120	6	C	83	7	Ex	25	2	C						
Nuclear weapons and protection against radiation	145	11	24	2	C	48	4	Ex	25	2	C	48	3	Ex			
Chemical and biological weapons and protection against them	240	19				48	4	Z	96	6	Ex	48	3	Ex	48	6	C
Gear and combat Use of chemical units	181	18				49	4	Z	48	4	Ex	24	2	Ex	60	8	C
Methods of instrumental and field analysis	149	10							41	3	Ex	24	2	C	84	5	C, RP
Σ	943	73	144	8		228	19		235	17		144	10		192	19	



Part of the lessons that are included in the accredited form of training the Chief of Chemical Units module are also topics called field training. The design of the study program is based on the fact that the hours in field training will be used within the NBC Defence Institute and that they will not be required within cooperation with the Headquarters of Training - Military Academy in Vyškov. The hourly field preparation summary in individual modular objects is as follows:

Chemistry	2nd and 3rd term of the subject	60 h
Nuclear Weapons and Radiation protection	3rd term of the subject	25 h
Chemical and biological weapons a protection against them	1st term of the subject	25 h
Armament and combat Use of chemical corps	1st term of the subject	25 h

### **Faculty of Military Technologies**

The program is intended for the academic preparation of future CAF officers who will hold command and technical functions at the CAF units and facilities. The curriculum provides students with the knowledge and skills required to work both in technical and command positions at the CAF. The curriculum is designed to reflect the descriptors of the corresponding degree in the field of Mechanical Engineering and Materials Education, Systemic Mechatronics of the National Qualification Framework. The content and structure of the study program therefore reflects the specific learning outcomes required by the graduates of the study program by the Ministry of the Interior, which is also the exclusive employer of future graduates of this study program. The study in this SP focuses on the area of construction, operation and logistics of the CAF military equipment. Knowledge and skills are formed both in general and applied to the area of use and control of military technology. For the preparation of students in the service of a professional soldier, the future officers of the CAF, SP also includes an area for the development of military-professional knowledge and skills, which create the prerequisites for a successful start of the career of the CAF officer at basic and middle levels of command and control. This goal is adapted to the interdependence of theoretical instruction within the individual terms of study with intensive practical lessons, including practical military training and internships at the departments and facilities of the Czech Army. For these reasons, the curriculum is conceived only as a full-time subject. By selecting one of the 15 modules of compulsory elective courses, the students gain the opportunity to acquire specialized professional knowledge and skills corresponding to the requirements of the ACCR for the performance of basic command and technical functions in the military specializations required by the MoD CR.

The subject Preparation in field I is also two-term and is also taught in 1<sup>st</sup> year. Within this subject, the theoretical topics on CBRN Defence are not discussed. The practical part of the subject was realized in field conditions in the same content and scope as the students of the Faculty of Military Leadership. Training takes place on the same date, which makes it possible to compare the level of knowledge and skills achieved by the students of both faculties. Subject Preparation in Field II is four-term and the whole 2<sup>nd</sup> and 3<sup>rd</sup> year of study is taught. The third year (winter term) includes the lecture topic "The place and role of protection against WMD in the system of protection of troops, CBRN Defence - objectives and tasks" within 2 hours. This topic is followed by another lecture topic in the summer term "Principles of operation in contaminated areas (bands) and activities after leaving them, activity in contaminated areas and after leaving them within 2 hours. Continuation of the theoretical preparation provides the theme "Activity in contaminated areas (zones) and activities after leaving them" within 6 hours. The practical content of this topic was realized in co-operation with the 31<sup>st</sup> CBRN Defence Regiment of the 2<sup>nd</sup> year is associated with the "Complex field training", i.e. practical exercise of 44 hours fieldwork, in which the activity connected with reaction to commands (signals) during the use of IPE is verified. The military-practical competition was not organized at the Faculty of Military Technology, despite the fact that CBRN Defence in the field of complex fieldwork was focused on perfect management of the methodology of activity with IPE.



### **Practical Approaches to Non-Accredited Forms of Education**

Lifelong learning courses, senior officer courses and general staff courses, are conducted on the basis of approved teaching documentation.

#### **The Course for Senior Officers**

The aim of the course is to prepare an officer (middle management manager) by developing his creative thinking, analytical skills and other skills, including the ability to make decisions and orientate himself in contemporary socio-political, military-economic and military activities in national and international environments. Emphasis is placed on the development of competencies necessary for the successful command of units and departments, the management of staffs and staff elements, the ability to conceptually design, implement and manage the staff processes and partial processes of construction and development of the CR.

Classroom instruction is divided into 7 blocks that integrate a total of 362 hours. The lesson on CBRN Defence, which is included in block 6 "Security and Support in Operations" with a total subsidy of 64 hours, is summarized in a single topic entitled "Principles of the Use of Forces and Resources by the Army of the CAF in Operations" and is covered by 2 lessons. This topic was based on the Order of the Chief of Staff of the General Staff File no. 290-11 / 2016-1122 dated July 14, 2016 is finalized in the final form "Use of forces and means of CAF CCs. Principles of Planning and Use in Defense and Attack of the Brigade Task Force in Division". In addition, a group exercise is organized within the course and is included in block 7 "Group Exercises and Other Supporting Topics" (82 hours). Exercises called "Group Exercises for Mastering the Steps of the Process of Planning Operations and Applying the Acquired Knowledge from the Course of Study" are not thematically divided in the themes, and it is therefore possible to doubt the inclusion of CBRN Defence issues in its content. This presumption is supported by the fact that the members of the CCs Department of the WMD have never participated in its preparation, organization and execution in the past. It is therefore right to believe that dismantling the situation for the operation of the AF in conditions of WMD use and TIM leakage is not a standard (regular) part of this exercise, and therefore the commanders are obliged to address these situations, which should be considered as one of the main training objectives cannot be met.

#### **The Course of General Staff**

The aim of the course is to prepare a senior and senior management officer with a general view, creative thinking, analytical skills and skills, including the ability to make decisions and orientations in contemporary socio-political and military developments in the national and international contexts. It is declared that the graduate will acquire skills in strategic management, preparation and security and defense of the state and the ability to conceptually design, implement and manage the process of OS construction and development. The emphasis in the course is put on the development of competencies necessary for successful strategic command and management of military organizational units in addressing security issues and defense of the state as a whole.

Classroom instruction is also divided into 7 blocks that integrate a total of 870 hours. Lessons of CBRN Defence, which are included in Block 6 "Security and Support in Operations" with a total grant of 28 hours, are summed up into a single topic called "Chemical Safety Principles in Joint Operations" and covered with 2 lessons. This topic was based on the Order of the Chief of Staff of the General Staff File no. 290-11 / 2016-1122 of July 14, 2016 has been finalized in the final form of the "Chemical Security Principles in Joint Operations," which corresponds to the current concept of space and role of CCs in military operations, but its name somewhat outweighs the latest trends in its direction. The themes of an exercise with an operational-tactical theme are not logically included in this course. It is likely that previous experience and courses are sufficient to complete the exercise "Exercise - Operations Planning (NATO/EU)", which is included in Heading 7 "Supporting Theme" and is subsidized by 42 hours.

### **Results, Conclusions and Recommendations**





The application of the SP, referred to as SP2014, has had a diametrically different approach to UD student education. The military-practical curriculum of studies was clearly strengthened, while the military professional's expertise as such was reduced. However, if the expertise of university-educated military professionals would be developed through a wide range of career courses or lifelong learning courses aimed at individual VOs, it would be possible to meet the requirements for the implementation of CBRN Defence in military operations.

Importantly, the authors have found that, based on the comprehensive and detailed study of the approved teaching documentation for both types of lifelong learning courses, it is not possible to assume the complete belief that the documentation is being processed towards fulfilling the commanders' responsibility to ensure that the solution to WMD infestation and TIM was included in all CAF levels of command. To remedy this situation, an aid [13] was prepared, which in combination with lectures conducted by members of the CCs Department of the NBC Defence Institute will contribute to the fulfillment of the required CBRN Defence capabilities. It is assumed that the aid will be reworked in one or two lecture cycles in the form of the final study text, the publication of which is scheduled for 2018. This approach will be completed with long-term efforts to provide training in the lifelong learning courses of the NBC Defence Institute, pedagogical work from MO Development and Planning Department. It is possible to assume that this can only lead to a better interconnection of science, research and innovation with the teaching of military professionals and thus to promote the idea of the CR as the leading country in the Alliance in the field of CBRN Defence.

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## Current Tendencies in Postgraduate Theses Written in the Field of Art Education in Turkey

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### Abstract

The education activities that are performed for the purpose of expressing thoughts and impressions and raise the talent and creativity to an aesthetic level are expressed as art education. The purpose of this study is to examine the postgraduate theses conducted on “art education” in Turkey. The study was conducted as a qualitative study and the data were collected through the document analysis method. The research data were analyzed through content analysis. 74 postgraduate theses on art education that were searched by the term “Art Education” on YÖK (Council of Higher Education) National Thesis Center database were accessed. 54 of the 74 postgraduate theses are master’s theses and 20 of them are PhD dissertations. Among these theses, in total 48 theses were examined as 12 PhD dissertations and 36 master’s theses. For the purpose of examining the theses accessed, the “Thesis Examination Form” was developed by the researchers towards the objective of the study. In this context, all of the open access-postgraduate theses that were conducted on the field of art education between the years of 2012-2017 were grouped from various aspects. The general assessments of the theses were made according to the institutes that they are affiliated with, years, universities, study groups, research models and data collection tools. In terms of the data analysis, frequency (f) was utilized and the findings were presented on graphs. According to the obtained data, most of the theses (11) were conducted on the years between 2014 and 2015. Between the years of 2012 and 2017, Gazi University is in the first place among the Turkish universities with the number of theses conducted in the field of art education. While qualitative methods (25) were preferred in the theses predominantly, quantitative methods followed the given situation. Almost all of the theses (%90) were conducted in an Institute of Education Sciences. Furthermore, the most frequently used data collection tool was a document/archive. Moreover, while the studies were conducted towards students they were designed as document-oriented, and in the level of higher education, they were designed as prospective teacher/undergraduate student-oriented.

**Keywords:** Art Education, Postgraduate Theses, Art Education Studies.

### 1. Introduction

Understanding and perceiving the current day is possible by learning knowing what has been done from the past until today. History is a significant mediator at the juncture of providing information by means of written documents. With the invention of writing the most important way of expression that enables people to convey their feelings and thoughts. Therefore, pieces of art provide us with an important source of information about the process until the invention of writing (Aytaç, 1981). The cave paintings that were made in prehistoric ages prove us that the art has existed since the day that the traces of human beings seen for the first time. In addition, the published sources, ancient paintings and engravings and scientific paintings as an animal, anatomical revelations, sky, geographical region, Middle age maps and planet description have the characteristic of an important source (Dikmen, 2012). The art that has been performed through primitive methods, today displays itself through more technological and modern methods. These developments that occur have also transformed art education just as art itself.



It is seen that art education has emerged an education movement at the beginning of the 19th century as a precaution against the cultural collapse in Europe and alienation from the self. The “Art Education Movement”, that has been considered as a solution for the monotony and cultural corruption that arise from technology and industry, has emerged in Germany and had an impact on the general education of many countries (Etike, 1995).

Art education has an important place in terms of the contemporary education concept and implementations (San, 1990). Art education which is a body of activities regarding fine arts is oriented at creating aesthetic experiences in every form of expression (İlhan, 1997). Art education is an effort of conveying art clearly, as an aesthetic situation, to the individuals through creative learning and teaching methods. In other words, art education is the name of the education given for enabling individuals to express his/her experiences, emotions, thoughts and values visually, aurally, physically and interdisciplinary within the framework of aesthetic values. In addition, art education aims to raise individuals as ones who distinguish art consciously, support art, who are art consumers (Artut, 2009). In a broad sense, art education is concerned with all fields of art as a branch of education and science, aesthetics, art history that are concerned with education and instruction (Kırıçoğlu, 2002). From this aspect, the art has become an expression that has been transformed by academics, philosophers and artists and contributed new definitions (Kırıçoğlu, 2005; San, 2003; Özsoy, 2003).

Art education that enables individuals to enhance their personal development, behaviors and attention is also effective in terms of improving their perception, interpretation, creativity and thinking skills and increasing their communication skills (Aral, 1999). Art education has an important place in terms of raising qualified individuals who are needed in the present day with its features of comprising practical and entertaining artistic activities, involving student to the education process actively, being able to produce multi-dimensional, unique, talented and creative individuals. Therefore, art education approaches and purposes are included in general education processes (San, 2003).

In the literature, it is seen that the place of art education has been examined within the current education programs (Türker & Özdemir, 2014; Tataroğlu, 2014; Gümgüm, 2016; Alparslan, 2015; Duman, 2014; Çelik, 2013). In addition, the studies that examine the perceptions and attitudes of students, teachers and academics towards art education course are seen in the literature (İlden & Kaymak, 2016; Demirci Katıranıcı, 2017; Yavuncu, 2017). Moreover, the studies that express that the utilization of museums in the scope of art education instruction facilitates the creation of a more qualified and permanent learning framework (Çıldır, 2015; Şimşek, 2014; Erim, 2015; Erbay, 2017; Yücel, 2012).

It is very important to conduct scientific studies in a particular field in order to identify the problems on the field accurately and finding precise solutions to the problems. The scientific studies that were carried out on the field of art education play a major role in terms of presenting the problems correctly and producing solutions for these problems. The examination, assessment and inquiry of the master’s theses and PhD dissertations conducted in the field of “Art Education” in Turkey are considered as required. In addition, it is thought that demonstration of the current situation and study findings will be valuable in terms of revealing current tendencies for solving the problems in the field.

From this point of view, the purpose of this study is to identify the status of research studies that were conducted on the field of art education in Turkey, reveal the current tendencies in the field and determine what is required in new studies by examining the open access-master’s theses and PhD dissertations that were accessed on YÖK (Council of Higher Education) National Thesis Center database between the years of 2012 and 2017 under the section “Thesis Name” and with the search term “Art Education”. In line with this purpose, the problem sentence of the research study was determined as “What kind of a distribution the current tendencies of the postgraduate



theses conducted on the field of art education in Turkey indicate? Furthermore, the answers were sought to the questions of “What kind of distribution the postgraduate theses conducted on the field of art education in Turkey indicate according to the institutions, years, universities, study groups, research models and the data collection tools?

## **2. Method**

### **2.1. Research Model**

In this study, the qualitative research methods and techniques were used. The qualitative research can be expressed as a process of interpretation of events by preserving their natural environments in an integrative and realistic manner by means of qualitative data such as observation, interviews and document analysis (Yıldırım and Şimşek, 2011). According to Creswell (2016), qualitative research is examining social events and incidents that human beings as social entities experience profoundly through unique methods. In qualitative studies, researchers read the data many times, employ themes and categorize them and reach to the research findings by means of the analysis of the theme and categories obtained. Based upon these explanations, it was determined that the most appropriate research method for the master’s theses and PhD dissertations is qualitative research and in this context, the document analysis method was employed.

### **2.2. Universe and Sample**

The universe of the research consists of 74 theses accessed by the search term “Art Education” on YÖK (Council of Higher Education) National Thesis Center database. 54 of these theses are master’s theses and 20 of them are PhD dissertations. Due to the fact that 48 open access-postgraduate theses were accessed, as 12 PhD and 36 master’s theses, a sample selection was not performed. 48 open access-postgraduate theses form the universe of the study. The theses were limited by the years of 2012-2017.

### **2.3. Data Collection Tool**

YÖK (Council of Higher Education) National Thesis Center database was searched by the search term “Art Education”. The “Thesis Examination Form” was developed by the researchers for the purpose of reviewing the aforementioned accessible theses, which were archived between the years of 2012-2017 by considering the literature concerning the research method in the framework of the study objective. The Thesis Examination Form ensures the examination of the institutes that the theses are affiliated with, years, universities, study groups, research models and data collection tools.

### **2.4. Analysis of the Data**

In the study, the document analysis method was employed. In terms of the document analysis the list of the postgraduate theses that were achieved within the limitations the search term “Art Education” in the database of YÖK National Thesis Center. The detailed information of the data that were listed on the thesis examination form that was prepared previously was detailed by downloading them in the ‘pdf’ format from the YÖK (Council of Higher Education) National Thesis Center website. The data obtained from the research were analyzed by content analysis that is employed in qualitative research studies. In a document analysis, the main purpose is to reach concepts and relations that can explain the obtained data (Yıldırım and Şimşek, 2011). In the research study, the data were analyzed by calculating the percentages and frequencies according to the categories that were formed by receiving the opinions of experts to ensure the reliability of the data.

## **3. Findings**

In this section, the findings on the status of the master’s theses and PhD dissertations on the field of Art Education in Turkey were presented. The aforementioned theses that were conducted in the years between 2012 and 2017 were examined by considering the thesis examination form and the data were interpreted through tables.



### 3.1. Findings on the distribution of the master's theses and PhD dissertations conducted on the field of art education according to the institutes

**Table 1.** Distribution of the Master's Theses and PhD Dissertations conducted on the Field of Art Education According to the Institutes

Institute	f	%
Institute of Education Sciences	43	90
Institute of Social Sciences	4	8
Institute of Medical Sciences	1	2
<b>Total</b>	<b>48</b>	<b>100</b>

When Table 1 is examined, it is seen that 43 of the theses -that are available in YÖK National Thesis Center database and conducted on the field of art education between the years of 2012-2017- were conducted in the Institute of Education Sciences, 4 of them in Institute of Social Sciences and 1 of them in Institute of Medical Sciences. As it can be seen in the Table, the Institute of Education Sciences is in the first place with (% 90).

### 3.2. Findings on the distribution of the master's theses and PhD dissertations conducted on the field of art education according to the years

**Table 2.** Distribution of the Master's Theses and PhD Dissertations conducted on the Field of Art Education According to the Years

Years	f%
2017	48
2016	510
2015	1123
2014	1123
2013	919
2012	817
<b>Total</b>	<b>48100</b>

When Table 2 is examined, it is seen that 48 theses were conducted in total, as 8 theses in 2012, 9 in 2013, 11 in 2014 and 2015, 5 in 2016 and 4 in 2017. The majority of the theses were conducted in the year of 2014 (11) and it was followed by the years 2013 (9) and 2012 (8).

### 3.3. Findings on the distribution of the master's theses and PhD dissertations conducted on the field of art education according to the universities

**Table 3.** Distribution of the Master's Theses and PhD Dissertations conducted on the Field of Art Education According to the Universities

Ü			f		
Universities		f%	Universities		%
Abant İzzet Baysal University	3	6,25	Hacettepe University	1	2,08
Anadolu University	1	2,08	İnönü University	1	2,08
Ankara University	4	8,33	İstanbul Arel University	1	2,08
Atatürk University	1	2,08	Kadir Has University	1	2,08
Cumhuriyet University	1	2,08	Marmara University	8	16,66
Çanakkale Onsekiz Mart University	1	2,08	Ondokuz Mayıs University	4	8,33
Dokuz Eylül University	3	6,25	Necmettin Erbakan University	3	6,25



Gazi University		1122,91	Uludağ University	1	2,08
Gaziosmanpaşa University	1	2,08	<b>Total</b>		<b>48100</b>

When Table 3 is examined, it is seen that according to the numbers of postgraduate theses that were achieved within the limitations the search term “Art Education” in the database of YÖK National Thesis Center, 48 theses were conducted in total as 11 theses in Gazi University, 3 theses in each of Abant İzzet Baysal, Dokuz Eylül ve Necmettin Erbakan Universities, 4 theses in each of Ankara and Ondokuz Mayıs Universities, 8 in Marmara University and 1 in each of Anadolu, Atatürk, Cumhuriyet, Çanakkale Onsekiz Mart, Gaziosmanpaşa, Hacettepe, İnönü, İstanbul Arel, Kadir Has and Uludağ Universities. It is seen that Gazi University is leading among the Turkish universities with 11 theses. Gazi University is followed respectively by Marmara University (8), Ankara University (4) and Ondokuz Mayıs University (4).

### 3.4. Findings on the distribution of the master’s theses and PhD dissertations conducted on the field of art education according to the study groups

**Table 4.** Distribution of the Master’s Theses and PhD Dissertations conducted on the Field of Art Education According to the Study Groups

Study Group	f	%
Document	16	33,33
Faculty Member	1	2,08
Teacher	1	2,08
High School Student	3	6,25
Faculty Member-Student	3	6,25
Student	13	27,08
Secondary School Student	4	8,33
Prospective Teacher	2	4,16
Artist- Student -Participant	1	2,08
Postgraduate Student	1	2,08
Public Education Student	1	2,08
Student -Parent- Teacher	2	4,16
<b>Total</b>	<b>48</b>	<b>100</b>

When Table 4 is examined, it is seen that the study groups were preferred as “document, faculty member, teacher, high school student, faculty member-student, student, secondary school student, prospective teacher, artist-student, participant, postgraduate student, public education student, and student -parent- teacher”. In the reviewed theses, it is seen that the document (16) is the most preferred study group. In addition to documents, it is seen that students (13) are also used as study groups. While some of the researchers work with a single group, some of them preferred groups with 2 and 3 components.

### 3.5. Findings on the distribution of the master’s theses and PhD dissertations conducted on the field of art education according to the research model

**Table 5.** Distribution of the Master’s Theses and PhD Dissertations conducted on the Field of Art Education According to the Research Models

Research Model	f	%
Qualitative	25	52,08
Quantitative	21	43,75
Mixed	2	4,17





Total

48

100

According to Table 5, 25 of the master's theses and PhD dissertations employed qualitative, 21 of the employed quantitative and 2 of them employed a mixed model. In the majority of the master's theses and PhD dissertations, mostly the qualitative research model was employed (% 52,08) (25). The qualitative studies were followed by quantitative studies. It is seen that the model that was employed the least is the mixed method (2).

### 3.6. Findings on the distribution of the master's theses and PhD dissertations conducted on the field of art education according to the data collection tools

**Table 6.** Distribution of the Master's Theses and PhD Dissertations conducted on the Field of Art Education According to the Data Collection Tools

Data Collection Tools	f	%
Document/Archive	21	43,75
Survey	2	4,16
Semi-Structured Interview Form	5	10,43
Scale	5	10,43
Test	2	4,16
Survey-Experiment	1	2,08
Survey - Scale	1	2,08
Document/Archive -Observation	2	4,16
Interview - Observation	1	2,08
Interview - Document/Archive	3	6,25
Interview - Observation - Document/Archive	4	8,34
Scale - Interview Form	1	2,08
<b>Total</b>	<b>48</b>	<b>100</b>

According to Table 6, document/archive, survey, semi-structured interview form, scale, test, survey- experiment, survey-scale, document/archive-observation, interview-observation, interview- document/archive, interview-observation - document/archive scale - interview form were employed. It is seen that the data collection tool employed in the master's theses and PhD dissertations conducted on the field of art education is document/archive (21). Semi-Structured Interview Form (5) and survey (5) follow documents/archives which are data collection tools. It was determined that some of the surveys and scales were developed by the researchers. Moreover, some of the researchers employed more than one data collection tools.

### Conclusion, Discussion and Recommendations

In this study, the master's theses and PhD dissertations that were available in YÖK (Council of Higher Education) National Thesis Center database that can be accessed with the search term "Art Education" and conducted between the years of 2012 and 2017 were examined according to the institutes that they are affiliated with, years, universities, study groups, research models and data collection tools, and the status of the studies conducted in the field of art education in Turkey was tried to be presented.

In YÖK (Council of Higher Education) National Thesis Center database, there are 74 postgraduate theses which were searched with the search term "Art Education". 54 of the 74 postgraduate theses are master's theses and 20 of them are PhD dissertations. In total, 48 postgraduate theses were included in the scope of the research study as 12 open access- PhD theses and 36 master's theses. When the postgraduate thesis distribution in the field of art education is examined, it is seen that the number of master's theses is higher. This result demonstrates that the field of art education is preferred more in terms of master's theses. It is seen in the study that most of the theses



were conducted on the years of 2014 and 2015.

It is seen in the study that 43 of the theses were conducted in Institute of Education Sciences, 4 of them in Institute of Social Sciences and 1 of them in Institute of Medical Sciences. The Institute of Education Sciences is in the first place with the number of theses conducted. It can be said that this situation arises from the fact that the Institute of Education Sciences comprises of different braches of science and provides a base for education-oriented studies. In a similar way, Çal (2016) also stated that the majority of the postgraduate theses are carried out in the Institute of Education Sciences in his study named “The Analysis of the Postgraduate Theses Conducted on Art Education in Turkey between the years 2007-2014” that examines the postgraduate theses which were accessed through YÖK thesis database and searched with the key word “art education”.

When the distribution the postgraduate theses that were conducted between the years of 2012-2017 is examined according to the universities, it is seen that Gazi University is in the first place in terms of the number of thesis conducted on the field of art education in Turkey. Marmara University follows Gazi University. Çal (2016) also stated in his study that, in terms of the distribution of the postgraduate theses, the majority of the theses were conducted in Gazi University and it was followed by Marmara University. These are in accordance with the research findings.

It is seen in the study that, “document, faculty member, teacher, high school student, faculty member-student, student, secondary school student, prospective teacher, artist- student, participant, postgraduate student, public education student, and student -parent- teacher” were preferred as study groups in the conducted postgraduate theses. Document was the mostly used study group in the postgraduate theses that were reviewed. Çal (2016) also stated in his study that document was placed on the top in the study groups of the published postgraduate theses. The fact that documents are preferred the most demonstrated that documents have an important place in art education. Furthermore, it can be stated that the multidimensional structure of the art education field gives rise to preferring multiple study groups in studies.

In the postgraduate theses that were conducted in the field of art education mostly the qualitative research method was used (%52,08). While the quantitative method followed qualitative studies, the mixed method was preferred the least. Çal also expressed in his study that he conducted on art education that there are no major differences among the qualitative and quantitative research methods, yet mix research models were used merely. Based on this study that the master’s theses and PhD dissertations were examined, it is suggested to include statistical operations used in postgraduate theses that were not included in the scope of this study and to involve different study groups to research studies.

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## The Opinions of Teachers Working in Public Schools on Organizational Dissent

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### Abstract

The aim of this research is to determine the opinions of the teachers working in public primary, secondary and high schools located in the province of Hakkari and its districts on organizational dissent. The study which is a descriptive survey was carried out with the quantitative method. In this research, target population consisted of 3019 teachers. Organizational Dissent Scale, which was developed by Doç.Dr. Murat ÖZDEMİR was administered to the sample. The data were analyzed with the Statistical Package for Social Science (SPSS) and arithmetic means and standard deviations of the answers that teachers gave to the items were calculated. It was found out in the research that dissent expressions of the teachers were triggered by impending teachers from using their legitimate rights, underestimating, favoring certain teachers than the other, uninvolved in the decision-making process and unfair distribution of responsibilities and duties.

**Keywords:** Organizational dissent, articulated dissent, lateral dissent, displaced dissent, whistleblowing, school.

### Introduction

Organizations that have emerged from the need to cooperate to achieve certain goals are as old as humanity. Everywhere people live, organizations have formed. At the beginning of their development process, people who can meet their own basic needs alone have begun to cooperate with other people in order to meet their increasing needs and to adapt to the external environment. The realization of an aim that requires common effort requires the integration and integration of the forces and actions of more than one individual (Aydin, 2010:1). However, different goals and expectations of people in organizations bring together some disagreements and conflicts. (Garner, 2006:3). The identification of these disagreements and conflicts contributes to the development of internal democracy (Kassing ve Armstrong, 2002:42).

Organizational managers use various ways to control people in the organization. Members of the organization, on the other hand, choose for freedom of expression in the organization (Kassing, 1997:311). Members of the organization, in line with their own values and needs, may attempt to express their views in order to influence the business life and adapt to the business life. In this respect, the fact that the members of the organization express their opinions can be seen as a reflection of individual and independent thinking (Gorden and others, 1988:103).

In the organizational context, the dissent is a concept related to the contradictory feeling of an individual in the organization. If we pay attention to the root of the word, it is seen that the dissent does not have the same meaning as the concept of conflict. The concept of dissent, unlike conflict, can be limited by the practice of contrary thinking. This distinction makes it necessary to take account of the ways in which members of the organization express their opposition (Kassing, 1997:314).

Organizational dissent is defined as the fact that the members of the organization express a number of conflicts and contradictory opinions within the organization (Kassing, 1997:326; Kassing, 2002:189). Organizational opposition contributes to the development of in-house democracy, and it is of great importance in terms of examining the problems that may occur in the organization (Kassing, 2002:190). Identifying problems within the



organization can contribute to the solution of these problems, to contribute to the innovation and development of the organization(Özdemir, 2010:20).

The process of organizational opposition begins with a triggering event. The opposition occurs when a triggering event exceeds the limits of tolerance (Redding, 1985:246). Studies on organizational dissent generally focus on the reasons for the members of the organization to exhibit dissenting behaviors, forms of opposing behaviors, the ways in which these oppositional behaviors exhibit and the consequences of these oppositional behaviors on the the organization, members of the organization and the managers of the organizations.

Redding (1985: 246) argued that the opposition could originate from many reasons. The most important of these is the bad decisions given by the administrators. These bad decisions can be illegal and unethical, as well as inefficient, impractical, and in a way that makes members of the organization angry. Kassing (1998: 185) argued that the opposition could occur as a result of the internal disputes and the fact that the administrators did not include members of the organization in organizational decisions, Hegstrom (1991: 141) states that the duties and responsibilities of the members of the organization and the privileges given to the members of the organization may cause the opposition.

Kassing and Armstrong (2002: 44) gathered under nine headings the triggering events leading to the organizational dissent, behavior towards the members of the organization, organizational change, ineffectiveness, duty / responsibility, resources, ethics, performance evaluation and prevention of harm.

Members of the organization, when faced with a bad situation, have to choose a specific strategy to express their dissenting views. The first of these strategies is the articulated / upward dissent strategy. Articulated dissent occurs when the members of the organization express their dissenting opinions to those who can influence the balance in the organization. The articulated dissent encompasses a direct and clear expression of dissenting opinions towards managers. The second opposition strategy of the members of the organization is the “lateral dissent strategy. Lateral dissent strategy occurs when the members of the organization express their dissenting opinions to other members of the organization who do not have any effect on the balances in the organization. The third opposition strategy chosen by the members of the organization is the displaced dissent strategy. This opposition strategy occurs when the members of the organization prefer to transfer their dissenting opinions to those outside the organization(Kassing, 1997:326-327; Kassing, 1998:190-192; Kassing, 2001:445).

With this study, it is aimed to reveal the opinions of teachers working in primary and secondary schools on organizational opposition. It is hoped that the findings and the suggestions that will be developed as a result of the research will help to increase the efficiency of the schools and will contribute to the future studies.

In this context, the opinions of the teachers in public primary and secondary schools about the reasons of organizational opposition constitute the problem of this research. The sub-problems of this study are as follows;

1. What are the reasons of the organizational dissent according to the opinions of teachers working in public primary and secondary schools?
2. In general, what is the distribution of teachers' views on organizational dissent?

## **Method**

This research is a descriptive study in the screening model. Within the scope of the research, the reasons of the organizational dissent and the opinions of the teachers on the organizational dissent were determined according to the opinions of the teachers working in the public primary and secondary schools.



### Population and Sample

The research was conducted on the teachers working in public and secondary schools in Hakkari city center and districts (Çukurca, Şemdinli, Yüksekova). The target population of the study consists of 3019 teachers working in primary and secondary schools in Hakkari city center and districts in 2014-2015 academic year. The research was carried out on the sample selected from the population due to lack of access to all target populations. A total of 380 scales were distributed. The necessary permits were obtained from the Hakkari Provincial Directorate of National Education on the studies and the implementation of the scales. 28 of the scales were excluded from the process because they included unmarked questions and inadequate responses, and 39 scales never returned. At the end of this process, the sample of the study consisted of 313 teachers randomly selected in primary and secondary schools in Hakkari province and districts. The socio-demographic characteristics of the teachers in the sample group are given in **Table 2**.

**Table 2.** Socio-Demographic Characteristics of Research Sample

Variable	n	%	Variable	n	%
<b>Gender</b>			<b>Union membership</b>		
Male	141	45	Yes	113	36.1
Female	172	55	No	200	63.9
<b>School Size</b>			<b>Marital status</b>		
Small	105	33,5	Married	141	45
Medium	58	18,2	Single	172	55
Large	150	48,2			
<b>Education Status</b>			<b>Age</b>		
Associate Degree	31	9.9	22-26	123	39.3
Degree	251	80,2	27-31	108	34.5
Graduate	31	9,9	32-36	41	13.1
			37-41	23	7.3
<b>Number of Schools</b>			42-46	12	3.8
1-2	191	61	47 ve üzeri	6	1.9
3-4	82	26			
5-6	29	9.3	<b>Seniority</b>		
7 ve üstü	11	3.5	1-5 yıl	218	69.6
			6-10 yıl	38	12.1
			11-15 yıl	24	7.7





16-20 yıl	23	7.3
21 ve üstü	10	3.2

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As can be seen from Table 2, 45% of the research sample is female and 55% is male. When the age group distribution of the research sample is examined, it is seen that 39,3% of the 22-26 age group, 34,5% of the 27-31 age group, 13,1% of the 32-36 age group, 7,3% of the 37-41 age group and It is seen that the age of 47 and over is 1.9%. According to this, the number of teachers who make up the sample decreases as their age increases. When the research sample is examined in terms of educational status, it is seen that 9.9% of the sample consists of associate degree, 80.2% of the undergraduate degree and 9.9% of the graduate degree. Again when the research sample is examined according to the seniority of teachers, teachers who have seniority between 1 and 5 years constitute 69.6% of the sample and 12.1% of those who have seniority with 6-10 years, respectively, with 7.7% have 11-15 years seniority. Those who have a seniority of 16-20 years with 7.3% and who have a seniority of 21 years and over are followed by 3.2%. As can be understood from here, the percentage decreases as the seniority increases. When the research sample is examined according to the marital status variable, the married teachers constitute 45% of the sample and the single teachers constitute 55% of the sample. When the union status of the teachers in the research sample is examined, unionized teachers constitute 36.1% and 63.9% of non-unionized individuals. When the number of the teachers working in the sample is examined, it is seen that the number of schools working in 1-2 schools is 61%, those who work in 3-4 schools are 26%, in 5-6 schools they are 9.3% and those working in 7 and above schools constitute 3.5%. According to their size, 33.5% of the teachers working in the sample work in small schools, 18.2% in medium schools and 48.2% in big schools. Finally, when the teachers who make up the sample are examined according to the educational levels, 13.7% are working in primary school, 41.9% in secondary school and 44.4% in high school.

### Data Collection Tools

In order to collect data, Organizational Dissent Scale developed by Assoc.Prof.Dr.Murat ÖZDEMİR was used. Organizational Dissent Scale consists of two parts. The first section titled Personal Information aims to gather information about demographic characteristics such as gender, age, education status, seniority, marital status, trade union membership, number of schools that teachers work and the size of the school teachers work in.

The second part of the scale is entitled Causes of Opposition. In this section, it has been tried to determine the executive behaviors that trigger the dissident behavior of teachers. The second part of the scale, titled Causes of Dissent, consists of 23 items. The second part titled biçiminde Causes of Dissent is rated as "Never", "Rarely", "Occasionally", "Mostly" and "Always" in the form of a 5-point Likert scale.

The part of the scale entitled Causes of Dissent includes two factors: "Personal Causes" and "Managerial Causes". The Personal Causes factor consists of items 4,6,9,10,13,20,21,22 and 23, while the other items constitute the Managerial Causes factor.

### Data Collection and Analysis

In this study, SPSS (Statistical Package for Social Sciences) program was used to analyze the data collected through the questionnaire. In the research, descriptive statistics techniques such as mean and standard deviation were used to examine the reasons of opposition of teachers.

### Results

In this section, quantitative findings related to the executive behaviors that cause the teachers to oppose are included. The administrative behaviors that lead to the opposition of teachers are examined in two sub-dimensions:



personal reasons and managerial causes. In Table 2, the behaviors of the administrators which lead to the opposition in the personal reasons sub-dimension according to the opinions of the teachers are listed.

**Table 2.** Executive Behaviors That Lead to Teacher Opposition Due to Personal Causes

Item No	Executive Behavior	$\bar{X}$	SS
9	Trying to prevent me from using my legal rights	2,987	1,671
4	To insult me	2,977	1,895
21	Trying to suppress me for not thinking like him/her	2,913	1,745
10	Interference in my way of doing business	2,910	1,424
22	Verbal abuse against me	2,901	1,863
13	Asking me to do an illegal job	2,872	1,861
23	Physical harassment against me	2,856	1,920
20	Trying to make me accept his own political views	2,846	1,751
6	Doing business illegally	2,759	1,624

As can be seen from Table 3, the attempt of administrators to prevent the teachers from using their legal rights ( $\bar{X} = 2,987$ ) is one of the leading behaviors that play a role in the opposition of teachers due to personal reasons. This is followed by “To insult teachers” ( $\bar{X} = 2,977$ ), “Trying to suppress teachers for not thinking like administrators” ( $\bar{X} = 2,913$ ), “Interference in teachers’ way of doing business” ( $\bar{X} = 2,910$ ), “Verbal abuse against teachers” ( $\bar{X} = 2,901$ ), “Asking teachers to do an illegal job” ( $\bar{X} = 2,872$ ), “Physical harassment against teachers” ( $\bar{X} = 2,856$ ). It is understood that teachers occasionally view such executive behaviors as the reason for opposition. At the end of the managerial behaviors that played a role in the opposition of teachers due to personal reasons is “Doing business illegally” ( $= 2,759$ ). In Table 3, managerial behaviors leading to the opposition of the teachers in the administrative dimension are listed.



**Table 3.** Executive Behavior that leads to Teacher Opposition.

Item No	Executive Behavior	$\bar{X}$	SS
8	Favoring certain teachers	3,092	1,452
1	Deciding on issues without consulting me	3,079	1,380
3	Unfairly distributing tasks	3,063	1,464
15	Discrimination between teachers for various reasons	3,035	1,452
2	Unfair distribution of resources	2,901	1,441
12	To be insensitive to the problems transmitted to him	2,830	1,377
16	Talking to me with a unbuttoned	2,789	1,652
14	Not create a working environment where I can work efficiently	2,782	1,326
17	To be insensitive to the problems I have in school	2,760	1,378
18	Use of his powers for his personal interests	2,677	1,569
7	Doing her job without care	2,603	1,333
5	Use of school equipment for personal purposes	2,597	1,520
11	Inefficient use of school resources	2,597	1,317
19	Clearly expressing political views	2,492	1,432

As can be seen from Table 3, Favoring certain teachers ( $\bar{X} = 3,092$ ) is one of the leading behaviors that play a role in the opposition of teachers due to managerial reasons. This is followed by “Deciding on issues without consulting teachers” ( $\bar{X} = 3,079$ ), “Unfairly distributing tasks” ( $\bar{X} = 3,063$ ), “Discrimination between teachers for various reasons” ( $\bar{X} = 3,035$ ), “Unfair distribution of resources” ( $\bar{X} = 2,901$ ), “To be insensitive to the problems transmitted” ( $\bar{X} = 2,830$ ), “Talking to teachers with a unbuttoned” ( $\bar{X} = 2,789$ ), “Not create a working environment



where Teachers can work efficiently”(  $\bar{X}$  =2,782), “To be insensitive to the problems teacher have in school”(  $\bar{X}$  =2,706), “Use of administrators’ powers for their personal interests”(  $\bar{X}$  =2,677) respectively. In the analysis conducted, it is understood that the teachers sometimes see these sort of executive behaviors.

### **Conclusion and Suggestions**

The findings of the study revealed that there are many administrative behaviors that cause the teachers working in primary and secondary schools in Hakkari province and its districts to oppose. When we look at the personal reasons of the opposition of the teacher, the reason for the first order is “Trying to prevent teachers from using their legal rights”. This item is followed by “Insulting Teachers”, “Trying to suppress teachers for not thinking like administrator” and “Interference in teachers’ way of doing business” respectively. On the other hand, one of the least reasons that triggers teachers’ opposition is the fact that the executives do their work illegally. This is followed by “Trying to make teachers accept his own political views” and “Physical harassment against teachers” respectively. When the reasons of teacher opposition are examined due to managerial reasons, the reason of the first order comes from the favor of some teachers. This is followed by “Deciding on issues without consulting teachers”, ‘Unfairly distributing tasks” and “Discrimination between teachers for various reasons”. The least influential factor triggering the teacher opposition depending on managerial reasons is that the managers make clear their political views. This is followed by “Use of school equipment for personal purposes” and “Inefficient use of school resources” respectively.

According to the results of the study, the following suggestions were made:

1. At the end of the research, it was determined that if the administrators behaviour towards teachers were unethical, unfair, teachers would express their opposition. For this reason, in-service training courses related to professional ethics can be organized by the Ministry of National Education.
2. It has been determined that uninvolved decision making process can cause teachers’ opposition. Therefore, the participation of teachers should be ensured in the school's decision-making process. An opportunity should be given to question the decisions taken when necessary. Teachers should be informed on time with all the reasons for the decisions taken about teachers. In summary, an effective system that provides information flow at school should be created by school administrators.
3. In the research, it was concluded that the teachers expressed their dissenting opinions with a clearly stated opposition strategy. It is known that this strategy is preferred in case of good relations between school administrators and teachers, and contributes to the development of democratic structure within the school. Therefore, for the development of the organizational climate in the school, practical communication seminars should be given to school administrators and teachers.
4. It was found that managers punished teachers who acted in opposition. However, school administrators should encourage and reward teachers who contribute to the school's development and achieve success for the school.
5. It was found that the democratic processes in the school did not develop sufficiently when the managers could not effectively manage the opposition process. For this reason, in-service training courses can be provided by the Ministry of National Education for managers to improve the communication competencies of managers and to make the opposition effective in management.
6. In this study, teachers' views on organizational opposition were measured. Managers' opinions can also be measured.



7. In public primary and secondary schools, the relationship of organizational dissent with variables such as organizational commitment, organizational justice, organizational citizenship, organizational communication, organizational change and job satisfaction can be examined.

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## Quality Assurance and Quality Control of Young Military Officer's Education

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### Abstract

The article is focused on description of University of Defence in Brno approach to quality assurance and quality control (QAQC) of young military officer's education focused on conditions within Faculty of Military Leadership. The Faculty of Military Leadership is responsible for education of the young military officers (cadets) who are complexly prepared for platoon leader's positions at Land Forces component of the Army of the Czech Republic. Furthermore, the cadets are complexly prepared with perspective to serve within multinational operational environment. The most significant part of the cadet's education is vocational preparation (training) focused on gaining knowledge and skills to operate modern weapons combat (firing) systems, to understand the complexity of actual and close future operational environment and to lead the subordinates during combat actions. There is necessary to identify, consolidate and develop cadet's fundamental leadership competences to lead units in size of platoon (about 30 subordinates). There will be described measures adopted to fulfil stated educational goals as part of realization the Quality Assessment and Quality Control. The measures are identified, applied and adopted on base of long period good practice.

**Keywords:** QAQC, quality assurance and quality control, military officer's education, leadership competences.

### Introduction

The competent and motivated people are a key factor in fulfilling the required capabilities of the Czech Armed Forces. The importance of human resources or human capital implies the importance of recruiting, education and training professional soldiers and then taking care of them. Lack of qualified personnel can be limit to the ability of the Czech Republic to secure its own defence. One area of military personnel sustainability is their comprehensive preparation for tasks; both for the leading whole spectrum of military operations, as well as for keeping and building the peace. Ensuring the long-term development of military personnel creates prerequisites for shaping their internal motivation and feeling of belonging to the Czech Republic (Kozubek, 2018, p. 6). The University of Defence in Brno<sup>1</sup> is the only one university in the Czech Republic assuring military higher education and higher officer's career courses.

The University of Defence in Brno (UoD) is one of the only two state universities in the Czech Republic. The second one is the Police Academy in Prague. Due to its exceptionality as state university the UoD is under direct control of Ministry of Defence (MoD). The main goal (mission) of the UoD is to assure the optimal conditions for education and permanent development of personal knowledge and skills according to Ministry of Defence requirements. One of the sub-mission is to complexly realize the study and pedagogical activities within accredited study programs. The crucial condition to fulfil UoD main goal is to have whole cascade of the accredited study programs from the bachelor via master to doctor (PhD). There are a lot of functional areas to be organized and realized by UoD in relation to National Accreditation Agency requirements. One of the functional areas is the quality assurance of educational, creative, and related activities and the internal evaluation of the quality of the educational, creative, and related activities of higher education institutions. The obligation for quality assurance

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<sup>1</sup> The University of Defence in Brno consists of three faculties (Faculty of Military Leadership, Faculty of Military Technology and Faculty of Military Health Sciences), one institute (NBC Defence Institute) and three centers (Centre for Security and Military Strategic studies, Language Centre and Physical Training and Sport Centre).





was determined by amendment of The Higher Educational Act in 2014<sup>2</sup> (Act No. 111/1998 Coll., 2018, p. 65). That is why the UoD is conscientiously concerned with the quality assurance interconnected with the quality control.

According to European Association for Quality Assurance in Higher Education (ENQA, 2009) and according to Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) there are identified standards and instructions which are divided into three areas (ESG, 2015, p. 7):

- Internal quality assurance,
- External quality assurance,
- Quality control of the quality assurance evaluation companies.

Quality in higher education is a multidimensional concept (Brennan, Vries, Williams, 1997) that looks at the quality of a whole institution. Educational quality can be measured by means of indicators (Scheerens et al., 2011) which include educational input, process, outcome and context indicators. It is essential that the universities/institutions adopt transparent and better methods in modernizing higher education through studying the challenges and priorities for better transfer of knowledge to the students (Othman & Othman, 2014; Chhokar, 2010).

For QAQC implementation and realization within UoD there are identified following areas of internal standards and guidelines:

- policy for QAQC,
- design and approval of study programs according to stakeholders requirements,
- student-centered learning, teaching and assessment,
- student life cycle (admission, progression, recognition and certification),
- teaching staff (loyalty and development),
- learning resources,
- information management,
- public information (web, social nets),
- monitoring and periodic review of study programs,
- periodic/cyclical evaluation of each above defined areas.

To be able to go through with QAQC in all areas including evaluation, control mechanisms and measures for improvement the UoD is in the process of development and implementing comprehensive quality management system. The quality management system is based on methodology by Ministry of Education (Nenadal et al, 2012). The complex quality management system at UoD is presented in figure 1.

The implementation of a quality management system is a huge change process; all stakeholders have to be included. In order to have a sufficient, coherent and comprehensive quality management system, all needs and requirements have to be considered. The development and implementation of a quality management system is resource intensive but results in an improved quality management for each single unit of the high education institution as well as better comparability of study programs (Lauther, Schmitt, 2017, p. 399-400).

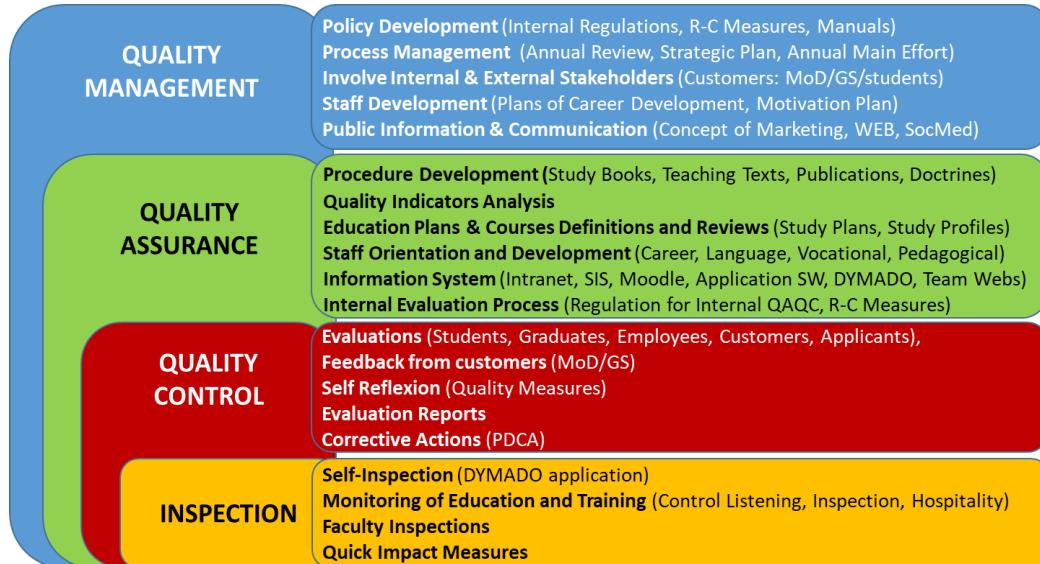
Each quality management system has to consist of quality control mechanism including corrective action. The NATO certified military education and training institution (not including universities) are compulsory to accept and implement whole spectrum of measures assuring the quality of provided education and training. There is set of default NATO directives in relation to keep the standards for education and training (Bi-SCD 075-007, 2017).

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<sup>2</sup> The Czech Republic Higher Educational Act in English language is available in: <https://goo.gl/bcNNrU>.

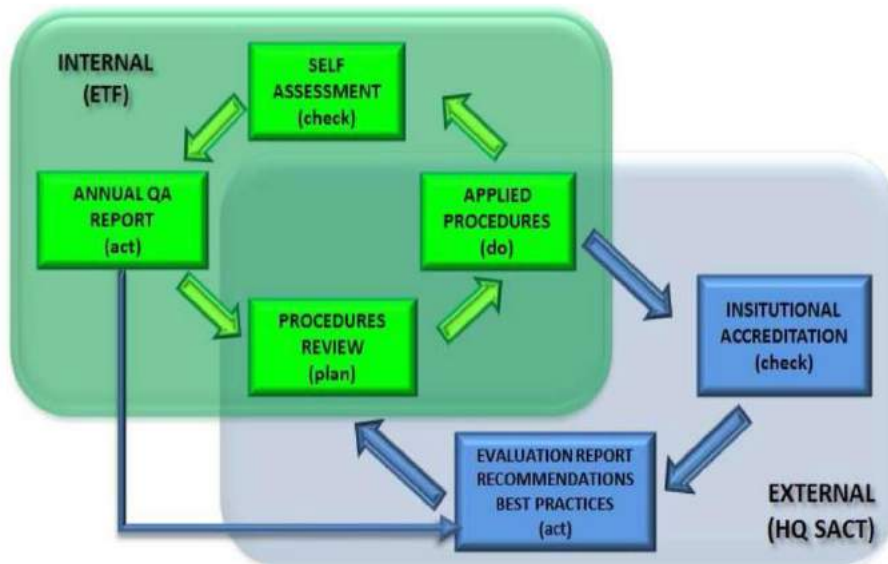


**Figure 1.** University of Defence Quality Management System



The chosen method for corrective action was identified Deming's Cycle as called as PDCA (Plan-Do-Check-Act). The example of PDCA utilization is presented in figure 2 (Bi-SCD 075-002, 2016).

**Figure 2.** Utilization of Deming's Cycle in Quality management system



More than 80% of all UoD students are cadets (military students – professional soldiers). UoD provide them whole three-level accredited education. According to updated General Staff requirements in 2013 and in order to ensure the Army of the Czech Republic qualification requirements for high officers which is master degree diploma, UoD in 2014 implemented and accredited 5-years comprehensive (continuous) Master degree study program with professional orientation<sup>3</sup> (Government Regulation No. 274/2016 Coll., 2016, p. 16-17).

<sup>3</sup> The standards for Master degree study program with professional orientation are set in Government Regulation No. 274-2016 Coll. available in: <https://goo.gl/bcNNrU>.



The UoD Faculty of Military Leadership is responsible for education of the cadets who has to be complexly prepared for platoon leader's positions at the Army of the Czech Republic Land Forces Component. Furthermore, the cadets should be complexly prepared with perspective to serve within multinational operational environment. The most significant part of the cadet's education is vocational preparation (training) focused on gaining knowledge and skills to operate modern weapons combat (firing) systems, to understand the complexity of actual and close future operational environment and to lead the subordinates during combat actions. The basic officers' training for all UoD cadets is ensured by Department of Tactics which is the part of Faculty of Military Leadership.

Thus, they are identified three research areas at Department of Tactics. One of research area is the *Theory of military education and training* in order to create prerequisites for quality assurance and quality control (QAQC) of young military officer's education in UoD (Kozubek, 2014, p. 2). Department of Tactics (DoT) is responsible for military vocational training of the all UoD cadets in the first three years of study. Furthermore DoT is fully responsible for comprehensive vocational education and training of the future mechanized and armored unit's leaders and recce unit's leaders.

To keep the requested quality of cadet's education and training we fully adopted and implement the following principles of military education and training (Vitecek 2007: 18):

- To be based on science recognition,
- To train what is needed in the battle,
- To keep awareness and activity,
- To keep clarity,
- From simplicity to complexity,
- To keep continuity and succession (train constantly and train in sequence),
- To keep proportionality,
- To keep collective and individual approach,
- To be effective.

The mentioned principles has to be considered as the internal military law if we would like to educate and train sufficient and appropriate military professionals. The principles are usually used for design of the all vocational subjects where is necessary to have combination of theory education and practical and physical training in special laboratories (simulation labs) and in the military training areas using real weapons and combat vehicles.

## Method

The bases for our research are the MoD requirements for profile and quality of the graduates. The requirements are sorted into three areas as vocational knowledge, vocational skills and common competencies. Initially the requirements are identified and set by General Staff.

The General Staff (GS) identifies and requests:

- vocational knowledge, skills and common competencies for officers (standards for each Lieutenants according to actual Army Personal Training Concept),
- vocational knowledge and skills and common competencies for officers in specialization (according to Branch Officer needs),
- the reference number for graduates in each specialization (5 years before but with annual correction).

The MoD State Secretary considers and adjudicates GS requests and suggests requirements for UoD Rector-Commandant. It is fully on Rector-Commandant (R-C) responsibility, how to fulfill all GS requirements.

There are four key challenges for UoD R-C to satisfy MoD/GS requirements:



- to gain and keep accredited study programs (Bc. to Ph.D.) – each officer in the Army of the Czech republic has to have high education diploma<sup>4</sup>,
- to gain adequate number of applicants for military study programs – volunteers who will be professional soldiers as officers<sup>5</sup>,
- to complexly prepare (educate, train & mature personality) young officers to meet all MoD/GS requirements,
- to graduate young officers in requested reference numbers!

The subject of research was the quality of vocational knowledge and skills of UoD graduates who are prepared for commander's carrier.

The aim of research was to verify how the UoD graduates and theirs commanders evaluate theirs vocational knowledge and skills resulted from MoD/GS requirements and thus to confirm whether the education in UoD is implemented in the right and proper direction. On the other hand the second aim was to find out if this kind of verification could be implementing as the part of quality control in UoD.

For this purpose there was chosen method of sociological research by questionnaire survey and structured interview.

There were set restrictive conditions:

- to address only graduates who graduate in years between 2012-2016,
- to address only graduates who studied in commanders specializations in Faculty of military leadership,
- to address commanders who received UoD graduates who studied in commanders specializations in years between 2012-2016.

From academic year 2014/2015 the UoD launch new master degree study programs for military cadets. The cadets of these study programs will be promoted in 2019 and they will begin their military carrier from August 2019. Thus this research was carried out as the pilot project to check the possibility of adaptation this approach for evaluation of the UoD new graduates what has to be part of UoD QAQC.

During the survey there were addressed at about 80 interest graduates and 70 interest commanders. There were collected questionnaires forms from 54 interest graduates and 65 commanders. According to amount of evaluated questionnaires forms is possible to proclaim the achieved validity. Alongside it there were realized 53 structured interviews with interest commanders.

The questionnaire form for graduates was divided into three parts and conclude altogether 32 closed questions and 3 half-structured questions. The questionnaire form for commanders was divided into two parts and conclude altogether 30 closed questions and 3 half-structured questions. Overall there were 25 closed questions the same for graduates and for commanders in order to carry out pairing analysis. In these 25 questions graduates evaluate themselves and commanders evaluate graduates. The graduates were asked separately from theirs commanders to avoid interaction.

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<sup>4</sup> Bachelor degree diploma for lower officers (lieutenant, 1<sup>st</sup> lieutenant, captain) and Master degree diploma for higher officers (major, lieutenant colonel, colonel).

<sup>5</sup> The Czech Republic abandoned conscription system in 2004 and just know the Army of the Czech Republic is fully professional.



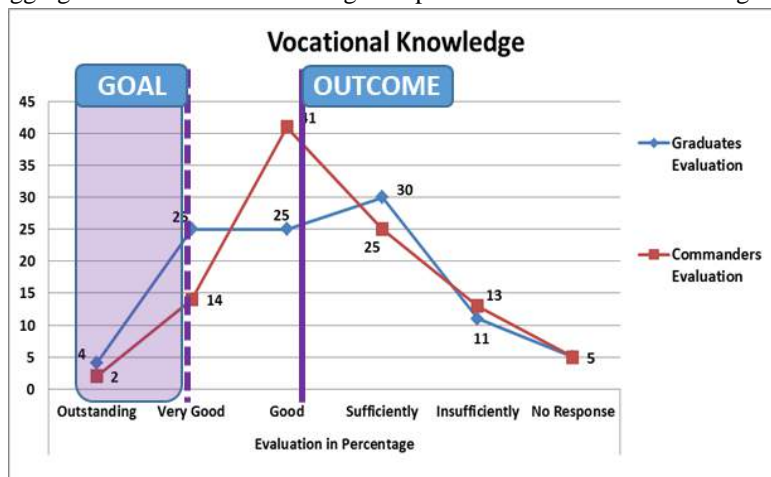
The answers in questionnaires forms were analyzed and evaluated by statistical methods (numeric variables, analysis of dependence, collation and frequency of identical responses, pairing analysis).

### Findings

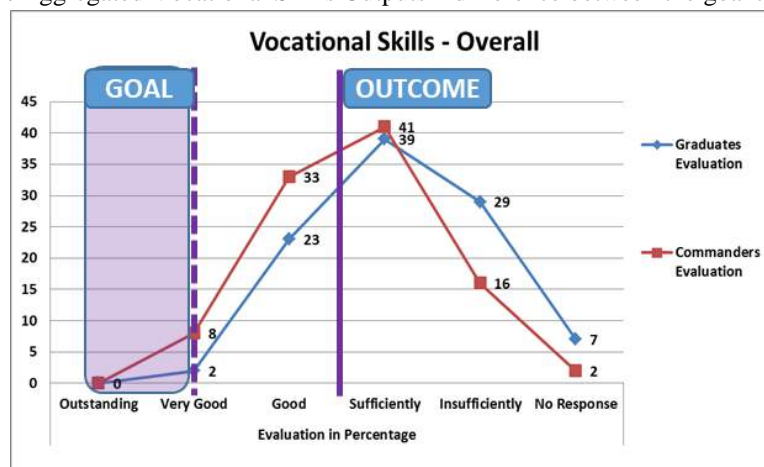
As the output of the research there were expected some negative findings in the quality of cadets preparation. It is due to graduates who studied the previous study programs which were focused on economy and management as field of study. The similar research was held in 2013. Thus the UoD acquired measures to change the study programs from economy and management into security and defence field of study. In 2013 there were implemented coherent changes<sup>6</sup> into study programs launched from 2010 and 2012 which were focused in management and economics field of study.

The new research which carried out in January 2018 was more comprehensive and focused on graduates who studied in commander's specializations. The outputs presents the differences between goal and finding state. The differences are shown for area of required vocational knowledge and vocational skills see figure 3 and 4.

**Figure 3.** Aggregated Vocational Knowledge Outputs – difference between the goal and finding



**Figure 4.** Aggregated Vocational Skills Outputs – difference between the goal and finding



<sup>6</sup> According to Czech National Accreditation Agency there is possible to alter up to 15 % content of study program without necessity to apply for approval.

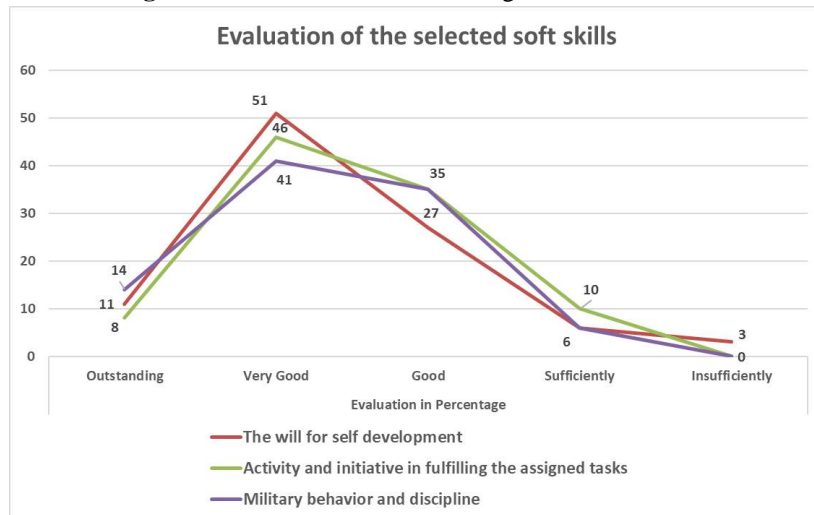


According to findings the UoD graduates are better prepared in area of vocational knowledge than in vocational skills. The main reason are the previous study programs which were more oriented theoretically than practically. On the other hand, the findings confirm that methodology of research and scope of the questionnaires forms sufficiently covered the interest area for the future survey.

To erase the gap between goal area and the finding there are presented recommendations at the end of the article. More than 70 % of the recommendations are implemented yet in the new and running study programs and others are under implementation process. The first outputs from only partly evaluation of UoD military students in the new study programs meet our expectation. The first evaluations of students' internship in the forces show their quality as much higher than had their predecessors.

During the sociology survey in January 2018 there were evaluated selected soft skills of UoD graduates by their commanders. The evaluation of the three the most significant soft skills is presented in the figure 5.

**Figure 5.** Evaluation of the Most Significant Soft Skills



The findings in the area of the soft skills were very positive but the goal of UoD is that all military students have to be evaluated by mark “Outstanding” or “Very good”. UoD is still developing the system of work with students focusing on area of discipline, moral, loyalty, integrity, patriotism, respect for the traditions etc.

For increasing the quality of military students education according to MoD/GS requirements there were identified seven areas in which is necessary to implement adequate measures in order to assure enhancement of military education.

### **Results, Conclusions and Recommendations**

There are seven areas for enhancement of the quality in UoD military education:

- study programs,
- methodology (linking theory to practice),
- academic workers,
- quality control by customers (commanders, graduates, students),
- systemic work with military students,
- conditions for study,
- requirements for applicants.





Due to findings from previous years and by confirmation in January 2018 the main focus of research to enhance the quality of military education was oriented in to area of study programs development and methodology to linking the theory to practice.

In development of study programs is recommended to be integrated:

- the basic officers career course has to be part of study program,
- physical training courses,
- language courses (English and chose from French/German/Russian),
- leadership and applied management subjects,
- military art subjects,
- military history subjects,
- applied military technology subjects,
- mathematics and operational research subjects,
- vocational subjects according to specialization (at minimum 4 subjects),
- comprehensive computer assisted exercise in final year of study (considered for all cadets as joint trading according their specialization)

Recommendation for study programs to keep linking theory to practice:

- integrate basic and vocational training in military training areas in length at minimum of 30 % of whole study program,
- integrate internships in the forces at minimum 2 times per study,
- implement system of hand weapons shooting exercises during whole study,
- integrate newly developed teaching cycle<sup>7</sup> within vocational state examination subjects – the main branch subject.

There was identified one significant issue in the findings. This issue was the lack of linking the theory and practice. The purpose of this issue is the orientation of the previous study programs. In the year 2004 there was decided that UoD will be responsible only for theory and practice in laboratories and the military training will be organized and assured by the Military academy in Vyskov. The Military academy in Vyskov was under direct command of the GS and there were minimum of cooperation between UoD and Military academy. Due this decision was theory split from practice.

The first positive measures were accepted in 2011 when the one part of military training in Vyskov was handed over to academic workers from UoD. The military study programs launched from academic year 2014/2015 are fully organized and assured by UoD academic workers. Thus there was necessary to develop the cost effective military education and training in relation to assure fulfilling of MoD/GS requirements and to keep military education and training principles.

From 2011 Department of Tactics (DoT) began build up its own capability for simulation training using virtual simulation tools. At the end of 2012 DoT reached initial capabilities for platoon level computer assisted exercises (CAX) utilizing tactical virtual simulator Virtual Battlespace.

From academic year 2014/2015 the CAX as a method of training was fully implemented into education in DoT. Due to this new capability there was necessary to develop new methodology of military education and training. The CAX is not able to replace the practical military training (live exercises) at the military training areas.

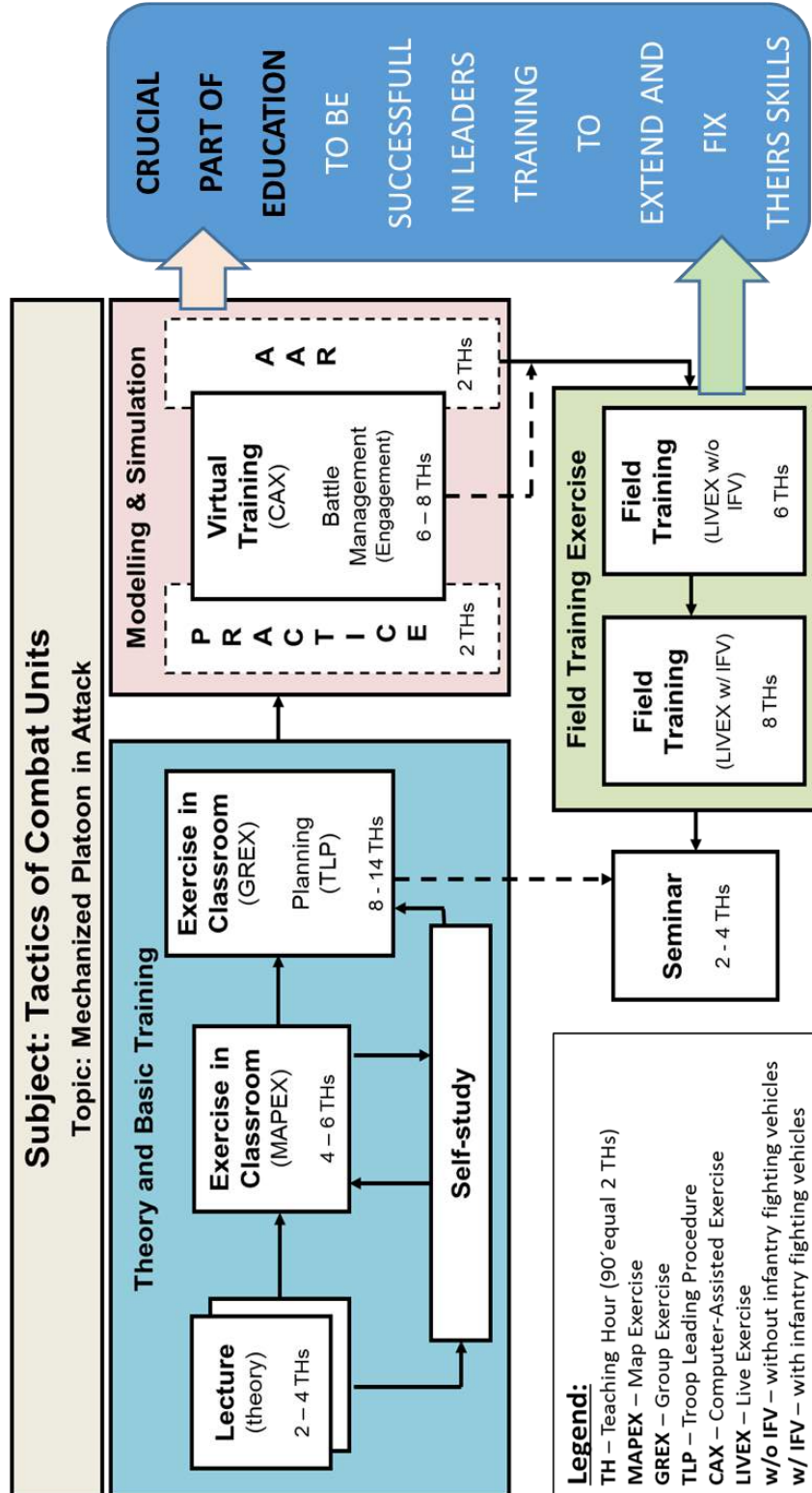
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<sup>7</sup> The teaching cycle is presented in figure 6 and was firstly presented in ICLEL 2017 conference proceedings book.



In 2017 was presented newly developed *teaching cycle* as the output of DoT research in area *Theory of military education and training* (Kozubek 2017: 1099). The newly teaching cycle id presented in figure 6.

Figure 6. Newly developed teaching cycle for vocational subjects





The newly developed teaching cycle proportionally combines theoretical part and practical part of education and training within the subject Tactics of Combat Units which is the state examination subject for whole UoD military students who are prepared for the future position of the mechanized or tank platoon leader in rank of Lieutenant.

The first verification of newly developed teaching cycle will be organized during May and June 2018 and the first outputs are very positive. The complex evaluation is planned in year 2019 as the first military students will graduate study programs launched in 2014. After positive verification in 2019 there is considered the extension of this cycle into other state examination subjects.

As the outputs of research there are identified following overall recommendations for military education and training (ME&T) within the Army of the Czech Republic provided by University of Defence:

- To keep principles of ME&T in development of new study programs and in design of the new study subjects.
- To integrate the first officers career course into study programs.
- To integrate recommended NATO education curricula into study programs.
- To integrate internships in forces and in abroad military education institutions into study programs.
- To keep and enhance internationalization (ERASMUS+, iMAF, EMILYO).
- To use advanced forms and methods of education and training including developed teaching cycle.
- To utilize modern simulation and training tools into study,
- To train in military training areas with real weapons and combat vehicles – optimal is 30% of whole study time.
- To let cadets from higher study years (3rd and 4th) to plan and lead training for cadets in 1st and 2nd study year.
- To develop teachers (tutors) by professional courses and by internships in forces and abroad.

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## Digital Devices Use for Educational Reasons and Related Vision Problems

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### Abstract

Digital devices are nowadays. At least 51% worldwide population uses the internet and digital devices to provide it. Such devices as smartphones, tablets, laptops, and desktop computers use by learning and study process increase. It's up to date in formal, informal, and self-education. Lots of digital device users have the sense of discomfort and vision problems after near work at screens. By optometrist patients' data review, statistics show what the number of complaints is increasing every year. Unfortunately, there are also objective findings that confirm the symptoms and prove the existence of changes. It brings us to big nowadays problems. As a large part of society takes part in educational activities, devices are using actively. It can now have a negative impact on users' vision. There is a need for the nowadays problem solution. A custom e-material formatting program can help solve some of the problems and provide comfort to the users.

**Keywords:** digital devices, e-learning, e-study, statistical data, vision problems

### Introduction

Technologies tools and digital devices are nowadays. They are used everywhere on daily base and by persons in almost every age group. According to Internet World Stats data, at least 51% worldwide population uses the internet and digital devices to provide it. (Report, 2017) Growth of the Internet usage is incredible. Average growth rate is 976.4% in World during last 17 years. (Miniwatts Marketing Group, 2017)

Internet and devices changed our society and nowadays - it is difficult to imagine almost any activity without their ever presence. Digital devices are used to complete work-related tasks and for personal use, for communication providing, and as free time spending tools. Annual growth of active smartphone usage is 30% worldwide and 11% in Europe. Also, Internet use on mobile phone at least 46-50% of total population (year-on-year change +30%), laptop and desktop computers – 45% (year-on-year change -20%), tablet devices – 5% (year-on-year change -5%) and other devices – 0,12% (year-on-year change +33%). (Report, 2017)

As it changes even job market than it is not a surprise what such devices as smartphones, tablets, laptops, and desktop computers use by learning and study process increase. It's up to date in formal, informal, and self-education, even for getting any piece of information and getting knowledge. (Statista, 2016) Technology has changed the possibilities within teaching and learning. Computer skills or even every digital devices usage skills come as a normal for nowadays social, economical or educationally active person. And education should support it to provide more educated population and peoples tailored for real life. The rapid increase of smartphone usage in recent years has provided students the opportunity to participate in mobile learning (m-learning) anywhere, anytime. ()

Devices are helping tools for different problem solving and task completing in everyday life. Also, digital devices make easier to access education and knowledge, and make the process more interesting and exciting. They should help in educational process. Digital devices offer a number of benefits to learners and students. (Koszel et al. 2015) That includes the possibility of making editable notes quickly and effectively [Annan-Coults 2012; Murray 2011], the possibility of searching information on-line [Weaver, Nilson 2005], use of multimedia material during



classes [Hall & Elliot 2003]. The additional advantage is the possibility of sharing documents/notes created electronically. Such documents can provide the potential possibility of studying 'anytime and anywhere' [Gulek, Demirtas 2005]. Young [2009] indicates that mobile devices can also be used for immediate responses to discussion boards and social networking services.

Despite all the advantages the mobile devices can also create problems such related to losing concentration during classes and diminishing classroom discussion [Maxwell 2007; Murray 2011] But people like use helping tools. It shows up in digital device usage statistics Worldwide and Europe. (Miniwatts Marketing Group, 2017)

At the same time, digital devices are developing faster than people physiology evolve and can adduced and as they use increase than it can show up some problems what already are seen in population. It also creates challenges related to dealing between helping easy usable devices and propriety working programs and apps in any everyday task and user comfort and population health.

Lots of digital device users have the sense of discomfort and vision problems after near work at screens. Is related to human vision perception and how people get and analysed information. There are differences of perception from printed materials and digital screens.

Most part of optic patients visit optometrist because of complains. Mostly, it is feeling of changes in vision or different discomfort symptoms. Complains is increasing every year in all patient age-groups, especially between screen users. Continuously improving information technology makes it easier to deal with but still there are need of lots of improvements.

**Aim:** Carry out statistical data and users' habits research of internet and digital device usage related to educational reasons. Analyse optometrist observation records of symptoms and findings.

**Hypotheses:**

1. At least 50% digital device users use internet and digital devices with screen for any of educational reasons or for getting knowledge.
2. More than 80% of optic patients have complains after screen use.
3. In 80% cases complains are confirmed by objective findings.

## **Method**

**Methodology:** Secondary data use of official statistics, quantitative data analysis of two e-surveys and data record examining.

E-surveys were conducted on Latvian for internet users. They were freely available online. Questions were about respondents' internet and digital devices using habits, additional interest were about which of the digital tools are used and for what purposes these devices are used more frequently. All respondents' answers have been analysed.

**Respondents:** In total participate 252 respondents, who are internet users in wide age group from 7 - 67. There were 146 respondents (102 females and 44 males) in Questionnaire 1 and 106 (70 females and 26 males) – in Questionnaire 2. All respondents participate on voluntary basis.

**Patient data records:** Used 879 patient observation record cards of authors-optometrists' patients data record from 2017 from one of Latvia optics. But fully analysed 867 record cards as 12 was excluded by not full information content. There are used only on research related data: gender, age, is it first time or repeated check, time between previous and current check, amount of refraction change, is new correction prescribed, is patient computer user,





have patient complains about vision and objective findings. All data record used according to personal data privacy and security rules.

### **Findings**

Statistical data: According to Central Statistical Bureau data of 2017, the population of Latvia is 195,0116 people. (CSB, 2017) Statistical data show that at least 46.8% of the Latvian population are involved in educational activities: 94.3 thousand are pre-school students, 215 thousand - pupils in general education schools, 29 thousand - students in professional education establishments, 82.9 thousand - students in universities and colleges, and 485.9 thousand - in non-formal education. (CSB, 2017)

Statistical data in January 2017 show that 84.2% of the population of Latvia have used the Internet and 84.1% - computer but 78.5% regularly used (at least once a week) the Internet and 76.2% - computer. (CSB, 2017) But data in Jun / July 2017 show that 85.6% of Latvians use the Internet. (Miniwatts Marketing Group, 2017) It is 1.4% grow of the Internet usage in 6 months. It is a huge growth amount for such a small country as Latvia. Also, almost all pupils and students use both computer and the Internet. The least use of computer and the Internet are in 65-74 y.o. group of population.

According to research of 2017, overall, 91.1% of students declared using mobile devices during classes. Almost 80% of the respondents used notebooks in the learning process; also, relatively high percentage used smartphones (71.4%) with fewer students using tablets (16.9%). Mobile devices were quite frequently used during classes; 42.5% of the students reported using them every day, 35.7% said that they used them sometimes and only 8.6% declared never using such devices. (Lou, etc. 2017)

The result of overall use of mobile devices is much higher than 66.2% reported by Roberts and Rees at Bond University, Australia in 2014. It is closer to 89% found at Abilene Christian University in 2011 (Abilene Christian University 2011).

Another research show, access to smartphones and tablet computers is high across all groups of students. 87% of students were in favour of using their mobile devices to support their learning either in class or at a distance. Only 18% of students felt that they did not want to use their mobile devices in class. Discussion forums were used most extensively (94%), followed by pre-recorded lectures with PowerPoint slides (90%). Activities used less frequently by lecturers included using wikis (39%), instant messaging (38%), podcasts (34%) and blogs (33%). Although 61 per cent of students indicated that they accessed course materials in class using tablet computers, this is simply students using tablets to access course materials, rather than the active educator-led use of tablet technologies to engage classes. (CELDA 2016)

Survey data: As surveys were for internet users than all of them use internet and any of digital device what provide it. Data shows, most popular digital device is smartphone - use 76,4% of respondents, followed by computer users, both laptop and desktop type respectively 60,6% and 52,3%. Unfortunately, only 12.1% of respondents use book readers, what are more designed for screen reading.

**Table 1.** Internet and digital device usage

Internet/ Device	Numbers of answers	%
Internet	106	100
Smartphone	81	76,4
Laptop	80	60,6
Desktop computer	69	52,3



Tablet	49	37,1
Book reader	16	12,1

Mostly, in both surveys, respondents use the Internet several times per day (temporarily) – about 41%. Nearly ¼ of Internet users admit that they use the Internet almost continuously all-day long.

Not only the Internet is used a lot. 45.6% of respondents use digital devices almost continuously all-day long. One third use them several times per day for a long time. Only 5.8% use devices every day but rarely.

**Table 2.** Digital device usage frequency

Digital device usage frequency	Number of respondents	%
Almost continuously all-day long	47	45,6
Several times per day (each time more than 20min)	34	33,0
Several times per day (each time less than 20min)	16	15,5
Every day (rarely)	6	5,8

Authors were more interested in data about purposes of all digital device usage and each device usage frequency for different purposes. 98.6% respondents of Questioner 1 and 96.2% respondents of Questioner 2 use digital devices for getting knowledge in different ways. 78.1% of respondents use digital devices for learning and study e-material reading and 75.3% - for creating them. Directly for e-learning and e-study devices have been used by 65.1% of respondents. Most respondents use digital devices for the Internet access, e-mail reading and social media access. Also, there are other different device using purposes.

**Table 3.** Purposes of all digital device usage

Purpose	Number of answers	%
Total number of respondents	146	100
Internet access	129	88,4
E-mail reading	123	84,2
Social media (Facebook, Instagram, Twitter, etc.) access	121	82,9
Learning/ study material reading	114	78,1
Work/ personal document reading	113	77,4
Work/ personal document creating	113	77,4
Learning/ study material creating	110	75,3
Long text reading	109	74,7
Game playing	108	74,0
e-Learning/ e-study	95	65,1
Book reading	87	59,6
Other reasons	53	36,3

For book reading, e-mail reading, social media access, game playing, and other purposes, that are not mentioned, the most popular device is smartphone. For learning and study e-material reading and creating, work and personal document reading and creating, long text reading, and e-study and e-learning respondents most often use laptops.

Analysis the purpose of digital device usage shows that all devices are multipurpose. Tablets are mostly chosen for game playing, book reader devices - for book reading, smartphone – for social media access, laptop – for work and personal document reading, and desktop computers – for work and personal document creating and e-mail reading. For book reading and other reasons not mentioned in the table, digital devices are used the least.



Patient data analysis: From 867 record cards descriptive statistics shows, 552 patients were women and 315 patients - men, 504 patients were in age group from 12 to 39 y.o. ( $24,05 \pm 7,19$ ) - Age group 1, and 363 patients - 40+ ( $62,05 \pm 11,63$ ) - Age group 2. Data show, in age group 1, 99,8% of patients use computer and 31% of them come for a first vision check.

**Table 4.** Each device usage frequency for different purposes

Smart device	Book reading		Learning / study material preparing		Learning / study material reading	
	resp.sk.	%	resp.sk.	%	resp.sk.	%
Smartphone	23	17,4	33	25,0	40	30,3
Laptop	18	13,6	67	50,8	56	42,4
Desktop computer	15	11,4	45	34,1	41	31,1
Tablet	16	12,1	15	11,4	18	13,6
Book reader	19	14,4	8	6,1	8	6,1
Don't use for this purpose	22	16,7	8	6,1	9	6,8
	Work / personal document preparing		Work / personal document reading		Long text reading	
	resp.sk.	%	resp.sk.	%	resp.sk.	%
Smartphone	15	11,4	39	29,5	41	31,1
Laptop	66	50,0	59	44,7	58	43,9
Desktop computer	51	38,6	46	34,8	34	25,8
Tablet	12	9,1	24	18,2	22	16,7
Book reader	0	0,0	6	4,5	7	5,3
Don't use for this purpose	7	5,3	6	4,5	11	8,3
	E-mail reading		Social media		Game playing	
	resp.sk.	%	resp.sk.	%	resp.sk.	%
Smartphone	81	61,4	101	76,5	65	49,2
Laptop	63	47,7	57	43,2	43	32,6
Desktop computer	51	38,6	38	28,8	35	26,5
Tablet	26	19,7	29	22,0	30	22,7
Book reader	0	0,0	1	0,8	0	0,0
Don't use for this purpose	3	2,3	5	3,8	8	6,1
	e-learning / e-study		Other reasons			
	resp.sk.	%	resp.sk.	%		
Smartphone	35	26,5	28	21,2		
Laptop	53	40,2	21	15,9		
Desktop computer	31	23,5	22	16,7		
Tablet	13	9,8	11	8,3		
Book reader	4	3,0	3	2,3		
Don't use for this purpose	10	7,6	15	11,4		

In age group 2 are 79,3% computer users and 11,9% of them held first time vision check. As age group 2 is in presbyopia age, mostly changes are related to physiological age-related changes of accommodation system and ocular health. From all presbyopia patients, 9,1% come for a first vision check. Compared data shows, what computer users more feel changes in vision and a need for vision check.

**Table 5.** Sample Table



	Total number	Computer users	% to total	First time check	% to total	% to comp.users	Have changes	% to total	% to comp.users
Total	867	791		189			865	99,8	100
Age group 1	504	503	58,1	156	31,0	31,0	503	99,8	100
Age group 2	363	288	41,9	33	9,1	11,5	362	99,7	100

Reasons for appointment to optometrist mostly are related to discomfort feelings in eyes and subjective feelings of changes in vision. In patients' anamneses there are mentions about this symptoms and problems:

- Feeling of dry eyes or feeling of sands in eyes, burning, itching, etc.
- Eyes become red (sometimes or often)
- pain or pressure-like feeling in eyes
- Headaches (around eyes, in forehead, temples, or back of the head)
- Vision become blurry and/or see double (especially after near work)
- Feels vision clearness change / can't see small letters or numbers at near or distance
- Problems with changing focus distance (especially after longer near work)
- Changes in vision (see worse at all distances or only at one)
- Discomfort at near work, reading or computer work.

Objective findings:

- Dry Eye Syndrome related changes by biomicroscopic observation - low or extremely low tear line, foamy tears, viscous tears, conjunctival wrinkles, conjunctival staining, MGD, conjunctival and/or limbal hyperaemia (have aprx. 30% population and it increase)
- Conjunctival and limbal hyperaemia without dry eye syndrome
- Accommodation problems
- Changes in visus and refraction
- Myopization (Myopia progress, grow)

Almost all patients (computer users and non-users) had changes in refraction. It varies from  $\pm 0,25D$  to  $\pm 2,0D$ . Internet users till 40 years had average  $0,50D$  ( $SE=0,013$ ,  $SD=0,3$ ) change in 6-24 months. Patients over 40 years had bigger change in same period - average  $1,0D$  ( $SE=0,025$ ,  $SD=0,47$ ). Almost the same change between computer users and non-users. But computer users feel changes in vision and make appointment to optometrist faster and more often than presbiopi patients who are non-users of computer.

### Results, Conclusions and Recommendations

Results: Statistical data show, what more than 80% Europe, almost 86% of EU and at least 84% of Latvia population regularly use the internet. Related to CSB data at least 46.8% of Latvia population are involved in educational activities. They are the main device users in Latvia for the educational process.

Survey data show that nearly half of the respondents use digital devices almost continuously all-day long. Also, at least 96.2% respondents use digital tools for getting knowledge in different ways. For educational reasons respondents most often use laptops, it follows by smartphone.

Patients data analyses have shown, at least 91% of optic patients are using a computer. More than 30% of computer users under the age of 40 performed a first-time vision test, and there are objective findings of refraction change



and other vision problems. For computer users under 40 years of age, an average difference of 0,50D was detected within 6-24 months period.

Conclusions: The data shows once again that each country may have different results depending on its historical and cultural context. But internet and digital devices are used on daily base for different purposes. Devices are largely considered as very useful tools helping people in their education. As a large part of society takes part in educational activities, devices are using actively. It is useful but in same time it can now have a negative impact on users' vision. As objective findings show, there are real impact on computer-users' vision: progressing refraction changes, eye health problems as Dry Eye Syndrome and different discomfort symptoms.

The viability and suitability of using devices in educational and learning process still is a topic of intense debate not only in Latvia, but Worldwide. In reality, no one can stop this process: development of new devices and their usage increasing in population is our nowadays and future Worldwide. That why there is a need for the nowadays problem solution.

Recommendations: A custom e-material formatting program can help solve some of the problems and provide comfort to the users. Authors are working on possible solution: E-material formatting tool, what improve comfort of using e-material in learning and study process and decrease near workload by adapting on individual needs.

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## **Summer Universities in the Context of Higher Education Internationalization**

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### **Abstract**

The article deals with summer universities as one of the wide-spread forms of higher education internationalization used for enhancing intercultural competence of students. The major strategies of university internationalization in regards to risks and challenges of current political instability are discussed. Two case studies of summer university programs are represented. The article answers the research questions if participation in summer university programs influences the students' perception of internationalization in general and their own role in this process; if summer university experience and what activities in particular influence the intercultural competence. The data was collected using a questionnaire and the reflection tool MAX. The respondents were 36 students from Russia, Belarus, Poland, Germany, Sweden, and USA with different level of previous international experience. The authors offer guidelines on using the summer universities format based on research results with consideration to different group of participants. Research results could be used for strategic and operation plans of higher education institutions.

**Keywords:** higher education internationalization, summer university format, intercultural competence, international experience

### **Introduction**

Academic mobility programs are one of the main modalities of international academic cooperation that for some time now have been implemented on a worldwide basis for effectively establishing and strengthening the internationalization process in higher education. Summer universities have become one of the most popular formats of short-time academic mobility which is clearly seen if one looks through the HEI web-sites where practically each of them is offering one or even several summer university programs. Usually a summer university integrates traditional academic working formats with less formal structured days that aim to increase the creative and interactive engagement of the participants. The article strives to answer the research questions if participation in a summer university program influences the students' perception of internationalization in general and their own role in this process; how summer university experience and what activities in particular influence the intercultural competence of participants.

At present, the internationalization of higher education is not simply a worldwide trend; it is universally declared as a strategic direction for the development of universities. There are various definitions of the internationalization of education. For example, Knight (2005) defined internationalization as process of international orientation of universities; international education, involving a set of diverse programs and services for students of different countries; process of integrating the international dimension into the educational, research and other functions of the university. Harari (1989) singles out three main elements in the concept of internationalization of higher



education: presence of an international component in the content of curricula and programs; international mobility of students and teachers; availability of technical cooperation and mutual assistance programs.

Some scholars, for example Lee (2001), describe the twenty first century as the century of educational mobility and global schooling. The term internationalization of education is used a lot these days by educators and is considered at two levels: internationalization at home and internationalization abroad. Internationalization at home means the international and intercultural element of the curriculum. It also means the teaching/learning process, research, and extra-curricular activities. In fact, it is a number of activities that help students develop international understanding and intercultural skills without ever leaving the campus. Internationalization abroad means the movement of students, teachers, institutions, curriculum, or programs across the borders and is also known as cross border education (Knight, 2014; Bou Diab, Takieddine 2017:178).

The internationalization of education extends to virtually all aspects of educational activity. It concerns educational programs and standards, certification and quality control systems, training management and training technologies. In a generalized form, the internationalization of education is understood as all types and forms of activity carried out by individual countries and their higher educational institutions, which provide for international interaction at the level of education systems, educational organizations or individuals. Leading developed countries consider the provision and expansion of internationalization as one of the most important directions of their educational policy, the development and implementation of which take into account primarily national interests, as well as the needs and real opportunities of its own education system. (Филиппов 2015: 204)

During the period of political instability in the world, certain risks for the process of internationalization at universities and schools appear: increased tension in the system of international relations; differences in assessments by the participants in international cooperation of the political and economic events, their nature and consequences; restriction, sometimes even direct prohibition, of scientific and educational contacts between partner countries; violation of traditional economic and cultural ties. Given the new challenges of our time, it is possible to define the internationalization of education as an international solidarity of teachers and students of different countries, ensuring high quality of education through international orientation of universities and schools, creation of joint innovation programs and projects, scientific and technical cooperation and academic exchanges. (Певзнер, Ширин et al, 2018). It is the solidarity of those who teach and those who study that can help resist the negative trends of world development.

Academic mobility is one of the most important aspects of the internationalization of education, an indicator of the competitiveness of the national education system. For any national university it is an indicator of the attractiveness and quality of the proposed educational programs. The more students go abroad and come to the university from abroad, the higher the university's indicators in national and international rankings. And for an individual student, this is always an invaluable experience of studying and living abroad, which in the future, other things being equal, can become an advantage in finding a job, which again will affect the university indicators over time. UNESCO emphasized the importance of mobility in the World Conference on Higher Education held in Paris in 1998, in which trends in higher education for the 21st century were discussed. At this meeting, mobility was considered as a means enabling young people to show a growing awareness of the world and an interest in preparing themselves for living in an interdependent world.

Today mobility has acquired great value not only in an individual professional life, or because of the strategic needs of organizations, but it is also characterized as being a broader demand of society, which is fostering fluidity, movement and change. According to Allemand (2004), mobility capital is based on skills and competences that are particularly valued currently; learning about the diversity that exists in the world represents a desire for the individual, but also a need for society. Murphy-Lejeune (2002; 2007) discusses the construction of mobility capital



in the university context and defines it as a component of human capital that expresses both the starting point and the richness accumulated during the mobility experience, seeing that it comprises the family and personal history, linguistic competences, mobility experiences and the individual's personality traits, like flexibility and openness to what is new and to cultural differences. Mobility capital expresses a broadening of the feeling of identity, of personal growth and intellectual maturity, these conquests being transferable to other situations in life that go beyond the university aspect, since it is a "knowing how to be" that encompasses "knowing how to do" and includes other aspects of knowledge.

Mobility programs have grown stronger over the last few decades and stand out as being the most effective fields for international academic cooperation (Певзнер, Петряков et al, 2012; Knight, 2012). Summer universities have become one of the most popular formats of short-time academic mobility because of the possibility to combine traditional academic activities with less formal ones that aim to increase the level of intercultural competence of the participants, especially if it is a cross border program. Some international organizations use the format of summer university to foster the cooperation among the neighbouring countries and increase the awareness of population in one particular region of the planet about the spheres of common interests, common problems, where the efforts should be joined. For example, the Council of Baltic Sea States ([www.cbss.org](http://www.cbss.org)) started its cross border Summer University series in 2016. The first Summer University was held at Södertörn University, Stockholm, Sweden. In cooperation with the Centre for Baltic and East European Studies (CBEES), throughout the week, lectures and seminars connected to the topic "Cultural memory in Europe: East and West" discussed and explored not only the history of the Baltic Sea Region but also notions of identity and memory politics. The second Summer University took place in southern Norway at the University of Agder (Kristiansand). The Baltic Sea Region was explored through the prism of political science. One of the modules of this Summer University focused on "The European Union in Crisis" with special attention paid to regional cooperation and its benefits and challenges during times of political or economic turmoil. The third Summer University took place at Saint-Petersburg State University of Economics. Russia in cooperation Finland, Poland and Sweden dealt with the topic "Baltic Energy in a Changing Energy Landscape".

In the year 2018, Novgorod State University (Russia) brought together to CBSS Summer University the multidisciplinary group of students and professors from different countries of Baltic Sea Region (Germany, Poland, Belarus, Russia) to discuss and explore the strategic importance of intercultural dialogue as a way to achieve sustainable development. The Summer University theme "Intercultural Dialogue as a Key Factor for Sustainable Development of Region" was pre-conditioned by the assumption that dialogue is both a specific working method and an integral part of all other policies to manage diversity today. Continued non-communication, ignorance and mutual cultural isolation will lead to ever more dangerous degrees of misunderstanding, mutual seclusion, fear, marginalization, and violent conflicts. Universities around the world have taken on the role of supporting societal transitions towards sustainability in general and fostering the live ability of the communities in which they are embedded.

The internationalization of HEIs helps to create the conditions for intercultural dialogue, for recognition of diversity, which summer university lectures clearly demonstrated. The academic input was provided by lecturers coming from different universities and institutions of the Baltic Sea Region such as Opole University (Poland), Liepaja University (Latvia); Vitebsk State University (Belarus), St. Petersburg Institute of History of the Russian Academy of Sciences (Russia) Tomsk State University (Russia). The actual learning process was enhanced by teaching in action and involvement of students in the learning process based on small study groups. The Summer University program ended up with the presentations of the students' projects on various issues of achieving sustainable development through intercultural dialogue. The program also included cultural enrichment activities which gave the students a chance to discover different historical sights of the North-Western part of Baltic Sea Region. Ethnographic dance party and international cuisine show put the idea of keeping and transforming traditions for achieving sustainability into practice. Another summer format practiced by Novgorod State University is Summer School of Russian Language and Culture. This type of mobility program differs from the



previous one by its mostly linguistic character; however, fostering the cultural awareness is one of the objectives of this program as well.

One of the necessary conditions ensuring the success of any summer university program is the provision of academic input by lecturers coming from different universities and institutions, each of them bringing on board their own unique academic and national culture. During the field trips and other cultural experiences, the summer university students have a chance to discover different historical sights of the host country and to approach the cultural sites of the region, thus, adding to their intercultural competence.

The authors of the article suggest that the summer mobility programs, standing out as being the most fertile fields for international academic cooperation, will be more effective if participants take time in advance to get prepared for the summer university with the emphasis on intercultural competence development.

In order to reflect on summer mobility programs' role in internationalization process, it is essential to contemplate on the following questions: What are the reasons for choosing summer university program as a route of short-time academic mobility? Does the summer university participation influence the students' perception of internationalization in general and their own role in this process? Is the summer university experience enhanced in case of the preliminary preparation and previous international experience? What activities in particular influence the fostering of intercultural competence of participants?

## **Methods**

This study is exploratory in nature and was developed by way of a qualitative approach based on questionnaires and reflection samples applying the reflection tool MAX. Participating in the research were 36 participants of two summer programs from Russia, Belarus, Poland, Germany, Sweden, and the USA. With the aim of maximizing opportunities for comparing the different experiences of international academic mobility, the sample group comprised 8 Russian students, 2 German students, 1 Polish student, 1 American student, 18 Swedish students, and 6 Belarus students. They are graduate students, all attached to public universities, they have chosen international mobility and participation in international study programs as part of their academic formation and took part in one of the two Summer university formats offered at Novgorod State University (Russia); these were the criteria adopted for their inclusion in the sample.

The data collection and analysis processes occurred at the same time, formation of the group of participants was guided by the theoretical sampling procedure. The authors of the article conducted a survey among summer universities participants. Respondents were divided into 2 groups according to their previous international experience: students with and without any international experience.

The students were offered the questionnaire containing some personal questions (name, age, gender, home university), questions on the previous international experience, on expectations before the summer university participation and the level of satisfaction afterwards, if the respondents somehow prepared themselves to the international mobility program, if they see themselves as the active agents of internationalization process.

The questionnaire consisted of 10 questions, three of which presupposed the multiple choice, three questions were "Yes/No" questions, with two of them presupposing a follow-up with more details in case of a positive answer. Three questions were open, one more question asked for grading using the scale from 1 to 10.

Following the previous research experience described by Mikelson and Odina (2016), the reflection tool MAX (Motivation – Acquisition – Extension) has been used to complete unfinished sentences:

- 3 things I learnt/ heard/ understood
- 2 things I want to try/ I will use
- 1 thing I would like to examine in more detail/ I did not understand

This reflection tool provides information to analyse learners' motivation (three things), the evidence of the knowledge and/or skills acquisition (two things) and demonstrates learners' readiness to extend the acquired knowledge, to apply new experience in practice (one thing).



## **Findings**

The group of respondents consisted of 36 students with the gender division into male (47%) and female (53 %) students. The age span ranged from 19 to 50 years of age with 19% respondents being in the age group 33-50, thus illustrating the fact that life-long learning embraces also the domain of international academic mobility.

To conduct effective work on organizing summer university programs and identify potential consumers of HEIs educational services, it is important to know the major channels of information that most of the respondents used to learn about summer universities. As the survey showed, 80 % of respondents (29 people) got the information from their home universities teachers, who were in advance informed by the organizers on the existing possibilities for summer mobility. 19 % of respondents (7 people) found the information in the Internet. It is worth noticing that this group consisted of people belonging to the age group 33-50, providing a valuable insight on the importance of Internet marketing of educational services targeted at older people and thus confirming the opinion of Donina (Донина) and Shaydorova (Шайдорова), (2018) on the relevance of tailoring Internet-marketing strategies of HEI for different age groups. None of the respondents mentioned printed mass media as the source of their information about summer universities.

Being asked a multiple choice question on the reasons for participation in the summer university programs, the respondents were unanimous in their answers: 58% wanted to get new impressions and know more about Russia and about Veliky Novgorod (the city where the summer universities took place). 55% of respondents wanted to find new friends from other countries. 52 % put the emphasis on learning Russian as a foreign language. Only 13 % (5 respondents) were concerned about getting a certificate of participation. The numbers allows conclude that for the majority of the summer universities participants impressions and getting new knowledge is the main driving force for academic mobility during summer.

In regards to expectations the respondents had before the summer programs, the most popular answers were “To see how Russians live in everyday life” (70%), “I expected to learn much and have fun” (80%), “To get more in-depth knowledge of the Russian language and culture, to get better understanding of Russia as a country and a nation” (85%).

In regards to the previous experience of studying abroad, the respondents divided evenly into those who never studied abroad (50% - 18 people) and those who had such an experience (50% - 18 people). The sub-group with the experience of studying abroad mentioned various language schools, Erasmus+ mobility, joint degree programs mobility with the time spent abroad ranging between 2 week and several years. The answers to this question were analysed together with the answers to the question about participation in any international event (fair, conference, seminar, workshop, etc.). 80% of respondents demonstrated the correlation between the non-participation in any international event and the absence of previous experience of studying abroad. For them summer university format was totally new and their level of satisfaction after the program differed in large from the level of satisfaction shown by the respondents with the previous experiences of both participation in the international events and studies abroad. 90 % of respondents with no previous international experience graded the summer universities activities from 9 to 10 on the scale from 1 (the lowest) to 10 (the highest). Respondents with previous international experience graded the summer universities activities from 6 to 9.

Students from Russia and Belarus showed lower number in regards to studies abroad in comparison to the European and American respondents (42 % against 68 %) , which clearly show that the international academic mobility in Russia and Europe depends too much on the financial standings of the students and the opportunities provided by different funds and scholarship programs. However, students from Russia and Belarus are more active participants of international events if compared to the European and American respondents (80% against 54%) and more clearly see themselves as the driving force of internationalization of their home universities' life.





The answers to the question on the preliminary preparation for the summer university participation divided the respondents into 45 % (16 people) of those who did prepare themselves for the study program and 55 % (20 people) of those who did not do it. There is the correlation between the age of respondents and the preliminary preparation activities. All 7 participants belonging to the age group between 33-50 years of age prepared themselves for the summer university participation. Among the preliminary preparation activities the 16 respondents mentioned reading general information about the country and the culture (82%), updating their knowledge of Russian (78%). However, finding news on the current situation in the country with the emphasis on safety issues was the preliminary activity performed by practically all respondents (92%).

MAX evaluations helped unfolding the participants' abilities to reflect on their own feelings after the summer university programs. Identifying most pronounced, dominant features of summer university experience, introspection was found as a common feature for all respondents. Among the three things they learnt/ heard/ understood, the respondents mentioned *"In other countries there is another tempo of life"* (Pavel, Belarus, 22 years old); *"Discussion is always better to avoid any conflict if the problem appears"* (Simon, Germany, 25 years old); *"People live in the world which is quite small and needs to be protected"* (Aleksandra, Russia, 21 years old); *"Globalization and internationalization are different notions though seem to be the same at first sight"* (Paulina, Poland, 25 years old); *"Visiting museums, sightseeing helped me to understand the life and history of the host country, now I know, for example, why Russians speak a lot about WWII, because the country lost many lives"* (McBarrett, USA, 36 years old); *"Even if you do not know language well enough, you can understand other people, all barriers are in our heads"* (Yana, Belarus, 21 years old).

The data received with the help of MAX tool also reveal the evidence of the knowledge and/or skills which the respondents will use in future, ranging from very concrete skills like *"singing songs in Russian"* (Fredrik, Sweden, 45 years old), *"usage of Russian prefixes correctly"* (Alexia, Sweden, 19 years old), definite knowledge areas like *"theory of intercultural communication"* (Ekaterina, Russia, 24 years old), *"peculiar features of international law"* (Maria, Russia, 23 years old) to less precise, general observations like *"All the information I have received during the summer university program will be used someday"* (Anastasia, Russia, 22 years old), *"I will read more works of the authors discussed during the summer program"* (Lydia, Sweden, 20 years old). The participants of the Summer School of Russian Language and Culture were more definite when reflecting on things they would like to try/to use in the future. 90% of them dwelt upon different Russian language skills.

## Results, Conclusions

Results of the survey indicated, on the one hand, the similarities in reasons for choosing of summer mobility programs and the expectations the participants have which do not depend a lot on the age, gender, or country of origin. There is the unanimous agreement that the summer university format should be both educational and entertaining or, at least, enriching its participants with positive impressions. The detected differences in perception of summer university formats are rooted in the presence or absence of the previous experience of participation in either international activities, in general, or study abroad in particular. The main competence which the majority of people enrich through summer programs is in the field of intercultural communication, irrespective of the topic of summer program. Fostering of intercultural competence of participants is achieved mainly through every-day communication with professors and other students, through the encountering of routine life of the host country and participation in culturally enriching events.

Summer universities will be more effective if participants take time in advance to get prepared for the summer university with the emphasis on intercultural competence development. In this case, the role of the home universities faculty members acquires great importance. If a teacher provides the students with the information on summer university program and encourages the students to take part in it, one might expect that the faculty member will make one more step forward and advise the students to prepare themselves to the trip abroad by reading about the country, getting information on its history and culture, so that the short time of summer mobility would be





spent more effectively. HEIs should include summer universities formats into their strategic and operational plans, thus making themselves more visible to the people of different ages embarking on the way of academic mobility.

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## Problem Solving Skills of High School Students: Implications for School Counseling Curriculum

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### Abstract

The aim of this study is to determine perceived levels of problem solving skills of 10th grade high school students in İstanbul and to examine the effectiveness of school counseling curriculum. A total of 829 students participated in the study, 411 of whom were female (49.58%), and 418 were male (50.42%). Moreover, in order to get opinions from school counselors about problem solving skills in their schools, 19 school counselors were interviewed through a written form. Results showed problem solving skills scores of the 10th grade high school students were close the middle level problem solving skills ( $\bar{x}=88.13$ ,  $Sd=18.15$ ). T-test analysis showed significant differences between boys and girls ( $t=3.123$ ,  $p=.002$ ) where girls have better problem solving skills. The interviews with school counselors supported these results in terms of gender. School counselors revealed that the behaviors of students with problem-solving skills are more autonomous and effective in managing their life skills.

**Keywords:** Problem solving skills, high school students, school counseling curriculum

### Introduction

Adolescence is a critical period of human life and the process of development from childhood to adulthood. It is a period demanding significant adjustment to the physiological, cognitive, psychological, and social changes which distinguish childhood behaviour from adult behaviour (Karahan ve diğ. 2006). These changes affect the personality in later life. School life is important in important for adolescence period in the development process, because of social, emotional and academic components of teaching and learning (Zins, Weissberg, Wang, & Walberg, 2004). Students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families (Kivunja 2014). Vygotsky's basic suggestion of social constructivist theorist was that children's cognitive development was affected by the interaction with people in the social environment, especially parents, other children, teachers and mentors. "During development, the child not only develops cultural experience items, but also develops cultural behavior habits and forms, as well as cultural logic methods" (Vygotsky, 1929,415). Vygotsky, "Proximal Development Zone" has stated that a student has a level of competence in relation to a relative he has not yet achieved, but if appropriate support is given by a more capable mentor, he can successfully complete the task. In this sense, it is important for the school and the family to cooperate together in a process where emotion intensity is dominant during adolescence; since emotions can facilitate or hinder children's academic or general commitment, work ethic, and ultimate school success. How and what we learn strongly affected by emotional processes and our relationships, schools and families must give importance to those aspects of educational processes (Elias et al., 1997).

Problem is a life of process that we have to cope with from childhood to all life period. Problem solving is part of life. As the problem grows and the number of problems changes over the years. Individuals solve problems they encounter by using or experimenting with methods acquired over time. According to Piaget, individuals gain problem-solving skills starting from early childhood (Senemoğlu, 2000). Over the years, problem solving abilities have improved (Heppner, Witty and Dixon, 2004). The problem solving ability can be improved from time to time by experience or by the strength of the problem. Education improves student problem-solving skills and also



prevents unsuccessful attempts at learning through experience. Problem-solving education provides students with skills that help them deal with personal, academic and career problems. Ensuring growth and development in social decision-making and problem-solving skills is important. School-based social competence programs provide children with self-regulation and social awareness, group participation, and personal decision-making skills - helping them prepare themselves for roles as social, competent, responsible and productive citizens. (Elias, Clabby 1992). In addition to this, it also allows you to adapt to your future living conditions. Today, the 21st century learning process involves serving different students who use their abilities and are highly motivated. As many students progress from primary school to high school, they lack social, emotional, competence, and become less connected to the school, and this lack of connection affects their academic performance, behavior and health negatively (Blum & Libbey, 2004; Durlak & Weissberg, 2010). However, it is the 21st century learning paradigm. For this reason, new arrangements in school and program dimension should be established to help students become critical thinkers and problem solvers during this pedagogical paradigm change (Kivunja 2014).

The aim of this research is to determine perceived levels of the problem solving skills of 10th grade high school students in Istanbul and to examine the effectiveness of the school counseling curriculum on problem solving from the perspective of school counselors.

### **Method**

The method of research is mixed. Quantitative and qualitative data was used and integrated in research findings. Due to the integration of research data, a parallel convergent pattern technique was used in the study (Bütün 2014).

### **Research sample**

The data for this study were collected through scales given to 10th graders in Anatolian high schools in Beylikdüzü, Bakırköy, Kadıköy and Ümraniye districts of Istanbul in spring semester in 2016. A total of 829 students, selected through simple random sampling, participated in the study, 411 of whom were female (49.58%), and 418 were male (50.42%). Moreover, in order to get opinions from school counselors about problem solving skills in their schools, 19 school counselors were interviewed through a written form.

### **Instruments**

Data were collected through Problem Solving Inventory (PSI) and interview questions for school counselors developed by researchers.

**Problem Solving Inventory (PSI):** Problem-Solving Inventory, developed by Heppner and Petersen (1982) and adapted by Sahin, Sahin and Heppner (1993) was used to measure students' sense of problem-solving ability in their everyday problems. The scale consists of 35 items that measure individuals' perceptions of their problem-solving ability. The items on the inventory are scored 1-6. A high score on the scale shows that the individual perceives himself to be insufficient in matters of problem solving. Sahin, Sahin and Heppner (1993) found Cronbach Alpha internal reliability coefficient to be .90 for the whole scale. Test-retest reliability coefficients for the scale range between .83 and .89.

**The Structured Interview Form:** The structured interview form, prepared by the researchers included 7 open-ended questions aiming to understand school counselors' observations about implementing problem solving skills subject in current program and their future recommendations. After giving information to school counselors about aim and content of the interview, data were collected with this form through an e-mail.

Interview form included questions about the activities carried out on problem solving subject in their schools and their methods of implementation, current status of their implementations in schools, observations about problem solving skills subject and its contributions, and their recommendations for problem solving subject in the curriculum.

### **Data Analysis**

Quantitative data were analyzed by SPSS 20. Descriptive statistics and t-test analysis was used to see students' problem solving skill levels and differences on gender.



Qualitative data (structured interview forms) were analyzed by content analysis by two authors of the study. After defining themes separately, authors work on the data together and three general themes defined:

- Observations on problem solving skills of students
- Current status of implementations in schools and their effects on students
- School counselors' opinions about implementations and curriculum

These three general themes introduced and discussed under main findings.

### Findings

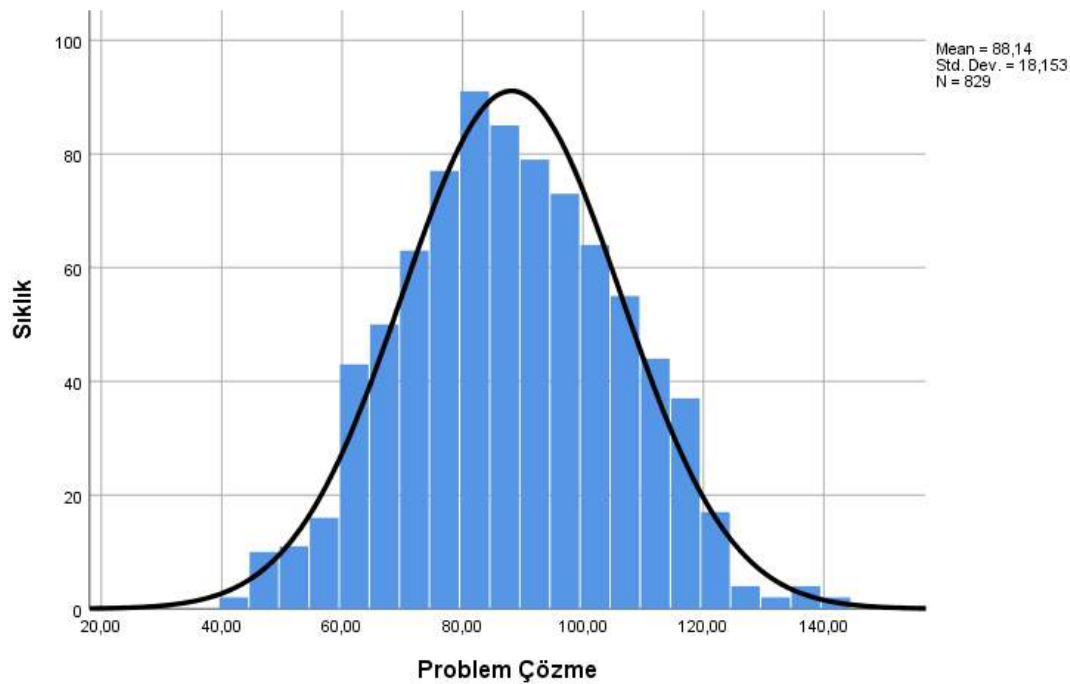
The finding of the problem-solving skills of the 10th grade students, the first problem of the research, is presented below.

**Table 1.** Descriptive scores of problem solving skills of high school 10th grade students

N	Lowest Value	Highest Value	Average	Std. Deviation
829	42	144	88,13	18,15

According to the results of the study problem solving skills scores of the 10th grade high school students were found to be close the middle level problem solving skills ( $x=88.13$ ,  $Sd=18.15$ ).

The graphical presentation of the problem solving skills of the 10th grade students, the first problem of the research, can be seen more clearly.



**Figure 1.** Point Average and Standard Deviation of Problem Solving Skills of High School Grade 2 Students

As regards the moderate level of problem-solving skills of tenth-grade students, school counselors opinions also supported this finding can be stated as: “Students often have problems with their peers but they have lack of abilities to solve their problems”, “Some of the students ignore their problems, they prefer to live like they have no problems”, “For developing problem solving skills, students’ communication skills should be improved”.



The second question of the research is presented in the table below on the gender differences in the problem-solving skills of the 10th grade students.

**Table 2.** Comparison of problem solving skills of high school 10th grade students by gender

Gender	N	Average	Std. Dev.	t	p
Female	409	86,15	18,68	3.123	.002*
Male	420	90,06	17,42		

\* $p < .05$

According to the findings in the Table 2, the average of problem solving points of female students is 86.15, while the average score of male students is 90.06. The difference between the average scores of male and female students was statistically significant ( $p < .05$ ). T-test analysis showed significant differences between boys and girls ( $t=3.123$ ,  $p=.002$ ) where girls have better problem solving skills. The content analysis of the structured interviews with school counselors supported these results in terms of gender. All school counselors revealed that girls have better problems solving skills. An example statement for their opinion can be stated as: “ In problem solving, compared to boys, girls are showing more willingness and openness”.

### Results, Conclusions and Recommendations

This research shows that problem solving scores of 10th grades were close to the middle level problem solving skills. Although Yıldırım et.al. (2011) in their research had very similar results, Kapıkıran and Fiyakalı (2009) found lower problem solving scores for high school students. Another study by Smiley, Thelin, and Lance (2009) showed that adolescents' problem-solving skills can develop through education. Similarly, Özen (2016) indicated the difference in level of problem solving skills between students who participated the problem solving skills training program and their non-attended peers. This study's finding was consistent with school counselors's opinions about problem solving skill development. According to school counselors opinion, this finding could be explained by implementing problem solving skill subject in school counseling curriculum, implementing problem solving skill activities either by group or individual work. Some examples of this group of statements were:

“ Problem solving skills activities are introducing/implementing to students by individual and group counseling and group guidance”.

“ It is more effective to work with students individually on problem solving subject”.

“ We are teaching problem solving steps to students”.

Specifically, they also stated that “problem solving skills are working better with the students who are aware of their problems”. Therefore, they also revealed their observations that after learning about problem solving skills, the students are successful in “finding an alternative solution”to their problems.

According to school counselors opinions, students are lacking the ability of problem solving in situations/circumstances like bullying, saying no to others, understanding self, lack of communication, showing independent behavior/being independent, requesting help from adults. It appears that still there is a need for developing level of problem solving skills. In this respect, school counselors emphasized the strategies may lead to higher levels of the skill development. For example, the school counselors stated that only school practices were inadequate for this skill, and that the family and other teachers should work together as partners. Some of the opinions from school counselors on this subject can be stated as:

- “Families should value their children”,
- “From primary school years, students and their families should be educating on developing problem solving skills”,
- “In developing problem solving skills, teachers' support to these activities is necessary”.

However, they also revealed their observations that after learning about problem solving skills, the students are successful in “finding an alternative solution”to their problems.



Second finding of this research was according to gender, there was a significant difference on problem solving. In their study with high school students, Yıldırım et. al. (2011) found very similar results; female students average scores were significantly different than male students. While some other study results also support this result (Ferah, 2000; Pakaslahti et. al., 2002; Serin and Derin, 2008; Tan, Oe and Hoang, 2018), there were also studies showed male students had higher scores in problem solving (Korkut, 2002; Koray & Azar, 2008). However, some other studies showed there were no significant effect of problem solving for high school students (Çilingir, 2006; Deniz et.al., 2014). Accordingly, it can be said that problem-solving ability is a positive situation for both sides in terms of gender. In this study, some examples of opinions from school counselors supported the finding are given below:

“Girls are more autonomous in problem solving, but boys are more practical in solving problems”. “In problem solving, girls behave more emotionally than boys”.

In general, school counselors of problem-solving skills have found that students with problem-solving skills generally believe that their behavior is more autonomous and more effective in managing life skills. In general, school counselors usually believe that students with problem solving skills are more autonomous and more effective in managing life skills. For this reason, they emphasized that school counseling activities related with the subject are insufficient, and there was a strong need to work with families and other teachers. For this reason, the school counselors stated that only school practices were inadequate for this skill, and that the family and other teachers should work together as partners. Some of the opinions from school counselors on this subject can be stated as:

“Families should value their children”, “Trust and effective communication in family environment is a must”, “From primary school years, students and their families should be educating on developing problem solving skills”, “*Adults thinking independently and giving importance to autonomy is a must*”, “In developing problem solving skills, teachers’ support to these activities is necessary”.

Problem solving is a cognitive skill that can be earned and developed in a long time, and transferring the skill into daily life increase its effectiveness. School counselors focus on this issue by revealing their opinions like:

“Problem solving skill development activities needs to be experiential and needs to be enriched by methods like drama and play”.

“In teaching problem solving skills, seminars and workshops are effective but there is a need to redesign activities in the curriculum; involving more practice”.

Current activities about problem solving subject in the guidance and counseling curriculum were found sufficient by school counselors. However, activities and implementations could be extended to all school levels. Moreover, methods and techniques could be enriched and family involvement could be added as a new dimension.

### **Recommendations**

For the development of problem-solving skills, the school, family and other units of the community must cooperate together. For this reason, some suggestions have been made below based on the opinions of school counselors and field literacy.

1. For the development of problem-solving skills, the effectiveness of the school counseling curriculum can be enhanced by developing real-life examples and adding family training dimension.
2. Revising problem solving skills activities seems important.
3. Activities and implementations can be extended to all school levels.
4. Families also can be trained in problem solving skills
5. Family’s involvement in developing those skills and contribute to experiential learning can be encouraged.





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## Pedagogical Approach to Information Diversity Management

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### Abstract

The article deals with pedagogical aspects of information diversity management which has not received enough attention by researchers of diversity who focus their attention mainly on cultural, ethnic, religious, gender types of diversity. The article discusses the most popular among young people channels and sources of information about educational services and opportunities, and the ways information culture could be influenced by educators. The article answers the research question how the system of education could effectively evaluate diverse information channels in order to determine demands and needs of present and future users of educational services. The authors argue that educational systems should become more flexible in dealing with information diversity and manage it for the benefit of different target groups. The authors of the article discuss the results of on-line survey among young people of different age groups ranging between 17 and 25 who study at different educational institutions in the North-West region of Russia. The survey contained questions on the young people attitude to the sources of information in regards to trust and popularity, frequency of usage, influence of information on the choice of their educational route. The respondents who were divided into 2 groups according to the level of education: school-leavers and university students. Based on the survey results, the article revealed reference groups for managing information diversity. The authors of the article offer guidelines based on research results with consideration to different group of educational services users. The article contains some recommendations on information diversity management which might be used by educational managers.

**Key words:** information diversity management, users of educational services, channels and sources of information, educational management

### Introduction

Contemporary institutions of higher and secondary education are heterogeneous organizations, as they face different types of diversity. Diversity could be defined as something unified in its essence manifesting itself in various kinds and forms (Evgenieva, 1999). Diversity is present in any society, regardless of its cultural and historical characteristics, socio-class structure, state structure, social order. What concerns the treatment of diversity by human society in different historical periods, two tendencies could be defined - humanization and democratization, on the one hand, and centralization and standardization, on the other hand. In accordance to the



first tendency, diversity is regarded as a positive phenomenon, a valuable resource for social development and mutual enrichment of cultures. The second tendency emphasizes the danger of diversity for social stability; in this case society strives to limit diversity with definite legal and moral-ethic frames. The influence of these tendencies distinctly affects the development of the inner environment and culture of educational organizations, as Pevzner, Sherayzina, Ushanova underline (2017:29).

Nowadays, various groups of students and employees which differ from each other by various criteria (ethnicity, religion, health, physical and intellectual development, the degree of giftedness) study and work in educational organizations. Thus, a heterogeneous organization is not an abstract concept. It is the interweaving of the different people's destinies, their unique biographies, feelings, experiences, views and many problems that these people solve during their studies. Diversity, which educational organizations face, is a multifaceted and highly controversial phenomenon. It is an important spiritual value of society and education, an accelerator for the development of public and educational systems. However, as Pevzner and Petryakov (2017) state, diversity cannot be regarded as an exclusively positive phenomenon, as it creates various problems that should be solved by public systems and institutions and not least by educational organizations.

Thus, in theory and practice, various opinions of the diversity phenomenon can be found: the opinion that it is a positive factor leading to the development of creative approaches and the growth of innovations is opposed by another one, representing diversity as the force which increases conflicts and chaos (Pevzner, Sheraizina, Petryakov, 2017: 34-41). In this regard, there is an objective need to manage diversity in society in general, as well as in education.

It should be noted that research on diversity management at universities and schools is focused on the problems of cultural, ethnic, religious and gender diversity. At the same time, the problem of managing information diversity, which tends to expand in the conditions of the information-oriented society, the digitalization of the economy and education, has not been adequately reflected in the thesis of modern scientists.

In the article the term "information diversity" is understood as a set of information sources and channels that allow a person to obtain diverse, significant in volume, various and at times alternative information and judgments about the surrounding world that can be used in different spheres of a person's and society life. In our opinion, the notion of information diversity includes information arrays used by a person, sources and channels for obtaining this information, as well as multiple ways of processing information for the purpose of its use by individuals and social groups in various areas of life, including education.

It should be noted that information diversity is an attribute of a new prefigurative culture. Mead (1983) in his research singles out post-figurative, cofigurative, and prefigurative cultures. In a post-figurative culture, social experience is transferred from the senior generation to the younger generation; in a cofigurative culture, contemporaries learn from each other, share their knowledge, observations, judgments and conclusions. Prefigurative culture is characteristic for societies where profound political, economic and technological transformations take place, when the experience of the senior generations is insufficient to solve the problems of the youth. At the same time, young people develop their own approaches to obtain knowledge and often train the representatives of the senior generation in new technologies. Under the conditions of a prefigurative culture, the so-called "digital generation" has grown, whose characteristics are quite contradictory.

From the pedagogical point of view, it is important to take into account the fact that new sources of information replace the traditional methods of teaching and the usual forms of pedagogical interaction between teachers and students; new sources of information have become important means of self-education and independent acquisition of new knowledge, soft skills and skills related to specific science areas. Information diversity, as any



other kind of diversity, is a controversial phenomenon. Providing a young person with the unlimited possibilities to perceive the surrounding world, the modern information society contains at the same time a destructive potential. As it was noted by a number of authors (Ilyin, 2013; Arzumanyan; Artyukh; Bagautdinov; Brusnitsyn; Mirzaev, 2017), along with the positive ones there are negative signs of information diversity. Among them are destructive influence on the consciousness, emerging worldview of young people, and their personal identities; multiple interpretations of the same phenomena and events, which often contradict each other and do not provide valuable grounds to exercise the right for making a choice; using information for ideological and political purposes.

In this regard, it is necessary for a modern teacher to manage information diversity. There are several reasons for this need. Today, network activity in the infosphere has become characteristic not only for certain social groups or communities, but it has become an integral part of life for the majority of the population in various countries of the world. Infosphere incorporates both information and disinformation, alternative reality and virtual phantoms. Emelin and Tkhostov (2013) justly compare the Internet information field with the myth about the Tower of Babel – however, in the Internet space it is not the people who are crowded, but there is a crowd of ideas, some of which are mythological, empty and simply deceptive.

It is difficult for a young person to understand this flow of information, a significant part of which does not reflect reality, but rather wrenches it, providing untested facts and information. It is not possible to analyze a huge amount of information qualitatively, so a student “slides on the surface” - from one set of data to another, having no time to comprehend the data critically. Today, researchers note the “redundancy of information in a communicative environment that causes a functional breakdown of its systems” (Poludina, 2011: 387). As a result, the uncontrolled diversity and fragmented information lead to the superficiality of both perception and thinking, as well as to the transformation of human values.

The relevance of the study of the problem of information diversity and management is conditioned by the following aspects:

- the growth of the information amount and the increasing importance of information in the life of individuals, social groups, and society;
- the dominant role of the Internet, which contains enormous information resources and has become not only an instrument for gaining new knowledge, but also an instrument for daily communication and establishing social ties between individuals and groups;
- digitalization of society, economy and education;
- variety of sources and channels for obtaining information about educational services and organizations accessible to almost everyone, especially representatives of younger and middle-age generations;
- redundancy, oversaturation and diversity of conflicting information, which becomes an obstacle to the construction of individual educational routes with the help of new information technologies;
- excessive immersion of social networks users in a virtual environment that hinders direct interpersonal communication and thwarts the development of a communicative culture.

The main objective of the research is to determine the essence of the pedagogical approach to managing information diversity, as well as to identify the capabilities of educational systems to respond flexibly to the needs, demands and expectations of current and potential educational services consumers, relying on the study of the most popular information sources in the youth environment. The authors of the research suggest that the information diversity management will be effective if the sources and channels of information, most popular among youth, the completeness and reliability of information about educational services and organizations, as well as the most significant agents of influence on the students’ information and educational choice are identified and studied.



## **Methods**

The methodological basis of the study is the marketing approach (Akulich; Bagiev; Golubkov; Goldshtein; Danko; Egorshin; Kotler; Pankrukhin; Romanov; Tretyak, etc.). The key concepts of the given approach are marketing and information marketing. Marketing serves as a philosophy of information diversity management based on a systematic study and analysis of the consumers of educational services behavior and relevant communication channels for the purpose of developing and implementing effective management strategies for forecasting and meeting educational needs. For education, marketing can become a means of resolving the contradiction between the rapid pace of changing information channels and the slow pace of the education dynamics, being an adequate tool for coordinating the demand for educational services and their supply in the market. Information marketing includes a number of methods for optimizing and making quick decisions, taking into account the rapidly changing market situation with the help of information systems and technologies.

The marketing approach assumes that development of students' personal and professional qualities is related to their educational needs, to form these qualities on the basis of the motivational and value attitude to the surrounding real and virtual environment is one of the modern education tasks, so educational systems should become more flexible in regards to the information diversity, whereas marketing allows to manage this diversity in the interests of different target groups.

The marketing approach presupposes the necessity to study the most popular among young people channels and sources of information about educational services and opportunities, to consider the didactic aspect of managing information diversity and the aspect of organizing the interaction of various heterogeneous groups as active subjects of the information environment.

The marketing approach provides an understanding of the specifics and information needs of each target group, in which members are ready and capable to find solutions of the educational task in accordance with their personal needs, cultural characteristics, physical abilities, interests, and difficulties.

It allows us to evaluate various information channels effectively in order to determine the requirements and needs of current and future users of educational services, to take into account the characteristics of the target audience and organize the educational process in such a way that its contents and technologies are in utmost demand by both educators and students, it will ensure an active position of subjects in the process of obtaining knowledge based on self-determination to the information received and to the channels for its dissemination. To achieve the objectives of the study, the following methods were used: theoretical analysis of the psychological - pedagogical, philosophical, and sociological literature according to the subject of research; the analysis of actual experience in the field of marketing and information technologies in education; observation; online survey method (questionnaire); methods of mathematical data processing.

## **Findings**

In accordance with the problem defined by the authors of the article, research was conducted to determine the sources of information used by students, their information preferences, the fields of activity the information is used in, treatment, sorting out and enrichment of information, in what way the information can become a means for obtaining a quality education aimed at solving the tasks of the digital economy. The pedagogical approach to information diversity presupposes an assessment of the sources, channels and nature of the information received by the students. Such assessment is necessary to manage information diversity for educational purposes. In addition, the pedagogical approach to managing diversity has a pragmatic aspect. The study of the main sources and channels of information and communication can help educational organizations identify the needs and requirements of both future students and students who are studying today. Having identified these needs and





requests, universities and schools as open educational systems can diversify their educational programs, flexibly reacting to the challenges of modernity. In other words, information diversity can become a catalyst for the development of didactic diversity, innovative forms for educational process organization, including project-oriented and inquiry-based learning.

Information diversity is closely related to the diversity in higher and secondary education. As it is noted by Pevzner, Petryakov, Donina (2017), the diversity of education is not only the variability of the teaching content and pedagogical technologies, but also the multiplicity of organizational and legal forms, kinds and types of educational institutions, channels for obtaining education. Diversity presupposes the multifaceted nature of the internal school life, its structure, goals, methods, organization of its activity, as well as a wide range of possibilities for choosing means, methods, models, systems of pedagogical work and managerial activities in education. Ultimately, diversity can be considered as a fundamental mechanism for the development and self-development of education, its democratization.

With the purpose of implementing the pedagogical approach to the information diversity management, the authors of the article conducted an on-line survey among young people of different age - from 17 to 25 years - who study at various educational institutions in the North-West region of Russia. The questionnaire contained questions about the attitude of young people to information sources, about their credibility and their popularity, frequency of usage, the information impact on the young people's choice of their educational route. Respondents were divided into 2 groups according to the level of education: school leavers and university students. Researchers were looking for the answers to the following questions: What channels and sources of information about educational services and opportunities are popular among young people? Can teachers influence the information and communication culture of youth? Does an objective assessment of information channels help determine the requirements and needs of current and future users of educational services? Can the education system respond to these needs flexibly?

To answer some of these questions, an online questionnaire that consisted of 4 parts was developed: personal data and area of interest; the purpose of obtaining information; types and forms of information, channels and sources of its receiving; information about educational organizations and services. 275 respondents took part in the on-line survey, including 149 women and 126 men. 183 of them were from 17 to 18 years old (66.5% of all respondents), from 19 to 25 years old - 92 people (33.5% of all respondents).

As the survey showed, the respondents displayed diverse interests. They are mostly interested in on-line communication (219 respondents - 79.6%) and sports (124 respondents - 45%). Interest in leisure and entertainment was expressed by 98 people (35.6%). Culinary, art and tourism interested 80 respondents (29%); slightly less of them (79 respondents - 28.7%) expressed interest in various sciences. The survey showed that the respondents are least interested in philosophy - 62 people (22.5%) and religion - 54 people (19.6%).

To determine the possibilities of managing information diversity, it was important to find out the aims of obtaining information by respondents and identify the number of people, who receive information for educational purposes. As the survey results showed, the majority of respondents, namely 239 people (86.9%) look for information in order to learn about events. 102 people (37%) pointed out the widening of the knowledge and competencies as their aim. 118 people (42.9%) receive information in order to get acquainted with educational resources and services. Thus, more than half of the surveyed young people receive information for educational purposes.

The authors considered it important to determine the information preferences of the survey participants and to identify those who prefer receiving educational and scientific information. As on-line survey showed, 141



respondents prefer educational information (51.3%), scientific information was preferred by 106 respondents (38.5%).

To form an information culture of students, it is important to identify the most significant for them characteristics of information, especially such as reliability and completeness. Respondents were asked to assess the significance of the information properties on a scale from 1 to 7. Further, the average score for each of the received information characteristics was calculated. As a result of the survey, according to the average score, the significance of characteristics was distributed in decreasing order in the following way: reliability (5.18), free access (5.0), adequacy (4.98), availability (4.96), relevance (4.92), completeness (4.77), representativeness (4.46).

To implement pedagogical influence on current and potential consumers of educational services, it was important for researchers to identify the sources of information most popular among young people. During the research, it was revealed that respondents most often receive information from networks - this source was indicated by 255 respondents, which amounted to 92.7% of respondents. Among the frequently mentioned sources of information are media (98 respondents - 35.6%) and publics (92 respondents - 33.4%). As extremely seldom used sources of information, respondents indicated printed publications, brochures and leaflets, information stands.

Nowadays, the information culture of an individual presupposes one's active attitude to the received information, which manifests itself not only in the pragmatic use or commenting, but also in the desire to change the information content. As the on-line survey showed, 175 respondents (63.6%) mostly watch and read information, 57 respondents (20.7%) comment on it and only 14 respondents (5%) try to change the information content.

To conduct effective career guidance work and identify potential consumers of HEIs educational services, it is important to determine the sources of information that most of all influence the school leavers' choice of the educational organization. Respondents were asked to assess the significance of the most reliable information sources on a scale of 1 to 7. Then the average score for each source of information was calculated. According to the received data, the most significant reliable sources of information are the HEI's website (4.74), parents, teachers and acquaintances (4.19). Among less reliable sources, information on promotional products was mentioned (3.37). As the least reliable sources of information, respondents noted information received from the media and printed sources (2.8).

In regards to the educational organization per se, respondents are most interested in such characteristics as the organization of educational activities - 123 people (44.7%), the staff and level of teachers' qualifications - 112 people (40.7%), culture and leisure - 118 people (42.9%), facilities - 94 people (34.2%). The respondents are least interested in information about research activities - 58 people (21%), the official rating of the educational organization - 47 people (17.1%).

To manage information diversity, channels of information transmission about expectations and wishes concerning educational services raise the particular interest. The most popular channels were discussions in blogs (210 respondents - 76.4%), 99 respondents (36%) contact the administration of the organization and student union bodies.

As the online survey showed, the most popular among young people channels and sources of information about educational services and opportunities are networks, blogs, websites of educational organizations. The least popular sources of information about educational services are advertising products, mass media, printed sources.

## **Results, Conclusions and Recommendations**



As the study showed, information diversity reflects a wide range of information resources, sources and channels for obtaining information, ways how to process it and bring it to recipients, as well as ways to perceive information by various groups of the population and use it in educational activities, and in various life situations.

The information diversity management in the education sphere presupposes:

- 1) defining the most popular among young people sources and channels of information, which can help identify their educational needs, demands and expectations;
- 2) identification of the most significant agents of influence on the students' information and educational choice;
- 3) teaching students to rational ways of selecting, processing and analyzing information necessary to obtain new knowledge and competencies;
- 4) instilling in students a value relations to information that allows to avoid its destructive influence on the consciousness of young people;
- 5) formation of a heterogeneous information and educational environment that allows to satisfy the diverse demands of educational services' consumers, identified through the analysis of various information sources.

Thus, the pedagogical approach to the information diversity management presupposes:

- formation of students' information culture, which allows them to navigate in a diverse stream of information, extract, sort and organize information that is useful for their educational activities, professional self-determination, solving vital problems;
- development of the educational systems ability to respond flexibly to information reflecting the diverse demands of various population groups, including those with special educational needs, for the purpose of diversifying and personalizing pedagogical systems and processes.

Based on the results of the survey, a number of diversity management strategies related to educational marketing and educational management can be recommended to managers and educators of educational organizations.

As Pevzner, Sheraizina, Donina (2017: 29) notice, in a climate of diversity, each educational organization should consider as much as possible the needs of the various groups of consumers of educational services, while trying to minimize its weaknesses and maximize its strengths, and, using it as a basis, put together an independent strategy for development and cultivate one's relationship with consumers.

The most important to us are analytical, orientation, transformation strategies. It is recommended to identify and analyze the relevant sources of information about educational services; determine the degree of completeness and reliability of information provided by these sources; to correlate objective (websites of HEIs, official information, etc.) and subjective (reviews of parents, students, etc.) evaluations of the education quality. Furthermore, it is necessary to determine the degree of satisfaction of educational services consumers with the available information and its compliance with individual educational requests. On the basis of the data obtained, it is recommended to give an overall assessment of information diversity and its role in the personal development and educational choices of young people in the region. The analytical strategy also involves identifying individuals with special educational needs using different sources of information.

In accordance with the orientation strategy, an information and educational navigator is created to guide consumers in information flows, with the aim of designing an individual route in the educational space of the region. The transformation strategy presupposes the diversification of existing educational systems, in particular the specialization of educational organizations at the institutional, content and technological levels, as well as the development of a diversity management system in heterogeneous information and educational environments.



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# **An Analysis of a Structural Equation Model of Variables Affecting Digital Music Piracy in Y-Generations**

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## **Abstract**

This study presents a structural equation modeling of the variables that influence digital music piracy. From both the 1997 and 2008 economic turmoil to the technological leaps from cassettes, to CDs, to the Internet and the related peer-to-peer (P2P) file sharing technologies, the Thai music industry has and continues to witness tumultuous times. More recently, broadband and Internet enabled smartphones have exacerbated the issues swirling around digital music piracy and the loss of revenue to both the music label houses and their artists. This study is therefore focused on the variables that contribute to factors influencing piracy. Quantitative data surveyed from a sample of 300 music users who have experienced illegally online music access or download. Partial Least Square (SmartPLS) software was conducted to analyse Structural Equation Model (SEM). Perceived risk, perceived benefit and attitudes are variables affecting the music piracy behavior directly and indirectly. Thus, Music labels and artists need to understand the motives that cause Y-generation willingness to embrace illegal downloading and develop methods and markets to counter this unsustainable act.

**Keywords:** Perceived Risk, Perceived Benefit, Attitudes, Music Piracy, SEM

## **Introduction**

Until recently, there was one dominant way of recording sounds so that they could be reproduced at a later time or in a different location: analog magnetic recording (Kadis, 2015). In fact, magnetic recording techniques are still the most common way of recording signals, but the encoding method is digital. According to a symposium by the National Recording Preservation Board hosted by the US Library of Congress, it was stated that throughout the 125-year history of the record business, convenience has often prevailed in the marketplace over audio fidelity quality (Brylawski, Lerman, Pike, & Smith, 2014). This is consistent with Manuel (1993) who stated that in Thailand cassettes and cassette dramatically replaced vinyl from 1977 onwards as they were cheaper and more portable than vinyl and phonograph. Furthermore, the cost of the mass production of cassettes was lower than pressing records. According to Rogers (2013), tape for audio storage was first showcased at the Berlin Radio Show in 1935, on the reel-to-reel Magnetophon machine, but it would take another three decades for the stereo compact cassette to arrive. Dutch manufacturer Philips got there first in 1963, alongside the first battery-powered lightweight cassette player with music albums on cassette arriving in the US in 1966 and between 1985 and 1992, cassette was the most popular format in the UK, before a small silver disc started ruining the party (Rogers, 2015).

According to Witt (2015), starting in the late 1990s, illegal file sharing gradually brought the music industry to its knees and in 2001, a new type of software – BitTorrent – was launched that simplified and sped up the online files haring process. Files were shared peer-to-peer but had to be tracked by a central host site. In partial response to this digital music piracy, America’s President Clinton signed into law on October 28, 1998 the Digital Millennium Copyright Act (DMCA, 1998) which was the US legislation to enforce international treaties including the WIPO Copyright Treaty (WCT) and the WIPO Performances and Phonograms Treaty (WPPT), each requiring member countries to provide protection to certain works from other member countries or created by nationals of other member countries. That protection must be no less favorable than that accorded to domestic works. Technology however leapfrogged over legislation, the related enforcement laws and the ability to enforce them as in 2001 Apple launched the iPod which had the ability to store 5 GB of music or about 1,000 songs (BPS, 2015) which could easily be downloaded from the Internet. With slow dial-up connections ending and students gaining access to broadband connections, entire albums could be queued up before sleep with a student waking up to multiple, downloaded albums in the morning. At the same time however, the Internet’s Napster was dealt a fatal blow when the 9th U.S. Circuit Court of Appeals in San Francisco ruled that the company was violating copyright laws and orders for it to stop distributing copyrighted music were issued. However, by 2003, in spite of considerable legal progress, it was estimated that Internet users were illegally

downloading about 2.6 billion music files each month (Wade, 2004). Thus, the game of digital music piracy ‘cat and mouse’ seemed an unstoppable force then as today.

The music industry has undergone drastic changes since the advent of widespread digital distribution of music via the Internet, which includes both illegal file sharing of songs and legal music purchases. Released in 2003, the Apple’s iTunes Music Store dominated the authorized digital marketplace with 80% market share in the U.S. in 2005 (Klym, 2005) and by 2011 was still the world’s largest digital music retailer. During this period however the ‘Big 6’ control of music labels (Warner Music, EMI, Sony, BMG, Universal Music, and Polygram) began a consolidation process which in August 2004 saw the merger of the recorded music divisions of Sony and BMG, which created the world’s largest music company while reducing the “Big Five” labels to the “Big Four” (Savage, 2005). Furthermore, at the time Sony BMG Music Entertainment was stated to control over 30% of the global music market with all four labels controlling 75% of the world’s musical output. Later the ‘Big 4’ became the ‘Big 3’ consisting of the French-owned Universal Music Group, the Japanese-owned Sony Music Entertainment, and the US-owned Warner Music Group. Today, global E&M (Entertainment and media), which also includes the digital music industry, which is projected to rise to US\$2.23 trillion by 2019 from US\$1.74 trillion in 2014, growing at a 5.1% CAGR (PwC, 2015). It was also indicated in the same research from PwC (2015) that Thailand’s E&M spending is also poised to rise 27.8% to US\$12.7 billion (427.3 billion baht) by 2019, growing at a compound annual growth rate (CAGR) of 6.3% over the next five years. This is consistent with Wuttipong (2012) which stated that the imitation of Western music remained a significant part of Thai popular music in the 1980s which in part led in part in the first half of the decade to the establishment of Thailand’s first two major labels: RS and Grammy.

As a subset of E&M, today, the revenue generated by digital music industry sales worldwide grew from \$US 5.1 billion in 2011 to \$US 6.9 billion in 2014 (Figure 1). The popularity of online music is so immense that in some countries, namely South Korea and the United States, consumers now spend more money on downloads and online music subscription services than CDs. In 2011, the Thai government promoted the concept of a “Creative Economy” as critical to Thailand’s development as witnessed by this idea’s insertion into the draft of the 11th National Development Plan (NESDB, 2011) and in the nine government programs for developing creative industries that are included in the second stimulus package (Thai Kem Kang: Strong Thai). The objective of this focus was on a creative economy that established Thailand as the creative industrial hub of ASEAN, leading to an increase in GDP contributed by creativity from 12% to 20% by the end of 2012 (KIA, 2009). Since there is no single definition of creative industries that is universally accepted, the KIA study applied the UK’s DCMS definition of creative industries as “those requiring creativity, skill, and talent, with potential for wealth and job creation through the exploitation of their intellectual property” (KIA, 2009). Unfortunately, this did not happen as Thailand’s music market industry dropped from US\$304 million in 2010 to US\$279 million in 2014 with only two major labels (Grammy and RS) and one independent label (Bakery) surviving the Asian financial crisis of 1997 (Wuttipong, 2012). Recent data suggests this trend will continue with projections stating that total music revenues are projected to fall by a CAGR of -0.8% to US\$268 million in the next five years with piracy being the No. 1 threat that obstructs the Thai music sector from growing (PwC, 2015).

Thailand’s downtrend is consistent with a global trend as despite growing digital revenue, global revenue from the entire music industry has been on a decline year-by-year. In 2013, the total revenue of the music industry, which consists of both digital and physical sales, amounted to \$US15 billion dollars, down from \$US23.3 billion dollars a decade earlier. This nonstop decrease in collective revenue could primarily be due to the increase in illegal music downloads and other forms of illegal music streaming (Statista, 2016). The PwC (2015) report however suggests that revenue from live music is expected to grow at a 6.1% annually, reaching US\$166 million by 2019 from US\$124 million in 2014, overtaking total recorded music in 2016. While global revenue from digital media will continue to exhibit stronger growth, non-digital media players must adapt to survive and thrive. This means developing content that consumers like, producing innovative offerings and developing consumer relationships across distribution channels. This research is also an extension of the author’s conceptual perspective article in 2016 in which the author has conducted and completed into a full research with results (Sanitnarathorn, 2016).



## **Literature Review**

### **Perceived Risk**

Chiou, Huang, and Lee (2005) researched music piracy in Taiwan and stated it is the greatest threat facing the music industry worldwide today. From the study it was indicated that that attributive satisfaction, perceived prosecution risk, magnitude of consequence, and social consensus are very important in influencing customers' attitude and behavioral intention toward two types of music piracy behavior. According to Tan (2002) research has identified risks as critical factors influencing ethical decision making. The concept of perceived consumer risk was first introduced by Bauer (1960) when he characterized consumer choice in terms of risk taking or reducing behavior.

This is consistent with Sinha and Mandel (2008) that stated whether measured indirectly or directly, the tendency to pirate depends, to different extents, on three key factors: positive incentives (e.g., improved functionality of the legal Web site), negative incentives (e.g., perceived risk of piracy), and consumer characteristics. In summary, in terms of types of risks people encounter, Fraedrich and Ferrell (1992) summarized six aspects of risks which included financial, performance, physical, psychological, social, and overall risk. In the context of digital piracy, some attempted to examine the effects of risk on behavior. Applying Fraedrich and Ferrell's categorization of risks, Tan (2002) found all six risks influential in intention to purchase software and Chiou, Huang, and Lee (2005), who tested only prosecution risk, found it influential on attitude.

### **Perceived Benefit**

Limayem, Khalifa, and Chin (2004) suggested that social factors and beliefs concerning consequences of software piracy have significant effects on software piracy intentions. Additionally, if the user decides that the benefits outweigh the risks; this will affect their attitude towards digital music piracy. Benefits leading to illegal activity also include the ease and cost of acquisition of the music files compare to the physical and timely act of having to go to a store or purchase it online (Chen, Shang, & Lin, 2008). This is consistent with Zeithaml (1988) which observed that consumer perceptions of price, quality and value are considered pivotal determinants of shopping behaviour and product choice. Wang, Ye, Zhang, and Nguyen (2005) early research on the willingness of Internet consumers to pay for online services concluded that their willingness to pay for online content or services is positively related to their perception of convenience, essentiality, added-value, and service quality, and to their usage rate of a given service.

### **Music Piracy Attitudes**

First published in 1935, The Handbook of Social Psychology was the first major reference work to cover the field of social psychology and in it, Allport (1935) defined an attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" while Bem (1970) summarized attitudes as "attitudes are likes and dislikes". Multi-attribute attitude models have long argued that attitudes (overall summary evaluations) are comprised of beliefs and evaluations regarding expected outcomes (Ajzen and Fishbein, 1980).

Peace, Galletta, and Thong, (2003) stated that the theft of software and other intellectual property has become one of the most visible problems in computing today with punishment severity, punishment certainty, and software cost having direct effects on the individual's attitude toward software piracy, whereas punishment had a significant effect on perceived behavioral control. This is consistent with research by Beck and Ajzen (1991) which connected the theory of planned behavior and predicted intentions and showed that there was a high degree of correlation which was a clear indicator to predict behavior that will occur in the future.

Buchan (2005) used an extension of the theory of planned behavior (Ajzen, 1985) to examine the influence of personal, social and organizational factors on ethical intentions. Specifically, the individual level model tested direct effects of attitudes, subjective norms, perceived behavioral control, moral sensitivity and ethical climate. The study found a significant relationship between subjective norms and attitudes with professionals' attitudes

towards ethical issues clearly influencing intentions. Moreover, the study illustrated the potential influence of social factors in attitude formation.

### Music Piracy

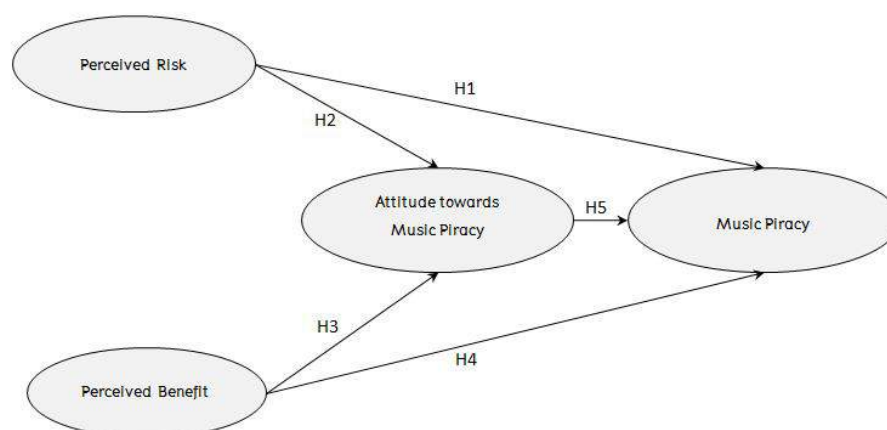
Giletti (2011) investigated the consumption of digital music drawing from the theory of planned behavior (TPB) which placed an emphasis on the role of norms and attitudes in the formation of intentions to either purchase music or download it for free. It was shown that these preferences affect the treatment of digital music as a cultural object with many consumers willing to pay for digital music, but threat of legal repercussions has little effect on their decision to commit piracy or not. Age plays a role as younger consumers view illegal downloading as a norm supplemented by the idea that the Internet is free. Fortunately however, artist affinity moderated digital music piracy.

Briefly, according to TPB, human behavior is guided by three kinds of considerations: beliefs about the likely consequences or other attributes of the behavior (behavioral beliefs), beliefs about the normative expectations of other people (normative beliefs), and beliefs about the presence of factors that may further or hinder performance of the behavior (control beliefs) (Ajzen, 2002).

Davis (1989) further observed that usefulness has a significantly greater correlation with usage behavior than did ease of use. This is consistent with Venkatesh (2000) which stated that previous research has established that perceived ease of use is an important factor influencing user acceptance and usage behavior of information technologies. Downloading unauthorized music files, being framed as a problem of crime is deemed unethical, but the peer-to-peer systems (thus ease of use) have boosted its popularity and have become the killer application for the music industry (Chen et al., 2008). Several other studies have indicated a willingness to contribute to the copyright infringement (Al-Rafee and Cronan, 2006, Cockrill and Goode, 2012, Cronan and Al-Rafee, 2008, Tan, 2002, Yoon, 2011).

Many in the music industry wish that music never appeared on the Internet, but it has, and despite all efforts to stop illegal downloading, those in the industry now realize that the Internet has forever changed the face of music (Wade, 2004). The researchers therefore after a preliminary review of the literature wish to propose the following research methodology to determine the variables affecting digital music piracy as shown in Figure 2 below.

**Figure 2.** Conceptual Framework



### 2.5 Research Hypothesis

H1: Perceived Risk has a direct influence on Music Piracy

H2: Perceived Risk has a direct influence on Attitude towards Music Piracy

H3: Perceived Benefit has a direct influence on Attitude towards Music Piracy

H4: Perceived Benefit has a direct influence on Music Piracy

H5: Attitude towards Music Piracy has a direct influence on Music Piracy

## Methodology

### Sample and data collection

Sample size suggestion usually depends on how the model is complicated, but typically ranges between 5 to 20 questionnaires per observed variable, with entire sample size should exceed 200 cases (Hair et al, 2006). Therefore, a ratio of 15:1 is acceptably reliable for a structural equation model analysis (Schumacker & Lomax, 2010). Thus, the study's sample size of 300 individuals for 20 observed variables ( $20 \times 15 = 300$ ) was highly reliable. The questionnaire was administered to 300 music users who have experienced in illegally online music access or download. The questionnaire was established from the theories and related reviewed literature as a tool to measure the proposed research model.

### Measurement

Five experts in the involved music industry were asked to check the questionnaire's reliability to ensure that the prospective questionnaire's responders can be collected with reliability and consistency according to the method of the Item-Objective Congruence (IOC), the screening of the survey questions. If the result of  $\sum x/n$  is above 0.5, it will be considered as valid. There were 30 questionnaires were responded as a trial prior to the actual survey to check as samples if the questionnaire has a tendency of reliability and consistency. The reliability value was calculated by using Cronbach's  $\alpha$  (Cronbach, 1951) to ensure internal consistency within the items. According to Best and Kahn (2003), when calculating Cronbach's Alpha ( $\alpha$ ), if it ranges from 0 to 1 and a value of  $\geq 0.70$ , it reflects good reliability of the questionnaire. According to the pre-test, Cronbach's Alpha ( $\alpha$ ) has an average of 0.936, indicating reasonable reliability (Hair et al, 2006). All questionnaire items used a 7-point agreement scale response format (Likert, 1972), with 1 representing the manager strongly disagrees with the item's statement, while 7 representing the manager strongly agreed with the item's statement.

### Statistical Analysis Overview

The researchers adopted the survey method for data collection, whose hypotheses were investigated by the use of the software SmartPLS (Partial Least Square) 3.0 to examine the general fit of the proposed model with data and to identify the overall casual relationships among constructs. Measurement and data collection implies an evaluation of the measurement model, which for the study included: 1) the individual item reliabilities, 2) the model's convergent validity, and 3) discriminant validity.

### Analysis and Results

According to the analysis result of scale validity and reliability, scale investigation has been conducted using internal consistency measurement coefficient cronbach's alpha to calculate the average value of the correlation coefficient. It was found that alpha coefficients ranged from 0.8180 to 0.9606. The corrected item to total correlation (CITC) was used in the data collected to purify items. The researcher suggested the items with a CITC score of higher than 0.5 are acceptable. Individual item reliability was examined by looking at the loadings, or correlations, of each indicator on its respective construct. For reflective indicators, it is generally accepted that items must have a factorial load ( $\lambda$ ) of 0.707 or above (Table 1) (Hair et al, 2006).

**Table 1.** Convergent validity of the latent variables

Construct/Item	Loading	t-stat
<b>Music Piracy (MUP)</b>		
MUP1	0.962	163.685
MUP2	0.968	217.884
MUP3	0.959	137.849
<b>Attitude towards Music Piracy (ATM)</b>		
ATM1	0.851	50.501
ATM2	0.893	65.423

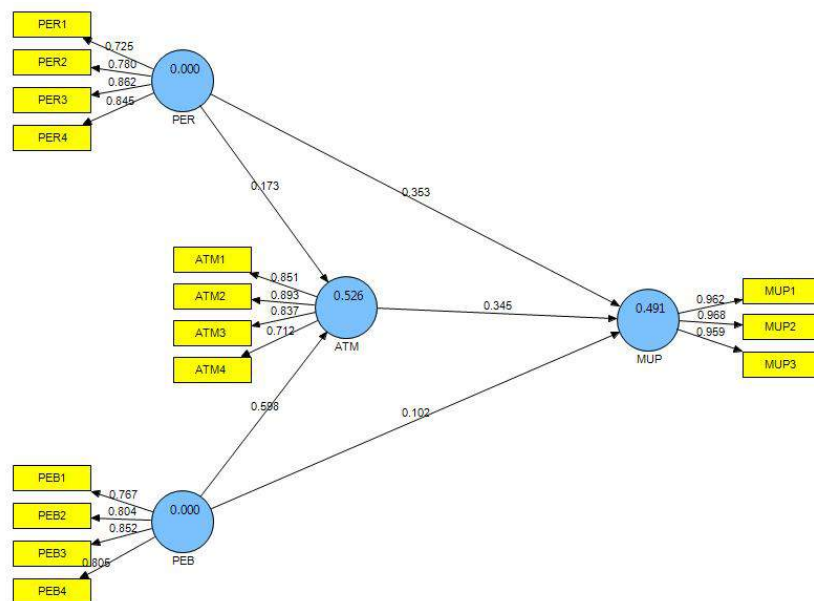
Construct/Item	Loading	t-stat
ATM3	0.837	30.621
ATM4	0.712	19.605
<b>Perceived Risk (PER)</b>		
PER1	0.725	26.178
PER2	0.780	24.963
PER3	0.862	62.892
PER4	0.845	38.610
<b>Perceived Benefit (Bus_envi)</b>		
PEB1	0.767	28.332
PEB2	0.804	32.215
PEB3	0.852	48.709
PEB4	0.805	30.444

Table 2 shows factor analysis results affecting Thai digital music piracy with composite reliability in Table 2 greater than 0.60 with the AVE values also greater than 0.50. Coefficient of determination (R<sup>2</sup>) values are also higher than 0.20, representing the reliability of the measurement (Lauro and Vinzi, 2004; Henseler et. al., 2009). Reliable measurements can be found in the column of interest which is higher than the cross construct correlation values in the same column. Results from the analysis of structural equation modeling of the variables that influence digital music piracy are shown in Figure 2 and Table 3.

**Table 2.** Statistics showing the discriminant validity

Construct	CR	R <sup>2</sup>	AVE	cross construct correlation				
				PER	PEB	ATM	MUP	O.S
Perceived Risk (PER)	0.8798		0.6477	<b>0.8048</b>				
Perceived Benefit (PEB)	0.8823		0.6523	0.6691	<b>0.8077</b>			
Attitude towards Music Piracy (ATM)	0.8950	0.5257	0.6821	0.5730	0.7136	<b>0.8259</b>		
Music Piracy (MUP)	0.9744	0.4912	0.9270	0.6185	0.5838	0.6195	<b>0.9629</b>	

**Figure 2.** Final Model



An Influence of each of the variables that affect music piracy is shown in Table 3 below.

**Table 3.** Direct (DE), indirect (IE), and total (TE) effects of the independent variables

Dependent Variable	R <sup>2</sup>	Effect	Independent Variables		
			Perceived Risk	Perceived Benefit	Attitude Towards Music Piracy
Attitude towards Music Piracy	0.526	DE	0.173	0.598	N/A
		IE	0.000	0.000	N/A
		TE	0.173	0.598	N/A
Music Piracy	0.491	DE	0.353	0.102	0.345
		IE	0.060	0.206	0.000
		TE	0.413	0.308	0.345

All hypotheses had statistical significance which is considered to have high reliability (Table 4) by  $|t| \geq 1.96$ , means significance at  $p \leq 0.05$  (Lauro & Vinzi, 2004; Henseler et al, 2009).

**Table 4.** Results of hypotheses testing

Hypotheses	coef.	t-stat <sup>1</sup>	Results
<b>H1: Perceived Risk</b> <i>directly affects Music Piracy</i>	0.353	7.4003	Supported
<b>H2: Perceived Risk</b> <i>directly affects Attitude towards Music Piracy</i>	0.173	2.6252	Supported
<b>H3: Perceived Benefit</b> <i>directly affects Attitude towards Music Piracy</i>	0.598	9.4094	Supported
<b>H4: Perceived Benefit</b> <i>directly affects Music Piracy</i>	0.102	5.0644	Supported
<b>H5: Attitude towards Music Piracy</b> <i>directly affects Music Piracy</i>	0.345	4.5974	Supported

## Discussion and Conclusion

According to Wade (2004), the first battle in the war between the pirates and the industry has wound down, with the industry winning the courts and the pirates still controlling the Internet. For the major labels, winning the next battle will mean that the status quo needs to be changed and new business models must be created. The first major digital music industry success was made by Steve Jobs of Apple Computer, Inc. in his online music store, iTunes. After its launch in early 2003, iTunes accounted for the legal downloading of over 25 million songs in 2003 and was named Time invention of the year. It was a disarmingly simple concept: sell songs in digital format for less than a dollar and let buyers play them whenever and wherever they like—as long as it's on an Apple iPod (Taylor, 2003). Watching this success, the music labels rushed to license their catalogs for sale on the Internet and convince those that download it to do so legally, but as the research has suggested, with limited success. Technology always seems to intervene and make illegally acquiring digital music easier as was witnessed by the movement from dial-up networks to broadband, to peer to peer (P2P) and now to Internet enable smartphones. In Thailand, according to Wuttipong (2012) the major labels have felt an extreme impact as a result of this piracy and have earnestly attempted to solve the problem. However, during the early half of the 2000s, no solution could be found. The reasons behind this can be explained by two significant factors, namely the difficulty in arresting the piracy perpetrators and the lack of knowledge of copyright laws amongst Thai music consumers.

Simply encouraging concern in consumers might not be enough to gain revenue back from the piracy business, meaning that major labels need to modify their business model in order to deal with this situation as piracy still remains a significant issue in the Thai entertainment industry. Whilst the period between 1982 and 1994 may be characterized as the golden age of Thai popular music, the period between 1997 and 2006 may be regarded as its

polar opposite, an era during which album sales plummeted, piracy was prevalent, and the policies of musical corporations limited the financial investment in music production (Wuttipong, 2012). Additionally, the effects of multiple economic recessions have been far-reaching and enduring. The economic turmoil was further exacerbated by problems associated with various technological advancements (the development of MP3 technology, the Internet, broadband and now today's smartphones). These technological factors combined with economic turmoil in the post-1997/2008 periods contributed to the major and minor labels confronting significant obstacles to their sustainability and the management of their labels. Revenues dropped, organizations collapsed, and artists sent packing from all these changes. Today, the industry is still trying to find its way out of the dark with industry experts projecting further losses into the foreseeable future. Full notice has been given by countless experts on how the Internet is transforming the entire music industry just as cassettes and CDs have done in the past. The only question that remains is who will take control of the Internet and the digital music downloading business—the industry or the pirates?

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## **A study on the self-directed learning readiness**

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### **Abstract**

The purpose of the present study was to examine the self-directed learning readiness of students in department of nursing and midwifery. Survey model was used among the descriptive research methods in this study. The overall of 398 students attended in this questionnaire. The Self-Directed Learning Readiness Scale (SDLRS) that was developed by Fisher et al. (2001) was used. The average overall score attained from SDLRS was 4.07 for the midwifery students and 3.91 for the nursing students. In the data analysis, it was revealed that the nursing and midwifery students had intermediate and high SDLR in this study.

**Keywords:** Nursing-midwifery students, Self-directed learning readiness, Lifelong learning

### **Introduction**

Self-directed learning (SDL) is a technique of training that can be described as the amount of liability the student approves for one's own learning (Fisher et al., 2001). It has many benefits containing escalated conviction, autonomy, foster and preparative for lifelong learning (O'Shea, 2003).

Dewey (1938) was who described the mission of educational institutions with relevant to the SDL as 'the person's growth' suggesting that 'the educator should be the one who guides, but does not control the process of learning'. Later, Knowles (1975) has described the self directed learning readiness: A process in which persons take initiative, with or without the help of others, knowing person's own learning needs, formulating learning targets, describing human and material sources for learning, choosing and implementing appropriate learning strategies, and appraising the learning conclusion.

The learner's readiness to engage in SDL is described as the degree the persons have the attitudes, skills and personality characteristics essential for self-directed learning (Wiley, 1983). Self-directed learning (SDL) may be described as amount of responsibility a learner approves for their own learning (Fisher et al., 2001).

The characteristics of the persons learning on a self-directed essential are described as the lifelong learning and detached learning, possessing the self-arrangement abilities, possessing the supervision over persons' own learning, describing the learning goals in a correct way, and appraising persons' own learning process (Candy, 1991; Kegan, 1994).

Understanding and identifying how students learn, their skill to direct themselves in learning and their readiness to learn improves nursing students' confidence in their own skill, also increases their capacity to learn in new conditions. In a continuously varying environment, self-directed learning is basis for enabling nursing students to develop unbound learning abilities, and is a sense of accountability, liability and confidence that are basis attributes to the nurse's career (Bastable, 2008; Levett-Jones, 2005). A self-directed learner has been excited to learn, is aim-oriented, free, and is insistent in learning (Shaikh, 2013). A self-directed learner freely investigates for novel knowledge, then critically appraisals and utilizes the information regained in the clinical giving a decision process (Avdal, 2013).



In of this information, the problem of the present study was to analyze the self-directed learning readiness levels of the students studying in the programs of midwifery and nursing.

## **Method**

### *Method of the research*

This study is a descriptive one intended for determining the current situation, which has been performed based on the screening model. The screening model is a search approach aiming to define a past or present status or an incidence in its original form (Karasar, 2014).

### *Population -Sampling*

The universe of the study consisted a entire of 398 students studying in the sipring 2018 semester in the programs of midwifery (n=103) and nursing (n=295) in the Faculty of Health Sciences of Amasya University in Turkey. In this study, it has been target to achieve the total universe without utulizing any sample selection method. 385 students (103 of which were midwifery students and 288 nursing students) were attended. The total of 385 completed surveys were returned and analyzed. Participation ratio the study was 89%. Before starting the study, the proper institutional review board confirmed the present study. Agree to attend was explained by voluntarily fulfilment and return of the surveys. The students in the universe were enlightened on the aim of this study. The implementations were conducted by the researcher between the dates of March 20, 2018, and May 18, 2018. Moreover, attendants were reassured that their responses would be kept confidential

### *Data Collection Tool*

A personal information form and, the Self-Directed Learning Readiness Scale (SDLRS) were utulized as data collection tools.

### *Self-Directed Learning Readiness Scale (SDLRS)*

Self-Directed Learning Readiness Scale (SDLRS) that was developed by Fisher et al. (2001) and adapted to Turkish by Şahin and Erden (2009). This tool (SDLRS) composes of 40-item to which attendant respond by making a five-point Likert scale with number from 1 (strongly disagree) to 5 (strongly agree).

### *Validation and reliability of SDLRS*

The Cronbach's Alpha coefficient was computed for each sub-element in order to test the reliability of the measurements (Fisher at al., 2001). The SDLRS self-directed: 0.857, the SDLRS desire for learning: 0.843, SDLRS self control: 0.830, and SDLRS total 0.87. In this study the overall scale Chronbach's coefficient alpha was 0.953. The SDLRS self-directed: 0.881, the SDLRS desire for learning: 0.889, SDLRS self control: 0.908.

### *Analysis techniques*

The SPSS-23.0 (SPSS Inc., Chicago, Il, USA) was used to analyze the collected data. The demographic characteristics of the attending students were analyzed in terms of frequency and percentages. Descriptive statistics such as the mean and the standard deviation were computed (Büyüköztürk at al., 2010).

## **Findings**

All nursing students (n = 295) and all midwifery students (n= 103) were invited and 398 participated. After excluding incomplete (n = 5) or non-matching (n = 4) questionnaires, and repetitive response patterns (n = 4), the results of 385 (Midwifery students= 97 and Nursing students = 288) participants were included in the analysis (response rate 96.73%)The study sample was composed of 18.70 % (n =72) were male, and 81.30 % (n = 313) were female. The majority were female students (81.30%) and 18-213 years (70.65 %).74.81 % were studying in the program of nursing and 25.19 % in the program of midwifery, 29.09 % were participating the 2nd grade,



26.23 % the 4th grade, 23.12 % the 1st grade and 21.56 % the 3rd grade, 32.47 % stated that they read books, 45.97 % stated that they watched television, 5.45 % stated that they went to cinema, 15.06 % stated that they took exercise and 1.04 % stated that they didn't do any spare time activities. Students said that the average monthly income of 42.08 % of them is over 1.000 Turkish Liras (Table 1).

**Table 1.** Sociodemographic characteristics of the attending students

Variable	Group	n	%
Gender	Famale	313	81.30
	Male	72	18.70
	Total	385	100.00
Academic Level	1 <sup>st</sup> Grade	89	23.12
	2 <sup>nd</sup> Grade	112	29.09
	3 <sup>rd</sup> Grade	83	21.56
	4 <sup>th</sup> Grade	101	26.23
	Total	385	100.00
Program	Nursing	288	74.81
	Midwifery	97	25.19
	Total	385	100.00
Monthly Income	500 < Turkish Liras	119	30.91
	500-1000 Turkish Liras	104	27.01
	1000> Turkish Liras	162	42.08
	Total	385	100.00
Leisure activities	Reading	125	32.47
	Watching Television	177	45.97
	Movie and Theatre	21	5.45
	Sports Activities	58	15.06
	None	4	1.04
	Total	385	100.00

In table 2, it is seen that the mean scores and standat deviation of person statement of the Self Directed Learning Readiness Scale (SDLRS). The average overall score attained from SDLRS was 4.07 (M= 4.07, SD 1.20 ) for the midwifery students and 3.9338 (M= 3.9338, SD 1.25) for the nursing students. Based on these results, it can be stated that the self-directed readiness level of midwifery students is upper than that of the nursing students. In terms of substances, the average of midwifery section is high in 30 out of 40 items, whereas in 10 items the average of nursing department is high.

**Table 2.** Mean scores and standartm deviation of items of the SDLRS

Item	Department	Median	SD
1. I solve problems using a plan	Midwifery	3.9485	.92838
	Nursing	4.0208	.90272
2. I prioritise my work	Midwifery	3.2784	.85076
	Nursing	3.4201	.89552
3. I manage my time well	Midwifery	3.6804	.81069
	Nursing	3.6146	.89563
4. I have good management skills	Midwifery	3.3608	.83148
	Nursing	3.3854	.95220
5. I set strict time frames	Midwifery	3.8351	.89769
	Nursing	3.9549	3.16030
6. I prefer to plan my own learning	Midwifery	3.9588	.92328
	Nursing	3.8299	.88869



7. I am able to focus on a problem	Midwifery	3.7320	.77076
	Nursing	3.5749	.91250
8. I need to know why	Midwifery	3.7320	.85114
	Nursing	3.3798	.99931
9. I critically evaluate new ideas	Midwifery	3.7320	5.26913
	Nursing	3.3798	.86649
10. I prefer to set my own learning goals	Midwifery	4.4021	.73715
11. I am systematic in my learning	Nursing	3.8084	.87797
	Midwifery	4.4021	3.03803
	Nursing	3.8711	.85736
12. I learn from my mistakes	Midwifery	4.4536	.78073
	Nursing	4.1568	3.09293
13. I am open to new ideas	Midwifery	4.1237	.83817
	Nursing	3.9129	.91381
14. When presented with a problem can not resolve. I will ask for assistance	Midwifery	4.3299	.81676
	Nursing	4.3415	3.12811
15. I am responsible	Midwifery	4.4536	.87183
	Nursing	4.2265	.84514
16. I like to evaluate what I do	Midwifery	4.1031	.90993
	Nursing	4.0000	.89677
17. I have high personal expectations	Midwifery	4.2784	1.00653
	Nursing	4.0871	.087471
18. I have high personal standards	Midwifery	4.1340	.98070
	Nursing	4.0105	.84243
19. I have high beliefs in my abilities	Midwifery	3.7010	1.01365
	Nursing	3.6934	.92935
20. I am aware of my own limitations	Midwifery	3.6289	.99018
	Nursing	3.6341	.96908
21. I am confident in my ability to search out information	Midwifery	3.4639	1.01418
	Nursing	3.5575	.91759
22. I enjoy studying	Midwifery	3.9485	1.02629
	Nursing	3.8571	.87933
23. I have a need to learn	Midwifery	3.6082	.90910
	Nursing	3.2578	1.10454
24. I enjoy a challenge	Midwifery	4.0825	.67637
	Nursing	4.1254	.78777
25. I want to learn new information	Midwifery	4.2887	.91264
	Nursing	4.1603	.73529
26. I enjoy learning new information	Midwifery	3.9794	.62642
	Nursing	3.9338	.86449
27. I set specific times for my study	Midwifery	4.4227	.70055
	Nursing	4.4111	3.08588
28. I am self disciplined	Midwifery	4.3918	.92433
	Nursing	4.1986	.76112
29. I like to gather facts before I make a decision	Midwifery	3.8247	5.21425
	Nursing	3.7700	.89055
30. I am organised	Midwifery	4.6495	.94648
	Nursing	3.8606	.85776
31. I am logical	Midwifery	4.0000	1.00802
	Nursing	3.8258	.92986
32. I am methodical	Midwifery	3.7629	.86578
	Nursing	3.8502	3.18462
33. I evaluate my own performance	Midwifery	3.9794	.85367
	Nursing	3.8606	.92986





34. prefer to set my own criteria on which to evaluate my performance	Midwifery	4.3196	.73583
	Nursing	4.2021	1.82473
35. I am responsible for my own decisions/actions	Midwifery	4.1443	4.07672
	Nursing	3.8780	.74499
36. I can be trusted to pursue my own learning	Midwifery	4.7216	4.07672
	Nursing	4.0105	.77768
37. I can find out information for myself	Midwifery	4.5258	.63069
	Nursing	4.1672	.87700
38. I like to make decisions for myself	Midwifery	4.5876	.60815
	Nursing	4.1986	.81008
39. I prefer to set my own goals	Midwifery	4.3711	.71180
	Nursing	4.4077	3.42722
40. I am in control of my life	Midwifery	4.1546	.78183
	Nursing	3.9791	.84843
Total	Midwifery	4.07	1.20
	Nursing	3.91	1.25

### Results, Conclusions and Recommendations

This research has been utilized the SDLR scale to examine SDLR. Our results indicate that the students had intermediate and upper SDLR. Higher scores exhibited a higher level of SDLR. The mean overall score was 4.07 (SD 1.20) in midwifery and, 3.91 (SD 1.25) for nursing students. Besides, students registered in the midwifery program scored upper in the SDLR scale compared to nursing students. This could be concerned to the clinic practice of students of the midwifery program. Our mean scores were upper than those of Alharbi (2018), indicating that the SDLR of the attendants was upper than intermediate level. Dyck (1986) stated that SDL projects are not for everyone and may cause excessive anxiety and frustration in some students. Hence, it is essential to tailor instruction methods to motivate the skill for SDL. Compared to the study of Wang et al. (2010) most of whose attendants were associate degree nursing students, the overall scores of the SDLR scale in our study were upper, suggesting that undergraduate education nursing students have more capability for SDL. Some researchers have indicated that problem-based learning and learning in small groups can motivate SDL (Smedley, 2007; Kocaman, 2009). Therefore, it would be necessary for nursing faculties to use the foregoing effective teaching methods to improve these skills.

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## Evaluation of Music Activities of the People's Houses from Early Republican Period Institutions in Terms of Lifelong Learning

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### Abstract

Considering the history of lifelong learning institutions in Turkey, people's houses are seen as one of the early republican institutions. It is aimed to educate the people in the direction of talent and interest by means of the prepared instructions by the people's houses which were established with various branches in 1932. The People's houses provide training in areas where everyone in the community can work according to their own talents, competencies, interests and expertise. Musical activities of the People's Houses Fine Arts Branches are guided by instructions, and work with these programs. On the 15th anniversary, it is said in the booklet of People's Houses and People's Rooms (1947: 9):

"The musical works in the form of chorus, orchestra and band are the main activities in the field of fine arts. It is one of the most beautiful examples of social cohesions in People's Houses that people from all classes of life such as civil servants, teachers, students, merchants, tradesmen, apprentices and workers come together to establish a choir orchestra or band ensemble and try their best to meet their musical feelings and needs."

As it is seen, the music branches of people's houses fine arts departments serve as a training center for music education to the public as a reflection of lifelong learning in the early republican period.

**Key Words:** People's Houses, Early Republican Period, Music Events

### Introduction

Early Republican Periods can be evaluated in two phases in terms of music approaches as 1923-1938 and 1938-1952 (Balkilic, 2009, p.62). The young Republic of Turkey tries to adopt the nation state ideology and the national consciousness to Turkish people through the institutions that it aimed to place. In the first years of the Republic, public education is inadequate and revolutions could not be fully transmitted to the public due to the inability to establish a complete education system (Olgun, 2008, 24). The adoption of the new and modern life and the necessity of being a nation brought by the Turkish Revolution is interrupted from time to time, and the People's House project has been put into practice at such a time and environment. The People's Houses carry out training courses for branches and contents through trainings, seminars and conferences given in different branches. The People's Houses are structured as cultural institutions that the Republican government needed in order to provide social change. When it comes to 1930's, examining some public schools organized in some countries (Cecen, 1990, p.116), the examples where people being trained in every direction are followed. Particularly after Vildan Asir Savas transferred her impressions describing the Czech Sokol Organization, Atatürk gave instructions for structuring institutions similar to these. In 1931, as a result of a proposal presented to CHF (Republican People's Party) congress and accepted, it was established on 19 February 1932 (Ozturkmen, 1998, p.72). The purpose of the establishment of the People's Houses was stated as follows: People's Houses, within the context of national culture creation and dissemination initiatives initiated by the Ataturk Revolution, are the centers to ensure that all citizens, men and women, young and old, in an effort to adapt culture to all masses with all its contents and fields, are encouraged to engage, work and participate in cultural studies and initiatives (Kili, 1981, p.178). In this period, culture becomes a field containing all the things that the political ideology needed. In the Republic's efforts to restructure education, arts and economics, it was argued that this restructuring, along with taking the Western civilization as the center of contemporary civilization as an example, must be allegedly adhered to national roots that firmly consolidate the existence of the nation state (Kucukkaplan, 2013, p.24). Yamaner (1999, p. 105) states that the modernization and secularization of a contemporary society will take place by adapting to a contemporary and secular state. From this, it appears that the actual nation-state, while restructuring the society, had the support of culture and therefore art, because these are basic structures that bring society together. With the declaration of the Republic, it is foreseen that the new Turkish State should be established as a national Turkish State, based on



cultures and Turkish personalities and traditions (Karpas, 2015, p.139). The People's Houses lose their significance as a result of passing to multi-party system in 1950, and political approaches abolish an important sub-structure of the cultural development accelerated by removing this important cultural institutions of the republic (Olgun, 2008, p.193). People's Houses, which were closed on May 2, 1951, were re-launched after 1961 in the name of Cultural Associations (Meydan, 2012, p.89)

### **1. People's House Fine Arts Branch**

The young Republic, while defining “those involved in science, sports and arts” as civilized individuals, aims to educate its citizens and individuals of the nation as civilized individuals. The main objectives of the People's Houses are to uncover the cultural elements that will develop the national unity, and to strengthen the ties between the peasant and the town-dweller and intellectual (Kurt, 2017, p.30). With this general motives, the People's Houses begin events in 9 areas as Language, History and Literature, Fine Arts, Representation, Sports, Social Aid Public Training Centers and Courses, Library and Publication, Village Affairs, Museum and Exhibition branches (Balkılıç, 2009, p.54). The activities of the People's Houses opened with the mentioned branches are classified as “branches with a vision of social reform” and “branches for contribution to artistic and cultural revitalization”. Located within the Fine Arts Branch, Music Subbranch has a privileged spot in the branches. The mission of the branch is stated as “to help all the people to learn the national anthems and songs”, “to try to ensure singing of the national anthems and songs together on national demonstration days and the public performances of People's Houses”, and “to encourage folklore compilation” (Ozturkmen, 1998, p.78-82).

**2. Directives Regarding the Field of Music in People's Houses Guidelines:** The music activities in the people's houses are based on the adoption of new music concept to the public and thus the acquisition of new habits and behaviors related to music (Akkas, 2015, p.115). The directives are published for the first time in 1932 as CHF People's Houses Instructions, and in 1935 edition as “CHP People's Houses Manual”, and in 1940s as “People's Houses Administrative Organization Instructions” covering a 7-year evaluation (Ozturkmen, 1998, p.72). In the instructions to carry out and organize the activities of the Music Subbranch in People's Houses, the principles of the Music Subbranch Activities are as follows:

-The Fine Arts Branch bring together artistic and amateur elements of adornment arts in areas of music, painting, sculpture, architecture, etc. It protects youngsters and works on their development.

- The branch presents and implements the musical part of the public entertainment programs of people's houses, and organizes universal music evenings for the public.- In the musical studies and shows at people's houses, international modern music and native Turkish songs will be kept as the basis, and international musical techniques and instruments will be used. That is to say, our purpose in music is to base and apply and provide modern and international music (and singing style). The public should also benefit from means such as radio and gramophone to raise the music taste. The branch tries to reproduce beautiful artistic enthusiasts by opening courses wherever possible, and to raise the level of aesthetic perception and understanding in the region.

- Helping all the people to learn the national anthems and songs, and trying to ensure singing them in unison on the national celebration days and public shows of people's houses is the main duty of the fine arts branch music section.

- The branch identifies the notes and words of the national folk songs that are sung especially in the villages and tribes, as well as the style and harmony of folk dances. (collecting the notes and words of national songs)” (CHF, People's House Organization, Administration and Work Instructions, 1932, p.6-7)



Again, in the book of CHP People's Houses and Rooms 1932-1942, it was mentioned about the music activities of the people's houses and that the success of the activities of ten years appeared mostly in the field of music (CHP People's Houses and Rooms 1932-1942, p.5-6).

It is said that "Music activities in people's houses have been experienced unexpected developments, and west strings and folk instruments have been rehearsed, loved, and adopted, thanks to people's houses, even at the furthest edge of the country..... After the establishment of the People's Houses, meetings and festivals in many places of the country in an audible and harmonious manner thanks to People's Houses' bands, orchestra and jazz..... The goal of making local and national dances to the chief program of entertainment and celebration nights in the villages has been taking place in the scale of the country..... In this respect, it is shown that Turkish people are also artisan nation besides being farmer nation and soldier nation."

"Music studies; music studies seen as chorus, orchestra and band are the leading activities in the field of fine arts. The best examples of the social cohesions seen under the roof of the people's house are that the civil servants, teachers, students, merchants, tradesmen, apprentices and workers from all classes of public come together to form a choir, orchestra or band and try to meet their musical feelings and needs. (the People's Houses and Rooms On the XV. anniversary CHP People's Houses and Rooms in 1946, 1946, P.9)

#### **4. "Music" as an Education Tool, Lifelong Learning and the People's Houses**

Ucan (1997) classifies the education related to the field of music as General, Amateur and Vocational. General music education is necessary for every age at every level. This is because of the fact that music is a minimum inseparable part of the common culture, which is essential for everyone to gain at all levels. It can be said that the concerts given by the people's houses that are accompanied by the people, listening to the music broadcasts made with the speakers placed in various parts of the city, and organizing and playing the music programs on the radio express a general music education. Individuals with talent and music love who attend individual courses in the people's houses receive "amateur music education" and acquire an ability they will continue throughout their lives. Since the band and jazz groups established in the people's houses and the orchestras formed with western music instruments require music knowledge at the professional level, higher levels of studies are required for the formation of these communities. By providing these work levels, the people's houses enable the formation of music communities where citizens can perform musicianship as a profession. In the field of fine arts, the productivity, continuity and social influences of the People's Houses, of which corporate identity is based on culture and art, are evident in the early republican period (Tunali, 2013, p.60). Fine Arts Branch Music subbranch stands out with its activities. The principles of the Music Subbranch are determined by the People's House Instructions, and although there are periodical changes in the instructions published and updated in different years, applications in music field ensure individuals to pass through certain processes in the life-long learning mentality. With today's assessment, it is seen that the areas of music education such as choir, band, orchestra and individual instrument education which are included in the music subbranch activities provide a long-term environment for the individuals to realize and improve themselves. Turkoglu and Uca (2011) in their work titled "Public education in Turkey: Historical development, problems and solutions" state that lifelong learning concept are used with the concepts of "public education", "adult education", "community education" and "lifelong education". The concept of adult education usually comes together with concepts such as continuing education, lifelong education, lifelong learning, non-formal education and public education, and these concepts are often used interchangeably (Turkoglu and Uca, 2013, p.49 citing to Guler 2004). From here it is possible to describe the education of the people's houses as an adult education. People's houses are open to the participation of every part of the public. As a matter of fact, in the decisions given by the General Assembly Meeting dated February 24, 1932 and numbered 29 (Ankara 1.3.1933), there is a provision that "it is encouraged that every member of the community be a member of the people's houses and contribute to there". According to this, it is said that:



There should never be a break in registering members in the people's houses. Bookmen, scholars, teachers, officers, doctors, lawyers, artisans, fine arts lovers, scientists, athletic youngsters, and those who understand the country's situation and needs, and in general intellectuals who will increase the work activity in the people's houses ..... Regardless of the level of education or knowledge, all citizens are precious country sons at the same level from the point of view of People's House. People's houses should work to bring all of them together under their own roof.... The public house is indeed the home of the people. For this reason, in order to avoid the idea of preferring some citizens to others in the People's Houses, a separate decision of the Chairmanship Council will soon be issued....) (Circular, 1933, p.30).

The works of the people's houses are carried out in the context of Atatürk's cultural policies and in the direction of reforms. The People's houses make a strong contribution to the music education and the cultural level of the people with the concerts they give in the field of music. These efforts are very valuable in terms of showing the importance of public education in the 1930s (Uluskan, 2010, p.55). In this context, when lifelong learning and the "perspective" of the people's houses' education is assessed, the following determinations can be made:

- The People's Houses activities, which are equally distant to all citizens, recognize all the citizens of the nation as equal individuals regardless of the profession group and the level of education. The scope of life-long learning is also directed at every segment of society. In this context, the people's houses fully accept every part of the society." This implementation rule, in principle, matches up with the principle of lifelong learning in that to be oriented to everyone.

- If the main functions of the public education are listed as providing professional knowledge and skills, providing personal development, ensuring socialization (Turkoglu and Uca, 2013, p. 58), the principle of working in the way of ensuring social belonging firstly by the people's houses and ensuring socialization by certain circulars in the light of modernization can be evaluated in the same way. Essentially, the main purpose of the establishment of the People's Houses is the education of "adults". The People's houses emerge as an advanced practice of adult education (Olgun, 2008, p.30)

- The concept of lifelong learning is important for the society to sustain its existence in a strong way. A lifelong learning framework and process encompasses "the realization of learning in learning environments related to formal, non-formal and informal living spaces" (Aksoy, 2013, p.35). In this conceptual framework, it is seen that the people's houses continue their educational process in the direction of the existence of a strong nation and they try to realize the aims in the circulars of people's houses. The music activities in the people's houses are based on the adoption of new music concept to the public and thus the acquisition of new habits and behaviors related to music (Akkaş, 2015, p.115). Various music courses are organized for people to learn new music concept by living. It is seen that the band and the orchestra which are established have western musical instruments. The people's houses spread throughout the country have been abundantly included in celebrations of music events in the People's Houses celebrations since 1933. People's houses can be seen as a culture and art education institution in a true sense (Ucan, 1997, p.53 citing to Kavcar, 1982). In the people's houses, efforts are made to enrich and enhance the music life of the people through the activities such as the establishment of music communities, organizing music courses, giving live concerts, gramophone with explanations, presentation of radio concerts, compiling folk songs, etc. (Ucan, 1997, p.53)

## **Method**

**In this study, which was formatted in the context of descriptive survey model, data were collected by scanning with the documentation technique. Within the scope of this data obtained, the music events of People's Houses were described.**

## **Conclusion**





Music, by its nature, ensures that individuals have a professional, amateur or general music life. By structuring of the fictional titles of Early Republican Period music revolution in the context of the nation state ideology, the music branches of the people's houses put music experiences into practice, and aim to take advantage of the power of bringing together the masses through musical activities selected as application area. The principles of People's Houses Music Subbranch are determined by the People's House Instructions, and although there are periodical changes in the instructions published and updated in different years, applications in music field ensure individuals to pass through certain processes in the life-long learning mentality. With today's assessment, it is seen that the areas of music education such as choir, band, orchestra and individual instrument education which are included in the music subbranch activities provide a long-term environment for the individuals to realize and improve themselves. During the period from their foundation to their closure, the people's houses, which provided the "lifelong learning" environment for the community, provided education to every part of society. The People's Houses demonstrated the sustainability of education in the field of music and implemented music education within a process during the period in which they functioned. In the context of acquiring knowledge and skills in the field of music, the People's Houses act according to the purpose of educating the community and cultivating citizens with nation-state consciousness. In a sense parallel to lifelong learning, which aims to involve individuals in society who actively participate in all spheres of social and economic life regardless of age, gender and social status (Aksoy, 2013, p.35), the People's Houses conduct this aim with the participation of people in music activities and taking vocational, amateur and general music education in the field of music. As a result, it is possible to evaluate the activities of Music Branch of the Early Republican Period People's Houses as a training and activity area within the lifelong learning framework.

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## Role of the Type of Study in Relation to Anxiety and Academic Success

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### Abstract

The main objective of the paper is to broaden the knowledge base of a large group of pre-service teachers in relation to the analysis of the relationship between the type of study, anxiety and academic success. To obtain the required data, we used the State-Trait Anxiety Inventory, Trait version. The sample consisted of 411 undergraduate students of the teaching profession (avg. age 24 = 68, SD = 6, 26, range 19-54), of which 76 were men and 335 women. The results are directly related to the total set of students, gender and type of study. Day-study students have shown that higher anxiety is generally associated with weaker academic and social skills. Distant study students have demonstrated anxiety relationships with multiple variables (including learning outcomes).

**Keywords:** anxiety, university students, teaching professions

### Introduction

It is generally known that long-term exposure to both positive and negative stressful events may cause the development of anxiety. According to Atkinson (Atkinson et al., 2003) anxiety is an unpleasant emotion characterized by terms such as 'concern', 'worry', 'stress', 'fear', which is to some extent experienced by all of us. However, Praško also points out that anxiety is a natural emotion experienced by everybody. This emotion is not always negative because it is often helpful and has an adaptive effect. It should also be noted that anxiety is part of everybody's life; the problem is when the frequency and intensity of anxiety experienced has an increasing tendency that starts to cause problems in everyday life. According to Praško, an excessive emotion in the form of anxiety prevents natural life and adaptation to changing life conditions (Praško, 2003). According to Erikson (Erikson, 2002), anxiety is a diffused state of tension (caused by a loss of mutual regulation and subsequent failure of libidinous and aggressive control mechanisms) that magnifies and creates an illusion of external endangerment without suggesting appropriate defense mechanisms. Erikson also focuses on experiencing anxiety in children and claims that in childhood fear and anxiety are almost indistinguishable, primarily because a child's immature organism is incapable of distinguishing between an internal and external, real and imaginary danger. Every child needs to learn this and for this purpose needs help from an understanding adult (Erikson, 2002).

Various literary resources agree that anxiety is to some extent innate and has a biological basis. Anxiety may develop as a result of complex effects, which include genetic predispositions, the personality of the individual and life events. This is also confirmed by Praško (Praško, Vyskočilová & Prašková, 2008), according to whom the cognitive behavioural model assumes innate vulnerability, which is in childhood joined by maladaptive learning. According to this model, anxiousness is learned either by imitating parents in childhood or is a result of maladaptive attitudes which occur during maturing. Anxiousness is maintained by how individuals assess themselves, their environment and their future. Excessive and long-term anxiety has a negative effect on an individual's self-esteem, social experiences, psyche and real potential. In addition to innate predispositions that cause anxiety, the current Euro-American culture has a considerable effect on increased anxiety and neuroticism.



An accelerated pace of life, busy schedules, high expectations and performance orientation, all of this has a negative effect on the formation of the personality of an individual and an ability to adapt to new conditions.

### **Academic achievement**

Academic achievement holds a very important place in education as well as in the process of learning. To a certain extent, in today's highly competitive world, it has become a marker for the future of an individual. It is one of the most important objectives of the educational process, and also the main goal that every person expects to see in most cultures. Academic achievement is a fundamental way students learn about their talents, abilities and competencies which are an important part of their career development. Depending on the achieved academic success, individuals are characterized as highly capable, average and below average. Academic achievement is related to acquired knowledge and skills developed in individual school subjects or disciplines (Illahi & Khandai, 2015). Academic success is therefore the final product of all educational efforts, where the indicators are frequently grades (often referred to the so-called GPA i.e. grade point average), the results of particular tests or special tests of knowledge, learning percentile etc. (Allen & Carter, 2007). An important factor in academic success is the efficiency of study, the ability to organize time so that optimal results are achieved with minimal effort. Academic performance and the organizational aspects of study are the main objectives of most of the studies, while the role anxiety plays in academic achievement is rather neglected. We believe, however, that the level of anxiety the student experiences may play a significant role in the overall image of academic success and we believe that to a certain extent indirectly influences academic performance itself (in the form of achieved grades, the success of studying, etc.).

Academic success has a considerable impact on the self-esteem, motivation and endurance of students in higher education. Low academic success or a high rate of failure may result in an undesirable number of student dropouts, lower quality and performance of graduates, and increased education costs.

### **Research objectives**

The main objective of the paper is to broaden the knowledge base of a large group of pre-service teachers in relation to the analysis of the relationship between the type of study, anxiety and academic success.

### **Methods**

To obtain the data two methods were used: The State-Trait Anxiety Inventory, Trait version (STAI-T; Spielberger, 1983) and a questionnaire by the authors designed to focused on academic achievement.

The State-Trait Anxiety Inventory, Trait version is a 20-item tool for measuring individual differences in anxiety as a personality trait. Questions are rated on the 4-point Likert scale. The resulting score may range from 20-80, with a higher score signifying greater anxiety. The questionnaire's reliability reaches very high values  $\alpha = .88$  (Lim et al., 2005).

The questionnaire is designed to focus on two areas. The first area included performance aspects of academic achievement and comprised 7 items: the most frequent mark in the last winter term (referred to as WT), the best mark in the last WT, the worst mark in the last WT, the most frequent mark in the course of study, the best mark in the course of study, the worst mark in the course of study and the maximum number of exam attempts. In the first six items responses were indicated on a 6-point scale from A to F (exam grades) and in the last question on a 5-point scale from 'the first' to 'the fifth and more'. The second area assessed non-performance aspects of academic achievement by means of 6 items on a 5-point scale: 'How well can you organize your time during study?' and 'How well can plan your time for preparation for exams?' (from 'I am absolutely unable to do that' to 'I have no problem with that'), 'Do you voluntarily take part in other activities related to your study or the field of your study?' (from 'Not at all' to 'As much as I can'), and 'How difficult is it for you to get on with your



classmates?’ (from ‘Extremely difficult’ to ‘I have no problem with getting on’), ‘How did you manage to adapt to university life/regime?’ (from ‘I have considerable problems’ to ‘It was no problem for me’), ‘How do you cope with the large number of study requirements and responsibilities?’ (from ‘It is difficult, I have problems with that’ to ‘I cope easily’). The reliability of the whole questionnaire is  $\alpha = 0.54$  (given that the total score includes various aspects of academic achievement the total reliability is somewhat lower). The reliability focusing on the area of academic performance is  $\alpha = 0.74$ , the reliability of the area focusing on non-performance aspects of academic achievement is  $\alpha = 0.68$ .

### Sample

The sample consisted of 411 undergraduate students of teaching profession (avg. age 24 = 68, SD = 6, 26, range 19-54), of which 76 were men (mean age 27,57, SD 6,26) and 335 women (mean age 24,11, SD 5,85).

The choice of the research sample was made by deliberate purposeful selection. The study was conducted in accordance with ethical principles. The research sample consisted of university students on a voluntary basis and were informed about the possibility of terminating their participation at any stage of the investigation without giving a reason. The participants agreed to anonymous data processing and its use for scientific purposes.

### Statistical data processing

The data were processed in SPSS 21 and were analysed by means of the following approaches: correlation analysis and multiple linear regression (Stepwise method). Prior to analysing the results, the conditions for using the selected statistical methods were verified.

### Findings

Correlation analysis showed some differences in the relationship between anxiety and academic success in the context of the type of study (see Table 1).

**Table 1:** Correlation analysis of the relationship between anxiety and academic success in the context of the type of study

	1	2	3	4	5	6	7
Day st.	-,036	,049	-,026	-,014	,036	,001	,012
comb. st.	,362**	-,141	,479**	,348**	-,133	,376**	-,061
	8	9	10	11	12	13	
Day st.	-,353**	-,156**	-,120*	-,252**	-,206**	-,279**	
comb. st.	-,544**	-,523**	-,379**	-,261**	,097	-,512**	

*Legend: 1 - the most common mark in the last WS, 2 - the best mark in the last WS, 3 - Worst mark in the last WS, 4 - the most common mark during the study, 5 - the best mark during the study, 6 - Worst mark during the study, 7 - 8 - how well he/she can organize his / her time to study, 9 - how well he / she can plan the preparation time for the exam, 10 - engaging in other activities related to the study, 11 - how well he or she has joined the classroom, 12 - how well he adapted to study life, 13 - how well he manages the demands of studies, 14 - anxiety, \* - significance level, 05; \*\* - Significance level, 01*

Grades students have shown that higher anxiety is generally associated with worse academic and social skills. Specifically, it is related to the poor ability to organize time for study (the strongest relationship is  $r = -,353$ ), to plan the time for exam preparation, less involvement in other activities related to study (the weakest relationship,  $r = -,120$ ), less involvement in the classroom, adapting to study life and having a lower ability to handle the overall demands of study.

Students of combined studies have demonstrated anxiety relationships with multiple variables (including learning outcomes). A higher anxiety is significantly associated with the worst grades in the last winter semester and throughout the course of study, poor ability to organize time for study (the strongest relationship,  $r = -,544$ ),



planning time for exam preparation, less involvement in other activities, study-related problems, greater difficulty in fitting in to the classroom, and worse management of total study demands.

In comparison of the relations within both types of studies some differences have been found. Students of the combined studies have shown anxiety relations with more areas of academic success, and the strength of these relationships is also significantly stronger in most cases ( $r = -,261$  -  $-,544$ ).

Regression analyses of the academic success and the variables mentioned above in day-study students have shown that anxiety explains 1.5 to 12.4% variance of the given aspects (see Table 2). The role of anxiety in the academic success is very low in day-study students, only in the context of the ability to organize time for study anxiety accounts for more than 10% of the variance.

**Table 2:** Regression analysis of academic achievement with anxiety as independent variables in full-time students

Academic achievement	R <sup>2</sup>	Adj. R <sup>2</sup>	F	p	Konst.	$\beta_1$	t	p (t)
1	,124	,121	41,444	< ,001	4,672	-,026	-6,438	< ,001
2	,024	,021	7,280	,007	3,902	-,012	-2,698	,007
3	,015	,011	4,299	,039	2,971	-,011	-2,073	,039
4	,063	,060	19,768	< ,001	4,616	-,018	-4,446	< ,001
5	,042	,039	12,934	< ,001	4,601	-,014	-3,596	< ,001
6	,078	,075	24,604	< ,001	4,311	-,019	-4,960	< ,001

Legend: 1 - how well he/she can organize his/her study time, 2 - how well he/she can plan the preparation time for the exam, 3 - engagement in other activities related to the study, 4 - how well he / she fits in the classroom, 5 - how well he/she is adapted to his/her study life, 6 - how well he/she manages the demands of his/her studies

Regression analyses in combined study students have shown that anxiety is in a significant relationship with more areas of academic success, and that the anxiety role is much greater than of day-study students (see Table 3). Anxiety within the combined study explains 6.8 to 29.6% variance of individual aspects of academic success, with only one variable being less than 10% of explained variance, and more than 20% variance in the four variables. The strongest role anxiety plays are highlighted by the worst mark in the last winter semester, the ability to organize time to study, planning exam preparation time and manage the overall demands of studying.

**Table 3:** Regression analysis of academic achievement with anxiety as the independent variable in students of combined study

Academic achievement	R <sup>2</sup>	Adj. R <sup>2</sup>	F	p	Konst.	$\beta_1$	t	p (t)
1	,131	,123	17,298	< ,001	1,179	,027	4,159	< ,001
2	,229	,223	34,215	< ,001	1,098	,062	5,849	< ,001
3	,121	,113	15,802	< ,001	1,211	,027	3,975	< ,001
4	,141	,134	18,945	< ,001	1,787	,047	4,353	< ,001
5	,296	,290	48,389	< ,001	5,077	-,046	-6,956	< ,001
6	,274	,267	43,294	< ,001	4,815	-,044	-6,580	< ,001
7	,144	,136	19,279	< ,001	3,438	-,034	-4,391	< ,001
8	,068	,060	8,417	,004	4,744	-,016	-2,901	,004
9	,263	,256	40,947	< ,001	4,586	-,039	-6,399	< ,001

Legend: 1 - the most common mark in the last WS, 2 - the worst mark in the last WS, 3 - the most common mark during the study, 4 - the worst mark during the study, 5 - how well he/she can organize his/her study time, 6 - the exam preparation time, 7 - engagement in other activities related to the study, 8 - how well he/she fits into the classroom, 9 - how well he/she manages the demands of the study



## **Conclusion**

It is generally known that long-term exposure to both positive and negative stressful events may cause the development of anxiety. Anxiety is a natural emotion experienced by everybody. This emotion is not always negative because it is often helpful and has an adaptive effect. It should also be noted that anxiety is part of everybody's life; the problem is if the frequency and intensity of anxiety has an increasing tendency that starts to cause problems in everyday life. As the university students are initially meeting with more demanding requirements such as gaining new knowledge, skills and experience, the academic environment can easily become a trigger for anxiety. The way in which students' process and interpret this new experience is conditioned by the influences of the environment and its biological, innate dispositions. The emotional experiences associated with the academic success could negatively affect both the students' performance and their attitude to study in general as well as have a big impact on their social status and acceptance by their classmates and teachers. Evaluating the learning outcomes through tests could become a significant trigger for anxiety that can fundamentally influence students learning and their learning outcomes. The main objective of the paper is to broaden the knowledge base of a large group of pre-service teachers in relation to the analysis of the relationship between the type of study, anxiety and academic success. Day-study students have shown that higher anxiety is generally associated with worse academic and social skills. Specifically, it is related to the poor ability to organize time for study (the strongest relationship was  $r = -.353$ ), to plan the time for exam preparation, less involvement in other activities related to study (the weakest relationship was  $r = -.120$ ) fitting in to the classroom, adapting to study life and having a lower ability to handle the overall demands of the study. Distant study students have demonstrated anxiety relationships with multiple variables (including learning outcomes). Higher anxiety is significantly associated with worse grades in the last winter semester and throughout the course of study, worse ability to organize time for study (the strongest relationship was  $r = -.544$ ), planning time for exam preparation, less involvement in other activities, study-related problems, greater difficulty in fitting in to the classroom, and worse management of total study demands.

Comparison of the established relationships within the two types of study showed some differences. Distant study students have shown anxiety related to more areas of academic success, and the strength of these relationships is, in most cases, also significantly stronger ( $r = -.261, -.544$ ).

The results of our study have brought new and interesting findings of academic performance where the Czech environment has not been given much attention before. The results show that academic performance is to a large extent influenced by the level of anxiety of college students. Based on these findings, we recommend that greater emphasis should be placed on mitigating or eliminating anxiety (e.g. in the framework of psychological exercises or seminars) in the preparation of future teachers.

## **Limitation:**

We find the survey limited in the choice of questionnaire methods as such, which brings some pitfalls (for example the possibility of deliberate and unintentional distortion of respondents' answers), which must be taken into account when interpreting the results. To a certain degree, there is also a limited sample of respondents. By including students from other disciplines or faculties would likely bring more diverse results.

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## Eating Disorders and Body Dissatisfaction Prevention in Female Athletes

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### Abstract

Eating disorders (ED) are more prevalent among female athletes than in the general population. The aim of this study is to perform an analysis of existing ED prevention programmes in general population and sports, and to design an ED prevention programme for adolescent female athletes. The method of this study is literature review. Controlled studies that have been effective after at least a 6 month follow-up and have been published in years 2008 – 2018 have been included: 3 studies of ED prevention in athletes and 2 studies concerning ED prevention in general population have been analysed. It has been concluded that effective ED prevention programmes for athletes feature one or more of the following elements: information about sport nutrition, extreme dieting, ED, pressures to be thin, cognitive dissonance based tasks, mental training, enhancing self-esteem. Based on the analysis, an ED prevention programme for adolescent female athletes has been designed.

**Keywords:** prevention, female athlete, eating disorders

### Introduction

Clinical eating disorders (ED) and sub-clinical eating disorders or disordered eating behaviours (DEB) in athletes is a widely researched topic, and it has been found that athletes comprise a population at a high risk for developing ED and DEB: it has been reported that the prevalence of ED and DEB among male athletes is 0-19% and among female athletes it is 6-45% (Bratland-Sanda & Sundgot-Borgen, 2013). ED is higher among male and female elite athletes than among adolescents in the general population and higher in female athletes than in male athletes: the estimated prevalence of ED is 14% among female adolescent athletes and 3.2% among male athletes (Martinsen & Sundgot-Borgen, 2013). Also, adolescent female athletes are at a high risk of developing ED than adult female athletes (Kantanista et al., 2018). It has been reported that among the USA female college football players, 20% are at risk of developing ED (Prather et al., 2015). Especially prone to the risk of developing ED are female elite athletes who participate in leanness-focused sports (Currie, 2010; Arthur-Cameselle & Quatromoni, 2010). ED and DEB can affect the female athlete's performance and cause health problems due to the physical and psychological aspects of ED and DEB (Currie, 2010). One of the conditions caused by ED and DEB is the female athlete triad consisting of insufficient energy intake, which leads to irregular menstruation or amenorrhea and decreased bone density or osteoporosis. Female athlete triad's possible effects on health are stress fractures, decreased ability to produce bone tissue, to maintain muscle mass, replace damaged tissue and recover from injury (Nazem & Ackerman, 2012). In female athletes the development of ED is closely connected to body image (BI) (Anderson, Reilly, Gorrell & Anderson, 2015). Body image is a construct consisting of multiple dimensions that refer to one's perception and attitudes towards the size and shape of one's body (Mills, Shannon & Hogue, 2017). Body dissatisfaction (BD) consists of negative beliefs about one's body and is experienced when one perceives



their body as not meeting the society's standards of body shape and/or size. Body dissatisfaction is the most prevalent risk factor in developing ED and excessive dieting (Mills, Shannon & Hogue, 2017). The data concerning prevalence of BD among athletes varies. There are studies reporting that athletes have a better BI than people in the general population and vice versa. It has been suggested that because athletes are more likely to have a body that resembles the cultural ideal, their BI is more positive than BI in the general population (Karr, Davidson, Bryant, Balague & Bohnert, 2012). However, in athletes, two types of BI can be distinguished: appearance-based BI and performance-based BI. While the appearance-based BI might closely resemble the cultural beauty standards, different sport types have their own cultural body ideals and female athletes often strive to attain those standards (Anderson, Reilly, Gorrell & Anderson, 2015). The female athletes constitute a population at risk of developing ED, therefore effective prevention must be implemented to halt the process of ED development. There is no known singular cause of ED. Genetic, biological, environmental and psychological factors all contribute to and interact in the development of ED. However, there are several risk factors for the development of ED and DEB: pressure to be thin, the thin-ideal internalization, media exposure, thinness expectancies, perfectionism, negative emotionality/neuroticism and negative urgency (Culbert, Racine & Klump, 2015). Sport participation can produce some of the risk factors associated with the development of ED. In order to develop a prevention programme adapted to female athletes, the sport-specific ED risk factors must be examined and addressed. One of sport-specific risk for ED and BD in female athletes is participation in leanness focused sports. ED and DEB more prevalent in female athletes participating in leanness focused sports (antigravitation, aesthetic and endurance sports) than female athletes participating in nonleanness focused sports (Kong & Harris, 2015). A recent study found that 49% of female elite athletes who participate in leanness focused sports are at an increased risk of developing ED (Kong & Harris, 2015). Among the female college equestrian athletes, 42% are at risk of developing an ED (Torres-McGhee, Monsma, Gay, Minton & Mady-Foster, 2013). In track and field, long distance runners have a higher prevalence of behavioural symptoms associated with ED than athletes competing in other events (Gabarajeva & Vazne, 2017). Also, female athletes participating in leanness focused sports have a higher prevalence of BD than female athletes participating in nonleanness focused sports (Swami, Steadman & Tovee, 2009; Varnes et al., 2013; Kong & Harris, 2015). However, there is also research suggesting that BI does not differ across sport types and that there are more predictive risk factors than the type of sport (Karr, Davidson, Bryant, Balague & Bohnert, 2012). It has been found that BMI is a predictive factor for BD across all types of sport, higher BMI being associated with greater BD, therefore leanness focused sport participants may actually have a healthier BI due to having a lower BMI (Karr, Davidson, Bryant, Balague & Bohnert, 2012; Kantanista et al., 2018). Nevertheless, Kong and Harris (2015) have observed that female athletes participating in leanness focused sports have greater performance-based BD than athletes from nonleanness focused sports. It has been reported that among the USA female college equestrian athletes, two thirds perceive their body images as significantly larger than their actual size and want to be significantly thinner. The authors of the study have explained the results with the sport being aesthetically oriented and athletes' perceived pressure to be thin (Torres-McGhee, Monsma, Gay, Minton & Mady-Foster, 2013). Another risk factor is coach-related pressure to lose weight. Often coaches are the ones putting pressure on athletes to lose weight (Muscat & Long, 2008). In a study done in Australia, it has been found that 60% of female athletes have experienced coach-related pressure to lose weight (Kong & Harris, 2015). The pressure to be thin is the greatest risk factor for developing BD and ED for female gymnasts and ballet dancers – gymnasts have reported that coaches often make negative comments about their body shape and size, monitor the changes of their weight and advise restricting their food intake (Francisco, Alarcao & Narciso, 2012). It has been found that the thin-ideal internalization is a risk factor for developing ED (Stice, Shaw, Becker & Rhode, 2008) and is associated with BD and bulimic symptoms (Boone, Soenens & Braet, 2011). A study done in Brazil revealed that among adolescent female track and field athletes, 25.3% are dissatisfied with their body and the thin-ideal internalization is greater in athletes who are dissatisfied with their body. Also, the athletes were more concerned about achieving the thin-ideal than a sport-type specific ideal (Fortes et al., 2015). Among college swimmers and gymnasts the thin-ideal internalization is one of the factors related to BD (Reel, Petrie, SooHoo, Anderson, 2013). In sport, extreme dieting is another risk factor that can lead to ED. Extreme dieting is prevalent among female



athletes due to the presumption that a lower body mass leads to better performance (Bratland-Sanda & Sundgot-Borgen, 2013). However, insufficient energy intake can lead to the development of female athlete triad and it negatively affects athlete's health and performance (Barrack, Ackerman & Gibbs, 2013). It has been reported that in female athletes dieting is connected to BD (Pruneti et al., 2010). In a study exploring ED in former rhythmic gymnasts, it has been found that during their sport career, athletes believed that strict dieting and food restriction is not only normal, but essential to high performance. This attitude has been explained as stemming from the coach-related, parent and peer pressure to be thin. All the participants of the study reported being preoccupied with their body appearance (Kouloutbani, Theodosios & Apostolos, 2012). Another sport-specific risk factor for developing ED is objectification. Female bodies become sexually objectified once girls reach puberty and their body changes. As women grow and develop, their bodies are increasingly looked at, commented and judged. It is especially true for athletes competing in front of spectators (Christensen & Deutsch, 2015). The media often enhances the objectification of female athletes by mirroring existing norms and creating new ones (Varnes et al., 2013). The sports media tend to create a sexualized portrayal of female athletes, emphasizing their femininity not strength, while the male athletes are portrayed as strong and competent (Christensen & Deutsch, 2015). Commenting female athlete's body is one of the factors enhancing objectification. University athletes that have been verbally criticized about their body shape and/or weight are at a greater risk for developing an ED than athletes who have not experienced critical comments (Muscat & Long, 2008). The overview of sport-specific risk factors presents information that is crucial in understanding the development and prevention of ED in athletes. ED prevention programmes have been developed with a growing frequency in the last two decades, and effective prevention programmes are emerging (Ciao, Loth & Neumark-Sztainer, 2014). Multiple reviews have focused on the qualities of effective ED prevention programmes. The design of effective prevention programmes includes multiple sessions held in a group setting, with interactive materials and tasks (Ciao, Loth & Neumark-Sztainer, 2014). For athletes, a sports team based prevention may be effective (Elliot et al., 2008). The content of ED and BD prevention programmes should include cognitive dissonance tasks, media literacy, enhancing one's self-esteem and computer based tasks (Yager & O'Dea, 2008). Also, it has been found that effective ED prevention programmes are based on the Cognitive behavioural theory and aim at reducing one or more of the ED risk factors – the thin-ideal internalization, perceived pressure to be thin, BD, dieting and negative affect. It can be done by delivering information about healthy nutrition, sociocultural factors associated with beauty standards and doing a media analysis (Ciao, Loth & Neumark-Sztainer, 2014). ED prevention should not only reduce the risk factors, but also promote protective factors – factors that have the opposite effect of risk factors and that disrupt the process of risk factors creating negative impact. Some of the protective factors in ED prevention are body-appreciation, mindfully caring about oneself, experiencing body's functionality, self-compassion, perceived autonomy and freedom, having a positive self-image (Levine & Smolak, 2015). It has been found that physical activity is a preventive factor for BD and ED (Catunda, Marques & Januario, 2017; Ghasemi et al., 2010). However, physical activities should be organised with the aim to enhance body-appreciation and to experience the body's functionality (Levine & Smolak, 2015), not to gain results in sport or lose weight. ED prevention programmes for athletes should be carried out as an early intervention before the possible onset of ED, intervention should be directed towards not only the athletes but also coaches and sport administrators in order to bring positive change in the sport environment. Sessions should be interactive with athletes completing practical tasks. The programme setting should serve as a space for athletes to express their feelings and share their experiences (Bar, Cassin & Dionne, 2016). Prevention should focus on educating athletes about proper energy intake and the risks associated with extreme dieting. Coaches should be educated on the female athlete triad, the symptoms, risks and consequences of extreme dieting and ED. Guidelines for addressing ED among athletes should be developed for national and international sport organizations (Bratland-Sanda & Sundgot-Borgen, 2012).

Female adolescent athletes are a population at a high risk for developing ED and DEB. Among Latvian female athletes, there is a high prevalence of behaviours associated with ED (Gabarajeva & Vazne, 2017). The research question is: what are the aspects and methods of effective ED prevention programmes? The aim of this study is to



perform an analysis of existing ED prevention programmes in general population and sports, and to design an ED prevention programme for Latvian adolescent female athletes.

### **Methods**

The method used in this study is scientific literature review. For the review, controlled studies published between years 2008-2018 that have been effective after at least a 6-month follow-up after the intervention were included. 3 studies concerning female athletes met the criteria and 2 studies concerning ED prevention in general population were included, although more met the criteria. The study by Stice, Shaw, Becker & Rhode (2008) has been analysed based on its focus on cognitive dissonance approach that has been reported as effective in ED prevention (Yager & O'Dea, 2008). A study by Yager & O'Dea (2010) has been analysed based on the characteristics of the participants – they were male and female trainee health education and physical education teachers, the future sport educators.

### **Findings**

In the study developed by Stice, Shaw, Becker & Rhode (2008), dissonance-based intervention (DBI) for ED is reviewed, a programme consisting of 4 weekly 1-hour sessions is introduced and results from research on DBI are published. Dissonance based tasks are effective in reducing the thin-ideal internalization, a risk factor for ED. In DBI the participants are not so much taught or instructed as actively engaged. By completing verbal, written and behavioural exercises aimed at criticizing the thin-ideal, cognitive dissonance is produced and the participants experience a shift of their initial attitudes towards the thin-ideal. In DBI participants complete self-affirmation tasks, do homework between the sessions, write essays, take part in role-play and engage in discussions concerning the societal pressures to attain the thin body ideal. An essential attribute of this programme is that the participants are encouraged to share their personal experience about being pressured to be thin, the costs of pursuing the thin-ideal and difficulties resisting the thin-ideal. DBI for ED prevention has been proven to be effective at significantly reducing ED symptoms and risk factors by six independent research groups. DBI is effective in both general and high-risk groups. Also, it was found that DBI can be successfully carried out by various facilitators, not only by trained researchers. It has been found that at a 1-year follow-up there have been significant reductions in thin-ideal internalization, dieting and bulimic symptoms compared to a control group. At a 3-year follow-up there has been a decrease in BD, negative affect, psychosocial impairment and ED and DEB onset compared to an assessment only control group.

In the study developed by Yager & O'Dea (2010), two ED and BI intervention programmes have been examined. The participants of the study were 170 trainee health education and physical education teachers, their M age 21.6 (SD = 2.3). Based on previous findings, they were considered a population at risk of developing ED and BD. Three groups were formed: the control group where participants completed a didactic health education study course, Intervention 1 where the participants engaged in a self-esteem and media literacy health education study course and Intervention 2 where participants took part in a self-esteem, media literacy and cognitive dissonance based study programme completing online and computer-based tasks and activities. All 3 study programmes were completed over a 12 week semester with one session weekly. The control group participants received education on human birth, growth and development, anthropometric measures, child and adolescent self-esteem and self-concept, nutrition and suicide prevention. Intervention 1 participants took part in lectures on the same subjects as the control group but additional topics were included: weight issues in children and adolescents, BMI, body acceptance and promoting a positive BI in schools. Also, Intervention 1 included interactive student-centred, problem-based activities designed to increase the participants' health and awareness of the subject. Media literacy and cognitive dissonance activities with the goal of reducing the thin-ideal internalization and the muscular-ideal internalization were included. Intervention 2 participants were provided a similar content as Intervention 1, but there was a stronger emphasis on dissonance based activities: the students voiced counter attitudinal statements about the cultural body ideals, completed written assignments and took part in discussions and online forums. The





results show that Intervention 2 was the most effective: males improved significantly in self-esteem, BI and Drive for Muscularity, females improved significantly on Drive for Thinness and excessive exercise. For female participants, the effects were consistent at 6-month follow-up, the male population was not evaluated on the bases of poor retention. The greater effect of Intervention 2 has been explained by the inclusion of more cognitive dissonance activities.

In the study developed by Elliot et al. (2008), the focus was not only on ED prevention but also on the reduction of alcohol, drug and tobacco use in female high-school athletes. The study was carried out in 18 high schools in the USA, Oregon and Washington, M age of participants was 15.4 (SD = 1.2) in the experimental group and 15.3 (SD = 1.2) in the control group. The types of sport in the control and the experimental group were also matched. The experimental group took part in the ATHENA prevention programme. The ATHENA programme consists of 8 weekly 45-minute sessions integrated in the sports team's practice. The athletes were organized in approximately 6 person squads with one of them as a leader in each squad. The leader had been coached before the session and led approximately 70% of the ATHENA assignments. The content of this programme addresses the consequences of substance abuse, sport nutrition and effective training. The ATHENA also addresses depression, using cognitive restructuring tasks. In order to challenge the media influences, participants remade magazine advertisements. Athletes practiced refusal skills and learned about health norms. Also, at each session, the athletes received a health goal to complete during the week until the following session. The control group received informative pamphlets concerning DEB, drug use and sport nutrition. The study reports that the ATHENA had positive long-term effects on female athletes' use of diet pills, laxatives and diuretics and self-induced vomiting. Also, the behaviour became less prevalent over time, in comparison with previous follow-up assessments. Also, when athletes were asked to choose the healthiest and most attractive female silhouettes, they chose significantly heavier silhouettes than the control group suggesting that their thin-ideal internalization is lower.

The study by Becker, McDaniel, Bull, Powell & McIntyre (2012) explores the effectiveness of two peer-led ED prevention programmes adapted for female college athletes: athlete-modified dissonance prevention (AM-DP) based on the guidelines developed by Stice, Shaw, Becker & Rhode (2008), and athlete-modified healthy weight intervention (AM-HWI) developed by Stice, Chase, Stormer & Appel (2001). Participants were 157 female college athletes competing in 9 different sports, their M age = 18.94 (SD = 1.04). Athletes with ED were excluded from the programme, because they needed ED treatment not prevention. The programme was adapted to each sport team based on the BI concerns specific to different sport types. Team members were randomised so that half were assigned to AM-DBP and half to AM-HWI. Interventions were carried out during 3 weekly 60-80 minutes sessions. The sessions were carried out in a group setting, each group consisting of 2-14 athletes, they were peer led by a team member and athletes from other teams. The AM-DBP sessions consisted of tasks aimed at challenging the sport-specific thin-ideal, gaining insight of the risks of female athlete triad and sharing their experiences of being pressured to pursue the sport-specific thin-ideal. Athletes completed written tasks, did homework, engaged in discussions, role plays and self-affirmation tasks. This programme differs from DBP by exploring topics concerning the athletic population in particular: the sport-specific thin-ideal and information on female athlete triad. The AM-HWI also included the two topics specific to female athletes – the sport-specific thin-ideal and female athlete triad. The intervention consisted of information, discussions and written tasks on the sport-specific thin ideal and athlete-specific healthy-ideal, optimal energy intake based on the activity level, female athlete triad, healthy nutrition and dietary restriction. Each athlete completed a 3 day food and exercise diary and developed healthy nutrition and sleep goals. The results suggested that both prevention programmes reduced thin-ideal internalization, dieting, bulimic behaviour, shape and weight concern and negative affect at 6 weeks and bulimic behaviour, shape concern and negative affect at a 1 year follow-up.

The study by Martinsen et al. (2014) has been developed to prevent ED in young male and female athletes and focuses on educating both athletes and coaches. The programme is based on the social-cognitive framework, it





aims to strengthen intrinsic motivation and mastery, to enhance self-esteem by enhancing self-efficacy and bring change in both individual and school organization level. Cognitive dissonance principles are also used. The participants were adolescent athletes from all 16 Norwegian Elite Sport high schools, 9 of the schools were randomized to the intervention group and 7 of them as well as 2 regular high schools were the control group and did not receive any intervention. The number of participants in the experimental group was 348 athletes and 65 coaches, in the control group: 263 athletes, 36 coaches and 355 students from the 2 regular high schools. Athletes with ED were not participating in the study. The intervention programme consisted of mental training (relaxation, visualisation, self-talk), education on healthy nutrition, psychological and physiological development in adolescence. Athletes participated in four 90-minute sessions over a 1-year period and engaged in communication with the researchers via e-mail and a closed Facebook group. Each week during the last 6 months of the intervention, a different Norwegian elite athlete shared his or her experiences concerning self-esteem, self-efficacy and mental training. Also, athletes were encouraged to write three positive events unrelated to sport every day for a specific time period. The education programme for coaches was developed to inform coaches about self-esteem, self-efficacy, mental training, sport nutrition, body composition and the identification, management and prevention of ED. Information was also provided to parents, school administrators and teachers. The results of the study suggest that the intervention programme has been successful at preventing new cases of ED and reducing ED risk factors among female elite athletes. Also, the education programme for coaches has shown a self-reported increase of knowledge about ED. In male athletes no differences in ED emergence were observed between the control and experimental group ( $p < 0.05$ ).

### Results, Conclusions and Recommendations

Although ED prevention is being increasingly studied, there remain few effective ED prevention programmes for athletes. As a result of this review, an ED prevention programme for Latvian female adolescent athletes has been developed. The study done by Martinsen, et al. (2014) has shown that mental training has positive effects on ED prevention and reduction of ED risk factors. The prevention programme developed by the authors of this study primarily focuses on mental training with the aim to enhance emotion regulation skills, self-compassion and mindfulness: mental skills that have not been extensively researched in connection with ED prevention. The programme focuses on reducing the sport specific ED risk factors and enhancing protective factors. Based on the promising results of cognitive dissonance based prevention, dissonance based tasks are included. Also, an emphasis is put on sharing personal experience, as in the prevention programme by Stice, Shaw, Becker & Rhode, (2008). The programme is not intended for athletes with ED, as they need treatment not prevention. An overview of the prevention programme is presented in the table no.1.

**Table 1.** ED prevention programme for adolescent female athletes

Week	Educational lecture	Practical tasks
1.	ED prevalence in sport, general risk factors, symptoms, prevention. Mental training: enhancing performance and well-being.	<i>Discussion:</i> current knowledge of ED, opinion on mental training. <i>Mental training:</i> breathing, relaxation.
2.	BI in sport and in general. The sociocultural pressures to be thin, sport-specific body ideals. Attributes of positive BI.	<i>Discussion:</i> experience concerning BI, pressure to be thin in everyday and sport settings. <i>Dissonance based task:</i> counter-attitudinal written task <i>Mental training:</i> breathing, relaxation.
3.	Extreme dieting. Female athlete triad. Optimal energy intake, healthy BMI.	<i>Discussion:</i> sharing experience and opinion on dieting, the role of nutrition in sport. <i>Mental training:</i> breathing, visualisation.
4.	Participation in leanness focused sports and coach related pressure to lose weight. A guest elite athlete sharing her experience about being pressured to lose weight and overcoming it.	<i>Discussion:</i> experience of coach-related pressure to be thin, questions to the guest.



		<i>Dissonance based task:</i> writing a letter to oneself highlighting one's positive physical and personality traits. <i>Mental training:</i> breathing, visualisation.
5.	Thin-ideal internalization. Healthy sport-specific ideal. The positive effect of mindfulness on sport performance and well-being.	<i>Discussion:</i> the experience of thin-ideal internalization. <i>Dissonance based task:</i> verbal critique of the thin-ideal based on facts learned in the previous sessions. <i>Mental training:</i> mindfulness meditation.
6.	Objectification. Comments on female athlete's body. Media portrayal of the female athlete's body (visual examples): sexualized versus strong. Comparing the representation of female and male athletes.	<i>Discussion:</i> experience of hearing comments about one's body, opinion on female athletes' portrayal in sports media. <i>Dissonance based task:</i> writing a letter to the editor of a sports magazine recommending a less objectified representation of female athletes <i>Mental training:</i> mindfulness meditation
7.	Self-compassion and self-acceptance as a step toward a more positive BI. A guest elite athlete sharing her experience with BI issues and self-acceptance.	<i>Discussion:</i> sport environment and self-compassion, questions to the guest. <i>Dissonance based task:</i> expressing pride and gratitude to oneself for all the work put into training, school and other activities. <i>Mental training:</i> mindfulness meditation.
8.	Overview of the programme, everyday actions towards a positive BI.	<i>Discussion:</i> stating the changes in attitude and knowledge the programme has brought. <i>Dissonance based task:</i> a written or verbal resolution to use the acquired knowledge to act against the ED risk factors and practice self-acceptance. <i>Mental training:</i> mindfulness meditation.

The programme developed for Latvian female adolescent athletes is intended to be carried out in 8 weekly 1-hour sessions, each session includes both educational lecture and practical tasks, 20-40 minutes each part, based on the subject of the session. The groups should consist of 6-8 participants in order to enhance active participation. No homework assignments are given due to the usually busy schedule athletes have. However, athletes would be presented with additional online information sources on the subject covered in the session.

It has been concluded that there are multiple sport-specific ED risk factors: participation in leanness focused sports, coach related pressure to lose weight, thin-ideal internalization, extreme dieting and objectification. In order to prevent female athletes from developing ED, the impact of these risk factors should be reduced by developing and implementing effective prevention.

The review of the 5 effective ED prevention programmes has revealed multiple aspects of effective ED prevention: cognitive dissonance based tasks aimed at challenging and criticizing the thin-ideal, self-affirmation tasks, education on ED, human development and healthy nutrition, active involvement in programme via writing assignments, homework, role play, online communication and discussion.

A prevention programme for Latvian female adolescent athletes has been developed.

Further studies concerning ED in Latvian athletes are needed in order to determine the factors leading to the development of ED and to design and evaluate effective prevention programmes. Athletes, coaches and other sports professionals need to be educated on ED and DEB and ED prevention programmes should be implemented.

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## Physical Economy from the Viewpoint of Sustainability

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### Abstract:

This article is one of the outputs of the preparatory work for the research project on the influence of solar – terrestrial physics on the Earth's economy. Space weather affects the terrestrial magnetosphere and ionosphere and Earth's atmosphere, as well as the Earth's ground, and creates responses in said geo-layers. Interactions of space weather with those geo-layers are investigated through transfer mechanisms of mass, energy, momentum, jerk, jounce, crackle and charge. Based on the axiomatic approach, the stationary field of space retail gravitation is defined. New economic variables are introduced, such as price jerk, price jounce, price crackle for the reason of more precise description of price evolution. In accordance with the basic empirical experience, the economic meanings of new economic variables are defined. The theory of  $n$ -ary relations is used to formulate the principle of correspondence between new economic variables and variables of classical mechanics. From the economic point of view, the significance of new economic variables and the principle of correspondence in the field of space retail gravitation is assessed. The fundamental conclusion for the future development of mankind is that both scientists and teachers at all levels must understand the terrestrial economy in detail.

**Keywords:** cognitive informatics; physical economics; physical informatics; quantum cognition; space economy

### 1. Introduction

The current age of the Sun is estimated on 4.6 billion Earth's years [2], while its lifetime in the main sequence of the Hertzsprung-Russell diagram is estimated at 10 billion Earth's years [1]. In a time interval of five billion Earth's years it will be necessary for people to find a new home on another body of the Solar System or outside the Solar System. The Apollo Research Program has created the conditions for launching intensive preparatory work for the colonization of the Moon and other bodies of the Solar System. Analysis of satellite data and remote sensing of the Moon have provided indications of the presence of water on lunar surface (e.g. in lunar pyroclastic deposits) [8, 9]. The lunar crust is composed primarily of oxygen, silicon, magnesium, iron, calcium, and aluminium, but important minor and trace elements such as titanium, uranium, thorium, potassium, and hydrogen are present as well. Based on geophysical techniques, the crust is estimated to be on average about 50 km thick [13]. It means for example from the chemical point of view that the combination of chemical elements mentioned above will allow the production of fuel directly on the Moon.

### 2. Informal background of finitary relations theory

In this paper a relational concept is expressed as the set. An  $n$ -ary finitary relation over the sets  $S_1, S_2, \dots, S_n$  is a subset of their Cartesian product, i.e.  $R \subseteq S_1 \times S_2 \times \dots \times S_n$ . Finitary relations are classified according to the number of sets in the Cartesian product, i.e.  $x_1$  denotes a unary relation, where  $x_1 \in S_1$ ;  $x_1, x_2$  denote a binary relation, where  $x_1 \in S_1, x_2 \in S_2$ ;  $x_1, x_2, x_3$  denotes a ternary relation, where  $x_1 \in S_1, x_2 \in S_2, x_3 \in S_3$ ;  $x_1, x_2, x_3, x_4$  denotes quaternary relation, where  $x_1 \in S_1, x_2 \in S_2, x_3 \in S_3, x_4 \in S_4$ . Finitary relations with more than four terms are usually referred to as  $n$ -ary (e.g. 7-ary relation). It means that  $n$ -ary finitary relation is simply a set of  $n$ -tuples [5].

### 3. Results





The principle of correspondence that for two different scientific fields may also be called the binary principle of correspondence is a simple representation that assigns quantifiable variables from one scientific field to a quantifiable variables of a second scientific field based on the same qualitative importance of mechanisms of transfer of mass, momentum, jerk, energy and charge describing the development of systems states in two different scientific fields. Finding a principle of correspondence requires a high degree of understanding of the two different scientific fields.

If a principle of correspondence is derived between  $n$  scientific fields, then this principle of correspondence is called the  $n$ -ary principle of correspondence.

### 3.1. *Binary principle of correspondence in space weather*

The Lausanne School of Economics and the Cambridge School of Economics were among the first schools of economics to systematically describe and analyze economic processes using methods and models of non-relativistic theoretical physics, especially those of mechanics and thermodynamics [17, 18]. Both of these schools of economics laid the foundations for a new field of science that incorporates the current state of knowledge of basic research in the areas of physics, economics, sociology, neurophysiology, biophysics and cognitive informatics and is known as physical economics. The term physical economics is used in the book title “Econophysics and Physical Economics”, authored by Peter Richmond, Jürgen Mimkes and Stefan Hutzler [11].

In heliosphere the Sun generates space weather phenomena that physically involve the transfer of mass, momentum, jerk, jounce, crackle, energy and charge in heliospheric magnetized plasma that interacts with the geosphere and its sub-spheres.

Quantifying future states of magnetized heliospheric plasma sub-systems in space weather is analogous to developing methods for meteorological forecasts [12]. One approach to quantifying the size of storm systems in terrestrial meteorology is to classify them into three basic categories in descending order based on the extent of the Earth’s surface that is affected: extratropic cyclones, hurricanes and tornadoes. Storms in cosmic weather can also be classified in descending order into three basis sizes: M-region storm, coronal mass ejection, superauroral electrojet. The correspondence principle for forecasting space weather and terrestrial weather can be formulated as follows: extratropical cyclone  $\leftrightarrow$  M-region storm; hurricane  $\leftrightarrow$  coronal mass ejection; tornado super auroral electrojet [12] ( $\leftrightarrow$  means corresponds to) .

### 3.2. *Binary principle of correspondence in price theory*

A comparison of the analytical structure of economics and the analytical structure of non-relativistic theoretical mechanics has led to the following conclusion: path traveled by a body over time corresponds with price of the commodity at time, i.e.  $(s) \leftrightarrow (p)$  for  $t \in (0, +\infty)$ . There is a fundamental difference between the real functions of real variable “commodity price”  $(p)$  and “the path traveled by the body”  $(s)$ . The path traveled by the body is a non-decreasing real function of time, but the commodity price may over certain time intervals increase or decrease as a function of time. The first derivative of path according to time, i.e.  $(\dot{s})$ , is the path traveled by the body over a unit of time, called the instantaneous magnitude of velocity of the body. A change in commodity price over a unit of time is the first derivative of commodity price over time, i.e.  $(\dot{p})$ . For the time being in this work, a change in commodity price over a unit of time is called the “tempo of commodity price change” or “price tempo”. The change in commodity price over a unit of time may be positive, zero or negative, while a change in the path per unit of time is nonnegative (positive or zero). The second derivative of the path of the body over time means the first derivative of the velocity of the body is a change in the velocity of the body over a unit of time, called the acceleration of the body. The second derivative of commodity price over time means the first derivative of price tempo over time and in this work is called “acceleration of commodity price”, or “price acceleration”, or “velocity of price tempo”.





The third derivative of the path of the body over time, i.e. the first derivative of the acceleration of the body over time is the instantaneous magnitude of jerk of the body (body jerk). The third derivative of the commodity price over time means the first derivative of the price acceleration, or “price jerk” [22]. The economic significance of price jerk is the change of price acceleration over a unit of time. The fourth derivative of the path of the body over time is, from a physical perspective, the change in magnitude of jerk of the body over a unit of time (i.e. also the speed with which body jerk changes). There is no established Czech term for this, but in electrical engineering the fourth derivative of a signal is often called the signal vibration. The fourth derivative of commodity price over time,  $\dot{J}_4$  ( ), that expresses the change in commodity price jerk over a unit of time is the “tempo of price jerk”, or “price vibration” (quake, jounce) or commodity “pricequake”. The fifth derivative of the path of the body over time means the physical change in speed of body jerk over a unit of time, or the acceleration of the body jerk. The fifth derivative of commodity price over time is the economic change in tempo of commodity price jerk over a unit of time, or “price crackle”.

In this section of the work it is necessary to mention the following notes:

1. In physics the quantities of velocity, acceleration and jerk are vector quantities. For example this pertains to railway engineering, construction of machinery, civil engineering and aviation engineering.
2. This work uses the scalar meaning of price. An article devoted to the vector meaning of price is being prepared for publication.

### 3.3. Axiomatic approach to a stationary field of retail gravitation

This work assumes that preferences exhibit the characteristics given by the following axioms:

I.1. Axiom of reflexivity; I.2. Axiom of completeness; I.3. Axiom of transitivity; I.4. Axiom of continuity; I.5. Axiom of convexity; II. 1. Axiom of non-satiation (Never Get Enough); III: 1. Axiom of continuity of the retail gravitation field. This work uses an ECEF Cartesian frame of reference  $\Sigma_3$ , the origin of which is located at the gravitational center of the Earth with axes fixed to the geoid (Earth-Centered, Earth-Fixed frame of reference). For the description of retail gravitation this coordinate system is a sufficiently accurate approximation of the inertial coordinate system (see references [3, 7]). Let A be a city on the geoid with population. Because retail flows are realized in three-dimensional space and time, we define the stationary potential of retail gravitation of city A by the relation

$$(\rho, \theta, \phi) = (r, \alpha, \beta) \quad (1)$$

Where  $\rho$  is the distance of the observation point from city A measured along the geoid. If the distance measured along the geoid is such that the geoid curvature can be neglected, then the distance of the observation point from city A is given by the relation  $\rho = \sqrt{(x - x_A)^2 + (y - y_A)^2 + (z - z_A)^2}$ , where  $x, y, z$  are the coordinates of the observation point and  $x_A, y_A$  and  $z_A$  are the coordinates of city A;  $\vec{r} = (x - x_A, y - y_A, z - z_A)$ , i.e.  $\vec{r} = (x - x_A)\vec{e}_1 + (y - y_A)\vec{e}_2 + (z - z_A)\vec{e}_3$  is the position vector of the observation point, from which retail trade is attracted along the geoid in the direction of city A, or to mass point A;  $\vec{e}_1, \vec{e}_2$  and  $\vec{e}_3$  are orthogonal unit vectors. Proportionality constant  $k(\rho, \theta, \phi)$  is expressed in units  $[k] = \text{c.u.} \cdot \text{m}^2 \cdot \text{pers.}^{-2}$ , where  $\text{c.u.} = \text{currency unit}$ ,  $\text{m}^2 = \text{square meter}$ ,  $\text{pers.} = \text{person}$ ; A is mass point with coordinates  $x_A, y_A$  and  $z_A$ , i.e. mass point  $A = [x_A, y_A, z_A]$  depicts city A;  $N_A$  is the number of long-term economically active adult inhabitants in city A at time  $t$ . Vector field  $\vec{g}$  of the intensity of retail gravitation is determined by the negative gradient of potential of retail gravitation  $\Phi$ , i.e.

$$\vec{g} = -\left(\frac{\partial \Phi}{\partial \rho}(\rho, \theta, \phi), -\frac{1}{\rho} \frac{\partial \Phi}{\partial \theta}(\rho, \theta, \phi), -\frac{1}{\rho \sin \theta} \frac{\partial \Phi}{\partial \phi}(\rho, \theta, \phi)\right) \quad (2)$$



This means that the magnitude of the intensity vector of retail gravitation is given by the relation  $|\vec{g}| = \sqrt{g^2}$ . For the intensity vector of retail gravitation the following relations apply  $\vec{g} = 0$ ,  $\vec{g} = 0$ , and the potential of retail gravitation is obtained by solving the Laplace homogeneous partial differential equation  $\Delta \phi = 0$ . Any vector field of retail gravitation can be considered the superposition of two fields, one of which is determined by scalar potential while the second is determined by vector potential. Let us designate the field of retail gravitation determined by scalar potential as  $\vec{g}_s$  and the field of retail gravitation determined by vector potential as  $\vec{g}_v$ , then  $\vec{g} = \vec{g}_s + \vec{g}_v$ , it means that the vector of retail gravitation at the observation point is expressed by the relation

$$\vec{g} = -\vec{\nabla}\phi + \vec{\nabla}\times\vec{A} \quad (3)$$

The first summand in relation (3) determines the amount of retail trade that can be attracted to city A per a single inhabitant who is at the observation point. The second summand in relation (3) determines the amount of retail trade that can be relocated from city A to the observation point per single inhabitant found at the observation point. The presented theory of a stationary field of retail gravitation implicitly contains axiom III: 1, which concerns the continuity of the field of retail gravitation, i.e. the scalar and vector stationary potentials are continuous functions of spatial coordinates and time.

#### 4. Conclusion

Basic Czech research into the principle of correspondence between physics and economics began in the early 1970s. Pioneers of this basic research in the Czech school of economics included prof. Dr. Ing. Pavel Hrubý and his co-worker Ing. Jaromír Kálal. With periodic breaks of varying length, the research have continued to the present day and is steadily incorporating current findings obtained in the field of Sun-Earth relations. The experimental work has resulting in numerous studies, the most important of which are cited in this work; study authors are prof. Dr. Ing. Pavel Hrubý, Ing. Jaromír Kálal, doc. Ing. František Drožen, CSc. (VŠE in Prague), prof. Ing. Jiří Pospíšil, CSc. (ČVUT in Prague), Ing. Tomáš R. Zeithamer, Ph.D. (VŠE in Prague) [6, 4, 10, 14 – 28].

The transfer of mass, momentum, jerk, jounce, crackle, energy and charge in Sun-Earth relations is the fundamental process that affects the majority of communication technologies we encounter on dynamically changing markets. Therefore, it is essential for the scientific community to understand the axioms of market dynamics in its basic research, and based on this understanding play an active and independent role in the changing business environment.

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## Multilingual Education Experiments In Post-Soviet Space: The Case of Multilingual Education in Ukraine

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### Abstract

The paper aims at providing information on today language policies in Ukraine. Until 2018 the school system in Ukraine has continued a tradition of running schools with minorities' languages as main languages of instruction. Since 2010, the Romanian non-governmental organization (NGO) The Peace Action, Training and Research Institute of Romania (PATRIR) has engaged in an initiative to assess the context and later to pilot a multilingual education (MLE) project in the Autonomous Republic of Crimea first and, from 2014, in three Ukrainian regions: Odessa, Chernivtsi and Transcarpathia. Project was transferred to the Ministry, which is developing it further as a state-wide experiment "Building Multilingualism of Children and Students: Progressive European Ideas in the Ukrainian Context". The paper aims at analysing existing conditions, challenges, and needs for the effective implementation of MLE in Ukraine.

**Keywords:** language policy; multilingual education; teacher professional development

### Introduction

The social political discourse in Ukraine is dominated by the tension between the aspiration to use education as an instrument to contribute to the "restoration or building" of Ukrainian identity on the one hand, and the tendency to use education as an instrument "to learn to live together" or "to learn to live like Europeans" on the other hand. The latter is more in line with the recommendations of international organizations such as UNESCO, EU, OSCE HCNM, the first option is a logical one in a phase of transition from a former Soviet republic to an independent nation-state. For the political authorities Ukrainian language status is a first priority. At the same time it should be noted that both public officials, public organization activists and community leaders are fully aware of the existence of this international legislation and recommendations as well as influence instruments.

Ukraine is a multilingual country, ethnic minorities constitute a significant proportion (22,2%, census 2001) of the country's total population. [Language policy](#) in Ukraine is based on its [Constitution](#), international obligations, and from 2012 until February 2018 on the law "On the principles of the state language policy". Several articles of the Ukrainian Constitution contain guarantees related to the protection of languages and linguistic rights and freedoms in Ukraine and declares full respect to international agreements and obligations (Constitution of Ukraine Article 10, 11).

Until recently the school system in Ukraine continued the Soviet tradition of running "minority" schools with the respective mother tongues of minority groups as primary languages of instruction. According to MES information and statistical data regarding the implementation of language policy in education education in the languages of minorities is widely available in Ukraine at different levels of education. According to latest MESU data: 2693 pupils study in Moldovan language, 1785 pupils study in Polish language, 355 955 pupils study in Russian language, 16139 pupils study in Romanian language, 16020 pupils study in Hungarian language.

The diversity of large ethnic groups and languages can be highlighted as a typical feature of the education in Ukraine (including the linguistic diversity of teaching, until now), and, thus, also diversity of individual combinations of bilingualism, which, in turn, reinforces the need for one language of communication. The Russian language, which performed these functions, has a strong functional *lingua franca* substantiation, which conflicts with the political wish to decrease the importance of the Russian language, not to say – to eliminate quickly the use of the Russian language in the public space. The reinforcement of the state language – the Ukrainian language



– does not proceed in accordance with the win-win principle but rather the win-lose principle, as if the exclusion of the Russian language usage would automatically reinforce the position/ quality of the Ukrainian language.

On 5 September 2017 the *Verhovna Rada* of Ukraine adopted The Law of Ukraine “On Education”. The new Law "On Education" provides key competences, particularly, fluency in the state language; the ability to communicate with one's own (in case of difference from the state language) and foreign languages. Regulations on the language of instruction for Ukraine's ethnic minorities have arisen serious discussions. The Article 7 of the Law of Ukraine on Education, which regulates the use of the state language and minority and other languages in education, is extensively analyzed both in international legislative level, as well as in academic and public discourse and the bilingual teaching method has gained topicality.

The Ministry of Foreign Affairs of Ukraine requested the Venice Commission to prepare an opinion on Article 7 of the Law on Education and MESU has prepared a Position paper at their disposal. The paper describes the situation in minority schools where teaching is conducted exclusively in the language of the national minority and Ukrainian language is studied only as a separate educational subject. Due to the linguistic environment, where the state language is not a mean of communication, study of the Ukrainian language only as a subject does not ensure proficiency in the state language at a level sufficient for the realization of their constitutional rights and responsibilities throughout the whole territory of Ukraine. Schools with Russian as a language of instruction constitute an absolute majority among the schools with teaching in the languages of national minorities. The number of places in schools with Russian language of instruction does not correspond to the actual size of the Russian minority. This practice has developed since the Soviet Union, when the study of Russian have been forced. Thus, schools in the Russian language of instruction were not schools for the national minority, but remained an element of the continued russification of Ukraine. The authorities realised that the continuation of the previous language policy in education “not only does not contribute to national accord, but it is also a threat to national security, state sovereignty and territorial integrity of Ukraine.” Beside the purpose to consolidation of the political nation the strongest argument for the new regulation is the decrease of the level of the quality of education of children from national minorities. MESU in its communication for the public mentions that 36% of graduates in the Transcarpathia region passed the external independent testing with a result from 1 to 3 grade (according to 12-grade scale) 75% of graduates in Berehove district received from 1 to 3 grade (This is the worst result in the country), 61% of pupils who belong to the Hungarian or Romanian minorities and participated in external independent testing in math & history of Ukraine in one of their native languages, did not pass the pass/fail threshold in the Ukrainian language. MESU concludes that insufficient fluency in state language a person is not able to access the Ukrainian university, be eligible for public service and in the self-government bodies.

The ministry explains that consequently, three models of the use and study of languages could be proposed for the implementation: The first model envisages the possibility of teaching all subjects in the minority language from the first (1st) until the 11th (12th) grade along with the Ukrainian language. This model would work for vulnerable languages; those that do not have their own state for the development of linguistic terminology, as well as for those who do not live in their native language environment. The next model is proposed to the national minorities, whose language belongs to the European Union. Depending on the language group and the linguistic environment, this model may have two variants. The first option for the national minorities, whose languages belong to the Slavic language group, and who live in a predominantly Ukrainian-speaking environment. As stipulated by the Law, children whose mother tongue belongs to this group, will be able to fully study in their native language at kindergarten and elementary school, along with studying of Ukrainian as a subject. From the 5th grade, along with subjects taught in the native language, subjects taught in Ukrainian will be introduced. The share of subjects taught in Ukrainian will be increasing proportionally until the high school. The second option will take into account the peculiarities of studying the Ukrainian language by representatives of other language groups, who mostly live in the native language environment. In particular, it tackles the Romanian and Hungarian national minorities. For schools with these languages, the transition to studying subjects in Ukrainian will be even more gradual, and the





percentage of subjects taught by the state will be smaller. This approach is justified by the fact that learning a language in another language group is much more difficult and requires more study time to reach a sufficient language level for the study of other subjects in Ukrainian.

The third model is proposed to the national minorities, whose mother tongue belongs to the same language family as the Ukrainian does, as well as to those, who prevalingly live in native language environment. In particular, this model is applied to the Russian language. Following this model, the children would proceed to study of the Ukrainian subjects immediately after the 5th grade. Children, whose mother tongue is Russian, easily learn Ukrainian. At the same time they mostly live in the 100% Russian-speaking environment – they communicate in Russian in families, on the streets, watch TV in Russian. Therefore, the only place where children from this national minority can freely use the state language is a school. While studying subjects in Ukrainian, and continuing to study Russian as a subject, children will be able to have a high level of proficiency both in Ukrainian and in Russian.

The main issues covered by the Venice Commission document are uncertainties of the Law on Education as Article 7 creates different regimes for different categories of minority: On the one hand, national minorities and indigenous people are treated differently: while for national minorities education in their language is only guaranteed at pre-school and primary level, for indigenous peoples education in their language is guaranteed at pre-school and general secondary school level. On the other hand, different treatment is applied to national minorities according to whether their language is also (or not) an official language of the EU.

The characterization by the ministry's middle-level officers is that the law in the form in which it is worded gives the opportunity for a broad explanation / interpretation and in general does not restrict the realization of the MLE, perhaps on the contrary, the bilingual methodology is publicly announced.

### **Method**

Since 2010, the Romanian non-governmental organization The Peace Action, Training and Research Institute of Romania (PATRIR) has engaged on an initiative "Supporting multi-ethnic regions of Ukraine to improve the quality of education" to assess the context and later to pilot a multilingual education (MLE) initiative in Ukraine (PATRIR, Annual Report, 2015). Following several positive experiences in the former Soviet region, and an expression of interest on the side of the Ministry of Education and Science of Ukraine, PATRIR has engaged since 2014 on an initiative to assess the context and later to pilot a multilingual education project in three Ukrainian regions: Odessa, Chernivtsi and Transcarpathia. During the first year several consultations and capacity building events took place in all regions and regional coordination mechanisms were set up. Additionally the project included an improvement of the class environment in the selected schools, the monitoring of the changes that the MLE programme is enabling at school level and a video documentary on the experience of setting up an teaching learning models in a multicultural yet volatile environment in Ukraine. On 2016 the project was transferred to the Ministry, which is developing it further as a statewide experiment "Building Multilingualism of Children and Students: Progressive European Ideas in the Ukrainian Context".

Formative progress evaluation was chosen as the appropriate type of study to answer: Are the participants moving toward the anticipated goals of the project? Which of the activities and strategies are aiding the participants to move toward the goals?

The study involved the desk research - review of project related documents, non-structured participatory observation and discussions during the field visit, and qualitative methods – 25 interviews and discussions with relevant professionals of the MESU, scholars, regional experts, representatives of national and international organizations, non-governmental organizations, and pilot participants. The interviews initially were conducted during the initial consultations and field visit. Study included also expert interviews with international education



officials and educators from Central-Asia. In addition, several skype interviews took place to clarify and fill in the missing data.

### **Findings**

The authors and management of the project and also participants have a positive attitude towards the pilot, both as professionals and citizens, being aware of its social importance. The teachers are interested; however, the teachers are not paid sufficient attention to and they lack the possibility to cooperate among themselves and to learn. The current threats are linked to the fact that society is not informed about the course of the project. Future threat is the fact that schools lack capacity to reach the planned expected outcomes – development and analysis of models and drafting of the concept.

Overall, the project content is oriented to significant changes in forming minority school students' identity. It encourages developing community self-confidence and self-determination, as well as developing inter-community understanding, interaction and interdependence; improving social cohesion and reduce tensions.

The project is called a nation-wide experiment. The experiment is not just the name or the form of a document in which the experiment has traditionally been applied in Ukraine. Experiment Paradigm which has appropriate approach and data acquisition methods developed a baseline study, which requires a comparison of pilot school students with a control group. Moreover, the wording used (demands, forming a student's ability, requiring, to begin curriculum integration, cultivation of tolerance and empathy, their form creative teams, etc.) form the basis for a technical, experimental study based on the approach and concepts of the old education paradigm. Setting up experimental and control groups, which are suitable for natural sciences studies, raise both scientific-methodological and ethical questions and is not recommended. If an institution of education itself, believing that MLE is education of the 21st century that is needed by children and society, wants to set up one MLE class/ group and deny the other one this possibility of high-quality education, it would be immoral to compare later how much the children in the control group lag behind in their knowledge. Whereas if the parents and pupils have deliberately chosen a monolingual learning environment, then the aspects of choice (attitudes and values) must be recorded and the monitoring of dynamics in these must be performed separately.

The Project document does not prove that the authors have awareness of the changes they aim to initiate. The project design is unbalanced. The methodological substantiation is eclectic, narrowly oriented towards linguistic aims. The project's title and goal are interpreted differently by informants of different categories. The research leader, which recognizes herself as the main author of the document, understands European ideas as the contemporary approaches to language teaching in Europe, which this researcher has studied and is bringing into Ukraine through this research. Her emphasis, which is defined in the goal of the research, is "curriculum integration of language subjects, within the context of one school". The experts believe that the project promotes the development of a new system of minority education.

In general, fragmentation in fundamental and recent studies and knowledge about language and multilingual education approach are typical in the country. Both scholars and community members' understanding of multilingual education is like studying many languages, not only the languages of those minorities that live in the region, but also foreign languages. To a large extent, multilingual education is prioritized as the study of language as a subject, and the availability of studying in the school of any language is also interpreted as a multilingual education. CLIL (content and language integrated learning) is understood and interpreted as a method, which is separated from the bilingual education (the mastery of which will guarantee success). Those participants of the project team, who are specialists of foreign languages, have benefited a lot in developing their awareness from the approach to language teaching and assessment and resources of the Council of Europe.



In teaching the Ukrainian language, the structural approach dominates, also when teaching it as a second language and in assessing the linguistic knowledge. It is a tradition in Ukraine to believe that there is a necessity to develop Ukrainian language teaching materials for each minority language based on L1 and L2's contrastive analysis theory. It might be supported by some of the authors who believe the fact that it is more of a tradition without scientific coverage and development. Second language acquisition has its regularities. To support my opinion, I conducted a short small-scale study of the Ukrainian language textbook for the 5th grade, where no reliance on L1 can be found. It would be desirable to challenge this deep-rooted tradition through the MLE and L2 methodological approach. The awareness of the particularities and specific circumstances of each minority seems to have already been exaggerated, it would be time to create a common value, a plurilingual approach, and this could be done through the intensification of interregional cooperation, the creation and use of common materials.

During the study, it was possible to conclude a different attitude towards the tradition of learning different languages and its current situation and status in Ukraine. The majority of the minority languages in the state belong to the group of Slavic languages. This belonging to the linguistic group is constantly used in the argumentation of linguistic education and, in a way, has formed the dominant linguodidactic approach – contrastive linguodidactics and separation of one linguistic community, juxtaposition, which leads from linguistic differences to broader sociocultural separation. This pronouncedly appears, for example, with respect to the Hungarian speaking community. Most of the informants, mentioning that the Hungarian language belongs to another group of languages, jump from their language education analysis and continue by characterising the special support Hungary grants to its diaspora and the tendencies towards separatism within this community. It confirms that Ukraine, like other European societies, has the linguistic identity as the strongest identity marker, and language skills and attitudes towards knowledge of the state language are an essential indicator of the cohesion of society.

### **Results and conclusions**

It appears that Ukraine will continue to provide, as a minimum, a substantial part of pre-school and primary school education through the medium of the minority or indigenous language. At the secondary school level, Ukraine will continue at a minimum to provide for the teaching of all regional or minority languages as an integral part of the curriculum; also, since languages of EU member states may be used as the medium of instruction for one of more other subjects, it is possible that Ukraine will continue to make available a substantial part of secondary education in those languages.

On the political level, to this moment the MLE situation in Ukraine could be assessed as formally positive but unstable, unconvincing. On the one hand, on the highest governance level, a sound acceptance and support has been voiced for multilingual education. The informants reflect that from the initial avoidance of speaking about matters related to acquisition of minority languages and avoiding the mentioning of term multilingual education, speaking descriptively instead, now the official discourse is increasingly more frequently communicating ideas of Ukraine as a multilingual state, giving credit to learning both the official language and the native language as well as foreign languages in education. However, due to fear of opposition by the nationalistically minded groups against a balanced linguistic education and of radicalism, demanding “everyone to know the state language”, the politics may change. The attitude of the regional administrations could be assessed as sound awareness of the multilingualism of the region.

An important aspect in the overall situation aspect is kin-states. The initial consultations provided the data that the relationships between the ethno-linguistic communities and the home countries of the ethnicities the field of education were active (pupils and teachers participate in summer schools, teaching materials from the kin-states are used); i.e., it is a notable factor. As it was admitted during the group interview, minority communities (especially, Hungarian and Romanian) are strongly influenced by their kin-states. All informers expressed the opinion and referred to facts that in general each state, logically, was primarily interested in and was orienting itself towards reinforcing ethnic affiliation and good acquisition of the native language of the ethnic community



(i.e., not decreasing it due to mastering of the state language). An additional fact must be taken into consideration, i.e., that, regretfully, the kin-states of the ethnic communities, the home country of the ethnicity, predominantly are such states, which in the studies of European multilingualism have been identified as monolingual, both as to their ethnic composition and the multilingualism practice, i.e., in these countries multilingualism and education in various languages there is not self-evident to be perceived with understanding and to be supported. Thus, awareness and support for the development of multilingual system of education in the project regions cannot be expected to be self-evident.

Undoubtedly, the law (Art 7), as it is formulated, reduces the space for instruction in minority languages in primary and secondary education establishments, i.e., reduces the time of minority language acquisition and affects its quality (pupils are not acquiring academic language in elementary grades 1-4). Law restricts the choice only to persons who have identified themselves as belonging to a minority, which is not democratic in general and can create unnecessary strain of choice in ethnically mixed families. By this condition the law directs the formation of asymmetric social bilingualism does not providing the possibility for Ukrainian parents to send their child to minority school and develop his bilingualism. In the context of general recognition of inclusive education and intercultural dialogue, law encourages the creation of a separate learning environments in schools based on language choices, thus typical rivalry between parallel classes potentially can turn into competition with ethno-linguistic tag. As could have been anticipated the newly adopted law have created tension in the public discourse of minority communities and may reinforce linguistic divisions and cause inter-ethnic tensions. The Law has not been communicated and explained to professionals in a timely manner, as a result, teachers cannot serve as mediators of state policy for parents and the community, they are just as confused and ignorant as the minority communities. At the same time to be noted that the Law forces and provides positive impetus for the introduction of bilingual teaching-learning methodology. The law and the subsequent explanatory (Position Paper) and implementation documents (Roadmap) invoke the teaching in the second language as a term in Ukrainian legislation:

*“Teaching subjects in Ukrainian along with subjects taught in the native language will be introduced”  
(Position Paper).*

Concerns are caused by data that ministry officials’ limiting bilingual education only to lesson plan level and MLE is still considered as an experiment that applies only to minority education. Latvian experience shows that when implementing bilingual education models most schools exclusively considered lesson division only by class and year rather than looking at which model corresponds to which bilingual education type and which predicted result. Latvia's experience makes it also possible to disagree with the Vienna Recommendation to preserve “century-old” (Recommendations 100.) minority schools, given that they are considered to be part of the historic heritage of Ukraine. Quite unnecessary also seems the suggestion not to apply Art. 7 to private education institution language choice. Twenty years of bilingual education in Latvia in its separate education program form have not succeeded to overcome the isolation / separation of minority schools; a unified school system just with diverse offerings of modern programs remains a topicality in politics in Latvia.

### **Recommendations**

The international education practice has defined the basic aspects in the introduction of bilingual/ multilingual education (Baker, 2002, Grigule, Odina, 2016, Guiding Principles, 2018 ). The proposed capacity development plan includes recommendations on strengthening the project management, expanding the group of pilot project institutions, creating a common understanding and appropriate quality assessment tools, reinforcing the research component of the project, creating and supporting inter-regional level cooperation of teachers and managers, thinking/ caring about the prestige and sustainability of the project, promotion of project publicity, provision and creation of study resources and professional development.

**Strengthening the project management by establishing a consultative/advisory council**, restoring the scientific representation, involving researchers, who are currently interested and engaged in the active work on



topics related to the project, as well as the stakeholders' representatives (public organisations, international organisations) and international experts; **strengthen the management** of MLA implementation **at regional level**. Regional management unit (academic advisor and advisor) must be given a chance to study the international bilingual education experience. They need to rise capacity to fulfill their school advisers' role; they can best identify the teachers needs and order adequate trainings, organize the MLE school network and collaboration, the dissemination of information to parents, involve community. Collaboration with project management should be two-way - regions should receive feedback on the collected information for the baseline study and other requested and submitted materials.

**Restoring and expanding the group of pilot project institutions.** The pilot project schools and pre-schools group, were established based on voluntariness and the criteria of community's interest. Referring to the regional coordinator's interview to this moment some of them due to staff turnover have low capacity to implement MLE in practice. It would be advisable to restore the pilot group in a reasonable (from the perspective of management's possibilities), methodologically wise (possibilities of cooperation between pre-school and a school, a school and an institution of higher education, regional peculiarities) and politically targeted way.

Principles of representation (a stratified sample), including II, which conform with several criteria:

- Language (involving as diverse schools as possible – for example, a Hungarian school; focusing in a politically targeted way on increasing the awareness and acceptance within the community; against resistance);
- Cooperation possibilities (PII and a school, a school and an institution of higher education, a school and continuous education, a school as a methods centre);
- Teachers' qualification;
- Reasonably manageable from the perspective of the managements' possibilities.

**Creating a common understanding and appropriate quality assessment tools.** To promote understanding, teaching and assessment of Ukrainian as a second language. Introduce the CEFR methodology (Language skills descriptors, Language portfolio) for language skills evaluation and self-assessment in MLE. Introduce the formative MLE assessment in teaching and monitoring. An agreement should be reached on the highest level on what is understood as quality, which aspects to choose to validly conclude that the experiment has been successful. Are these quantitative indicators – institutions of education do not drop out, stay in the group, the group grows; or quality indicators – is MLE developing, is growth observed? What has increased, what has decreased? The teachers should be encouraged to reflect, to improve their skills in assessing study process, linking it with the project goals. For example, if the teachers attend and organise "open classes": these have been prepared, it is a performance of a kind, but it would be important to agree on and follow certain aspects, which are observed and analysed. And the teacher, who has "created" this class, should be ready for a professional conversation on what she/he wanted to show, the way my pupils learn, what my pupils are able to do.

**Reinforcing the research component of the project.** The scientific component of the project is very weak. Bilingual / multilingual education does not imply (not only) the integration of the first, second and foreign language content. The sequence of languages is logical and now set by the law. The essence of bilingual education is the integration of content and language or the acquisition of language through content. Involvement of the researchers of the Academy of Sciences should be activated. **It is recommended to provide schools with internationally recognized theoretical background on bilingual /multilingual education.** Teachers should receive MLE Guidelines, examples of planning, organizing and assessment, recommendations for co-operation and reflection.

**Creating and supporting inter-regional level cooperation of teachers and managers.** One of the problems in the project but at the same time also – its room for improvement, is the approach to minority educations as such, where issues until now have been treated separately. An individual approach should be respected, the needs of a particular ethnic community are acknowledged; however, to reach the State's integration goals, it is equally





important to create and to maintain a common space, at least professionally, being aware of raising young people for living in the same country. The planned cooperation between regions should be developed. The elements of cooperation should be planned and shared responsibility should be structured; so that the exchange of experience materials would become a real manifestation of the new Ukrainian school approach (not to have the character of personal contacts, or - I want to share, I do; Don't – will leave school and project with all the received and developed materials).

**Thinking/ caring about the prestige and sustainability of the project.** Experiments, and projects likewise, have a beginning and an end. It would be advisable to find a broader context of Ukrainian education, where multilingual education could fit in. One of the recommended activities is expanding the group of institutions of education, by involving also schools with Ukrainian as the language of instruction, which have chosen one of the EU languages for bilingual studies, thus turning the bilingual methodology into an innovation for the state-wide education. The new Education Law by including the reference to the MLE has basically created a legislative framework for the MLE with the following interest from different stakeholders. The Venice Commission has serious doubts as to whether the Ukrainian authorities will be able to adopt implementing legislation and to solve, in such a short time, the important problem of the lack of qualified teachers in the Ukrainian language, which will become even more acute under the new framework. It is recommended rise the teacher professional development institutions involvement in designing and implementing the project activities (teacher training program development and leading jointly with the international consultants).

**Promotion of project publicity.** It is recommended to separate general information about the project, the goal of which is to raise society awareness, from the site with the limited access in which the participants could gain information about what their colleagues are doing and share their experience and materials.

**Provision and creation of study resources.** The teaching-learning resources play an enormous role in MLE implementation. The hypertrophic role of textbooks in post-Soviet countries is ambivalent: lack of textbooks is a significant impediment to the introduction of bilingual education, but the high dependence on the textbook is also a potentially powerful tool for implementing the reform. The textbooks can visualize and shape the new learning approach. A textbook can become a powerful teacher training tool.

Teachers who were enthusiastic about bilingual education search themselves for solutions themselves. So, each country has got their own teacher made terminology vocabularies. These vocabularies are usually just nouns with translations (most popular semantic meaning). These vocabularies are usually developed by practitioners and are often criticised by scholars, particularly linguists. Practice proves that such dictionaries are not used extensively. Modern day CLIL methodology focuses particularly on functional approach in general and subject-specific language demands, that goes over a simple list of unknown words, including academic terminology, chunks and language of learning activities and instructions.

Another practice - using an already existing text-books in post-Soviet space is first and foremost dictated by the available financial and human resources. When starting to use it, teachers must conclude that books that are made for native speakers are not appropriate for the same form of the bilingual program pupils because the language is too complex. In the long run, this should signal the authors to re-evaluate in general the text book content that is full of unnecessarily complex texts and rather focus on diverse forms of information perception and processing. Using lower class text books of the same kind is not recommended because language limitation do not reflect academic limitation. Minority school pupils are more than capable to learn and should be taught general education content.

There is also a controversially valuated experience of using the same content text-books in two languages. In Moldova, when beginning the MLE experiment, the ministry provided schools the same content text-book in two





languages as the main form of support. A working solution is one of the limited financial and human resource exit plans - using a textbook in the main language of instruction (native language) and a workbook in the target (second) language or vice versa.

An important aspect as well as a strong safeguard of bilingual education is new Ukrainian as second language textbooks; the development of which should attract the very best forces, materials, and resources, by introducing a functional approach and content that matches the interests and needs of pupils. Researchers draw attention (Silova, 2006) that, with a simplified understanding of integration mechanisms, post-Soviet textbooks addressed to minorities are intensively teaching about the country's history, geography, cultural values and customs of the titular nation, resulting in the creation of an environment in which the student does not see himself. For years, culture teaching typically looked like a monologue from a representative of one majority culture about particularity their own culture. The old approaches to the culture teaching were no longer adequate to society in which learners should not treat as travelers, visitors but as equal citizens in the society. A positive attitude towards the state will develop day by day through a textbook that makes learning Ukrainian a pleasure.

It is strongly recommended to rethink, to re-evaluate the existing practice that Ukrainian as second-language textbooks is created for each minority language separately. In addition to economic exhaustion, the content does not use the opportunity to represent the multinational society in one training device. UNESCO Guidebook on Textbook Research and Textbook Revision also warns that the production of single textbooks for different linguistic communities as well as simple translation can also present difficulties by inaccuracies in the translated versions and cultural bias in some of the illustrations and content matter.

According to the bilingual method, one must rely on the development of the student's active teaching, the use of interactive methods, cooperation. This implies the need for entirely new materials, the awareness of which needs to develop in the multilingual education implementation process. It is recommended to create visual aids with comments in several languages- it is economical, increases the prestige of the target language and will accompany the positive attitude towards multilingualism. **If the project expects teachers to develop teaching materials, then they should be taught.** It is recommended to get acquainted with samples of multilingual teaching/learning resources developed in neighbouring countries, it is suggested to organize training sessions for teaching/learning materials developers and encourage joint language and subject teachers teamwork and cooperation between schools in the field of joint development and exchange of training materials. It would be necessary to develop informative materials for parents (questions and answers, opinions of people who are popular in the local community about bilingual education, positive examples of multilingualism. Attention should be paid to the education of authors, the involvement of teachers - practitioners, and school cooperation in order to create additional learning resources, especially focusing on information technologies. Teachers i.e. practitioners, are usually very involved in teaching materials and teaching – learning syllabus development but there could be more cooperation with schools when it comes to teaching material development and exchange. Work books and extra materials could be developed for electronic use; thus they can be adapted to individual or class needs.

The translation and making accessible to an extensive circle of professionals the fundamental works of theoreticians of bilingual education regarding introduction of bilingual education in post-soviet states is a commendable experience. Translations facilitate the development of national terminology and thus, more common /shared understanding of terms and their internalization. It would be advisable to support accessibility of theoretical literature, by translating some of the founders and authorities of bilingual education I would propose a book by Ophelia García or, in the best-case scenario, a collection of articles.

**Professional development.** The project management indicates master classes as the preferred form of in-service training. Also the teachers, when responding during interviews about the in-service training needs, place the emphasis on active and practical training. One can presume that the traditional in-service training courses had



been provided in a form of lectures; the teachers are tired of this, they want to learn in a way that is appropriate for that way of organising the learning process that the New Ukrainian School expects from them. Those teachers, who in practice work bilingually, want to acquire at the courses/ master classes skills and, predominantly, materials that they could use in their lessons. It could also be concluded that the practice that has been just launched is not sufficient to make teachers reflect and conceptualise, for them to need continuous training events, where they could share their professional findings, beliefs. A time will come, when at the courses, where teachers are flooded with successive activities that are interesting as such, they will not feel happy at all. They will be more interested in the larger picture, in ways for coordinating their work with that of their colleagues. Therefore a balance between theory and practice should be maintained in the content of the courses, and also, basically, the inductive path should be chosen, the path from an example, from practice to generalisation and conceptualisation.

The implementation of MLE is about the change of the education paradigm in correlation with socio-political processes and concerning stakeholders at all levels. At international level it relates to the Western approach to minority education. At national, state and regional level, it relates to the gap between MLE management and methodological support in the context of the Ukrainian regional reform. At the level of community and parents, there are the decisions on the choice of the learning language. Currently the parents ground their choice of language for learning on the argument “whether they will be able to help their children with homework”. If at MICRO – classroom level the teaching is to be changed, it should guide the decision-making process of the formulation and awareness of multilingual education goal oriented towards a sustainable education and sharing individual and social objectives. Answering the question of how the effectiveness of the programme will be measured, such factors as the career, higher education, the opportunity to study at the universities of the ethnic homeland, the popularity of school, language prestige (the language which is taught at school), strengthening the national language are mentioned. Attention should be paid to the social markers – the change of social practice in the community. It is recommended to think and formulate the aims and expected outcomes at different levels of social participation – individual, community, state; at different time scales: long, medium, short-term: both future career, as well as here and now (an interesting lesson) and opportunities at attitude level.

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## Vocabulary Learning Strategies: The Acquisition of Turkish Polysemous Words by International Students

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### Abstract

People who speak the same language communicate the same thoughts and feelings through words as basic units of the commonly understood lexical system, embedded in the structure of a sentence and can convey them to other individuals who also speak the same language (Aksan, 2008). The famous linguist Ferdinand de Saussure has likened language to two sides of a sheet of paper with thought representing the front side and the sound representing the reverse. If it is impossible to separate the two sides of a piece of paper, it is also impossible to separate thought from sound in language. In the field of Turkish language education, one of the most critical problems that academic studies face is that of teaching the meaning of words. Even monolingual or bilingual language users commonly have recognition difficulties in understanding words in a sentence (Ton Dijkstra, 2003). In addition many Turkish words, originally with concrete meanings have gained various abstract meanings over time so that many words have gained polysemous characteristics in everyday usage. Because a bilingual international student of Turkish is first taught the basic meanings of words, she or he may have particular trouble in learning the extra acquired abstract meanings. The first aim of this study is to determine the main problems in teaching essential polysemous words used in daily life and the second aim is to propose some solutions that will enable learning strategies that can be used more efficiently and more effectively in the teaching of such words.

**Keywords:** Teaching Turkish as a Foreign Language, Word Meaning, Polysemy, Strategy

### Introduction

#### a) Words and Meaning

Language is a system of concrete signs that individuals use to express themselves and produce meaning that is the essence of human communication through phonetic, morphological and syntactic structures organised according to a commonly understood set of rules. The meaning corresponds to concepts and ideas in the human mind and can be defined as a form for the interpretation of the senses, acquired from sense organs, and of knowledge obtained from all sources including verbal and written materials, formed within the light of the preliminary information (Günay, 2013).

Every natural language is composed of words, phrases and sentences with various meanings; words and phrases as the components of syntax determine the meaning of the sentence (Lyons, 1995). Ferdinand de Saussure, the founder of linguistics, who aimed to make the logic of the language process visible, used the term "sign" to describe the conceptual representation of the external world. According to Saussure, "The correspondence (being/reference) of reality (concept/signified) at the cognitive level is solidified by linguistic signs (phonemic sequences/signifier); the emergent unit (word/sign) after the mutual interactions of signifier and signified form the basis of the linguistic terminology" (Gerçek, 2017). Hence, the words as phonemic structures form the vocabulary of that language that carries the meanings of these words and requires sufficient semantic knowledge both to construct and convey and to understand (Michael L. Kamil and Elfrieda H. Hiebert, 2005).



However, two issues complicate the definition of vocabulary. The first one arises from the complexity that is created by the potential of words being in two forms, oral and written/printed. The second one is the result of a complexity that arises from the intended use of the word [semantic] knowledge. Vocabulary knowledge refers to two types of functionality in the language; passive/receptive words that the person can perceive and identify, and words the person uses when writing/speaking. In this case, there are two types of vocabulary. The first type, called active/productive vocabulary, is a word sequence that an individual can use when writing or speaking and indicates well known, familiar and frequently used words. In contrast the second, called perceptual or receptive vocabulary, represents a rarely used word series that an individual can only perceive when he or she is listening or reading. Even if individuals do not know the important subtleties of meaning, they can impose meaning on such words. Even if they do not easily use these words themselves, they can somehow recognise the intended meaning when they encounter such words (Kamil and Hiebert, 2005). As a result, receptive vocabulary that points to perception or recognition is more abundant than productive vocabulary. For this reason, the vocabulary of verbal material is always weaker than that of written/printed materials. It is possible to see this clearly with children. As a child's vocabulary is limited to oral language, they fail to analyse and understand written/printed words that are not part of their spoken language. However, Hatch and Brown claim that the dichotomy between receptive and productive vocabularies is not a valid argument and that any person's word production stems from individual preferences, not from her or his lesser word knowledge (Hatch and Brown, 2001). Some researchers, such as A. Akmajian et al. (2010), indicate that meaning may be twofold: linguistic meaning and speaker meaning. The researchers give an example with the statement "The door is right behind you!". Although the linguistic meaning refers to the spatial location of the door, the speaker may understand a different meaning that is "You must go now!".

In addition, a person can speak literally or nonliterally. While in literal use, there is no difference between the speaker's and linguistic meaning, in nonliteral use the intended meaning differs from what the word literally means. The best examples of nonliteral use of language are sarcasm, irony and metaphors. These literal and nonliteral usages in language create vast oral and written literature within a culture and provide enormous meaning richness to the vocabulary. So, "a crucial feature in human communication is the ability on the part of the hearer to determine whether a speaker is speaking literally or nonliterally." (Akmajian et al., 2010). A polysemous word complicates the lexical relationship for meaning and indicates a single word has slightly different, but closely related, meanings (Fromki, Rodman, 1993).

#### **b) Schema Theory and Word-Meaning Relation**

Vocabulary development is a continuous and uninterrupted process that acts not only as an enlargement of a person's word capacity but also as a means for learning and using the target language's grammar. This process is not simply acquiring new words but at the same time comprises the restructuring of knowledge of already known words (Cameron, 2002).

Schema theory attempts to explain how this building-up process occurs.. As the child grows, various maturation factors determine the processes of comprehending and concept building. One of these factors is the "syntagmatic-paradigmatic shift" factor. This happens between the ages of five and ten and refers to the child establishing links between words and ideas. The term 'syntagmatic' relates to more concrete and intelligible word-meaning relationships while the term "paradigmatic" indicates a more abstract and advanced word-meaning relationship (Cameron, 2002). Syntagmatic and paradigmatic patterns make connections between words and meanings by constructing networks called "schemas" (or "schemata"), "scripts" and "frames" in the mind (Cameron, 2002). When a child is confronted by a word in a statement, she/he will determine the proper meaning by matching the right word to their schema which contains their current concepts representing objects, events, and actions. "Schemata are abstract in the sense that they contain a "variable," "slot," or "placeholder" for each constituent element in the knowledge structure ... when the reader has constructed a correspondence between relevant schemata and the givens in a message that s/he has the sense that the message has been comprehended." (Anderson



et al, 1976). These schemas are being structured on a cognitive level throughout childhood, so that vocabulary development in learning a second language is often built on the schemas of the first language. However, the first schema may have such a strong influence that it leads to problems in learning the vocabulary of a target language because the words, even though the meaning of which can easily be matched in the context of the first language, can lead to the production of inaccurate meanings in the target language. The reason for this is usually thought to be tied to cultural background (Cameron, 2002). For example, an Arabian learner of Turkish can incorrectly comprehend the phrase "Aşkolsun!" as "I suggest you must fall in love!" instead of "You are kidding (me)"

### **c) Vocabulary Learning Process**

Debate about the vocabulary learning process usually revolve around two terms; intentional learning and incidental learning. According to Hatch and Brown (2001), the intentional learning process is designed, planned for or intended by the teacher and/or student. In contrast the incidental learning process refers to vocabulary gain which is a secondary aim that happens accidentally during daily language activities. For Schmitt, however intentional learning, or to coin his own phrase "explicit learning" is "...the greatest chance for [word] acquisition", but it is also "time-consuming, and laborious". To him, this is also true for incidental learning because it is slower, more gradual and lacks focus. As Schmitt says "The consensus is that, for second language learners at least, both explicit and incidental learning is necessary, and should be seen as complementary." (Schmitt, 2000). Schmitt agrees with Nation's (1995) suggestion that vocabulary teaching should be viewed from a cost/benefit perspective so that while explicit learning is ideal for basic, valuable and frequent words, incidental learning may be suitable for infrequently occurring words.

E. Hatch and C. Brown (2001) explain in detail the vocabulary learning processes developed earlier by C. Brown and M. E. Payne (1994). In the first step of the process, the language learner encounters the new word during reading or listening activity. This process continues in the form of incidental learning, especially if the learner's vocabulary is required to reach a level comparable to that of the speakers of the target language (Hatch and Brown, 2001). In learning new vocabulary, sources such as textbooks, dictionaries and vocabulary lists are factors as important as interests, motivations, everyday needs and verbal encounters. The second step in learning a word is to recognise the apparent form of the word. Correctly perceiving the verbal and printed forms of the word accelerates both the retrieval and remembrance processes and helps prevent confusion with other words with similar form. The third step of vocabulary learning is to acquire the word meaning. At this stage, the teacher must determine the learning level of the student concerning the meaning of the word to be taught because the age and language level of the learner are also determining factors for learning (Hatch and Brown, 2001). For example, it is essential and sufficient to know the general meaning of a word for beginner students, but for advanced learners it is also essential to comprehend more subtle nuances. In the fourth step, teachers must establish active links between the form and the meaning of the word by giving examples to support voice-semantic connections for accelerating retrieve/recall processes. The fifth step covers the process of actually using words. Although some researchers argue that this step is unnecessary, Sugawara (1991) suggests that using the newly learned word at least once makes it easier for use in the future (cited in Hatch and Brown, 2001). For second language learners, not every word is equally useful. The teacher must pay attention to teach words used more frequently in daily life because the teacher should focus on the goal of helping the student to use the second language effectively and successfully (Cameron, 2002).

### **Methods**

The primary aims of this study are to identify the difficulties in teaching polysemous words of the Turkish language and to recognise appropriate word-learning strategies that will reduce these difficulties. The study was designed to seek the answers to two fundamental questions:

- 1) What difficulties do the teachers of second languages have when they teach polysemous words?





## 2) Which language learning strategies can be used to teach polysemous words effectively?

The study examined and developed strategies that researchers already successfully applied to lessons. For this reason, an action research approach was adopted. A systematic intervention process should be among the occupational competencies that today's teachers possess which is conducted to research people's professional activities and make them act for change (Büyüköztürk ve diğ., 2014; Costello, 2007). The researchers employed the Practice/Mutual Collaboration/Debate Focused approach, one of the Action Research models in the study, so that the teachers and coordinator came together to identify a) the problem areas that arise in practice, b) the likely causes of these problems, and c) possible means of remedying the problems (Holter and Schwartz-Barcott, 1993, cited in Yıldırım ve Şimşek, 2011)

### a) Participants

Four researchers carried out the research. Three of them are master's degree students in the Department of "Turkish Language Teaching as a Foreign Language" and are working as Turkish language teachers in three different public schools. The last researcher is an academician being the advisor of the other three researchers. In the study, the researchers will be referred to as teachers hereafter. The target population of the study consisted of Syrian refugee children, who learn Turkish as a second language in the public school system. Each teacher in the research group worked in three different public schools of the Ministry of National Education in the Marmara region. Thus a total of three schools comprised the study environment. The study was carried out and completed in the 2017-2018 academic year. The demographic characteristics of the study population per school, including the number of learners, language level, age range and gender, are given separately by labeling the table according to the capital letter of teacher's name they belong.

**Table 1\*** (School A)

GROUP	LEVEL				STUDENT NUMBER	GENDER		AGE RANGE
	A1	A2	B1	B2		FEMALE	MALE	
I.	33	-	-	-	33	21	12	<b>7-10</b>
II.	-	26	-	-	26	12	14	<b>7-10</b>
III.	-	-	20	-	20	12	8	<b>7-10</b>
IV.	-	-	-	6	6	5	1	<b>7-10</b>
TOTAL NUMBER	<b>33</b>	<b>26</b>	<b>20</b>	<b>6</b>	<b>85</b>	<b>50</b>	<b>35</b>	

\*Table 1 shows the the group of Teacher E in School A

**Table 2** (School B)

GROUP	LEVEL				STUDENT NUMBER	GENDER		AGE RANGE
	A1	A2	B1	B2		FEMALE	MALE	
I.	20	20	-	-	40	23	17	<b>7-10</b>
II.	-	6	-	3	9	7	2	<b>16-45</b>
TOTAL NUMBER	<b>20</b>	<b>26</b>	<b>-</b>	<b>3</b>	<b>49</b>	<b>30</b>	<b>19</b>	

\*Table 2 shows the the group of Teacher B in School B

**Table 3\*** (School C)

GROUP	LEVEL				GENDER		AGE
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					STUDENT NUMBER			RANGE
	A1	A2	B1	B2		FEMALE	MALE	
I.	12	-	-	-	12	4	8	7-10
II.	-	3	-	-	3	3	-	7-10
TOTAL NUMBER	12	3	-	-	15	7	8	

\*Table 3 shows the the group of Teacher M in School C

## b) Materials

Teachers individually collected data by observing their classes for four hours a week for three months. The study's assessment and measurement tools comprised verbal and written exams prepared specifically for this task. During written exams, teachers observed the learners' performance in order to assess whether she/he used the meaning of the newly learned words in the correct context. During oral exams, right pronunciation skills and word use knowledge were assessed. The study data was obtained by completion of daily observation forms, questionnaires and assessment tools and was analysed through document analysis by the teachers. Document analysis is a qualitative research method that enables the researcher to analyse and interpret written materials regarding the data to be investigated (Yildirim ve Şimşek, 2011).

## Findings

### 1. Teaching of Homonyms and Learning the Different Meanings

The different meanings of homonyms, such as yaz- "to write" and yaz "summer", yüz- "to swim or to "to strip the skin from" and yüz "face", ocak "oven" and ocak "January", at- "to throw" and at "horse" and so on are difficult to understand for the students because of meaning multiplicity or polysemy. The researchers observed that two strategies lead to useful outcomes. In the first strategy, instead of verbally explaining the multiple meanings of the words, teachers used a visual description. When describing the words, they prioritised word frequency in the Turkish language. Then, they gave a second visual for each word and the teacher interpreted the visuals by composing various sentences and then announced that those phrases were explaining the meaning of the target word. For example, after saying, "In the picture, the kids are swimming in the sea because the weather is scorching and it is not raining at all." she then asked the students "Then, in what season do the children in this picture swim?" After the answers, the same procedure was applied to the second target word. The final stage was for the teacher to set up sample sentences to make the meaning differences between both words more explicit.

In the second strategy, teachers used the method of creating mental images. This strategy involved placing the target word into a meaningful context with the help of a list of supporting words or expressions (Oxford, 1990). This strategy provided more active and fluent learning, when using it with a semantic mapping strategy which involved arranging relevant key concepts as a set of the same meaning. For example, teachers gave the keywords of "the sun", "July", "warm", "holiday", "sea", "coast" and "swimming" with the aim of getting students to think about the word "summer" as a "season". Then the teachers asked students to use these words to portray a story about the "summer" season.

### 2. Misuse of Personal Pronouns

At the beginning level of the learning, the teachers noted that the learners were misusing personal pronouns because they thought all the personal pronouns could be used in all contexts. Turkish personal pronouns appear in different forms according to the transitive-intransitive nature of the predicate which changes the case suffixes they receive. This condition can lead to confusion for learners and lead them to misuse pronouns.

Table 4

Example	Sana	Seni
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Sana	kalem	verdim.	(+)		+	-
you	a pencil	I gave		"I gave you a pencil"		
Sana	su	aldım.	(+)		+	-
For you	(a bottle of) water	I bought		"I bought a bottle of water for you."		
*Sana	çok	bekledim.	(-)	// Seni çok bekledim. (+)	-	+
you	(for a) long (time)	I waited		"I waited for you for a long time."		

The learners, mostly at the primary level, generally make similar mistakes shown in the table above. The problem stems from the fact that the meanings the morphemes provide are not fully acquired yet. In such uses, abundant examples are given to remind them of the proper use of morphemes/suffixes and to which pronouns should be used for frequently used actions.

### 3. Discrimination of Proper Nouns

Students may be confused especially when they encounter words for several types or species names which are also used as proper nouns. For example, in Turkish, the words: "flower" can be used both as a plant species and proper name for girls; "rose" an act of laughing, flower type, or proper name for girls; "ela" may be a colour tone and a proper name for girls. In this case, the teachers used the method of showing visuals and giving examples to make students understand the meanings of the words in different contexts. Also, similar uses in the learner's native language are provided as examples. Thus, for Arabic speaking students, the teacher pointed out the student named "Varda" and asked her name. The learner naturally replied that her name was Varda. Later, the teacher explained that besides being a proper name, Varda also means flower in Arabic. The teacher then made the point that the same situation occurs in the Turkish language and could then give various examples.

### 4. Confusion over Semantically Similar Words

In some pairs of antonyms it is notable that students may confuse the words between which there are strong semantical similarities, and then go on to misuse them in the context of any language activity. For example, the learners tend to misuse the word pairs "long ~ short" instead of the "big ~ small", or "old ~ young" instead of the "beautiful ~ ugly", and *vice versa*. Such mistakes indicate that students do not fully understand the expressions of antonymy. In an attempt to rectify this, the teachers emphasized to students that they should not use the same word in every context. It also became apparent that giving one meaning at a time was more beneficial than teaching pairs of antonyms at the same time.

### 5. Learner's Unawareness of the Nature of Linguistic Arbitrariness

People learning language, especially young children, tend to question the meaning of every word or phrase because they are looking for semantic consistency in their usage, as is the case with grammar rules. Turkish language learners ask questions such as "When somebody sneezes, why do you immediately respond with the phrase "Çok yaşa!" (Long live!)", "if someone coughs while drinking water, why do you react by saying "Helal, helal!", or "What do you mean by the phrase "Geçmiş olsun!" which literally means "I hope it was passed" but its everyday meaning in Turkish is "Get well soon!", and so on. However, irregularity in meaning usage is widespread in Turkish as is the case in every language. Language teachers, who often have to explain the situation using a synchronic approach, sometimes employ diachronic methods of explanation, such as etymological analyses, because in the teachers' estimation their students will be able to understand such explanatory words or phrases. However, at the beginner level it was observed that this strategy is useless because the students have low level language abilities.

For this reason, teachers prepared some materials or short dialogues for in-class activities which would enable basic level learners to use and learn the use of such phrases. For example, the teacher invited any student to pretend that he/she was sneezing. When the student acted out sneezing, he said: "Çok yaşa!" (You, long live!). Then she explained that it was a phrase in use whenever someone sneezed and was the expected response at all times when



encountering someone sneezing. They also observed that the use of animation techniques accelerates and reinforces word and phrase learning in the teaching of such expressions.

## 6. Learner's Unawareness of the Functional Distinctions of Words

For an international student, the primary goal is to learn the spelling and meaning of the spoken vocabulary in the target language so that they can use it to communicate successfully with other users of the target language. The function and type of the word in the sentence is of secondary interest to her/him. However, some words in Turkish have multifunctional characters and can be used, for example, as an adjective or an adverb according to the position used in different contexts. The fact that the learner's unawareness of this distinction in usages is a cause of confusion and makes learning vocabulary more difficult. This is illustrated with the example shown below.

(i) *Annem yemek bittiğinde tabaklarda “**artık yemek**” görmek istemediğini söyledi.*

My mother when the meal is over at the plates leftover food doesn't want to see she said (that)

*“My mother said that when the meal is over, she doesn't want to see “**leftover food**”.”*

*Adjective*

(ii) <b>Artık</b>	seni	görmek	istemiyorum!	
No longer	you	see	I want to	<i>“I want to see you <b>no longer</b>!” or,</i>
Anymore	you	see	I don't want to	<i>“I don't want to see you <b>anymore</b>!”</i>
				<i>Adverb</i>

The word "*artık*" in the phrase "*artık yemek*" (leftover food) in the first sentence was derived from the Turkish root "*art*" (to increase) and used in the adjectival form. However, in the usage in the second sentence "*artık*" means "anymore, no longer" and has the function of an adverb and has no similarity with the adjectival usage. The fact that the word is an homonym confuses the students further.

Teachers gave a lot of written and verbal examples of such uses and reinforced these meanings with the students, continually reminding them of the grammar rules and correcting their mistaken use immediately. After analysing the test documents, researchers concluded that despite making many mistakes at the beginning level, the learners reduced these mistakes as they advanced in Turkish.

## 7. Insisting on Using the Vocabulary of Mother tongue:

The foreign learner is aware of the fact that the word he/she knows can substitute for another word having the same/similar meaning but in the case of encountering related words in his/her mother tongue, she/he insists on the first word he learned and resists learning the alternatives. One reason for this problem presumably stems from the weakness in distinguishing between the basic and metaphorical meanings of the word. The extent and variety of usage at the concrete-abstract level of polysemy leads to low motivation by increasing the level of anxiety of learners. Trying to motivate the students proved to be particularly complicated. One of the techniques used to try to remedy this was to remind and reinforce, by various visual and written texts and examples from everyday life, that the meaning and diversity of words was a fundamental characteristic of the Turkish language. The process was accomplished in a structured manner. Firstly the essential meaning of the word was taught. Then the most commonly used meanings were identified and shown in context to the students. We found that it is necessary to plan carefully and to teach additional meanings of polysemous words slowly when imparting abstract / metaphorical meanings after teaching the basic concrete meaning. For example, the word "*bozulmak*" in Turkish has several meanings but the illustration below only uses two of them:

(i) <i>Buzdolabına</i>	<i>koymadığın</i>	<i>için</i>	<i>yemek</i>	<i><b>bozuldu.</b></i>
In the refrigerator	you did not put	because of	food	was spoiled.



*"The food was spoiled because you did not put it in the refrigerator."*

(ii) Öğretmenin	söylediklerine	çok <u>bozuldu</u> .
The teacher	what she/he had said	very being displeased

*"She/he felt very upset because of what the teacher had said."*

The word "**bozul-**" in Example 1 is the passive condition of the verb "**boz-**" and is the literal use of the verb. In the second sentence "**bozul-**" is being used in a metaphorical fashion, and both usages are taught separately in the courses. However the learners frequently encounter the more common literal use as in example 1 which seems to prevent them learning the metaphorical meaning, as in Example 2, until they reach more advanced levels. After close observations, the researchers found that when facing to the situation in Example 2, the learners chose the verb "**üzül-**" which means "*feeling sorrow*" instead of the verb "**bozul-**". However, the word of "**üzül-**" never carry the meaning of "*being displeased*" given by the word "**bozul-**" in the context of this sentence. Thus the learners preferred to convey the logic of her/his mother tongue rather than that of the target language. Correction of this misuse was reinforced with abundant examples and immediate feedback during the courses.

### Results and Recommendations

1. At the A1 and A2 level, the use of images and sounds with grouping/classification strategies are important for improving vocabulary learning. At the B1 and B2 level, it was found that using keywords, applying words/phrases in context, practising in the natural environment and asking questions increases the learning level. Furthermore, vocabulary weakness at A1 and A2 levels lead the learners to acquire more words while learning a new context and meaning. B1 and B2 learners prefer to discover abstract words rather than concrete ones in new learning situations since their vocabulary is more extensive than the individuals in lower levels.
2. Providing the process of "live and learn", as long as it ensures that knowledge is permanent. An example of "live and learn" would be if you take beginner learners to the school garden when it is snowing, and tell them that it is a weather event like raining, students will learn these words more quickly. A further example of this would be if you bring a completed jigsaw into the class and let the students break it up into separate pieces, you can show one of the meanings of the word "**dağıt-**" (breaking into parts). Then, if you distribute every piece of the same jigsaw to the students, you can present another meaning of the word "**dağıt-**" (scattering) to them.
3. Using visuals in vocabulary teaching is useful for younger age groups, but is not as effective for adult age groups at advanced language levels. For these groups, teachers can reproduce sample sentences for each use of the word, form a case study, or try to teach how and where each function of the word is used in everyday life through drama. When the Arab students at an advanced level of the Turkish language were asked to write Turkish homophones into the dictionary parts of their notebooks and to come up with example sentences using these words, the researchers observed that they learn such vocabulary much more quickly than many other words.
4. Teaching essential words and phrase of the target language enhances learner's comprehension and production skills (Oxford, 1990). For this reason, rote learning of familiar words, phrases, idioms or expressions is an effective method of learning. It is not effective to make etymological or logical explanations about the usage of words because the language level of the learner is still too basic. Etymological explanations can only take place at more advanced levels. It should be emphasised that at elementary levels, such expressions are stereotyped and permanent. Teaching pattern improves the ability of the learner to understand and use language. For this reason, such pattern statements like familiar words, phrases, idioms or expressions should be taught complete, and the question patterns must be explained together with their answers.



5. It seems that age of the learners is an essential determinant of Turkish language teaching. It seems that the age of the students is an essential determinant of Turkish language teaching. Learners in the young age group achieved more permanent learning results than adults because of being more receptive to language learning, having improved visual perceptions, large memory capacities and close contact with the target language in the natural environment. Learners in the adult group communicate less often with native Turkish speakers and are rarely exposed to the Turkish language. Therefore teachers need to be careful to provide continual learning in these groups. For introducing new words, phrases, idioms and expressions, the teacher should prepare more sample sentences, animations and case storytelling.

### **Conclusion**

While polysemous words add a richness that enhances the Turkish vocabulary, with some words having tens of meanings, this diversity causes a range of difficulties of use and comprehension, not only for foreign learners but also for native Turkish speakers. For this reason, in the teaching of Turkish as a foreign language, researchers should pay particular attention to the significance of polysemous words and develop more advanced and more specific teaching techniques. For developing study aids, the educators of Turkish as a foreign language including the researchers of this study can provide a comprehensive word list and dictionary containing commonly used words and phrases. They can design a dictionary according to the learner's language level. For example, for beginner-level learners, vocabulary-related visuals should be included as they have been shown to be more effective at this level of learning. In addition sentence patterns should be presented for each use of the word.

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## Women Educational and Career Choices during the Polish People's Republic Period as the Individual Interaction with the Real World

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### **Abstract:**

The process of educating women and men until 1948 had a universal nature. It have been provided without an excessive institutional. Adult education was a common interest of citizens and of a leading socialist party. Citizens were keen on rebuilding the country and creating better living conditions for themselves and for their children, politicians focused on the implementation of propaganda and economic assumptions of the socialist development of the country. After 1948 a lot changed, previous illiterates after acquiring the ability to write and read, were sent to work and low-education company schools did not provide education in the field of self-education or cultural and educational activity. It was a time of nationalization and ideologisation of education, when the authorities appointed woman's social roles. According to the new ideology of the state, a woman should take care of domestic, family issues and a practicing Catholic who became a worker, the head of the work, a woman building a new social order and a mother raising her offspring in a socialist spirit. The paper describes the experiences of a women who lead an active life during the period of People's Republic of Poland (PRL), taking into account the systemic and educational context. The text analyzes narrative interview of a 76 years old resident of a small town of Lower Silesia (Poland) inhabited by around 20,000 people. PRL was a time of her highest professional and educational activity. The collected material was verified in terms of the choices made by the respondent and her educational and professional paths. Biographical narratives have confirmed on the one hand, the influence of the society on her individual development and on the other hand, reflexivity and a sense influence on the society. According to the sociological concept of Margaret Archer (1995), my paper discusses the problem of agency and the structure in the context of the socialization of respondent who on one hand was subject to restrictions of the state and on the other had benefited from many opportunities offered by the system.

**Key words:** PRL, education, women's, agency, structure

### **Introduction**

The main topic of my scientific deliberations is the emancipation of women in the communist era, including issues related to their educational possibilities and professional activation. Women lived in a town of 20 thousand inhabitants in Lower Silesia (Poland), they studied, found families and worked at the same time. In the article, I want to share the research method that will show the relationships and dependencies that women were subject to at that historical period. The article will show the relationship between the structure – the political and social system of the PRL<sup>1</sup>, considered to be oppressive, and individual agency<sup>2</sup>. It will present, how according to Margaret Archer's social theory<sup>3</sup>, the structure influenced individual decisions and how individual decisions influenced the structure – political and social system. The analysis of the research material was aimed at identifying factors affecting the mutual impact of individual

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<sup>1</sup> Polish People's Republic (PRL) - the name of the Polish state in the years 1952-1989. Previously, in the years 1944-1952, the same state organism, recognized internationally after the establishment of the Provisional Government of National Unity (the first countries that recognized the TRJN on June 29, 1945 were the USA, the United Kingdom and France, while withdrawing recognition for the Polish Government in exile), functioned as a subject of international law under the name Republic of Poland. In the period 1944-1989, the state propaganda and colloquially, and sometimes in official acts of its authorities, was called the People's Poland.

<sup>2</sup> In the scientific literature, the term agency was translated differently: as "subjective agency", "subjectivity" or "agency". In this article I will use the term of agency, as this seems to dominate Polish sociology in recent years and such a convention was adopted in the translation of the book Margaret Archer, which is an important reference point for this article (explanation see Mrozowski 2013: XXXV-XXXVI).

<sup>3</sup> M. S. Archer proposes an anti-reductionist theory: the approach of analytic dualism. Although it recognizes the interdependence of structure and agency, it also maintains that they operate on two different time scales (see Article Leonarska 2015, Introduction to the Work of Professor Margaret S. Introduction to Professor Margaret S. Archer's Theory "



agency on the structure and impact of the structure on individual agency. In this article, on the example of Mrs. Katarzyna's narration, I show a sample of the analysis of the research material, limiting it to the educational and professional choices of the respondent. The method of scientific research used in the study is based on the philosophy of critical realism, whose cult figure is Roy Bhaskar<sup>4</sup>, which Margaret Archer was inspired by. Social theory of Margaret Archer departs from the paradigm of social theory of Anthony Giddens, who believed that the structure reduces the individual or the individual reduces the structure. In her social theory, Margaret Archer moved away from a reductionism in favor of analytic duality, showing that structure properties shape different situations that a person is subjected to and which may be restrictive on the one hand and on the other hand they can create a great possibilities. In this perspective of research, the question of emancipation of women in the period of the PRL, their possibilities of self-development such as education, professional activation and leadership, was subordinated to agency, which is the driving force of my female respondent. The internal factors such as reflexivity and conversational skills have become a contribution to changes in the individual as well also to the social changes.

Each time has its own structures, so the PRL period also had them. For my respondent, PRL was the period that emancipated her, the time of development and gaining career peaks, professional and social promotion. According to Margaret Archer's theory, an analytical approach to the analysis of structure and agency is necessary with the simultaneous inseparable view of these two elements as two sides of the same coin. This approach enabled the respondent to keep an active contact with all reality orders; social, natural and a practical. The respondent used the internal factors of her agency such as self, personal identity and social identity. This allowed a reflective assessment of the situation, which was supported by external factors such as authorities and all of this so the respondent could become who she wanted to be, and she wanted to be a woman of success, a leader faithful to her ideals.

### **Historical/Economic context of the Polish People's Republic (PRL)**

The People's Republic of Poland, under the sphere of influence of the Soviet Union, wanted to prove that a socialist state with a centrally controlled economy (planned economy) is able to cope with the problems typical for a capitalist economy such as unemployment, financial crisis or overproduction, yet at the same time implementing utopian visions of a "perfect society", including postulates about social equality. The PRL Authorities, implementing the three-year economic in 1947- 1949, considered it necessary to take an urgent synergy actions focused on combining the state economic development with educational activities, including a massive fight against illiteracy.

### **Education in PRL:**

Adults education in PRL was of a universal/common nature. Until 1948, it took place without an excessive institutional housing and an ideology. It was a common interest of citizens and PRL authorities. Citizens were keen to rebuild the country and by that create a better conditions of life for themselves, their children and family. For PRL powers it was to implement the propaganda goals of the communistic party and the economic development of the country. From 1947 to 1951, in order to combat illiteracy, education had focused on reading and writing, after which adult students had guaranteed work as well as the possibility of continuing education. Workplaces often had offered education, which replaced vocational schools functioning in the interwar period. The school in the communist period was to create a new man - a man of socialism, earning money at work and having an influence on shaping the working conditions. Education in the Polish People's Republic at the level of a high school was directed mainly to youths from peasant or workers' families, children of intellectuals constituted a minority of students at universities and technical universities. This happened due to system for university admissions, in which a pupil with peasant and workers' origin got a higher number of points in relation to persons of intellectual/academic origin. The authorities wanted to make a cultural

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<sup>4</sup> Roy Bhaskar (1944 - 2014) is the most-known philosopher as the creator of the philosophy of critical realism and metaReality



revolution, thus raising the new folk intelligentsia. The People's Authority at the education level shaped conformist behavior, condemning and smothering all manifestations of opposition to the views of the socialist state. The same recruitment scheme was in effect in informal teaching. Non-formal education in Poland had a tradition that originated from pre-war times. It took place at People's Universities or in public libraries. An important role in this form of adult education has been played by associations such as: People's Institute of Education and Culture (Ludowy Instytut Oświaty i Kultury), Association of People's Universities of the RP (Towarzystwo Uniwersytetów Ludowych), or Society of the Workers' University (Towarzystwo Uniwersytetu Robotniczego).

### **The participation of women in the reconstruction of the state:**

After the end of the Second World War in 1945, the Polish economy, due to enormous damage, required a quick and thorough reconstruction. The official power of PRL tried to achieve this goal through the multitude and variety of activities, including through large-scale emancipation activities, including the active inclusion of women's potential in the economic development of the socialist state, in exchange offering, in accordance with socialist ideology, equality for example in access to work, study and public positions. The authorities triumphed, Poland was rising up from the ruins, and the economic successes of the early PRL; exceeded pre-war production indicators. The three-year plan, centrally controlled economy was made thanks to the enormous involvement and use of women as a cheap labor force, which after the war was the main reserve and resource of the country's economy. In the initial phase of existence, People's Poland, due to the lack of sufficient manpower, was forced to employ women in typically masculine occupations, creating the possibility of professional advancement, at that time, teaching and employing women in the position; driver, masonry or miners. Daughters of pre-war small peasants or rural housewives made social advancement by obtaining education and skills in many professions, like spinnaker, seamstress, nurse or teacher. There has been an intergenerational change, women have acquired education and professional skills that their parents could have previously dreamed of.

### **Socialization of women in the PRL:**

According to the new ideology, the women in the People's Republic of Poland had transform from a household guardian and a practicing Catholic to a worker, a work leader which building a new social order - a modern mother raising her offspring in a socialist spirit. Young women ambitiously sought their place in society, a niche that would allow them to settle higher without entering into a confrontation with men in the social hierarchy. Women on a huge scale were educated, raised their qualifications and skills, climbing the ladder of social and professional advancement, gaining more independence than their mothers. It was then, with the consent of the state, that the women learned to successfully combine employee duties with the role of a wife and a mother. Women of the People's Republic of Poland have made social and cultural advancement thanks to external factors such as the ideology of the socialist state, the political and economic situation of the country as well as the internal factors related to their own activity and aspirations.

### **Research methods:**

The methodological part, gives only one out of four interviews to the sociological analysis due to time constraints. Analysis made in terms of social structure and phenomena that accompanied the respondent in her daily life, referring to the education system, professional activation and socio-political activity. Analysis are based on biographical narration, based on the social theory of Margaret Archer; interaction between structure and agency, agency and structure (structure-agency, agency-structure).

### **Agency**



Margaret Archer emphasizes the social and cultural context of agency that she believes is a condition for the actions of individuals.

The term agency should be understood as the ability of an individual or group to predict and make a choice. The agency is also a resource that the unit has at its disposal, like for example a level of education. In Polish scientific literature, the word agency has been directly translated into "subjective actions"

### **Structure**

The concept of the structure reflects the possibilities and limitations of the individual or institution. Margaret Archer, deeply rooted in critical realism in her concept, mainly presents the relations that take place between structure and agency and between agency and structure, that is between the individual and society and between society and the individual. Placing his thoughts between methodological holism and methodological individuality.

### **Narration**

Narrative interviews were collected in 2017, from a female residents of a small town located in Lower Silesia in Poland. The respondents are women who currently are over 76 years of age, and their period of the highest professional and educational activity was in the period of the Polish People's Republic. Collected interviews made it possible to learn about the perspective of their subjective experience of the world and it will be used in my PhD, which I hope will contribute not only to the theoretic explanation of concepts but also to the understanding of processes related to the emancipation of women in PRL. They will be used as a proof of the individual memory of women about women of that period.

For the needs of today's speech and due to time constraints, I will present a fragment of the analysis of one narrative, a woman who in the communist era was the head of the city authorities as the Head of the City.

### **A fragment of Mrs. Katarzyna's narration**

The respondent is Mrs Katarzyna, daughter of the intellectuals/intelligentsia from around Warsaw, with a tragic history in the background. Mrs. Katarzyna's family after the beginning of the Second World War was sent to Siberia, where in extremely difficult existential conditions she survived the war. After returning to Poland in 1946, the family settles in Lower Silesia. Mrs. Katarzyna father had a higher education in economics, so he found employment (without any problems) in the industry in the management team without any problems Mrs. Katarzyna's mother did not work professionally, she duplicated the traditional and conservative social roles assigned to a woman. The respondent, together with her older sister Zofia, after finishing the 7th grade of elementary school, began her education in a 4-year high school. In 1956, at the instigation of father, Mrs. Katarzyna started her studies at the University of Economics in Wrocław, where ladies were a minority at that time.

*„... studies at the University of Economics in Wrocław I started at the instigation of Daddy. Back then it was a „manly” direktion, girls were hardly there. Thanks to my parents and principles of good manners and respect for learning. I have always wanted to learn, I had many interests, but Daddy talked me into economics, he said that knowledge of economics will always be useful to me, even when I run my home.”*

Mrs. Katarzyna's father, during the last years of his professional activity, was the director of a branch of the National Bank of Poland, where as for those times he earned well but not enough for the maintenance of a 4-person family,



including two studying daughters. Despite financial difficulties, the respondent's father never consented to the professional activity of his wife.

*„...we were both studying with Zosia, but daddy even then did not let mom go to work, he said that we must have more financial discipline and be more careful about what we spend money at”*

Mrs. Katarzyna said that she had a love of books from her family home. Mrs. Katarzyna's mother was considered an educated person, she had graduated from high school and passed the so-called a “small high school diploma”.

*“I have always read books since I remember home, and mommy even liked to read a poetry. Because of the prominent positions that daddy held, we hosted at home doctors, lawyers, secretaries of the party, educated people who were friends of daddy”.*

In 1964, Mrs. Katarzyna graduated and successfully defended her master's thesis. The title of the work is; "Analysis of the impact of external, internal and irregular factors on the formation of costs, on the example of confectionery plants". Katarzyna said that during her studies she was able to take an advantage of the returnable scholarship offered to students by the workplace. The condition was one, after completing studies, the graduate had to work for several years to work out the costs that the enterprise incurred to finance studies.

*"I did not decided to use this form of help, because daddy did not let me. He said that it was not a good start of my professional career. He told me that freedom in making decisions is the most important, he said that I was capable and that it would be a shame if I had to go to a workplace only because I have something to give them back. Daddy reminded me that they took me to a university without a points for my origin, but only because of my passed exams, so I should be able to handle without a scholarship, then I began to give a private lessons. "*

Mrs. Kasia father belonged to a political party, same with Mrs Katarzyna. Questioned about the reasons for which she did joined a political party she replied;

*“It's daddy and my first manager who advised me to do so. They said you're young, all your career is a front of you, and because you do not sign up for the party you will lose everything. You are a woman and that is why every hobbledehoy who wears pants will win with you, do not lose so foolishly your chances. Your ideology in the party is to be a good person and a solid employee, daddy said that I should always be honest and help people”*

The father of Mrs. Katarzyna in the Polish United Workers' Party (PZPR) did not occupy any exposed positions, he was an ordinary member, however. Mrs. Katarzyna was appointed as a the deputy of a first secretary of the City Committee of the Party. Mrs. Katarzyna never regretted her decision, she said it was a very good move.

*"there were no communist ideology, it was a pure calculation, it was known that if I did not sign in, my professional career would never happen. It was always people from party who took a prestige's position and this did not change until today, PRL and modern democratic system does the same. I have study my whole life, I have raised my professional qualifications, I was a precursor to the introduction of work organization rules and ergonomics of production. I have always been faithful to the promises given to my parents, I always hear how my dad talks to me,... remember that you should be always honest, because this is what the catechism and profession requires of you. Today, I live in a housing estate in a cooperative flat, modestly furnished, because despite the enormous opportunities given*





*to me, I always tried to take care of the people whom I managed and then I thought about myself, it was always more important to me: to be, not to have”*

Mrs. Katarzyna is 78 years old, she lives with a sense of great professional fulfillment while her family life is unfulfilled.

*“I always had a strong personality. I learned quickly, I was eloquent, however in my selfish approach and the pursuit to the peak of my professional and a social career, I go too far. In this pursuit for the success, I forgot about my family. I'm alone today, I know I made a mistake.”*

Mrs. Katarzyna greatly regrets that to stay on top of the professional and a social hierarchy, she neglected her daughter and husband.

*“I did not want my family to look like this, but it happened. I was young then, the party encouraged me to work, and I wanted to be better than men and I was. Unfortunately, it cost me dearly. I thought that the common good is a supreme good, that the implementation of economic plans and care for city residents is my mission. ”*

When Mrs. Katarzyna was the head of the city, she did many important things and took very courageous steps. She took care of the development of construction in the city.

It is my merit that many residents of my hometown could live faster in their own apartment.

*“In PRL, people have been waiting for an own flat for 20 and more years. I led to the modernization of waterworks, there was an eternal water problem in the city, people were tired of caring water in buckets. Many people still thank me for this and I'm surprised that they remember it.*

### **Analysis**

I made an analysis of Mrs.Katarzyna’s social advancement in the context of her educational path and career advancement, which could be called cloning of a father's path. Mrs. Kasia got the same education as her father had, the same, but in the case of a woman it meant something more – a social advancement. Analysis of the memories of Mrs. Kasia focuses on two assessments of the situation; external and internal factors that influenced her success and her achievement of higher education and professional and social promotion.

The assessment of the external factor affecting Mrs. Katarzyna's decision focuses on the authority of her parents, and in particular on the respondent's father, who was the daughter's main advisor and the driving force of her actions influencing her reflection and educational and professional decisions made. In this case, the factor of agency was manifested in using the experience of the respondent's father. Mrs. Kasia had a great confidence in the father who owed his professional success to education and determination. The respondent wanted to imitate him because he was an authority for her.

The next analyzed element was the recruitment system for studies, which as an external factor reduced the chances of the respondent at the beginning, who did not have the chance to get additional points for the intellectual/intelligentsia origin in recruitment. Lack of this points turned out to be a factor generating an increase in ambition. In this case, the factor of agency was manifested in the search for analogy. The respondent recognized that the maturity exams have passed without a problem, that is, she has adequate knowledge to pass the entrance examination to university without



an additional support. She applied a retrospective thought, made a reflective assessment of her own chances, and with such a positive attitude passed her entrance exams.

Another analyzed factor related to the education of the respondent was the decision to choose at that time a very masculine studying field, economics, which by the respondent's father, was considered to be useful in running a household. The father, while choosing the field of study, influenced his daughter, persuaded her to duplicate his educational choices. He spoke about economics in superlatives, otherwise, in the case of statements regarding the use of the knowledge and skills acquired during the studies by the daughter. The father also assumed the failure of his daughter to obtain employment in the profession, yet he did not discourage his daughter. He decided that, as a least she would use the acquired knowledge in running her household. Father's argument seemed sufficient. Mrs. Katarzyna raised in the patriarchal family, she recognized the Father's argumentation. In this case, the factor of agency manifested itself in the authority of the father and in rational risk assessment. The Respondent decided that when she decided to study economics, she did not risk anything, because in the worst case, she would use this knowledge by running her own home/household.

The next considerations concern the possibility of the respondent taking an advantage of the return scholarship. PRL tried to link scholarships to students with industry. The reason was still a high demand of the industry for specialists. The respondent's father was in this case a "brake", he did not want his daughter; a talented young woman to made such a commitment at the start. Mrs. Kasia, being in Siberia with the whole family suffered hunger and cold, she experienced the bitter taste of slavery, which is why dad's arguments about the possibility of losing freedom, even the financial one, appealed to her intellect. The argument that the family will manage without this money freed the entrepreneur in the respondent. Since then, she has been providing private tuition.

The respondent had a great confidence in the father who owed his professional success to his education and determination. Mrs. Katarzyna wanted to imitate him. In this case, the factor of agency was manifested in the use of the father's authority - the financier who recognized that the scholarship in the proposed form is not a good deal for a promising career of his daughter. By reflection, the respondent found an alternative solution to co-finance her student budget, one that would not deprive her of her liberty/freedom in decision making.

Another analysis concerns the decision of respondent to join the ranks of the Polish United Workers' Party (PZPR). Like the previous one, the decision was discussed and consulted with the father. Mrs. Katarzyna knew that external factors, including social structure and culture, would not support the development of her professional career. Mrs. Katarzyna was aware of that. Every day she observed her mother, who did not work with intellectual and educational potential, who, despite getting a relatively high education at that time and having a chance for employment, did not work.

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## School Assessment and Test Anxiety at Primary School Pupils

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### Abstract

The study aims to capture the level of anxiety towards testing in primary school pupils (N = 307) depending on gender and class (age). The instrument used is the Wave and Benson Test Level Anxiety Test in 2004, which contains 30 items, grouped into three subscales: thoughts, automatic reactions, distracted behavior. The results are presented by specifying the descriptive indices and the comparative analysis of the results for the instrument used by age and gender. The results obtained are in agreement with those of other research in the field and highlight higher levels of anxiety versus testing in the subscale of automatic reactions in girls compared to boys. The analysis of comparative results by class, has allowed the illustration of a higher distracting behavior level in third grade students. The study also allows for a five-grade benchmark on test anxiety and offers practical suggestions on ways to reduce it to primary school students.

**Keywords:** school assessment, anxiety towards testing, pupils, primary school

### Introduction

School assessment is a very important issue nowadays for the society and the education system to deal with. We live in an era in which everything, process or product is and wants to be measured, quantified and estimated. In this period of explicit and implicit assessments, the educational approach is in the centre of the qualitative and quantitative assessments being a subject that raises the researchers within the educational sciences field interest. The papers on educational assessment are numerous and varied because there are tendencies of permanent reformation within the process, but also because there were re-discovered the consequences from the affectivity, morality, decisional responsibility areas (Clipa, 2015; Manolescu, 2015). Any attempt of approaching the assessment phenomena within school is up against the diversity and complexity of the field with its multiple factors and the consequences they determine. Assessment is not just “a final point into a succession of events” (Ausubel & Robinson, 1981), is beginning and permanence, it crosses all educational levels and ages of the pupils. It is a means of training and self-training for the educational partners, both actors being significantly influenced by the results (Clipa, 2015; Popa, 2009). The assessor re-formulates its entire activity according to the assessment results, and the assessed integrates its appreciations and develops efficiently its own abilities and attitudes. In the literature there are authors which assert the fact that we are “in an assessment era”, but there are also authors which diminish the assessment’s formative value. They asserted that “pedagogic love is not compatible to the grading scale” (Cocoradă, 2008; De Ketele et al., 2005; Niculescu & Cocorada, 2002) and that “grading keeps the pupil in a dependence state, while learning aims at freedom and self-achievement”(Rogers apud Nicolescu, 2002). It is true that the assessment moments are full of affective experiences, anxiety, stress (Wren & Benson, 2004; Clipa, 2017), and it could be understood as being restrictive, limiting the freedom of expression or forcing the behaviours to turn into the expected standards. The rejection attitude of the assessment effects belongs, especially, to the assessors who try to avoid or diminish its importance. The stress towards “the red pen” (Ungureanu, 2001) is manifested at all ages and educational forms. It is true that the assessment “crushes” the educated one but this “accomplishes it” helping with the ulterior assessments, revealing clear and diverse appreciation criteria. A. Stoica (2003, p. 11) highlights that “this culture of assessment has to be learnt by both teacher and pupil, being one of the main sources



to diminish the assessment tension”. It was found that many of the pupils learning problems are influenced in many cases by the teacher’s assessment skill. Ch. Delorme asserts that “the assessment is put under the adult’s trainer responsibility, who is the only one capable to do it, and the pupil is in a dependence position regarding its activity assessment” (Clipa, 2017; Manolescu, 2015; Pachef, 2008). The researchers in the field highlight the assessment’s weak points, uncertainties, the related stress, but, with all of these, the assessment has numerous formative valences, being considered “a necessary evil of teaching activity” (Moise, 2004). In the educational systems from the societies that put competition on the first place of the individual development, the exams still being true “passing rituals” („les rites de passage” which the education sociologists talk about) of a remarkable power and importance. That is why the way in which they are designed, managed, interpreted and continuously optimized represent a true keystone of the educational system. It is also important the way teachers are trained in order to use the learning assessment, as well as mixing the assessment types (classic and complementary) (Popa and Bochis, 2014). Another way to diminish assessment anxiety is the introduction of the self-assessment and inter-assessment in the grading process as being a regulatory principle of the learning process. Self-assessment is linked to the acquisitions level and is a predictive factor important for learning motivation (Clipa, Ignat & Rusu, 2011), being constructed as a training process, an assessment of their merits, and a determination of their own activity value. It has a direct formative effect and is reported to different abilities of the pupil according to the realized progress, but especially by the difficulties which it has to overcome. Blândul (2007) emphasis that the student must be actively and responsibly involved in his / her own assessment, due to self-assessment or inter-evaluation. A way to involve students in this exercise of self or reciprocal assessment is working in cooperative groups. Popa and Demian (2008) demonstrated in an experimental study that the children from 3<sup>rd</sup> grade, for example, improved the level of their self-assessment skills as a result of their involvement in cooperative group work.

The pupils realize that learning is not always pleasant and easy but they can involve in the difficult tasks which learning supposes by receiving the challenge and feed-back which are the essential learning ingredients (Hattie, 2014). The teacher must to offer efficient feed-back for the pupils who reduce anxiety toward the test.

The anxiety towards testing can be defined as an unpleasant emotional state (Robu, 2008; Wren& Benson, 2004) characterized by:

- mental tension, apprehension and nervousness
- activation of the autonomic nervous system, expressed through various somatic symptoms such as palpitations, sweating in the absence of physical effort, voice trembling in oral assessment or hand trembling in written assessment situations.

These reactions can be triggered by a class of personality variables, among which:

- lack of confidence in their own ability to succeed (Hattie, 2012; Marsh, 2016);
- concern about their competence and level of studying for the test (Abulghasemi, 2009; Clipa, Ignat & Rusu, 2011; Crișan & Copaci, 2014; Hong and Karstensson, 2002; Onyeizugbo, 2010);
- negative cognitions related to a possible self-esteem loss in case of failure (Marsh et al, 2017);
- negative cognitions related to the possible esteem loss from others and the threaten of the social position in the group (Cocoradă, 2008);
- negative cognitions, related to a possible opportunities loss to meet future goals;
- negative cognitions related to other possible social consequences associated with failure through the effects on the school and the teacher’s prestige (Cocoradă, 2008).

More studies related that the anxiety towards testing is the most frequent stress source for pupils, but the number of cases varies from one study to another. As an example, Hill and Wigfield (1984) revealed, extrapolating the resulted data of the study done by Hill and Sarason (1966) who assessed the anxiety’s prevalence towards testing by means of the Anxiety Scale towards Testing for Children (TASC), that four to five million children from





elementary and secondary schools from SUA experimented negative anxiety testing effects. Spielberger, Pollens and Worden (1984, Hall, 2005 as cited in Robu, 2008, 2011) estimated that 20 to 40 % of the students in American colleges experimented fear of different social assessing situations. According to Shaked (1996 as cited in Robu 2008), approximately 30 % of all American pupils and students were suffering of a certain anxiety level towards testing. The researchers were interested in the anxiety's prevalence towards testing in the pupils/students population according to a series of socio-demographic variables as: age, sex, ethnicity or raise. Thus, Zeidner & Metheus (2003) proved that anxiety prevalence towards testing increases once up to the age corresponding to college and decreases afterwards. The data of the American researcher Irwin Sarason and its contributors indicated a consistent increment of the number of pupil cases that presented testing anxiety during elementary school (Hall, 2005).

Gender was another variable taken into account, within the studies on tests anxiety. Generally, women tend to be more sensitive at assessment stimulus, obtaining higher scores than men, at the anxiety assessment scales towards negative assessment and the anxiety for testing (Zeidner & Matheus, 2003; Willis, 2017). In their turn, Berger and Shecter (1996), as well as Chang (1997) found significant differences between the female and male subjects regarding the scores for the tests anxiety (Moore, 2006). Wigfield A., Eccles J.S. (1990) found, both for pupils in elementary schools and high schools, as well as for college students a significantly statistical difference between the girls scores and the ones of the boys to the tests anxiety (Hall, 2005; Wigfield & Eccles; 1990). For each school step the girls had better results than the boys.

### **Method**

The research objective is investigating and comparing tests anxiety level to the pupils from primary school (N=307), according to the variables: gender and class level (age). Simultaneously the relatively large number of subjects and the results location from different parts of Romania allowed the design of a standard questionnaire.

### **Specific research hypothesis**

**HS<sub>1</sub>** We start from the premise that there are significant differences regarding tests anxiety levels of the primary school pupils, according to the subjects' gender.

**HS<sub>2</sub>** We start from the premise that there are significant differences regarding the tests anxiety level of the primary school children according to the class level (age)

**Sample:** A number of 307 pupils in primary school took part in the study, mainly from urban areas (n=255) in Romania, from Bihor, Sălaj and Suceava Counties. From the total amount of subjects, 146 are boys and 161 girls; 76 are 2<sup>nd</sup> grade pupils, with ages between 8 and 9 years old, 101 are from 3<sup>rd</sup> grade with ages between 9 and 10 years old and 131 are in 4<sup>th</sup> grade with ages between 10 and 11 years old.

### **Instrument**

The instrument used is the Wave and Benson Test Level Anxiety Test in 2004, which contains 25 items, grouped into three subscales: thoughts, (e.g. "While I am taking tests, I worry about failing");, automatic reactions (e.g. "While I am taking tests, my belly feels funny"), distracted behavior (e.g. "While I am taking tests, I check the time"). The CTAS assesses an individual's level of apprehension or anxiety about testing on a 1-4 Likert scale, asking for participants' response about how anxious they would feel in response to various settings and experiences. The internal consistency of the responses was assessed by calculating Cronbach's alpha value, which was 0.891 for the revised test (25 items).

This study also allows for a five-grade benchmark on test anxiety, presented in table 1.



**Table 1.** Descriptive indexes and the Romanian population sample (in five normalized classes) for the Scale regarding test anxiety at the pupils from the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade

		Limits	Level
		Test anxiety (global score)	(five normalized classes)
N	307		
Average	2,0534		
a.s.	0,5091		
Minimum	1,12		
Maximum	3,84	<1,36	Low test anxiety level
Percentile	6,7	1,37-1,76	Low average test anxiety level
	30,9	1,77-2,24	Average level of test anxiety
	69,1	2,25-2,95	Above average test anxiety level
	93,3	>2,96	High test anxiety level

## Findings

In order to prove the *specific research hypothesis 1* the data were analysed with non-parametric comparison methods as the results obtained at Kolmogorov Smirnov sample revealed that data distribution on the questionnaire's sub-scales are asymmetric.

In order to prove the specific hypothesis 1 the results from the non-parametric tests of comparison by independent samples for the global score of the scale and sub-scale thoughts and distracted behaviour reveal that there were no significantly statistic differences according to the gender variable, but only to the automatic reactions sub-scale, as presented in table 2.

**Table 2.** Results in the non-parametric comparisons by pair samples regarding the tests anxiety level

	Sub-scale automatic reactions	Sub-scale thoughts	Sub-scale distracted behaviours	Test anxiety (global score)
Mann-Whitney U	9382,000	10825,500	10255,000	11620,000
Z	-2,972	-,635	-1,669	-,171
Asymp. Sig. (2-tailed)	0,003	0,525	0,095	0,864

The comparative data resulted at the automatic reactions subscale confirm the existence of some significant statistical differences according to the gender variable ( $U=9382$ ,  $p<0,01$ ). The mean rank at this subscale is lower for boys than for girls (Mean Rank boys= 137,70, Mean Rank girls=167,73), meaning that the girls feel higher levels of the automatic reactions. The effect magnitude as related to Cohen's criteria reveals thus a lower value  $r=0,169$ .

Both boys and girls reported the highest anxiety level at the item *I was thinking what grade I would take* ( $m_{\text{girls}}=2,844$ ,  $s.d.=0,9972$ ;  $m_{\text{boys}}=2,705$ ,  $s.d.=1,0383$ ). High averages resulted both at girls and boys at the items *I was worried not to make a mistake* ( $m_{\text{girls}}=2,6584$ ,  $s.d.=,91587$ ;  $m_{\text{boys}}=2,6781$ ,  $s.d.=,99610$ ), *I was worried about what are my parents going to say about my grade* ( $m_{\text{girls}}=2,3540$ ,  $s.d.=1,02719$ ,  $m_{\text{boys}}=2,3630$ ,  $s.d.=1,04307$ ). The lowest averages, both at girls and boys were obtained at the items: *I was watching how other colleagues were doing* ( $m_{\text{girls}}=1,468$ ,  $s.d.=,7517$ ;  $m_{\text{boys}}=1,5$ ,  $s.d.=,7543$ ), *I stopped solving and played with the pen* ( $m_{\text{girls}}=1,515$ ,  $s.d.=,8374$ ;  $m_{\text{boys}}=1,534$ ,  $s.d.=,8956$ ), *I was having a headache* ( $m_{\text{girls}}=1,627$ ,  $s.d.=,8647$ ;  $m_{\text{boys}}=1,513$ ,  $s.d.=,8240$ ). The girls, had higher averages as compared to the boys at the items *I was nervous*, ( $m_{\text{girls}}=2,6708$ ,  $s.d.=1,01720$ ;  $m_{\text{boys}}=2,2808$ ,  $s.d.=1,01535$ ,  $\chi^2=12,152$ , Asymp. Sig. $<0,01$ , high level of the effect mean:  $r=0.693$ .) *I felt*



*abdominal pain or strange sensations in my stomach* ( $m_{\text{girls}}=2,043$ ,  $s.d.=1,032$ ;  $m_{\text{boys}}=1,6233$ ,  $s.d.=,84804$ ,  $\chi^2=15,815$ , asymp. sig.<0,01 and a very high effect of the effect mean  $r=0,902$ ).

With the boys resulted higher means and significant statistical differences at the items *I was thinking about making a lot of mistakes* ( $m_{\text{girls}}=1,968$ ,  $s.d.=1,0365$ ;  $m_{\text{boys}}=2,020$ ,  $s.d.=0,8536$ ,  $\chi^2=12,288$ , Asymp. Sig.<0,01 and high effect of the effect mean  $r=0,693$ ), *I was moving my legs under the desk or finding an occupation while solving the test* ( $m_{\text{girls}}=2,0994$ ,  $s.d.=1,0198$ ;  $m_{\text{boys}}=2,2603$ ,  $s.d.=1,18062$ ,  $\chi^2=8,070$ , Asymp. Sig.<0,05 and high effect of the effect mean:  $r=0,46$ ).

In order to test **specific research hypothesis 2**, regarding the differences between the test anxiety levels according to the grade variable it was found that there were significantly statistic differences only on the distracted behaviour subscale. According to the statistical results obtained at *Kruskal Wallis Test* the level of the pupils distracted behaviour differs significantly according to the age or grade [ $H(2)=13,795$ , sig.<0.05].

In order to analyse these differences we applied *Mann Whitney U Test*, the results being presented in table 3.

**Table 3.** Comparative results at the subscale distracted behaviour according to the grade variable

CLASA	N	Mean Rank	Sum of Ranks	Mann-Whitney U	z	Sig.
II <sup>nd</sup> grade	76	75,99	5775,00	2849,000	-2,852	0,004
III <sup>rd</sup> grade	100	98,01	9801,00			
Total	176					
II <sup>nd</sup> grade	76	95,85	7284,50	4358,500	-1,331	0,183
IV <sup>th</sup> grade	129	107,21	13830,50			
Total	205					
III <sup>rd</sup> grade	100	123,83	12382,50	5567,500	-1,782	0,075
IV <sup>th</sup> grade	129	108,16	13952,50			
Total	229					

From the analysis of the data in the table we can conclude that the significantly statistic differences in pupils distracted behaviour is highlighted in the comparisons between the pupils of the 2<sup>nd</sup> and 3<sup>rd</sup> grade [ $U=2849$ , sig.<0,01] but these after the calculus of the effects average do not hold practical applicability ( $r=0,162$ , low average of the effect).

Using the chi test of the homogeneity degrees it was found that there were significant statistical differences at the items: *I was looking around in the classroom stopping often from solving the test* ( $\chi^2=14,166$ , asymp. sig.<0,05 and very high effect of the effect average  $r=0,808$ ), *I felt pain in my belly or strange sensations in my stomach („butterflies in the stomach”)* ( $\chi^2=14,180$ , asymp. sig.<0,05 and very high effect of the effect mean  $r=0,809$ ), *I was worried not to make a mistake* ( $\chi^2=13,60$ , asymp. sig.<0,05 and very high effect of the effect mean  $r=0,808$ ), *I stopped solving the test and playing with my pen (or pencil)* ( $\chi^2=13,00$ , asymp. sig.<0,05 and very high effect of the effect mean  $r=0,776$ ), *I felt the need to know permanently how much time was left* ( $\chi^2=23,849$ , asymp. sig.<0,01 and very high effect of the effect mean  $r=1,3$ ), *I was watching other colleagues, how they manage the test* ( $\chi^2=13,268$ , asymp. sig.<0,05 and very high effect of the effect mean  $r=,801$ ).

As a result of the adjusted standardized residue analysis, it can be concluded that:

- The 2<sup>nd</sup> grade pupils compared with bigger ones have a lower distracted conduct in activities (*I was stopping from solving the test and playing with my pen*) and feel stronger automatically reactions than the 3<sup>rd</sup> grade pupils (*I felt pain in my belly and strange sensations in my stomach*).



- The 3<sup>rd</sup> grade pupils have more distracted conduct in activities (*I was watching the other colleagues in the classroom often stopping from solving the test, I was watching the other colleagues how they handle the test, I was watching the clock*).
- The fear of not doing a mistake is higher in the 2<sup>nd</sup> and 3<sup>rd</sup> grade as compared to the 4<sup>th</sup> grade.

### Conclusions and Recommendations:

In this article, after statistical analysis, we found no significantly statistic differences according to the gender variable for the global score of the scale and sub-scale thoughts and distracted behaviour. These results are confirmed by other researchers (Cheraghian, 2007; Crişan & Copaci, 2014; Hall, 2005; Moore, 2006). On contrary, some research suggest that there is a gender difference in test anxiety levels, girls being more affected by the anxiety test (Farooqi, Ghani & Spielberger, 2012) (the girls are more affective and expectancy to the conflict than males).

In a second hypothesis about the differences between the test anxiety levels according to the grade variable it was found that there were significantly statistic differences only on the distracted behaviour subscale. According to the statistical results we obtained a significant difference (between the pupils of the 2<sup>nd</sup> and 3<sup>rd</sup> grade). In some article we found a negative correlation ( $p < 0.01$ ) between test anxiety and students' performances (Abulghasemi, 2009; Hong and Karstensson, 2002; Onyeizugbo, 2010; Zeidner & Matheus, 2003).

A lower level of stress would be necessary, but it is sometimes so complicated that limits individuals' performances in test and leads to a behavioural disorder or low confidence or poor academic performance. A very good way to diminish assessment anxiety is the introduction all types of assessment (self-assessment and inter-assessment) and to consider the value of *assessment for learning* (Stiggins, 2002; Seifert & Sutton, 2009). Self-assessment is linked to the acquisitions level and is a *predictive* factor important for *learning motivation* (Black & Wiliam, 2006; Clipa, Ignat & Rusu, 2011), being constructed as a training process and it is a very good way to show the roles of feed-back and *evaluation for learning*. This is a reason for teacher to be an excellent evaluator who gives authentic support and feed-back about difficulties and learning from evaluation (Hattie, 2014). The greatest the challenge the higher the probability that the person expects and needs feed-back, but the most important is the fact that the teacher gives feed-back and provides compensations for the testing anxiety. Self-assessment occupies a prime place in the assessment process, pupils' involvement (the one who study) in the learning process. Pupils' individualism and responsibility are two characteristics that lead to "considering the pupil who studies, the actor and co-responsible of its learning" (Noël & Carter, 2016). As a consequence, *self-assessment becomes a component of the metacognition* and a way to return to themselves (Allal, 2016). Blândul (2009) found that the use of some interactive strategies in the process of didactic assessment leads to an obvious improvement /optimization of both school and personal performance of students. The results obtained in this experiment show that the classes in which the interactive didactic assessment was used, the students' grades at the disciplines included in this experiment significantly improved.

To entrust the educational orientation responsibility to the teacher, to the pupils and their families is a new perspective in the educational field. Co-responsibility becomes possible and necessary since "the decisions are taken together by the involved actors" based on the information referring to the acquired skills and the development of the pupil's learning processes given by formative assessment and reducing the anxiety of the test.

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## Topicality Of Integrating Art Therapy Work Forms Into Visual Art Education

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### **Abstract**

Every era sets its own requirements, trends, and challenges for the sustainability of education. Among the major global trends in the world, there are demographic changes, development of the new economy, the need for new competencies and skills, ecological and humanitarian crisis, and the ever-expanding wealth of information. The goal of this research is to elaborate work forms for the sustainability of visual art education that can be recommended for fostering person's self-expression, and conducting a practical research. The research considers several aspects: Which forms of work can become significant when implementing the teaching process of visual art education for the sustainability? Is it possible to integrate into educational practice the work forms applied in art therapy? In the result the above mentioned reveals the need to integrate the work forms employed in art therapy in the process of teaching visual arts in general education system

**Keywords:** Art therapy work forms, Visual art education, Sustainability.

### **Introduction: description of the problem**

Every era sets its own requirements, trends, and challenges. The 21st-century education brings forward period-specific, diverse skills and a range of minimum requirements. The ability to solve problems in the local and global context, critically examine the situations, to be successfully involved in communication and communication processes, obtain and process information, be creative, innovative, with high emotional intelligence. (Sustainable Development...,2010). This, in addition, raises issues about the functional nature of visual art education and opportunities for today and tomorrow, ensuring equal opportunities for rural and urban education institutions, where the part of the society that will carry out their professional activities in the future is formed. Among the major global trends in the world, there are demographic changes, development of the new economy, the need for new competencies and skills, ecological and humanitarian crisis, and the ever-expanding wealth of information.

Thinking about the development of Latvia towards sustainability it is important to create balanced developmental policies to promote economic growth, to ensure social cohesion and safety, and to protect the environment for future generations (Sustainable Development...,2010). Also, so important aspects are such priorities for personality development as building securitability while adapting to rapidly changing the environment, expressing personal initiative, valuing collaboration, and being able to identify independently the obstacles for the development (National Development...2012). Also, educational institutions must deal with these issues, promoting the development of each person, encourage the development of skills and strengthen everyone's potential. Human development occurs in parallel with the development of society, considering the important qualities such as consciousness, beliefs, knowledge objectives, interests, professional skills

Consequently, the teacher plays an important role in assisting and developing feelings of self-reliance both for individuals and also for different social groups. In addition, it is necessary to encourage young people to develop a wide range of skills and interests, identify and strengthen their potential and enhance their creativity and other. How to promote the unity of the various social groups' cooperation and confidence in the growth prospects and perspectives, what is the role of the humanitarian values in the quality of a person's life without denying the request for material well-being, but not placing it absolutely in the first place.

The primary goals of general education are the following:

- to provide an educatee with the basic knowledge and basic skills;
- to develop the basis for the further education of an educatee;
- to encourage a balanced development of an educatee;



- to promote educates' (Regulations Regarding...,2014).

To achieve these goals, one of the possibilities is to include appropriate work forms in the educational process. This is a call for change and also is a challenge to find and implement new approaches in the visual art education process educating future visual art teachers.

### **The role of visual art education in the personality development**

Visual art develops side by side with the development of science. It bears certain similarities with science – on the one hand, all fields of art share common features, on the other hand each field of art bears features inherent only to it. As a result of the development of different technologies and materials and due to the possibilities of their combination there appear new forms of manifestations of artistic innovation.

Scientist J. Alderson defines visual art primarily as the vision - sensed artworks created on a flat surface – drawings, prints, paintings, photographs and etc (Aldersons, 2011). This sphere of visual art includes also the three - dimensional art, such as sculpture, the creation of forms, new technologies. According to researcher I. Vāverniece, traditionally people talk about visual art as creating tangible and intangible things, which are stimulate the human senses and which have a value in regards to human emotions and the mind (Martinsone, 2011). National Art Association has identified fundamental aspects of why art is important for personality development:

- the development of the human potential;
- to develop global understanding (Strategic vision...,2015).

Every personality forms a scale of thinking and behavior dealing with a definite situation. In its turn, an individual has the right to use certain freedom and other benefits. Human development occurs in parallel with the development of society, considering the important qualities such as consciousness, beliefs, knowledge objectives, interests, professional skills and other.

If we believe that visual art is more than creativity, self-expression, and communication, but also a certain type of work that accompanies a person's life from childhood to old age, then everyone is possible to obtain the satisfaction after a job is done to the best of one's ability. A good idea is understood as a kind of personal fulfillment, social recognition, as activity towards economic development. It is believed that artistic idea is the best way of how young people can understand the value of work.

The second aspect is understanding art as a language. Visual images reflect our needs, daily achievements, our expectations, experiences, and ideals. Analysing, discussing and describing visual images we enhance the skills of verbal expression.

Thirdly, visual art is an important value formation aspect. In the visual art education process we cannot avoid discussions about such issues as values at home and in the family, work and play, individual and society, nature and environment, war and peace, beauty and ugliness, violence and love. It is through visual art we are able to encourage the younger generation to think about these important values of human life. Also, while developing the visual images, everyone has the opportunity to display one's own personal values.

Researching a balanced personal development with an emphasis on the integration of visual techniques and materials in education, the scientist J. Sergejeva (Cepreeba H., 2009) note the following visual art technique advantages in the personal development process for sustainability of education:

- 1) the possibility to use simple visual expression techniques to stimulate the imagination, experience, and feelings;
- 2) visual techniques encourage the expression of emotional experience when it is not possible to find specific words;



- 3) visual technique results in an enriched knowledge of the artistic means of expression, thus contributing to the understanding of human experience obtained;
- 4) the acquisition of the visual technique and co-artistic means provides an objective perception of works of art and contributes to a maximum to the development of creative activity;
- 5) the visual art language sums up the accumulated social experience;
- 6) may result in the original works;
- 7) visual activity promotes intercultural communication and cultural interaction;
- 8) the creation of visual expression enhances mental health, helping to relax, enrich aesthetically, emotionally and intellectually.

The above-mentioned aspects indicate that the use of visual techniques and artistic image creation is important aspects for personalities development. Different approaches of the use of visual techniques and image creation crystallized during the pedagogical practice. An educator is a person who is exercising his/her professionalism and wisdom and who invisibly, gently and patiently encourages students to participate in the life processes. The issue becomes topical: how to organize the education of visual art teachers, what work forms today have become more important that pedagogues can give their students the expertise and universal, general skills and work experience to help them to act in familiar and in new life situations for sustainability. In pedagogical practice, modeling the learning process oriented towards self-expression, we can learn from approaches employed in art therapy.

### **Interrelationships between approaches employed in art therapy and visual art education**

The therapeutic meaning of art has a long history. Its influence on personality development was again re-evaluated in the last century. As it is stated by psychologist I. V. Susaņina, scientists L. Lebedeva, J. Nikonorova, N. Tarakanova people become aware that artistic creativity helps to relieve stress, solve problems, cope with feelings and get rid of unpleasant symptoms (Лебедева, Никонорова, Тараканова, 2010; Сусанина, 2007). The therapy (in Greek *therapeia* - caring, care, treatment) describes the main activity spheres Art therapist, visual artist, research psychologist C. Malchiodi points out that original meaning for it:

- the use of the visual materials;
- the creative process;
- the support and improve the well-being of individuals of all ages (Malchiodi, 2013, 2012).

By definition, the art therapy enables the individual to explore personal problems and potential skills through verbal and non-verbal expression and art experiences. In art therapy, the creative process is used to foster self-expression and to reconcile the emotional conflict. Historically there is the number of approaches to art therapy.

According to the research question of this study, I want to emphasize the humanistic approach in art therapy. The goal of the humanistic approach is personal self-actualization and development of potential capacities. While implementing these goals, several approaches have been developed. For example, as pointed out psychologist Stephen J. the ideas of the humanistic psychologist, therapist C. Roger focus on the development of an individual's abilities, self-esteem, self-expression, and creativity (Stephen, 2015). In the context of this research, it is important to note that representatives of humanistic approach emphasize visual art as a value.

This shows, according to art therapist K. Martinsone, that the main emphasis is on the artistic and creative component in order to achieve the fullest possible participation in the creative process (Martinsone, 2011). To implement this approach, the art therapist must master the art techniques and materials. According to therapist V. Karkou, the implementation of such an approach can be attributed to the formation of personal artistic identity, to make to the emotional and social development of children and adolescents, which gains its self-expression (Karkou, 2009). Relying on knowledge of above-mentioned authors, K. Martinsone emphasizes the following major objectives of humanistic approach: personal self-realization and self-actualization; taking



responsibility; personal growth; understanding of others and one's own real "Self" in the process of art therapy through self-expression and creativity (Martinsone, 2011).

Thus, the objectives of visual art education partly correspond with objectives of art therapy. Psycho-cybernetics art therapy model is based on the development of imagination and increasing the human capacity for active participation in the life processes. The psycho-cybernetic art therapy model pays equal attention to both the visual performance and verbal expression (Carpendale, 2011, Nucho, 2003). Its main goal is to help people focus on imagination, ideas, responsibilities, and expectations. At the same time, these two approaches have many things in common and also many things different.

The representatives of the American art association believe that the art therapy is orientated towards human development and psychological theories associated with it, this way enriching the educational, cognitive, psychodynamic and transpersonal sector. Therefore, it has a psychological, emotional, psycho-prophylactic and socially-communicative nature, joining the imagination and self-understanding.

In general, art therapy can be considered as a field where art, psychology, and psychotherapy intertwine with each other, thus searching and finding answers to contemporary tendencies and the needs of the people. Visual arts classes develop cognitive, social and creative skills, contribute to the formation of self-expression and independence, guide towards positive achievements and development of personal potential. It is an opportunity to express feelings, perceptions, and development in a different way, as the language of arts can often say more than the words. As it is expressed by researcher A. Nucho, visual expression is not an ordinary activity, it reflects a person's thinking and provides more information than words (Nucho, 2003). The images created in art therapy help a person to understand him/herself better and strive towards a more fulfilled life. It shows the importance of art therapy in development of creativity and self-expression and also provides a psychological assistance.

At present, the objectives set in visual art education emphasize the cognitive aspect and neglect the formation of self-perception and self-expression of personality. Thus, the awareness is being raised about visual art as a core national value, stressing the importance of visual art education for sustainability.

The analysis shows that the goals of art therapy leave more opportunities for deeper self-understanding, helping to develop social skills and overcome complex social situations, difficulties, and disabilities. According to the art therapist C. Malchiodi, it's truly a beautiful thing when you are sharing visual art in an open, friendly, loving atmosphere with other people that are on the same wave (Malchiodi, 2012, 2013). Summarizing, it is so important that the impact of the art therapy to the personal development is broad, and it promotes mental, emotional and physical conditions, thus increasing the quality of life (Common uses..., 2018).

## **Method**

The object of the article: the pedagogical process. The subject of the article: integration of art therapy work technologies in the pedagogical process in the general education. The goal of this research is to find out work forms that can be recommended for fostering person's self-expression, employing the theoretical knowledge of teachers, psychologists, and art therapists and conducting a practical research. The research theoretical and practical background is: integration of psycho-cybernetic model in the visual art education process for sustainable education

## **Findings**

There are several options of how to apply art therapy work forms in pedagogical process building self-expression of student's. Usage of the psycho-cybernetic model in art education of teachers opens facilities for harmonization of personality skills, communication, the deeper understanding of himself/ herself, self-expression and self-



reflexion, influencing self-feeling in a positive manner. The implementation of the psycho-cybernetic model is based on the art therapy approach. This model helps to initiate the human imagination to understand life events better.

Deep personal experience, understanding of values are promoted by the combination of rational analytical thinking and intuitive thinking while using the visual expression. The scientist, N. J. Sergejeva sees three important aspects of the visual expression using psycho-cybernetic mode:

- 1) meaningful content activity;
- 2) the other person's understanding;
- 3) self-awareness (Sergejeva, 2009).

Self-expression is one of the most important elements in a person's individualization and socialization processes in order to be in harmony with oneself and the world around. The personality is researched in the following context: I – as an object, I – as a process, I – as an exploration, I – as an idea. The author A. Nucho (2003) distinguishes five spheres with sub-topics for visualization:

- 1) *the physical body and self-understanding*, which includes the following: Self-portrait, Activities, Three wishes;
- 2) *Consciousness (self-awareness), self-consciousness*, which includes the following: Favourite team, Favourite actor, Favourite film, Ideal friend, The most difficult situation, The saddest day, The happiest holidays, My name;
- 3) *Interpersonal relationships*, with topics like Family portrait, Problematic relationships, Role conflicts;
- 4) *Achievements, work*, through activities, a person develops his/her feelings, consciousness, the Self. In this section it is an opportunity to visualize, for example, the Greatest achievement, Happiest day;
- 5) *Transpersonal sector* reveals personal values, ideals, knowledge and includes topics such as Illustration of my fairy-tale, Collage about an ideal person, Lifeline.

According to the author, each sphere of self-conception is important and they mutually interact. In each of these spheres a folder is developed, where artworks created in different techniques are collected and supplemented by reflections or appropriate sayings. Collecting the artworks and storing them in the folders gives them value and encourages everyone to appreciate their artistic creativity, created visual images and feelings. In this self-expression process, it is important to work *individually, in the pairs and also in the group work* (Нукитина, Шустова, 2010).

*Individual work*: visual activity is often practiced by the art therapists F.Kein, M.Naumburg “The technique of free flow” known: “Scribbling technique” (Rankanen, 2012). In their turn, the art pedagogue B.Edwarda defines it as “Playing with a line” (Edward B., 2013). Visual technique originates from the Renaissance artist Leonardo da Vinci, based on the artist's notes about associations that appear watching stains or cracks in the wall. The first step in this technique is the following: moving your hand rhythmically, using crayon or pencil and a big sheet of paper, not moving your hand away, draw a continuous, free, flowing line in any direction. The next step is watching the result of the activity moving the sheet in all directions and trying to notice some kind of image. Children usually find familiar things such as flowers, fruits, animals, people and other in the lines. Continuing one can modify the image found and make some additions. The activity results in expressive artworks. The previous artistic training is not essential in this activity, it is suitable for everybody. Practice acknowledges that the technique described encourages everybody to involve in visual activity, promotes fantasy and thinking development, stimulates creative thinking and associative image creation, that is personally significant, and also the images found can turn into the foundation for self awareness and self- expression.

*Pair work*: use of the visual technique in pair work ensures cooperation carrying out one activity using one of the visual techniques chosen (paintings, prints, sculpture, collage, etc.). First, the activity can be carried out in silence



that promotes communication on the non-verbal level, then gradually the participants come to the realization of one mutual topic. After the completion of the work, the pair agrees on the title and story about it. The activity results in the search for interconnection on non-verbal and verbal dialogues. Organizing the group work, we can learn from American art therapist P. Dunn-Snow who has developed a work form called "Draw-A-Story" based on the established methodology of art therapist R. Silver (*Schmoyer, 2008*). The proposed activities can be modified in several ways. Basically, the stimulating pictures and information are used. There is possible to select several images from the given set of pictures and imagine what all pictures have in common, later depicting these events in the drawing. Finally, a story that complements the drawing is created, and the name was given to the story. This work form contributes to expressions of thinking, imagination, communication, emotions, and artistic creativity.

The pedagogical process organized this way has a significant impact on a person's self-expression, because any work is permeated with the personal vision, emotions, and feelings. Thus, the forms of work employed by art therapists and artistic self-expression allow to look at oneself differently and understand more deeply, which cannot be achieved in any other way. As pointed out by researchers N. Nikitina and I. Sustova, the following components are important when selecting work forms for teaching: cognitive, emotional - evaluative, self-expression, self-control, and self-analysis, which are implemented also in the example that was reviewed. According to these authors, such approach encourages everyone to realize their potential, abilities, aspirations, and motives, to form an adequate self-understanding, accept oneself and develop future projections for self-improvement and development (*Никитина, Шустова, 2010*).

During this practical work, the participants shared their experiences, recalling situations and events in their past, feeling the present and developing the thoughts about the future. The thematic compositions showed that the participants are positively oriented. Work in the groups expanded the vision for the group members, promoted networking skills, and open communication, opened new possibilities for using artistic means of expression, demonstrated the ability to use art techniques and selected materials. In general, it was observed that the sense of belonging to the group gradually increased and also activity and sense of responsibility. Such cooperation fosters diversity, feelings, imagination and artistic creativity.

### **Results, Conclusions and Recommendations**

After having conducted a questionnaire among prospective teachers concerning the idea of what in reality visual art and an artist are and generalizing its results we can make a conclusion that in the very essence they are uniform and at the same time they reveal each person's subjective opinion. Here are some examples:

- Visual art is an activity of an individual or of a group of individuals possessing a marvelous skill, which masterfully reaches an aesthetical value;
- In a wider meaning of the word it can include any type of performing;
- In a narrower meaning art is the rare and valuable ability to create a significant reflection of the life of the world through the creative activity of fancy/imagination;
- An artist is a person who is able to reveal his inner emotional experiences through his activity;
- Art is a reflection of aesthetical ideas both in different material and immaterial manifestations;
- The nature of art and its main value are depictions of human feelings, emotions (depiction of the very essence of people in pieces of art, which influence and promote public opinion), perception and is oriented towards the beautiful and the noble;
- It might be put in other words – art in the language of communication of artists and art admirers, but they talk about all possible things – the real and the abstract;





- In point of fact each person is partially an artist with his own aesthetical ideas and individual taste and creative manifestations;
- Manifestations of art are really manifold and art discovers itself in different forms conveying the artist's message and thoughts.

The significance of the use of visual art therapy techniques has revealed implementing the above mentioned in practice in cooperation with future general education teachers. This significance is seen as an alternative approach for complete, many-sided, potential opportunities' study aimed at new qualities in thinking. Some examples:

- These art therapy methods are interesting and I think that schools should seriously consider the use of these - creative, educational self-expression teaching/learning methods and try to integrate them in different subjects;
- With the help of visual art therapy techniques people can better discover the world and understand modern events;
- This approach helped to think differently and more creatively. It makes one look at things in a different way and expresses oneself in many ways;
- Visual art therapy techniques help to comprehend the events around us. They help to discover unique ideas and offer an idea about particular things and events;
- Visual art therapy technique is the one that helps to develop creative thinking, understand oneself, reveal ones inner world, understand oneself;
- Visual art therapy technique is the one that can awaken a person's inner world;
- Visual art therapy technique helps to get to know the other person's inner world, feelings, everything can happen without words and that is the main key.

The answers of the respondents acknowledge that the use of visual art therapy techniques in the educational process influences personal development allowing to express one's emotions and feelings. The use of visual techniques in our modern society serves also to reflect political and religious points of view as well as in search of oneself in the complicated modern changeable society and in the complex processes of nowadays. As the result, a varied interest range and awareness of personal opportunities is formed.

In the pedagogical process, the visual arts teacher has an opportunity to employ a variety of work forms, methods, materials, and techniques, as well as implement new approaches in order to help everyone to find his/her place in the social environment, live a meaningful life, protect oneself and develop interpersonal relationships. The above mentioned reveals the need to integrate the technologies and work forms employed in art therapy in the process of teaching visual arts in general education system.

Usage of the psycho-cybernetic model in visual art education of teachers opens facilities for harmonization of personality skills, communication, the deeper understanding of himself/ herself, self-expression and self-reflexion, influencing self-feeling in a positive manner. The implementation of the psycho-cybernetic model is based on the art therapy approach. This model helps to initiate the human imagination to understand life events better, to analyze the diversity of experiences.

Making up a story might be done individually and collectively, this gives an opportunity to do some work practically, to form associations – being aware of and making use of the potentials of the language of visual art, to tell about oneself, about the history and the present day of one's, about the values and interests, about topical problems in global and local context.



Within the visual art and personal interaction process, every person has an opportunity to express one's emotions, feelings, wishes, interpersonal relations, the personal attitude in the world where we live.

Today a pedagogue organizing teaching practice can use a variety of possibilities of methodological character. Making up a visual story is a possibility for a pedagogue to find links between the perception of visual art and self-expression, to form comprehension about possibilities of the language of visual art and form awareness of nature of visual art as a constituent part of human life.

The main *recomendations* of the usage of such an approach is:

- to enhance everybody's development of individuality through social interaction, communication, and cooperation;
- such an approach enhances understanding of events, concepts and principles gives the opportunity to work in situations, what develop social and individual skills, affects the formation of personal attitude and value system in a positive manner;
- feelings and thoughts, what arouse in process of reflexion, allow forming connections, to make parallels, to generate concepts and generalizations, by allowing to use experience in new situations.

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## The metacognitive awareness level of the students of midwifery and nursing

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### Abstract

The aim of this study was to determine the level of metacognitive awareness of students in Nursing and midwifery program of a public university in Amasya, Turkey. This is a quantitative study. The population of the present study included a total of 398 students studying, in the spring 2018 semester. In the present study, it has been aimed to reach to the entire population without using any sample selection method. The metacognitive awareness inventory is developed by Schraw and Dennison and adapted to Turkish by Akin et al. The MAI measures; scores ranged 71-258, with a mean score of 184.82 (SD 32.96).

**Keywords:** Undergraduate, Nursing-midwifery student, Metacognitive awareness, Lifelong learning

### Introduction

Metacognition is defined as the “thinking about thinking.” Because it implies to an individual’s “knowledge and cognition about cognitive phenomena ( Flavell, 1979; Jacobs & Paris, 1987). Metacognition is the integrationist component between knowledge and cognition (Higgs, 2008). It is an effective process of knowing, or being properly aware of individual’s cognitive condition with the skill to complete a given task. Metacognitive skills are taken into consideration important and relevant to individual’s learning performance (Baker, 2002).

Psychologists and educators consent the need to lead persons to resolve complicated matters and have proceeded to increase persons’ skills in field (Sigler, 2006). Students with fair metacognition reflect preferable academic performance compared with students with pauper metacognition (Coutinho, 2008).

Metacognition is an effective process of knowing, or being firmly aware of person’s cognitive condition with the skill to complete a given task. Metacognitively aware learners are more active learners, show up performance levels, use further strategies, and preferably organize their own learning (Hammann & Stevens 1998).

Despite the various theoretical perspectives, from these earliest times, a common understanding of metacognition is that it is comprised of two major components: knowledge about cognition and regulation of cognition. An individual’s knowledge about cognition is referred to as metacognitive knowledge (Flavell, 1979). Metacognitive knowledge may be described as what individual know about individual’s own cognitive processes (Schraw & Moshman, 1995). Knowledge of cognition involves a metacognitive awareness of three specific areas: declarative, procedural and conditional (Jacobs & Paris, 1987, p. 259). The term declarative knowledge implies to the knowledge an individual has on their cognitive skills and abilities. The term procedural knowledge implies to a one’s knowledge on how to use strategies and techniques to accomplish cognitive tasks (Jacobs & Paris, 1987; Schraw & Dennison, 1994). Conditional knowledge is one’s knowledge of when and why cognitive strategies are utilized (Brown, 1987; Pintrich & DeGroot, 1990; Pintrich, Wolters & Baxter, 2000; Schraw, Wise & Roos, 2000).

Metacognitive regulation implies to activities that control one’s thinking and learning (Schraw and Moshman, 1995). Flavell (1976 & 1979) and Brown (1978) defined as five metacognitive regulatory subcomponents discussed in the literature are planning, information management (organizing), monitoring, debugging (checking



outcomes), and evaluating. The term planning is used to define an individual's skill to choose proper planning strategies, goal setting, and assign resources (Pucheu, 2008; Schraw, 1998; Schraw & Dennison, 1994). Monitoring contains the awareness of one's progress through a cognitive task. Evaluating contains taking a look at the consequence and assessment (Schraw and Moshman, 1995). Organizing is the cognitive use of strategies and techniques (Pucheu, 2008). Debugging use of strategies to identify and correct errors and assumptions on tasks and implemented strategies (Schraw and Dennison, 1994)

Metacognition refers to a person's ability to regulate their thinking and learning and consists of the self-assessment skills: planning, monitoring, and evaluating. These important skills reduce self-assessment errors, such as hindsight bias, among health care providers. (Melissa et al., 2017). Metacognition's role in clinical decisionmaking is important as it is a means to address "what to learn," "when to learn," and "how to learn ( Marcum, 2012).

Metacognition is important to every profession. There are many reasons why metacognition is important in the health sciences, including from being a better learner to becoming a better clinician. During the learning process, metacognition guides our learning strategies. If learners know what they know and do not know, they can focus on acquiring the knowledge they are lacking. Metacognitive skills also have a role in critical thinking and problem solving (Marcum, 2012). Medical errors are one of the leading causes of death in many countries.(Coutinho, 2008). Researchers have argued that medical error is partly a cognitive issue ( Phillips et al., 2002).

In of this information, the problem of this study was to determine the level of metacognitive awareness of students in nursing and midwifery program of university of Amasya in Amasya, Turkey.

## **Method**

### *Method of the research*

This study is a descriptive one intended for determining the current situation, which has been performed based on the screening model. A screening model is a research approach that attempts to describe a past or present status or an incidence in its original form (Karasar, 2014).

### *Population –Sampling*

The population of the present study involved of 398 students, in the spring 2018 semester, in the programs of Midwifery (n=103) and Nursing (n=295) in the Faculty of Health Sciences. This study, it has been purposed to access the overall population without operating any sample selection method. 385 students (97 of which were midwifery students and 288 nursing students) could be attained. The overall of 385 fullfilled surveys were returned and analyzed. The completion rate in the study was 89%. Before starting the study, the proper institutional review board confirmed the present study. Agree to participate was implied by voluntary fulfilment and return of the surveys. The students in the population were enlightened on the aim of this study. Futhermore, participants were reassured that their responses would be kept confidential.

### *Data Collection Tool*

A personal information form (age, gender, department, mather's education level, father's education level). A Inventory for Determining Metacognitive Awareness, were employed as data collection tools.

### *Metacognitive Awareness Inventory (MAI)*

The metacognitive awareness scale is developed by Schraw and Dennison (1994) and adapted to Turkish by Akin et al. ( 2007) was utlized. The Metacognitive Awareness Inventory composes of 52 item to which participant respond by making a five-point Likert scale with number from 1 (Always False) to 5 (Always True).



MAI instrument contains two component categories of metacognition: Metacognitive knowledge and Metacognitive regulation. Within the inventory there are 17 items relevant to knowledge of cognition for possible score overall 85. There are 35 item relevant to regulation of cognition for a possible score overall 175. The maximum and minimum scores that could be acquired from the scale were 260 and 52, respectively.

#### *Validation and reliability of MAI*

Cronbach's alpha coefficients were 0.95 (Akin et al., 2007). The Cronbach's Alpha coefficient was computed for each sub-element in order to test the reliability of the measurements in this study. The MAI was subjected to cronbach alpha reliability measure where study were used in the present. The MAI knowledge: 0.78, The MAI declarative knowledge: 0.891, MAI procedural knowledge: 0.796, MAI conditional knowledge: 0.797, MAI planning: 0.882, MAI monitoring: 0.888, MAI evaluating: 0.839, MAI debugging: 0.851, and MAI information management: 0.881, MAI total 0.923.

#### *Analysis techniques*

The SPSS-23.0 (SPSS Inc., Chicago, IL, USA) was used. The demographic characteristics of the attending students were analyzed in terms of frequency and percentages. Descriptive statistics such as the mean, median, minimum, maximum and the standard deviation were calculated (Büyüköztürk et al., 2010).

#### **Findings**

Table 1 show that, all nursing students (n = 295) and all midwifery students (n= 103) were invited and 398 attended. After excluding incomplete (n = 5) or non-matching (n = 4) surveys, and repetitive response patterns (n = 4), the results of 385 (midwifery students= 97 and nursing students = 288) participants were included in the analysis (response rate 96.73%). The study sample was composed of 18.70 % (n=72) were male, and 81.30 % (n = 313) were female. The majority were female students (81.30%) and 18-21 years (70.65 %). 74.81 % were studying in the department of nursing and 25.19 % in the department of midwifery. When the students' parental education levels are examined; 57.7% of the mothers of the students and 34.8% of their fathers were primary school graduates ( Table 1).

**Table 1.** Demographic factors of participants

Variable	Group	n	%
Gender	Famale	313	81.30
	Male	72	18.0
	Toplam	385	100.00
Age (years)	18<	2	0.52
	18-21	272	70.65
	22-25	103	26.75
	26 ≥	8	2.08
	Total	385	100.00
	Nursing	288	74.81
Department	Midwifery	97	25.19
	Total	385	100.00
	Illiterate	12	3.12
Mather's education level	Primary school	239	62.08
	Secondary school	76	19.74
	High school	45	11.69
	Associate's degree	7	1.82
	Undergraduate	4	1.04
	Postgraduate	2	0,52
	Total	385	100.00
Father's education level	Illiterate	3	0.78
	Primary School	147	38.18





Secondary school	90	23.38
High school	92	23.90
Associate's degree	34	8.83
Undergraduate	19	4.94
Total	385	100.00

In Table 2, Total scores of Components and Subcomponents of Metacognitive Awareness calculated for nursing and midwifery students were presented. The total measures of metacognitive awareness scores; ; ranged 71-258, with a average score of 184.82 (SD 32.96).

Table 2 shows that the measures of declarative knowledge sub-scale scores; ranged 8.00-40.00, with a average score of 28.53 (SD 5.77). The measures of procedural knowledge sub-scale scores; 4.00-20.00, with a average score of 14.04 (SD 3.04). The measures of conditional knowledge sub-scale scores; 5.00-25.00, with a average score of 17.95 (SD 3.72). The total measures of knowledge of cognition scores;ranged 17.00-85.00, with a average score of 60.52 (SD 11.56).

The total measures of regularity of cognition scores; ranged 50.00-175.00, with an average score of 124.30 (SD 22.65). The measure of planning sub-scale scores; ranged 8.00-35.00, with an average score of 23.99 (SD 5.31). The measures of monitoring" sub-scale scores; ranged 8.00-40.00, with an average score of 28.70 (SD 5.62). The measures of organizing (Information Management)" sub-scale scores; ranged 9.00-45.00, with an average score of 32.96 (SD 6.32). The measures of debugging (Checking Outcomes) sub-scale scores; ranged 50.00-25.00, with an average score of 18.01 (SD 3.76). The of evaluating (Self- appraisal) sub-scale scores; ranged 6.00-30.00, with an average score of 20.65 (SD 4.46).

**Table 2.** Mean, median, minimum, maximum and standart deviation of metacognitive awareness inventory for registered students

Variable	n	Mean	Median	Min	Max	SD
Declarative Knowledge	385	28.53	29.00	8.00	40.00	5.77
Procedural Knowledge	385	14.04	14.00	4.00	20.00	3.04
Conditional Knowledge	385	17.95	18.00	5.00	25.00	3.72
Knowledge of Cognition Total Scores	385	60.52	61.00	17.00	85.00	11.56
Planning	385	23.99	24.00	8.00	35.00	5.31
Monitoring	385	28.70	29.00	8.00	40.00	5.62
Evaluating	385	20.65	21.00	6.00	30.00	4.46
Debugging	385	18.01	18.00	5.00	25.00	3.76
Information Management	385	32.96	33.00	9.00	45.00	6.32
Regulation of Cognition Total Scores	385	124.30	125.00	50.00	175.00	22.65
Metacognitive Awareness Inventory Total Scores	385	184.82	187.00	71.00	258.00	32.96

## Results, Conclusions and Recommendations

The purpose of this study was to examine the level of metacognitive awareness of students in Nursing and midwifery program of University of Amasya, in Amasya, Turkey. In this study, we used the Metacognitive Awareness Inventory (MAI) to determine metacognitive awareness. Our findings suggestion that the MAI of the participants was higher than intermediate level. Poh et al. (2016) reported that the Knowledge of Cognition and



Regulation of Cognition for both sectors showed a gradual increase in the mean score over the three surveys conducted. Shraw and Dennison (1994) pointed out that individuals with high level of metacognitive awareness will get high academic achievements due to their success in planning, information management, monitoring, debugging strategies and evaluating. Turan, Demirel and Sayek (2009) argued that the medical education phase had a significant effect on the MAI score. The MAI scores of preclinical phase students were level than those of the clinical phase students.

To obtain the development of the metacognitive awareness levels of students, metacognitive strategies can be used as an efficient technique in improvement of academic achievement in department of nursing and midwifery. Several methods can be used to enhance learners' metacognition in the classroom. Methods used during any part of normal instructional approaches include lecture, active learning exercises, or pre-planned activities outside of the classroom. Besides, as a future study, intervention on a specific module can be carried out with great emphasis on improving the students' metacognitive awareness skills.

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## SCRUM in Education: A systematic review

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### Abstract

Scrum is the most known Agile Project Management approach. It is a project management methodology very popular in the software industry with positive results in terms of team work effectiveness and quality results. Scrum is based on important team work values such as commitment, courage, focus, openness and respect and can be described in three different dimensions: Scrum team; Scrum Events; and Scrum artefacts. Considering that it is, nowadays, highly used and effective in project management practices, it is important to understand what application has been given to Scrum in the Educational context. This study presents a systematic review of the theoretical and empirical literature produced in the past years about the application of Scrum in Education. The systematic review was based on papers found in the databases of Scopus and the Web of Science. The Preferred Reporting Items for Systematic Reviews (PRISMA statement) was used as a formal systematic review guideline. The papers included in the review (n=29) were mainly conference papers published in Conference Proceedings, followed by papers in journals, books and other types of publications. Findings were summarized in terms of the publication year, country of the study, main results and Scrum and Education dimensions associated. The results show that research on the application of Scrum in Education is scarce and mostly exploratory. Most of the publications that have simultaneously the term Scrum and education are related to the process of learning Scrum. When Scrum is used with the intention to give support to the learning process, it is mainly in software related courses. Few papers focus on the implementation of Scrum approaches to improve learning in higher education.

**Keywords:** Scrum; Teaching and Learning; Higher Education; Systematic Review.

### 1. Introduction

Education for sustainability is, nowadays, at the heart of curriculum and academic concerns in Higher Education institutions (Jollands and Parthasarathy, 2013; Lozano *et al.*, 2017). Experiences which use active learning methodologies and student-centered learning approaches, such as Project-based Learning (PBL), enable the development and acquisition of general and specific competences for lifelong learning (Cabedo *et al.*, 2018). The need to create and support learning approaches that promote the acquisition of the 21<sup>st</sup> century skills, such as teamwork, leadership, creativity, critical thinking, problem solving and project management, is also a demand for curriculum developers and higher education stakeholders. In this sense, active learning methods such as PBL, especially in the context of Engineering (Du and Graaff, 2009; Guerra, Ulseth and Kolmos, 2017) and Medical Education (Barrows, 1996; Fan *et al.*, 2017), have been one of the most common and effective approaches used by teachers to attain this goal and contribute to the improvement of student learning in Higher Education.

With the increased importance of teamwork and project management skills for the professional profile of graduates, Scrum appears as one of the most known Agile Project Management approaches. Its positive results in the software industry in terms of teamwork effectiveness and quality results have been shifted to the educational context in order to benefit from its main strengths, which include team work values such as commitment, courage, focus, openness and respect. Considering that Scrum is, nowadays, highly used and effective in project



management practices, it is important to understand what application has been given to Scrum in the Educational context.

This paper aims to identify and analyse the main publications available in Web of Science (WoS) and Scopus databases referring the use of Scrum in higher education as a teaching tool in student centered learning approaches. The first section of this paper presents a brief introduction to the concept of Scrum, its origins and components, with special attention to EduScrum. Based on this general understanding of Scrum's main principles and applications, the authors present the aim of the study in the methodology section, describing the PRISMA method that guided the systematic review of the study. Procedures and criteria for data analysis are carefully described in this section. The results are discussed according to the findings from the systematic review and interpreted in the light of previous existing studies and also the research question that guided the study. Implications and future research directions are also highlighted.

## 2. Scrum

Scrum is a methodology developed and mainly used in software companies to help teams in managing their project work in developing effective software applications in meeting customer expectations. Traditional development methodologies are based on extensive planning and categorized processes, but Scrum method relies on "people and their creativity" (Dybå and Dingsøyr, 2008) and deals with uncertainty, requirement changes and continuous improvement. Scrum is not the only agile methodology, other examples are: eXtreme programming (XP), lean software development, feature-driven development (FDD), and crystal methodologies (Dingsøyr *et al.*, 2012). Agile methodologies require less emphasis on detailed plans and strict control and relies more on informal collaboration, coordination, and learning (Berbegal-Mirabent, J; Gil-Domenech, D; Berbegal-Mirabent, 2017). Agile methods promote frequent inspection, continuous adaptation, frequent feedback from clients, emphasis in leadership, stimulates teamwork, self-organization and accountability.

### 2.1 Origins of SCRUM

Scrum (Sutherland, 2014) is a methodology created Jeff Sutherland and Ken Schwaber to manage teams in software development with very good results in team performance, quality and customer satisfaction. The word "Scrum" (short for scrummage) comes from the rugby game. In rugby it is a method of restarting play that involves players packing closely together with their heads down and attempting to gain possession of the ball. Jeff Sutherland had used Scrum for software development projects in 1993 for the first time and is defined by its creators as "A framework within which people can address complex adaptive problems, while productively and creatively delivering products of the highest possible value" (Sutherland and Schwaber, 2017). Scrum is very much inspired in the concepts and principles of the Toyota Production System (Sutherland, 2014). This production approach (Ohno, 1988) that started in the 1950s in Toyota plants, only gain some attention from western car manufacturers in the 1970s during an economic crisis. Gradually this approach started to be implemented in industry in general and then spread to other non-industrial areas such as offices, hospitals, public services, education as well as personal management.

Scrum is considered an agile framework, respecting the values and principles articulated in the Manifesto for Agile Software Development (Beck *et al.*, 2001). The objective of SCRUM is achieved by optimizing the development process by identifying the tasks, managing time more effectively, and setting-up teams. Scrum although originally formalized for software development projects, it can be applied in any complex, innovative scope of work (Schwaber and Beedle, 2001).

### 2.2 Scrum components

The components of Scrum are the roles, events, and artefacts. The most relevant roles of Scrum are the Scrum Team, The Product Owner, and the Scrum Master. The Scrum Team is normally small (5-9 people) and do not



include the Product Owner and Scrum Master. These Teams are cross-functional, meaning that each member must understand his/her role as well as the tasks for create each product increment (Rising and Janoff, 2000). Given their autonomy, these teams are considered self-organizing and all the recognitions are never for individual team members but for the team as a whole. The Product Owner represents the external stakeholder interests (Sutherland, 2014), allowing the maximization of the delivered value for the costumers and the approval of the performed work. He or she is the one responsible to define requirements and document them as user stories in the Product Backlog. The Scrum Master is characterized as a “servant-leader” (Schwaber and Sutherland, 2017), overseeing the Scrum process and ensuring that the team uses the full range of Scrum appropriate agile values, practices and rules. Bass (Bass, 2014) identified six Scrum Master activities in a large-scale distributed organizational context: process anchor, stand-up facilitator, impediment remover, sprint planner, scrum of scrums facilitator and integration anchor. Thus, Scrum Master aims to maximize the value created by the Scrum Team, working constantly to reduce product risk through the incremental delivery of features, rapid response to development obstacles, and continual tracking of the delivery of backlog items (Rising and Janoff, 2000).

The type of events in Scrum are (Sutherland and Schwaber, 2017): the Sprint, the Spring Planning, Daily Scrum, Sprint Review and Sprint Retrospective. A Sprint is the development of the set of tasks planned at the Sprint Planning. A Sprint can vary from 1 to 4 weeks. The Sprint Planning is a meeting in the beginning of a Sprint where team members define the set of tasks that will be performed in the Sprint. The Daily Scrum is a daily meeting where team members update one another on their progress, difficulties they have experienced and their future goals. In the Sprint Review the team inspect what happened in the Sprint. If the tasks where performed according to the plan and update the Product Backlog. In the Sprint Retrospective the team reflects upon what went wrong and plan improvements to next Sprint.

The Product Backlog, the Sprint Backlog, and the Burndown Chart are the Scrum main artefacts. The Product Backlog is managed by the Product Owner and is an ordered list of everything that is known to be needed in the product. The Sprint Backlog is the set of Product Backlog items selected by the Scrum Team for one Sprint. The Burndown Chart is a way of representing the velocity of the team, showing in a graphic how the team is performing according to what was planned for the Sprint.

### 2.3 EduScrum

The use of Scrum principles and components to improve the learning effectiveness is also materialized by EduScrum, developed by Willy, a professor of Phys-ics and Chemistry at Ashram College located in the Netherlands (Delhij, Solingen and Wijnands, 2015). In this method the students’ teams perform sprint planning based on a product backlog defined by the teacher (acts as Product Owner). The main different of EduScrum when compared with Scrum is that the pace of the students must be very much influenced by the teacher in order to follow the teacher plan. There is also less uncertainty because of the course syllabus that is very strict in schools. On the other hand the sprint reviews and sprint retrospective creates an adequate platform for continuous improvement in student teams.

## 3. Methodology

A review protocol is developed, describing the article selection criteria, search strategy, data extraction and data analysis. The Preferred Reporting Items for Systematic Reviews (PRISMA statement) is used as a formal systematic review guideline.

This review is limited to articles written in English. We searched scientific databases as Web of Science (WoS) and Scopus for articles that related Scrum in the education domain. The terms “Scrum” AND “Higher Education” as keywords for the topic (WoS), title and abstract (Scopus) and keywords, were searched. The selection of the articles to review was conducted in three rounds. In the first round, we included conference papers, articles, book





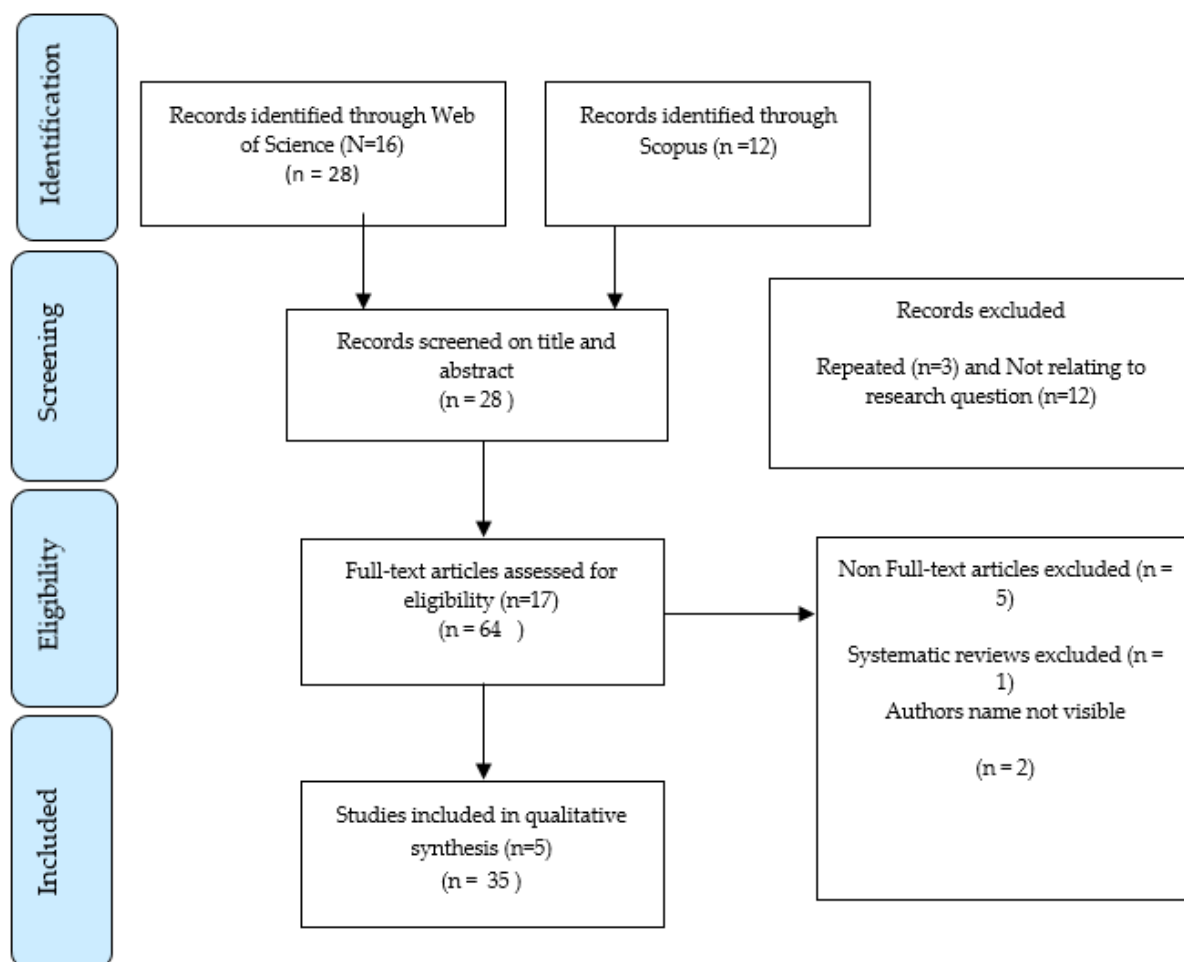
chapters and conference reviews. This first round of analysis was the screening of the title and abstract in which two reviewers interfered. Second round was the analysis of the articles by three reviewers, independently. The selection criteria was established according to the research question and the results were framed in a table. We eliminated studies that were systematic reviews, meta-analysis and repeated entries. In the third round, a single reviewer read and integrated all results in a single document. Articles in this round were retrieved for full examination, in order to decide for inclusion in our study.

### 3.1. Data Analysis

The listed studies were organized by year of publication and by alphabetical order of the first author's name. The articles were coded with a number. The type of article was coded according to the types of papers identified by APA (2010) standards: empirical studies, literature reviews, theoretical articles, methodological articles, case studies, and other types of articles. The content thematic analysis of the articles was based on strategies and procedures developed by Bardin (Bardin, 1988). Each article was analysed, key and general understandings were identified and coded in categories (Ferreira *et al.*, 2017). This procedure allowed classifying four main themes in the five articles selected.

## 4. Results

The search based on the inclusion criteria yielded a total of 28 articles. After the application of exclusion criteria (figure 1), we narrowed this number to a total of 5 relevant articles for the present systematic review of the literature.



**Figure 1.** Reporting Items for the Systematic Review (Adapted Prisma Statement)



The identified number of records excluded was due to: three repetitions in the data base (Castillo, 2014; Valentin, Carvalho and Barreto, 2015); Twelve papers did not respond our research question, namely four papers (Philbin, 2015; Cano, E. L.; Garzas, J; Moguerza, J. M.; Sanchez, 2016; Marino, SI; Alfonzo, 2017; Burke, MacIntyre and Stone, 2018) addressed the use of Scrum in the Higher Education Institutions internal management programs), three papers addressed Scrum as a content to be taught, not as a learning strategy as our research question intends (see (Maxim *et al.*, 2016; Berbegal-Mirabent, J; Gil-Domenech, D; Berbegal-Mirabent, 2017; Steghöfer *et al.*, 2017) and five papers did not match the research question concerning other diverse issues, then the others mentioned above (De Souza, Zorzo and Da Silva, 2015; de Castro, AV; Martins, C; Faria, L; Peres, 2016; Gestwicki and McNely, 2016; Ciupe *et al.*, 2017). One paper was excluded considering its own methodology as a systematic review (Ciupe *et al.*, 2017). Five papers were excluded because the full papers were not available (Nikolic, J., Royle, 2012; Moses, 2015; Philbin, 2015; Holvikivi, j., Hjort, 2017; Pinto Ferreira, Mendonça and Nicola, 2017). Two papers were excluded because it didn't have the authors name visible. Therefore, five papers remain as being the ones addressing our research question, studying the use of scrum in the teaching and learning processes (Cubric, 2013; Castillo, 2014; Valentin, Carvalho and Barreto, 2015; Van Hout and Gootjes, 2015; Dinis-Carvalho, Fernandes and Filho, 2017).

The content analysis of each paper lead to the identification of a structure of themes that respond our research question: Identify and analyse the main publications available in WoS and Scopus databases referring the use of Scrum in higher education as a teaching tool used into a student centred learning processes.

The 4 main identified dimensions were:

**A. The impact of EduScrum in the student's development of skills** (Cubric, 2013; Valentin, Carvalho and Barreto, 2015; Van Hout and Gootjes, 2015; Dinis-Carvalho, Fernandes and Filho, 2017).

Valentin et al. (Valentin, Carvalho and Barreto, 2015) shows results that prove an impact on specific soft skills in students, such as writing, ability to conduct oral presentations, punctuality, leadership, decision making skills and transparency. Van Hout and Gootjes (Van Hout and Gootjes, 2015) presents results with an increase in structured and self-organized teamwork, time planning, leadership and a greater awareness of the teamwork by the students. Also in this case, students that were scrum masters, show greater responsibility on the outcome and on the self-organization of the team. Cubric (Cubric, 2013) argues the improvement of teamwork and the development of the ability to learn through life and the result of this competency in the employability of students. Dinis-Carvalho et al (Dinis-Carvalho, Fernandes and Filho, 2017) presents results focusing on teamwork skills and the improvement of learning objectives.

**B. EduScrum as a student's empowerment tool** (Cubric, 2013).

Cubric (Cubric, 2013) shows that students entering these processes present high levels of students satisfaction, high engagement of the students on the learning process, a positive impact on performance and the development of meaning in learning, the creation of a significant learning.

**C. The need to adapt and integrate Scrum on Academic Environment** (Cubric, 2013; Valentin, Carvalho and Barreto, 2015; Van Hout and Gootjes, 2015; Dinis-Carvalho, Fernandes and Filho, 2017).

Valentin et al. (Valentin, Carvalho and Barreto, 2015) presents the adaptations implemented in the original Scrum methodology, applying it to academic settings, namely the team size that was greatly reduced, the scrum masters role, the meeting frequencies that were transformed to daily meetings, among others. Dinis-Carvalho et al, (Dinis-Carvalho, Fernandes and Filho, 2017), by the other hand, presents a paper where EduScrum and the Lean Teaching and Learning are compared and also debates some adaptations and comparisons of both to the academic context,



specifically the continuous improvement methodology, the need for a system to collect feedback and the increase more diverse teaching strategies. Also, EduScrum presents accordingly to Valentin et al. (Valentin, Carvalho and Barreto, 2015), several opportunities relevant to the academic world that cannot be neglected, such as the opportunity for though well-structured events, roles and artefacts.

#### **D. Engagement of the teacher in the learning and teaching activity process as a motivational factor for the team cohesion** (Cubric, 2013)

The experiential learning associated with good teaching and learning processes are roundly associated with the teachers' involvement and commitment. Regular tutor's feedback and frequent communication amongst group members were considered as very significant factors that helped in achieving group cohesion (Cubric, 2013). Regular feedback from the teacher was considered by students as the most important factor for group cohesion, according to the survey results. Regular teacher engagement with students is important to enhance their motivation and the cohesion of learning groups. Students emphasised the importance of the close collaboration with the teacher to clarify the project requirements and regular meetings with the teacher to obtain feedback and help in understanding expectations and solve the problems arising. Findings from the evaluation of the use of Scrum also showed that it enabled the creation of "significant learning", which prepares students for life-long learning and increases their employability (Cubric, 2013).

### **5. Discussion and Conclusions**

After looking at studies included in the systematic review, it is possible to draw some conclusions in regard to the use of Scrum in Higher Education.

In general, the results show that research on the application of Scrum in Higher Education is scarce and mostly exploratory. Based in the five papers considered in the systematic review, four main dimensions were identified, namely, the impact of EduScrum in the development of students' skills, EduScrum as an empowerment tool for students, the need to adapt and integrate Scrum on Academic Environment and the engagement of the teacher in the learning and teaching activity process as a motivational factor for the team cohesion.

Based on this, one of the first, but not surprising, conclusions is the important role of the Scrum methodology to enhance the development of teamwork skills and collaboration, both by students and by teachers. In project-based approaches, teamwork is highly valued and enhanced. Scrum contributes to the development of teamwork, leadership and lifelong learning skills, as addressed in the studies analysed (Cubric, 2013; Valentin, Carvalho and Barreto, 2015; Van Hout and Gootjes, 2015; Dinis-Carvalho, Fernandes and Filho, 2017). This confirms the perspectives discussed in a recent study developed by Cabedo, Royo, Moliner & Guraya (Cabedo *et al.*, 2018), calling attention to the social role and responsibility of universities, which need to be more than centers for preparing qualified professionals and generating knowledge. Universities should become places where individuals can acquire the competences for the transformation of society and promote the empowerment of citizens to live sustainably at different levels. In this study, PBL was considered an effective strategy to attain this goal. Results showed that students became more aware of social circumstances and that when they felt their work could impact other people positively, their engagement was deeper (Cabedo *et al.*, 2018).

Taking in consideration that Scrum has been used in student centered teaching and learning processes in Higher Education, with special emphasis on PBL approaches, it could be useful to develop a specific framework for Scrum adapted to the PBL contexts of Higher Education. As aimed by Dinis-Carvalho, Fernandes and Filho (Dinis-Carvalho, Fernandes and Filho, 2017), who compared and combined Lean Teaching and Learning (LTL) features with EduScrum and viceversa, proposing a set of guidelines based on the best practices of each approach, it is important to develop a Scrum model suitable for PBL approaches.



Although the studies provide evidence of the effectiveness of Scrum to develop student skills, mostly the generic competences known as the 21<sup>st</sup> century skills, issues regarding effective teamwork skills require further developments and research, especially matters related to improving communication, group formation and leadership, as found in the results of Cubric's (Cubric, 2013) study. The development of an evaluation framework for Scrum, including the design of rubrics and tools, for the assessment of student skills, is a fundamental issue. Future work should focus on addressing this need, as a way to facilitate the continuous improvement process.

To conclude, this paper sought to bring knowledge on the existing literature in scientific data bases about research developed on the topic of Scrum in Higher Education. In particular, the analysis aimed to identify publications which showed the use of Scrum as a teaching tool used in student centred learning approaches in Higher Education. Results reveal only five papers published on this topic in the WoS and Scopus databases, mostly studies of exploratory nature. However, given the increasing importance and popularity of Scrum as a valuable tool for project management of student teams, it is possible that Scrum could be applied in other teaching and learning contexts, but educational research is not being developed and published. Future contributions for research in this field is crucial to support and improve teaching and learning processes in Higher Education, mostly those based in project-based learning and student-centred approaches.

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## Photography as a Cognitive Tool Used in the Process of Building Narrative Identity

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### Abstract

This article focuses on analysis of relations between: learning (narrative, biographical), narrative and photography. This discussion is set within the context of the long life learning and autoethnography. Using insights from narrative theory I am telling an autobiographical story about my experience. Moreover, I am highlighting aspect of a reflection over the past experience that is treated as a key element of ongoing story about me. Concentrating on narrative aspects in life story is a key element of building narrative identity.

**Keywords:** narrative, photography, experience, biographical learning, narrative learning, narrative identity, autoethnography

### Introduction

The concept of building narrative identity is introduced through analysis of correlation of: learning, narrative and photography itself. I start with explaining core theoretical background of my work, which is learning and its life wide context. I trace several core orienting principles that are embedded in my main topic and research problem. I then turn my attention to definition of a story and a narrative. How similar yet different they are at the same time. Based on that, I do a review of what constitutes a narrative. Throughout this review, I compare key elements of a narrative with my own experience of being a photographer, researcher and working on photo exhibition. Ethnographic approach allows me to combine experiences from different fields and to build up a research on it. This leads to questions and reflection over personal experience, its meaning and impact on life. It also triggers a question about role of photography in this process, how it is unveiling a personal narration, and plays a role in building narrative identity. I am trying to answer **research question** of what is the logic of building a narrative identity based on relations of photography and narrative learning. I then turn to consider more **detailed problems** like: what are the narrative possibilities of photography, what is the relationship between seeing and knowing, how the image affects the importance of biographical experience. In the conclusion I explain the findings and relation of these three elements. Recommendation section is devoted to usage of narrative learning and conditions of supporting narrative identity as an emancipatory potential to be looked at in future research.

### Concept of learning

The expansion of learning for the last 20 years has proved to be a key topic for academics and professionals in various fields like: psychology, pedagogy, education in general as well as politics and economy (Illeris, 2009, p. 1); nothing unusual as there are so many definitions and understandings of this term. We all have a common understanding of what learning is, yet we may have some issues defining it, and we are not the only ones. Illeris, who is Professor of Lifelong Learning at the Danish University of Education, was trying to focus on key and the most influential learning theories, so a consistent framework, covering the whole field of learning in a structured way, could emerge. Learning appears to be a very complex matter, and, according to Illeris, it is difficult to have generally accepted definition of learning, so in his book he had collected sixteen theories, learning frameworks that cover various aspects of learning. I will be basing my understanding of learning on three of them. It is Altheith's biographical learning within the new lifelong learning discourse, Bruner's concept of learning, and perceiving life as a narrative and Illeris' dimensions of learning.

As indicated, the term "learning" is very imprecise, so I would like it to consist of three elements and definitions. Starting with the most general, learning is *any process that in living organisms leads to permanent capacity change*



*and which is not solely due to biological maturation or ageing* (Illeris 2007, p. 3 as cited in Illeris, 2009, p. 7). The main focus here is on the change itself. That change can mean not only acquisition of knowledge and skills, but it also has emotional, social, societal dimension (Illeris, 2009, p.1). Definition being created for this paper's purpose has also a time dimension added, per Alheit. He admits that it is obvious we do learn throughout life constantly, and we cannot avoid it. Therefore his definition of learning (that he brought to life to examine conceptual aspects of lifelong learning) was to perceive it as "the (trans) formation of experience, knowledge and action structures in the context of people's life histories and lifeworld's (in other words in 'lifewide' context note above)" (Alheit, 2011, p. 7). Based on that, learning will be understood as a process that is leading to a change (that can be understood as transformation of experience, knowledge, action); has emotional, social, societal dimension and it is carried out throughout lifetime.

Learning is multilayer depending on the context. Context used in here is long life learning, or lifewide. There are two elements hidden in this context: one is experience, the other one is biography. Based on that we can separate two ways of learning

**Learning from experience** is direct, it can be compared to action learning (Dubas, 2017 p. 64), learning as we go, during the event. Dubas draws our attention to the fact that this form of learning is "learning during life, in organized or incidental situations related to the implementation of life tasks and activities undertaken or their abandonment" (Dubas, 2017, p. 64). Clark and Rossiter (2008) are also paying attention to the role of experiential learning "Learning in adulthood is integrally related to live experience" (p. 63). As the authors say, such way of thinking about experience is nothing new and it is actually one of the main assumptions of andragogy treating experience as a resource of learning for adults (Clark, Rossiter, 2008, p. 64).

When it comes to **learning from biography or biographical learning**, author of this theory Alheit (2009) says that "important learning can only be understood concretely in relation to the biography of the learner" (as cited in Illeris, 2009, p. 116). Biesta and Tedder (2007) say that biographical learning can be understood as "learning from one's life and learning about one's life" (as cited in Hallqvist, Hydén, 2013, p. 2). This form of learning is less direct, as it is learning from remembered experiences that took place in the distant past. We do learn by recalling past events and reflecting on them (Dubas, 2017, p. 65), as the experience is called, described already after the fact (Mazurek 2017, p. 112). So, experience itself is a key element of making biography, or autobiography. Clark and Rossiter (2008) will even say that experience in here is the object of the meaning making (p. 63). The biography contains not only the memory of life experiences seen as objective (life history), but it also contains subjective reflections on these experiences in a permanently reconstructed biography (life story) (Dubas, 2017, p. 66). This leads to the point where "[B]iography is viewed as a 'stock of knowledge' (Alheit & Dausien, 2002 as cited in Hallqvist, Hydén, 2013, p. 2) that people use when faced by challenges. However, biography could also be seen as the outcome of the learning process when the focus is on new knowledge that is produced". Main role of a biography/autobiography will be to organize aspects of experience, explain meaning of life, and regulate identity (Dubas, 2017, p.66). Biography is therefore not only a superficial set of event sequences and documented facts. It also consists of subjective meanings, experiences and stories related to the course of life (Schulze 1993 as cited in Alheit, 2015 p. 25). What's more, it is built by many stories, images which are significant for the subject not only "on the margins" or "in spite of" the factual, objective course of life, but they combine with each other to create a narrative structure (Alheit, 2015 p. 25).

Combining these two perspectives of objective and direct learning from experience with subjective learning from life, and reflecting on it, we can get **a narrative learning**, as it is multi-layered and can be defined as possibility to learn through telling a story about life.



### Fundamentals of Narrative orientation

“In the beginning was there a word or, more accurately, the *logos*. And in the beginning, *logos* meant story, reason, rationale, conception, discourse, and/or thought. Thus, all forms of human expression and communication- from epic to architecture, from biblical narrative to statutory- came within its purview” (Fisher, 1985, p.74) explaining the narrative paradigm states that “humans are...storytellers”, and as pointed by Clark and Rositer (2008), Fisher gave us- human beings- a label of *homo narrans* (p.61) which means that we do have ability to tell stories and narratives.

What is the distinction between a story and a narrative? They might be treated as synonyms in everyday conversation, but there's an important difference between the two. Halverson (2001) understands “story as an “event unit” and “narrative simply as a “system of stories.” That means that narratives are composed of multiple stories that relate to one another.” This approach is sustained by Baszczak (2011, p. 126), who says that movies, reports, rumors heard on the bus almost always have a form of narrative - they are stories about certain stories (Baszczak, 2011, p.126). Barthes goes one step further and says:

“(...) indeed narrative starts with the very history of mankind; there is not, there has never been anywhere, any people without narrative; all classes, all human groups, have their stories, and very often those stories are enjoyed by men of different and even opposite cultural background: narrative remains largely unconcerned with good or bad literature. Like life itself, it is there (...).” (Barthes, Duisit 1975, p. 237).

**Narrative** can be then understood as the ability to order events and actions (stories) (and thus making sense); this makes narrative a factor constituting a picture of what is being told. (Urbaniak-Zajac, 2017, p. 55) If the subject of the story is the narrator's own life, the story is called **autobiography** (Urbaniak-Zajac, 2017, p. 55). Narrative has got time structure, as it begins, lasts and ends like human life (Baszczak, p. 125). Similar comparison is made by Bruner who actually equates narrative and life. “The narrative imitates life, life imitates narrative. ““Life” in this sense is the same kind of human conception of imagination as “narrative””(Bruner,1990, p. 4). Narrative is closed, finite, and can be considered as a unity, thanks to which this form imposed on human life has a significant contribution to the construction of individual identity (Bruner, 1990, p. 4).

As narrative was taken over from language and literary studies (Urbaniak- zajac 2017, p. 48, 51), we can distinguish this form from story after suggestions Trzebinski is making. He built his understanding on narrative based on four elements: plot, character with specific intention to do something, a difficult situation and resolution (Trzebiński, p. 13). This origin and key elements are not imposing that narrative can only be a written item. On the contrary, narrative can have many formats, not necessarily only written ones, as literature origin would let us think. Barthes says that:

” [t]here are countless forms of narrative in the world. First of all, there is a prodigious variety of genres, each of which branches out into variety of media, as if all substances could be relied upon to accommodate man's stories. Among the vehicles of narrative are articulated language, whether oral or written, pictures, still moving, gestures, and an ordered mixture of all those substances; narrative is present in myth, legend, fables, tales, short stories, epics, history, tragedy, *drame* [suspense drama], comedy, pantomime, paintings (in Santa Ursula by Carpaccio, for instance), stained glass windows, movies, local news, conversation. Moreover, in this infinite variety of forms, it is present at all times, in all places, in all societies” (Barthes, Duisit, 1975, p. 237).

His statement is to look for narratives in many different fields. That variety can help with building identity, coherent story about ourselves using various tools.

### Method



The tool I have used was photography, and autonarrative, personal story about my experience in a form of autoethnography, or personal document. Photographs are reification of my personal experience as well as research material. There were twelve of them that created a final story. But the narrative goes beyond twelve pictures nailed to the gallery wall with golden nails, without any frame. I will share this story according to principle that says narrative is constituted by a hero who is in specific intentional situation and who has some difficulty to overcome. This difficulty actually sets the scene for the narrative. It is answering a question no one else raised before, showing a new possible interpretation to a story. Such approach is in line with main goal of my work which is analysis of the relations between learning, narrative, photography, as well as developing answer to the research question that is: what is the logic of building a narrative identity based on a relations of photography and learning.

Ellis, Bochner are explaining that ethnographic approach that was used in my work is allowing to work on personal experience and combining various roles, a researcher and a photographer in this case. Because the narrative is based upon experience, lifeworld, it will be referenced as autoethnography. Autoethnography is a hybrid combining three dimensions: research process (-graphy), studied culture (-etno) and self (-auto) (as cited in Kubinowski 2011, p. 195). Holman Jones recalled by Douglas and David Carless, when talking about autoethnography, uses stage metaphor: “autoethnography is setting a scene, telling a story, weaving intricate connections among life and art, experience and theory, evocation and explanation... and then letting go, hoping for readers who will bring the same careful attention to your words in the context of their own lives” (as cited in Douglas, Carless, 2013, p.85). Therefore please feel invited to participate in the story I am about to tell. A story where pictures are playing double role of starting narrative based on my experience as well as telling a story based on aesthetic layer, where art is mixed with everyday life and what appeared not to exist- has a big impact on life.

The pre-analysis, or pre-reflection on my experience started weeks before the exhibition opening night, and had a form of a written letter. It did not become part of the exhibition but it opened the door to many questions: how to extract narratives closed in photographs to daylight? What the story mean for me? How do I want to tell my story? How do I interpret what happened? Traces of these questions touching the subject of my identity along with research questions like: what is the logic of building a narrative identity based on a relations of photography and learning (and what are the narrative possibilities of photography, what is the relationship between seeing and knowing, how the image affects the importance of biographical experience) will be visible in my story.

## **Findings**

### **Black Water, Black Forest – Plot of the narrative**

Story I am about to tell has started in 2014 when I have enrolled by chance to a photography course after hearing a man on stage saying: “you are photographers now”. He was saying it to people waiting to enroll to photography course he was about to teach. I was there waiting to do graphic design course. I stayed. I enrolled to both, and started taking pictures. I am a main character of this story, and my intention was to learn how to take pictures, but in reality it was to learn how to tell stories and how to communicate through pictures. This intention was to be fulfilled by working towards individual photo exhibition. Exhibition itself was available at Miejsce Przy Miejsce on pl. Strzelecki 12 in Wrocław, 23.02-24.03. 2017. Its curator was Łukasz Rusznica and the name of exhibition was “Black Water, Black Forest”. These are key details of the story. Narrative is much broader than that and lasts until now. First level of my experience is the actual work of taking pictures, developing films, collecting copies, conversations about size, amount of pictures, exhibition title etc. The whole process started when I have enrolled on to photography course and started taking pictures for good. Throughout this period I went from “just” taking pictures as told by the teachers, to taking them deliberately, to arrange a story, to consciously work on something that can be turned into a photography exhibition. Throughout this period there was the same question being asked by curator: what is that you are doing? What is the story you are telling about? There is a story, but you need to know what that is. I couldn’t answer this question for months. My answer was always the same: “I do not know”, “it just happens”, “that is what and how I see”, “I cannot control it, and it is beyond me”. It was sufficient for some



time, until the story was fuller and richer, more consistent on the aesthetic surface- all black and white, where these two basic colors mingle with each other in an unexpected way. White grew black and black flooded more than one could have expected. Clearly there is something about that, maybe it is about borders, I couldn't tell. All I wanted was enlightenment, someone to give me wording, clever story I could repeat, as I believed someone can tell it better than I could. I got to the point when I finally thought that I knew what is the story about. I was proud and relieved that I found a theory that mirrors what I was seeing. Unfortunately, curator had quite the opposite opinion, didn't believe me, and though that it was a big problem that I still did not know what story I was saying through

my pictures. It was what Trzebinski calls difficult situation. It was a show stopper for future cooperation as I felt hurt, exposed, debunked and wanted to back away as I did not know what to do. I decided to find out what my story is all about, so I watched my pictures glued to the wall for days. They were just pictures. Just pictures taken by me. It led to the moment when words, emotions, fears, images, and desires met. And suddenly I SEE! Images, emotions, feelings, words met and began to verbalize. I saw my story, I could name it. Seeing and knowing met. Finally I knew what I was seeing. That was a moment when my pictures started to have a meaning. I saw a story of my three older brothers that I have never met. I saw a story about myself as a sister/the only child, story about my childhood dreams, provisional solution, and dreams. That was the moment that set the scene for narrative. Difficult situation of not knowing what my exhibition will be about, and not knowing whether it can happen has led to a more problematic situation.

### **Narrative identity - preface - reflection**

Both: exhibition and discovery of the impact of my personal experience lead to the question of how I am defining myself, who am I, a sister, the only child, how does it impact my life choices. That was something that evoked my reflection, led to interpretation of some aspects of my life that had already been captured on my pictures. The reflection did not happen overnight. It was a process in which the opening night and the people who came helped me a lot. That night I had to voice what my exhibition was about not only for me, but also in front of curator, who did not know what I will tell, in front of people really close to me and strangers. My story was about my brothers, who, despite the fact of no relation, were present in my life. They were present in my life because of the lack of their presence. That night, the experience helped me to start looking on various aspects of my life and family differently. Referring to how my pictures looked like, what was on them "stacks of furniture that will collapse under their own weight in a moment or provisional solutions and the resulting failures" (Rusznica, 2017), empty wall and cold radiator, abandoned fireplace. That all was a sign of world balancing on the verge of collapse, constantly negotiating own stability, even if this stability is more contractual and only imagined. This metaphorical place, or rather "non-place" (Augé, 2010) helped me to discover a difficult experience that was/is impacting my life and I didn't realized that. This place was well visible on my pictures. All of the unasked questions, doubts, fears, dreams were developed and saved on film. This discovery made me first to avoid any questions and to question what I knew and thought about myself so far. Nevertheless it started to change, I started raising doubts and trying to find answers. Eventually it made me realize expanse of unconscious knowledge, **tacit knowledge** how Dubas (2017, p.69) will call it, that I have been using without knowing it. Photography knew before I did. The knowledge was in my body, unreachable but available for my eyes only. That can be compared to the time of seeing without knowing. When seeing has gone with knowing, when my eyes crossed with my head that is when biography, learning from it, has started. To the pair of seeing and knowing, telling can be added as a bridge. "The word narrare (telling) itself was formed by transformations from the Sanskrit *nāra* into Latin *gnarus* - "knowledgeable", "knowing" This narrative understood in general has become a convenient formula for describing, for example, the processes of constructing identity (...) It turned out to be a maximally interdisciplinary concept "(Burzyńska, 2008, p. 27).

How this story makes to be called narrative? What role reflection is playing? Why reflection has such an important role? How it is tied up with experience, identity and photography. What role does it play in narrative identity?





How learning is learning in such condition? As previously said, learning from biography, from personal experience, is distinguished through **reflection** over experience. Clark and Rositer (2008) are highlighting that "[i]n constructivist learning theory, learners connect to their experience through reflection on that experience, and learning is located in reflection" (p.64). Dubas understands that similarly in a way. She says that autobiographical reflection, understood as ability to reflect upon own experience, not only refers to all three time dimensions (past, present, future), but also reveals itself during difficult life experiences and very often is full of large emotional load (Dubas, 2017, p.71). Working on exhibition, being obliged to explain what it is about during opening night, and during radio interviews was associated with necessity to extract forgotten experience, to realize it was there simply by sharing a story, by describing what caused my pictures to have such form.

### **Narrative identity - preface - identity**

Form had a name: Black Water Black Forest. As the curator of my work said in his text: (...) [B]lack water and forest can be seen as a metaphor of the subconscious - human interiors and a continuous game that we play with ourselves. Just like the structures photographed by the artist, shaken and makeshift, our interior is fragile and seemingly stable. Although we believe so much that we know who we are and that our decisions are conscious and our identity is constant" (Rusznica, 2017). That is corresponding to Giddens' understanding of identity. He says that the individual's identity is not simply something given as a result of its continuity, but something that must be routinely produced and maintained by a reflexively acting unit (Giddens, 2012, p. 79). What is more the reflexive project of the self is a process of building identity through reflective ordering of the narrative (Giddens, 2012, p. 309). What is identity according to him? He says that "it refers to how people understand themselves and what matters to them" (Giddens, 2008, p. 52) and self-identity is a constant process of self-development and defining our own personal identity in which we develop a unique sense of self and our relationship to the world around us" Giddens, 2008, p. 736).

We might want identity to be fixed, well defined, constant, but is that the case? I was thinking about myself as the only child, even despite the fact I had three brothers. Working on the exhibition undermined this certainty. I have started questioning that, I have started looking for new answers to the questions that were unspoken before. The reality has not changed. It was me seeing things differently, me telling a new story, a story that began to change who I am. As an author of my own narrative about my life I can - and I do - significantly affect the **interpretation** of events, and thanks to that it is possible to make changes in me (Jezierski, 2010, p. 93)

### **Narrative identity- going beyond to narrative reality (interpretation)**

There are inevitable comparisons and references to various literary motives. There are comparison to life as a book (Jezierski, 2010, p.93), biography as a journey of "the road", and the biography holder as a "wanderer" (Dubas, 2017, p. 67). It is all a matter of interpretation. How we want to see things. After Bruner one can say that "Life is not" as it is, but it is how it is interpreted and reinterpreted, it tells and once again tells" (Bruner, 1990, p. 4). Interpretation is playing first fiddle in this case, especially if we do take into account narrative identity and possibility to change one's life course by narrative itself. Dubas is explaining it all. According to her:

Getting to know ones biography through a biographical narrative, biographical reflection, new interpretations of biographical experiences is, in a sense, repeatedly traversed paths of life, mental returns to past events, carried out today, also with a view to a (more successful) future. It is a kind of meeting again with what happened in the past, but in a different way, because it has been modified by a new biographical experience. Learning from your own biography is a kind of mental one travel time that fosters deeper understanding and understanding, not just yourself" (Dubas, p.67-68).

Trzebiński will say that "identity in this approach is not a catalog of "features belonging to my person permanently", but a history of the variability of my fate" (Trzebinski, 2002, p. 37). Baszczak will show not only





the combination of biography and narrative, but also the fact that we are free from the final definition of "(...) ourselves, interpret in a way depending on the time, place and circumstances in which we live. So, in a way, we are free from the final definition, and most importantly - it allows us to shape ourselves. As the author of his own story about life, I can significantly influence the interpretation of events, my own experiences, and thus make changes in myself" (Baszczak 2011, p. 129). What is more in this context the identity of the individual becomes something not given, but a given one, constituting only by the self-understanding of the individual" (Baszczak 2011, p. 124).

### **Narrative identity**

Combining narrative and identity we get **narrative identity** that is "a psychosocial construction, a joint production through which a storytelling I works within a cultural, psycho-literary tradition that spells out the kinds of stories that can and should be told if a life is to be seen as good and meaningful" (McAdams, Cox, 2010, p. 196). **Narrative identity** is not only a process representing ability to construct coherent narrative about life. Thanks to it, an individual can understand himself/herself as a changing subject in changing situations (Jezierski, 2010, p. 94). In this self-understanding, the perspective of the story is helpful, because telling your life story is not just about reporting events, it is learning to distance yourself from your own life, discovering yourself in front of yourself, finding a deeper meaning and meaning of event (Baszczak 2011, p. 131). Very often it can be compared to the word constantly balancing on the verge of collapse, constantly negotiating its own stability, even if this stability is more contractual and only imagined (Rusznica, 2017).

Nowak-Dziemianowicz will add, "that the narrative extends the scope of understanding the concept of identity. It allows the transition from treating this category as a permanent constitution of the individual, its objective social position or structure, which determines the way in which the individual acts and reacts to the world to be recognized as a meaningful, conscious expression of the individual on his own subject. Then the identity is in the form of an autobiography" (Nowak-Dziemianowicz, 2007, p.22).

### **Conclusions**

What is the logic of building a narrative identity based on relations of photography and learning (narrative and biographical learning)? That was the main question I was raising. The logic starts with a story. Story about my experience, as I had a story to tell about working on an exhibition. That was a personal experience being a mixture of art, everyday life, various emotions, as well as using double role of photographer, researcher and using personal experience in scientific work dressed in a form of a story. Its form was shaped by my pictures.

Photographs that appeared at the beginning only as an additional tool, turned out to have much more crucial role. This tool actually set the scene for narrative; it forced reflection over the experience I had. It made me question my choices, made me realize how many unspoken questions about my biography there were. It helped to discover a difficult situation, to visualize it, and what was even more bizarre, to finally see it. It was a learning curve, and still is, to admit it was there, already on my pictures, visible but unseen, hidden in my body.

Transition from, non- narrative way of understanding (Trzebiński, 2002, p. 14), limited awareness of my specific activities, that Giddens would call practical consciousness (Giddens, 2003, p. 21) or tacit knowledge, to the discursive awareness that requires reflexive and aware way of being- long way of learning. Such way of learning, not only has emotional character linked with personal experience, but also social, societal dimension marked by letting other people be a part of my story. These other people were viewers of my exhibition but also my family whom I have never talked about, me being a sister - not a sister. The more conversations I had and the more times I was sharing my story, the more I was learning about myself, my story; my autonarrative was changing, was becoming richer. I got rid of a taboo and discovered a place I was. A place that is hidden in my black and white pictures, where one can be afraid to take a few steps forward to get out the dark, and one



will not take a step aside, so light can stop dazzling (Bartecka, 2016).

Narrative possibilities of photography, not only helped me to be more aware of personal experience I had and its impact on me but also triggered process of interpreting it, rewriting my story, telling it over and over again. Thanks to pictures “the story often fragmentary, hidden, and sometimes only sensed” (Janusz, Gdowska, De Barbaro, 2008, p. 8) can be unveiled. Can be told. Can be internalized and can integrate different elements of biography giving a sense of unity, in other words is building a narrative.

### **Recommendations for the future**

Focusing on narrative elements in life story, biography, in the experience of preparing exhibition, can reveal not only educational potential of various forms of narrative – including photo narrative - but also emancipatory character. Giddens is paying attention to the fact that the nascent reflexivity is emancipating (Beck, Giddens, Lash, 2009, p. 239). “Learning through stories connects with critical pedagogy and its emancipatory possibilities” (Clark, Rossiter, 2008, p.66). Supporting and promoting narrative learning is connected with the issue of creating appropriate conditions, a social environment in which these stories can be told and constructed with the participation of other people, so as to enable communication and imaginative distance evaluation. Therefore, supporting narrative learning cannot be only understood as supporting the narrative competences of individuals or providing them with opportunities to talk together. Having that in mind we might think on how to encourage narrative learning, how to support narrative identities, not only when it comes to our self-awareness, but also when it comes to other people - pupils, students, learners. Further research or study on conditions for developing narrative identity as element of emancipation could be executed.

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## A study on the self-directed learning readiness

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### Abstract

A characteristic feature of our times are the ever-increasing demands on people. They are increasingly involved in all areas of our lives. This trend manifests itself very clearly in relation to educational activities. Teacher is a profession of a high degree of complexity, and therefore preparation for it must be careful, multilateral and reasonably distributed over time.

**Keywords:** Teacher, the teaching profession, education, public change, teaching process, education process

### Introduction

Self-directed Thinking about the process of education and teaching we cannot underestimate the fact how significant the role of a teacher is. In order to understand this role in pedagogical work a teacher becomes interested in his own personality as learning about oneself facilitates, and even as some people claim, is an indispensable condition, to get to know other people (Skarżyska 1981, s.58). Working on oneself reveals more thoroughly the mechanism of human behaviour and transformation, it expedites effectively the teacher's influence on students. Students have the right to develop themselves whereas the teacher's calling is to support the development of a young person.

A teacher who fosters the development best is the one who continuously evolves and develops his personality; however when he interrupts his work on his development, he becomes a hindering factor and an obstacle in the development process of child's personality (Malinowska 200, s. 15).

People have to satisfy higher and higher requirements, which is a characteristic feature of our times. This phenomenon can be observed in all spheres of life and it manifests very clearly in the field of educational activity. The character of a teacher's profession is complex therefore preparation must be meticulous, comprehensive, and meaningful and spread over time. Teachers working in a kindergarten should have different attributes from primary school, lower secondary or upper secondary school teachers. Standard of education and continuous professional as well as general development are undoubtedly a fundamental condition of educational professionalism, which is perfectly determined by pedeutology being the body of knowledge about a teacher. For instance Mieczysław Kreutz in his book strongly criticises educationalists who reveal insufficient love for children and youth, which in his opinion, is the virtue of this profession. He writes: "An adult person is not able to acquire this love by means of his work or efforts". If a person does not love children, or they irritate him, it is impossible to find a solution: staying constantly with children will often deepen his aversion to them. You cannot make anybody love others and no efforts will change that" (Kreutz 2007, s. 75).

In the book „What does a pedagogical talent mean”? Z. Mysłakowski claims that „personality is like a piece of arts, the expression of humanism typical for humanity (Kreutz 2007, s. 103). S. Schuman in „Pedagogical Talent” (Mysłakowski 1962, s.61) draws attention to the teacher as an individual whose activity influences the outcomes of teaching and education. He stresses a close correlation between the teaching and education effects as well as the teacher's personality traits. Pedeutology highlights variability of the teacher's ideals, and at the same time changeability of requirements that are made with regard to the teacher.



Pedagogical research showed that a teaching job can be fulfilled in a different way as its outcomes are highly correlated with non-intellectual personality attributes.

In his book "Emotional intelligence" Daniel Goleman writes that success in people's life, including teachers, depends not only on intellect but greatly on self-awareness, that is on controlling one's own emotions, enthusiasm, persistence in pursuing objectives as well as the ability to empathize, social skills, that is "the factor of emotional intelligence". He thinks that emotional intelligence is the source of characteristic features, which make that we are more human and we display something what each human being should possess" (Szuman 1947, s. 49).

When we talk about the teacher's personality we indicate a model of a person who organises work and directs the behaviour of the pupil, shapes him and, at the same time, prepares him for life. The teacher is the person who is distinguished by the ability to co-exist and who shares everything his pupil experiences, that is co-existence with his parents, community, his all ups and downs, specific co-habitation with the society which entrusts the teacher with tasks in the educational calling. The modern teacher strives assiduously to set and meet objectives so that he constantly surpasses himself and through his presence he can keep up with this what the contemporaneity and undoubtedly future inherently bring.

Therefore developing himself and enriching personal-social and cultural „present" he prepares himself to fill in the anticipated „tomorrow". Thereby he is open to educate and prepare a young man, who is growing up with the teacher preparing himself for different times and different tasks. The pupil and his future invariably remain the major objective for a modern teacher. The way the teacher of our times prepares a pupil for adult life has an impact on the future society. The objectives, the teacher pursues, become the guidelines for the man of the future, the pupil formed by his teacher.

Modern teacher consistently revolves around three structures (Goleman 1997, s. 246):

- cognitive, manifested by pupil's perception and comprehension,
- motivational encompassing the system of values, needs and attitude of the teacher;
- praxeological.

Teachers' personal properties are made up by the following integrated factors which refer to:

- interests
- motivation,
- abilities and skills,
- intelligence,
- temperamental, characterological and self-adjusting mechanisms.

All these teacher's properties create mutual relations between teachers and pupils, teachers, parents and local community, teachers, headmasters and pedagogical superintendence. In the reformed school the teacher is prepared to:

- be an accessible and straightforward;
- respect students' dignity;
- be tolerant, diligent, and persistent;
- have good organisational skills;
- be cheerful, caring, polite and tactful.





He should be self-critical about his work, flexible in his actions, friendly, have a sense of humour and a positive attitude. At the same time he makes his best to be modest, wordily wise, have his own opinion, be involved in social matters, be selfless, have high moral values, be just and discreet (Ostrowska 2002, s. 93).

A teacher in a modern school is a person who:

- can creatively adapt himself to social and educational changes;
- is creative and full of ideas, patient and emotionally balanced;
- reveals empathy and definite values;

The teacher in the reformed school is characterised by intelligence, wisdom and necessary organizational skills. Furthermore he is highly educated, qualified, competent, has high mental performance and wide interests. He independently makes decisions to create and master pedagogical knowledge and skills and, above all, he has necessary educational features resulting from:

- current substantive knowledge;
- good methodological background;
- use of a wide range of teaching methods and means;
- knowledge of pedagogy and psychology;
- diligence
- knowledge of pupils' need and abilities;
- responsibility for pupils and accountability to them;
- demands laid down for himself and others;
- creativity,
- search for new methods and means (Petlak 2008, s. 152).

In modern world, the teacher faces many expectations: well planned work both of his own and his team, the ability to motivate pupils, individual approach in teaching and getting to know students, recognizing and highlighting their achievements, praising and awarding pupils, creating a sense of security.

Social expectations are extremely high and it is difficult to meet them, which a third party is not aware of (Parzęcki 2000, s. 77-92). The teacher keeping up with the changing reality, works on himself all the time, improves his teaching skills. He does his best to be communicative and conveys knowledge and values in a suggestive way, he knows how to make use of different sources of information and to encourage his students to use these sources creatively.

He always remembers that pupil's individuality is the outcome of education and teaching. He contributes to the pupil's personality making use of positive models (Kędzierska 2002, s. 72).

Therefore the teacher in the modern school must be a thoughtful practitioner. On the basis of the observations of teacher's work M. Czerepaniak-Walczak claims that „a teacher does not only think what and how he does, has done or will do but he also thinks about it when he does it” (Czerepaniak-Walczak 2004, s. 63). Therefore the teacher should have features of a good organiser, coordinator of the pupil's life, activities as well as of his own. Moreover he should be able draw conclusions from his work in order to develop his professional skills, which will lead him to achieve the desired goal. Teachers look for new methods which will help them become thoughtful practitioners ready or changes (Czerepaniak-Walczak 1998, s. 126).

In their search they make use a strategy which focusses on practice applying it with classic ways of scientific cognition. Employing different procedures teachers assess their own work and intervene in it. This gives them an opportunity to transform their own practice actually and consciously letting them reflect in and over their



activities. In their performance we can distinguish three points of view: the teacher's, other people's in questions and pupils' thus so called the triangulation approach occurs. The teacher's performance is divided into three stages (Czerepaniak-Walczak 1997, s. 58):

- general getting a good understanding in a situation, making a diagnosis and assessing the possibilities;
- making a general plan which is the first step, establishing a common attitude, preparing amendments to the original plan, which is the starting point for the next stage;
- introducing changes into the plan on the basis of evaluation, undertaking measures consistent with previous assumptions;

Cyclicity occurs in the performance, since cognition spirality takes place where the solution of a definite problem in a definite community is the main target. The procedure consists in a constant registration of facts in a given period, it can be conducted in any place where needed.

Since the very beginning a pupil has always been active in the process of knowledge conveying. Therefore the teacher, contrary to a researcher of social processes tries to achieve objectives of his own performance. It is possible when he accepts the knowledge, he conveys, and employs values, he passes to his pupils and confirms them by his behaviour and performance. Acceptance of a scientific vision of the world is the consequence of making scientific knowledge available. The teacher educates heading the group he teaches, educates pupils being their guide in the labyrinth of values. However he always remembers that his participation in students' guidance decreases as he wants only to be a signpost for them (Mendel 2004).

The importance of the teacher issue, so strongly stressed in pedeutological studies, results from the fact that new problems appear in the changing conditions of socio-political, economic and cultural life, the problems which are closely connected with teacher's work and which require a new perspective. In the changing educational reality the teacher and his role in teaching and educational work has become again the issue of interest. A new perspective on these problems was introduced in 1999 with the reform of the system of education. As a consequence of the reform a "new" teacher was given some tasks. First of all he should follow a principle of continuous development. It was stressed that the teacher should be an animator, performer, recipient of expectations of the whole school community.

The discussion about the role of the teacher was also intensified by the introduction of a lower secondary school, a new body in the system of education. This type of school established the necessity of understanding of different deduction challenges from the previous challenges common before the reform. Young people, who started to attend lower secondary schools, were entering a difficult period of looking for their own identity, when they needed support of the imminent surroundings: parents, siblings, teachers and peers. The authors of the reform stressed at that time teachers working at lower primary schools should be recruited from the best teachers. They should shape the direction of all issues occurring in this stage of education, which in consequence, meant that teachers should have definite competences and pursue adequately their professional role. Modern pedeutological discourses are never shaped only by correct educational policy or novel scientific concepts, but also by personal and group ideas of those who take part in creating educational reality – teachers, pupils, parents, educational administrators.

A man perceiving things, phenomena, processes, events and behaviour of other people, tends to record his observations in the form of a description (Hilgard 1997, s. 21). Describing the teacher's complex representation, including his competence, after the introduction of the 1999 reform we register knowledge about him possessed by another person who refers to cognitive patterns which enable him to categorise properly a person, object, phenomenon. Therefore in order to describe fully an observed phenomenon it is necessary to make a reference to knowledge about a person's affiliation to a given category and details of his personal traits, creating at the same



time a subjective image of the world cognition. Information that makes up the description comes from two sources: the news conveyed by other community members during primary socialization and experiences gained by an individual. The model of a teacher is shaped in the same way (Mascovicu 1998, s. 137).

M. Gilly notices that at the beginning– „ (...) a child listens to stories about a teacher, has fun playing a teacher and it is a constitutive core around which the first ideas about this unknown person will be formed” (Gill 1987, s. 56). The moment the child goes to school, he gains new experiences which make that the image of the teacher changes. These experiences undergo further reconstructions when the pupil completes different stages in the process of education.

Thus in the course of the individual's development, the picture of different people becomes more and more varied. K. Skarżyńska stresses that as individuals get older the number of descriptive categories referring to psychological properties of a man increases whereas the number of evaluating categories decreases. This phenomenon results from the fact that in the course of cognitive development an individual reveals the ability of interpersonal decentration that is the ability to take into consideration different points of view when assessing other people, evaluating their behaviour from different perspectives (Skarżyska 1981, s. 92).

I assume, that the image of the teacher is made up by whole body of pupil's knowledge and very often of their parents' about the teacher's professional performance, his personality, behaviour, functions and role. At first people tend to put others into different categories using labels gained explicite or matching individual attributes to the prototype or a model of the category. That type of the teacher's image is encoded in pupils' cognitive structures, will have an impact on behaviour and attitude of students towards their teachers. As T. Maruszewski stresses, „ (...) making use of categories being at our disposal, automatically we have a feeling that in general we have decoded a person we have met for the first time” (Maruszewski 1993, s.23). Thus the knowledge about a teacher plays a regulatory function of pupils' school behaviour (Wojcieszke 1986, s. 147).

According to M. E. Babyish the content presented in the information scheme about the teacher gives ground for hope about appropriateness of teachers' behaviours and at the same time it makes it possible to direct one's behaviour accordingly with regard to the gained representation of teacher's expectations. As a result of mutual interactions taking place at school, the teacher's attributes are reflected in pupils' minds. It is therefore relevant who teaches them.

In the pedeutological literature we can find many attempts to answer the question what person the teacher should be. Looking for the answer to this question, many references were made to theoretical considerations as well some attempt were made to find the answer on empirical basis. In the works of theoreticians we get a picture of the teacher working in a modern school, who is an expert in his subject, who primarily plays a teaching function, who reveals to a small extent, pedagogical inventiveness which is hindered by school administration. Such teachers are often characterized by conservativeness; they play the role of institutional authority: a controller and examiner (Kozakiewicz 1980, s. 569-586).

Therefore in the undertaken considerations, universal properties characteristic for many professions or specific attributes of the teacher's job are stressed. On one hand some authors limit themselves and only name the attributes (Flanders 1964). and on the other, others additionally make a division into positive and negative features, which in turn are classified according to various criteria (Kwiatkowska 2000, s. 21). It is impossible to determine explicitly teacher's attributes due to a dynamic nature of his personality. However, it should be remembered that teacher's features constitute a very important factor which shapes the relation between the teacher and school reality and the impact of these traits is very strong and undisputable, which has often been repeatedly stressed by the scholars.



Czesław Banach worked out a hierarchical system of teacher's personal attributes which are considered in five groups: personal, intellectual; didactic, educational properties and physical appearance (Banach 1995, s. 157). In turn, Stefan Szuman in the treatise „Talent pedagogiczny” (Pedagogical Talent) assumed that there are two elements which occur in a perfect teacher. The first one is what the teacher has got and what he has to offer. The first element refers to the wealth of his own personality. The second element consists in the way it is distributed and the ability to influence others. It can be said that they do not make a talent, beauty of the soul and rich personality, mature character and wide knowledge, yet similarly to persuasiveness, communication skills or sociability. Only when these two elements occur harmoniously can teacher's full personal predisposition be determined and will the subjective character of his performance bring pedagogical outcomes (Szuman 1962, s. 191).

Pupils' intellectual and social maturity makes that in the picture of the teacher that they make there are some factors which play an important role. The factors include the teacher's ability to convey knowledge in a clear and interesting way, his efficiency in managing pupils' work, laying down and exercising demands, giving the pupils feedback, fairness and personal involvement. Therefore the teacher should remember that he is perceived as a role model to follow and when he forgets about it, it may often diminish pupils' interest in learning and create inappropriate attitudes towards other people, groups or communities” (Korczyński 2002, s. 41).

Although it is difficult to separate the impact of teacher's personal attributes from the didactic and educational actions the teacher undertakes, for methodological purposes it was decided to divide personal traits into three groups: didactic, educational and personal attributes (Stevanovicz 1976, s.47).

Educational traits are considered to be the properties which are manifested in a narrowly understood education both with respect to the teacher as well the pupils. Didactic attributes include the teacher's characteristics connected with explanation and conveying new material, checking pupils' knowledge, evaluation process and support that the teacher gives to his pupils whereas the features of character and temperament will make up the teacher's personal attributes. This group comprises: consciousness, responsibility, punctuality, organisational skills, non-submission to moodiness, self-control and the teacher's physical appearance. The division presented above makes it possible to draw attention to these behaviours of the teacher which on one hand define and describe the teacher – pupil relation, and on the other they show the teacher – a person of a definite psychophysical structure and a certain temperament. Therefore talking about the teacher young people most often pay attention to educational sphere. There are opinions that they appreciate teachers' communicative competence which in the literature is understood as directed interaction shaping, sustaining and controlling the relation of the individual with the surroundings. Unfortunately when stressing communication competence pupils quite often talk about teachers' negative behaviour, which does not help to sustain communication. Pupils think that their communication with teachers is one-sided and is based on disqualification and humiliation of pupils (Liman 1997, s. 23).

Problems with or sometime even disruption of communication between the pupil and the teacher causes that pupils will identify learning only with school activity, which in this shape does not have any impact on pupils' life outside school. Another danger which is embedded in the communicative approach is pupils' belief that learning means giving the right (from the teacher's point of view) answer whereas any doubts and scepticism expressed during lessons are undesirable. Apart from negative opinions in the literature dealing with the teacher's competence there appear some positive aspects as well. Teachers often do not respect pupils' privacy and punishment is the most commonly used educational method (and presumably the most effective one) (Zaborowski 1997, s. 181).



Proper interpersonal relations between the teacher and pupils foster satisfying many psychophysical needs and they also facilitate more intense and long-term influence on personality and intellectual, moral and social development. Teachers are very often the source of these misunderstandings and their causes result from teachers' unfairness, nervousness, impulsiveness, over-attention to rules and too high demands. The literature stresses that the teacher's approach to the pupil has an impact on developing students' emotional attitude toward the teacher (Lewicka 1980, s. 112).

Therefore it is important to develop good relations between the teacher and the pupil. Permissiveness and professionalism of the teacher are necessary conditions to develop mutually positive relations. The essence of these relations is often not connected with quantitative approach but with freedom, sometimes with introduction of compulsion including the assumption what value freedom and compulsion may have. Will freedom be expressed by getting away from all social expectations and demands or free choice of the way leading to values? Will it be only freedom from something or freedom to something? Will freedom then be positive or negative? Will compulsion be an expression of rigorous subordination to external conditions and orders or will it become a pupil-interiorised compulsion-obligation? Contemporary criticism of school, both conservative and liberal one, leaves no doubt that societies will retreat from the set target - at least until the culture which negates all possible values comes into being (Dudzikowa 2013).

The basis for school's success and, first of all, the pupil's success is his belief in his own skills and capabilities, which in consequence leads to a positive image of his own person. In order to satisfy its role educational activity should be directed to development of pupils' confidence, self-acceptance, their ability to overcome obstacles and experience failures together as well as recognition of their strengths and weaknesses. Unfortunately teachers seldom praise pupils for their achievements believing that criticism stimulates students to better performance. However these beliefs turn out to be misconceptions. The obligation of school is to develop pupils' sense of self-esteem by recognizing their achievements and experiencing successes together. No state-of-the-art teaching methods and even the fanciest organisational forms of school lessons will help unless the pupil believes in his own capabilities (Gardner 2002, s. 27). He works most effectively in the atmosphere of acceptance, kindness, encouragement and support. He always expects friendliness, and encouragement from the teacher and the teacher is obliged to lay down high and wise demands and pursue consistently the attainment of targets. A child's conviction that the teacher can be trusted, that he cares and appreciates pupils' successes and will support their development is a significant element of proper relations between the teacher and the pupil. It is often very difficult for the teacher to satisfy these demands. Sometimes the pupil displays wider knowledge about some areas than the teacher, which may make the teacher fear about the loss of the prestige and lead to repressions of the pupil. The position among the students is not important but proper care of the pupil (Giza 200, s. 94).

Development of continuous and creative thoughtfulness seems to be necessary in the teaching practice. A thoughtful practitioner studies and examines his skills and professional knowledge, his objectives and outcomes, he makes an analysis of experiences and introduces amendments. From time to time he controls his customs eliminating routine and habits. He tries to get a feedback about his own performance and make a self-appraisal. A thoughtful practitioner is a person who can connect definite experiences with thoughtful observation and active experimenting, he uses his reflections to enrich his teaching practice. The reflection after his performance helps him to assess, analyse successes and failures and draw conclusions for future (Gołębniak 1998, s. 111).

Becoming a thoughtful practitioner in the field of pedagogical activity is a complex and sometimes longstanding process. The final stage in the practice is characterised by aversion to duplication, distrust of ready-made materials and increase in his self-confidence as the cognition source. The manner the teacher works, developed in the course of many years, is connected with the personality type, charisma – and reflection is the way to achieve.





Characterising „reflection is action” Schön argued that spontaneous but efficient and performance relevant for the requirements of the time results from knowledge which is comprised in itself (Gołębniak 1998). For Schön, performance of the practitioner is something which can be called a spontaneous form of intelligence. Due to its various character and “indefiniteness” of connections, performance can be connected with Feyerabend’s methodological anarchism and his principle “anything goes”. Feyerabend’s views can be linked with reflections and doubts which the teacher often has. For this scholar an experiment without a theory is as incomprehensible as a theory without an experiment. „Creation of an object and creation and full understanding of a proper idea of it are often the aspects of the same indivisible process and they cannot be separated not causing the end of the process. The process is not directed by a clearly defined programme, it cannot be directed. It is directed by an unspecified impulse, passion” (MEN 1999).

The role of the teacher’s attitude to the student is accurately defined by J. Kozłowski, who argues that: „The issue of the teacher’s attitude to the pupil is the issue of the mirror, teacher’s performance is reflected in pupils’ reactions, in their attitude towards the teacher” (Kozłowski 1959). Therefore teachers, having learned the fundamentals of the educational programme and having participated in the development of school educational curriculum, should be aware that the school reformed after 1999 should be the place where pupils acquire interpersonal competence. The literature assisting teachers’ pedagogical performance indicates that interpersonal relations between teachers and pupils are not good. If the relations with the teacher do not give young people the material to develop and extend interpersonal competences it can be assumed that in such school a young pupil will not carry out a developmental task connected with acquisition and development of interpersonal relations with the peers.

One of the functions the teacher plays at school is a didactic function. This function fosters the teacher’s impact on pupils in directly created and controlled didactic situations. A definite experience is the result of the participation in these situations and this experience is the basis for pupils’ development. The lack of students’ interest or the teacher’s inability to generate cognitive competence in pupils makes that information, pupils acquire, is selective and incomplete. When writing about teachers’ didactic skills perceived by the pupils it is necessary to ask the question about the reason for this situation. When the reform of the system of education was implemented, it was stressed that the reform should deal with possibility of a comprehensive development of the pupil (MEN 1999). This development was supposed to be fostered by many extracurricular activities during which teachers would be able to get to know their students (Stefanovic 1976). Therefore it is necessary to deliver the experiences which will help to achieve higher and higher stages of development. Consequently the questions arise: What is the role of the teacher in the process of a comprehensive development of the pupil? What attributes should a teacher working at school possess?

In the literature dealing with pedeutology many attempts have been made to create an ideal model of a teacher taking into account changing educational reality as the specific character of the teacher’s work lies in performing varied professional roles. Going into details of the literature it is difficult to talk about the model teacher. It bodes well for the future of school that a modern teacher is willing to interpret continuously the surrounding reality and to attribute meaning to it. Thanks to this approach the teacher can create a psychological atmosphere fostering pupils’ development – the atmosphere based on authenticity, acceptance and empathic understanding. When the teacher takes into consideration the aforementioned factors, it helps him to build a positive image of the teacher. It should be remembered that from the pedagogical point of view it is desirable to have the image which is positive, consistent and is accompanied by a positive effect since only then can the teacher have an impact on pupils’ motivation to participate in the lessons. In this situation a young person readily makes use of his resources (he shares with what he knows, can do) and by his active participation in lessons, he enriches and increases them. Lack of excessive, paralysing stress lets the pupil approach creatively





tasks laid down for him. It leads to positive dealing with requirements of the educational situation, notes the pupil gets, and teacher's attitude towards him (Brzezińska 2000).

Teachers are frequently convinced that to maintain the impression of professional competence and prestige of the institution they must be supported by school management (Brzezińska 2000, s. 136). It is well known that in general teachers try to maintain distance in relations with pupils as it gives them some advantage and facilitates discipline (Goffman 2000). In some schools there is an unwritten principle that the teacher does not enter the room when another teacher has a lesson. Apparently it is assumed that a new teacher can do something which vigilant pupils may be recognize as inconsistent with the impression sustained by their teacher (Goffman 2000, s. 43).

Furthermore the teacher working in a contemporary school must, first of all, be well-rounded in the spirit of interdisciplinary and innovation and the activities he undertakes should aim at creation of cognitive situations, structuralisation of pupils' knowledge, encouragement to examine, guidance, development of pupils' curiosity, building together the system of humanistic, ecological and social values. In turn, it results in reinforcement of the positive image of the school, the teacher, but not least, the image of the pupil as it strengthens the competence and self-esteem of the pupil.

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## The Effects of Tubitak 4006 Science Fair on Students: a Case Study

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**Abstract.** The aim of this study is to discover the effects of the TÜBİTAK 4006 science fair project on the students, which is carried out in a secondary school in Turkey. The research has been carried out with mixed method. The first stage of the research was carried out with Program Effects Case Studies. In this context, interviews were conducted with 24 students and two teachers who are selected by purposeful sampling method. In the second stage of the study, experimental design was used. At this stage, the pre-test and post-test scores of 57 students attending the science fair were compared with 60 students who did not participate in the science fair. The data obtained showed that the students who participated in the science fair increased their science course scores. In addition, the science fair has provided with students some academic and social benefits and contributed to their personality development.

**Keywords:** Academic Skills, Personality, Science Fair, Social Skills.

### Introduction

Scientific fairs where students present their projects and research in mathematics, science, and social sciences are traditional events organized in many countries for years. For example, in the United States science fairs have been held for adults since 1828 and for students since 1928 (Bellipanni and Lilly, 1999). In Canada, national science fairs have traditionally been organized every year since 1962 (Bowen and Bencze, 2009 ). However, science fairs have become widespread in Turkey recently.

When the history of science fairs before 2005 in Turkey is analyzed, it is seen that events were organized at local level with the support of some private schools or some NGOs and local governments. However, after 2005, various events have been held with the cooperation of Ministry of National Education (MEB) and the Scientific and Technological Research Council of Turkey (TUBITAK). In 2005-2006 academic year, the Mathematics and Science project competition named "This is My Work" started to be organized on national basis in cooperation with the MEB and TUBITAK and this competition project ended in 2014-2015 academic year. Ministry of National Education has described the objective of this competition in the 2014-2015 application guide of "This My Work" as "to strengthen the capacity of our country, to train and educate people, to train the scientists that our country needs, to provide opportunity to talented children, to increase and encourage the participation and promotion of scientific activities across the country, to discover children who have the potential to be future scientists and help them to develop their skills, and to give them the necessary support to be a researcher (MEB, 2014). However the participation to this competition has remained limited, because it has created a competitive environment and the students feel under pressure of making a new discovery or invention. For this reason, some national education or school managers have made it mandatory to participate in project for all science and mathematics teachers. This situation can be said to cause unqualified or imitation projects being sent to the competition (Tortop, 2013; Oguz Unver, Arabacioglu and Okulu, 2015).

Since 2012-2013 academic year, "4006 Science Fairs" project has started to be organized with the support of TUBITAK . TUBITAK is paying 5000 TL (about 1300\$) for the project expenses to the schools that apply to these fairs. Schools are required to organize a science fair consisting of at least 25 projects at the end of the year. It can be said that the participation rate is higher in these projects as they do not put an extra burden on the schools in financial difficulties and because they aim to make students to love science and learn scientific method without a competition. The objectives of the 4006 science fairs are listed by as follows (TUBITAK, n.d):

- Encouraging the embracement of science and scientific studies by new generations



- Applying science to everyday life
- Acquisition of research techniques, scientific reporting and scientific presentation skills by young people
- Offering the opportunity to make scientific projects to every child at different developmental and cognitive levels
- Creating new environments and opportunities for students to prepare and share scientific projects
- Removing the pressure of competition on students and highlighting the enjoyable parts of science
- Ensuring equal participation of the regional schools having different socio-economic levels in scientific projects
- Ensuring that the students learn the importance of applying science and scientific studies in finding solutions to real life questions and problems by experimenting/experiencing.

With science fairs, students get scientific experience, basic scientific concepts, to know to deal with complex work that they will encounter in the future, develop interest in science and engineering (Bellipanni and Lilly, 1999). These kind of science fairs allow students to increase their experience and confidence in problem solving and learn the nature of research (Bencze and Bowen, 2009). According to Czerniak (1996), many educators believe that science fairs have contributed to the development of students' behaviors, attitudes and abilities that are fundamental to future science and technology development. Bruce and Bruce (2000) state that students participating in science fairs have developed positive attitudes towards science, science learning and scientists. In addition, Abernathy and Vineyard (2001) conducted a study on students attending the science fairs and found that students had a great time in the project process and enjoyed learning something new. It is stated that science fairs have some negative reflections as well. A competitive approach can be a motivating factor for some science events (Chiappetta and Foots, 1984), however it might deviate the objectives of the science fairs because it causes stress on students (Yasar and Baker, 2003). According to Gunduz and Yazici (2012), students get upset when they lose a contest and the thought of joining in a competition causes stress on them. In this context, it can be said that the science fairs should better be organized in exhibition format to prevent the students from being stressed and having fear of failure.

It is expected science fairs to provide the opportunity for educational equity besides its contributions such as teaching the scientific method to the students, making them enjoy science, and improving their problem solving skills. Thus it is important to get the most out of science fairs and evaluate their effectiveness as they are made possible by spending great time, financial resources and labour. It is obvious that the science fairs which are given great importance abroad and which have a long history, are being organized in a large-scale competition format and the effects of these activities on the students would not be the same as the effects of the science fairs which are carried out in Turkey and not held in competition format. In this context, this study is significant in terms of shedding light for project executives and contributing to the literature.

The aim of this study is to determine the effects of the project carried out within the scope of TUBITAK 4006 science fairs in the school of Kocaeli province Karamursel in 2015-2016 Academic Year. In this context, the research question is defined as "What are the effects of the 4006 science fair on the students?"

## **Method**

This study was conducted by mixed method. According to Creswell (2013), the mixed method involves combining qualitative and quantitative data in a study and can be used to verify data from one database with another database. In this context, quantitative data has been utilized for the verification of qualitative data in the research. Information on the qualitative and quantitative aspects of the study are presented below.

## **Qualitative dimension**



The first stage of the research was carried out with a qualitative research design known as Program Effects Case Studies. Creswell (2015) describes the case study as a qualitative approach in which the researcher collects in-depth information, gives a description of the situation, or explain a case of the situation in a given situation or time through multiple sources of information. According to Davey (1991), in program effects case studies, the aim is to determine the efficiency of a program or to draw conclusions about the causes of success or failure. Program effects case studies design is preferred in this study as it is aimed to analyze the effects of the science fair on the students in a school.

#### Study Area

The school where the study is conducted is a small town school with 200 students. Approximately 50 of these students commute to school as there are no schools in the village where they live. The school district is located on the coast and the main means of living are fishing and tourism and economically the majority of the students are the children of the mid-class families. The school is close to the city centre and there is no teacher scarcity and at least one teacher is available for each main course. Although the school is located in a small town, it has high academic success rates in the region. However, the school is not very active in terms of social and cultural activities. For example, although the 4006 TUBITAK science fairs have been carried out since 2012-2013 academic year, the school in which the study was conducted has participated in such an event for the first time.

#### Study Group

A total of 70 students took part in the science fairs. The study group consisted of 24 students (girls and boys) with low, medium and high academic achievements at 5th, 6th, 7th and 8th grade levels and 2 teachers in the project executive committee. Criterion sampling technique, which is one of the purposive sampling methods has been used to create the study group. In this technique, the criteria considered to be necessary for selection are determined and the selected study group is thought to have the required knowledge and experience for the research (Tavsancil and Aslan, 2001). The criteria are either established by the researcher or a previously prepared criteria list may be used (Yildirim and Simsek, 2013).

Some studies show that the gender variable is influential on the perspectives of individuals on science and scientific activities (Czerniak, 1996; Adamson, Foster, Roark and Reed, 1998; Miller, Slawinski-Blessing, and Schwartz, 2006;). Thus, the first criterion is ensuring both genders are represented in the study group. In addition, some studies related to science fairs show that success rate of a student affects the attitudes and perceptions towards knowledge (Czerniak, 1996; Huddleston, 2014). As a second criterion, it was decided to include students with different achievement levels (low, middle and high) into the study group. The grade ranges used in the regulation of education institutions were used in determining the level of achievement. According to this, students with a grade average of 45-70 are considered as low, 70-85 are medium and 85 or higher are highly successful. Another factor that influences students' attitudes towards science is age variable (Osborne, Simon and Collins, 2003; Jaworski, 2013). In this context, the students' current grade variable related to their ages has been identified as the third criterion in the formation of the study group. The characteristics of the study group, which is formed according to the determined criteria, are presented in Table 1. The real names of the participants in the survey are not used and are encoded with different names.

**Table 1. Demographics of the students included in the study group**

Item No.	Code Name	Grade	Gender	Achievement Level
1	Sevval	5	Female	Low
2	Kerem	5	Male	Low
3	Yagmur	5	Female	Middle



4	Eren	5	Male	Middle
5	Sema	5	Female	High
6	Murat	5	Male	High
7	Merve	6	Female	Low
8	Enes	6	Male	Low
9	Ceren	6	Female	Middle
10	Mehmet	6	Male	Middle
11	Inci	6	Female	High
12	Halit	6	Male	High
13	Cansu	7	Female	Low
14	Kaan	7	Male	Low
15	Tugce	7	Female	Middle
16	Mert	7	Male	Middle
17	Ilayda	7	Female	High
18	Baris	7	Male	High
19	Sena	8	Female	Low
20	Emirhan	8	Male	Low
21	Eslem	8	Female	Middle
22	Fuat	8	Male	Middle
23	Aysenur	8	Female	High
24	Ayhan	8	Male	High

The science fair was conducted by 3 teachers and 2 teachers were included in the study group. The third teacher who took part in the project was the researcher himself and was not included in the study group so as not to affect the credibility (internal validity) of the study. Information on the teachers participating in the research is presented below.

Zafer, Teacher: He works as a technology design teacher in the school. Zafer, who was in the 8th year of his profession, has been working in this school for the last 2 years. He holds a master's degree in his field and continues his Ph.D. He has personally developed projects before, but he has not conducted any science fairs or similar activities. He is a qualified teacher in computer and mechanical subjects.

Mine, Teacher: She is the science teacher of the school. She is in the 3rd year of her profession and this school is her first institution. She has no past science fair or project experience.

#### The Role of the Researcher

The researcher is another science teacher in the school and has an active role in the project process. Having fourteen years of experience in his profession, the researcher has been serving in this school for the last 2 years. He has previously worked at various science fairs and science festivals and has participated in 4006 Science Fairs project for the last three years. The researcher's point of view on science fairs is that science fairs that are not carried out in competition format will have positive effects on the students.

#### Data Collection

The semi-structured interview technique was used for the collection of data. In this technique, the interview protocol, which includes the questions projected to be asked, is prepared in advance. Depending on the flow of the interview, the researcher may add new questions to make participants provide more details (Turnuklu, 2000). Experiences, attitudes, thoughts, intentions, interpretations and mental perceptions, which are difficult to observe and measure, are tried to be understood through interviews (Yildirim and Simsek, 2013). Thus, semi-structured interview forms were prepared and in order to understand the unobservable effects of the science fairs on the students, the participants were asked the following questions during the interviews that took 40-60 minutes:





For teachers:

1. What are the effects of science fair carried out at your school on students?

For students:

1. How did you feel during the science fair activity at your school?
2. What are the effects of the science fair activity at your school on you?

#### Data Analysis

Content analysis technique was used in the analysis of research data. According to this approach, similar data are grouped together around certain concepts and themes and they are edited and interpreted in such a way that the reader can understand. Content analysis technique consists of; a) data coding, b) finding themes, c) editing the codes and themes d) identification and interpretation of findings (Yildirim and Simsek, 2013). The data obtained were analysed and coded, so that categories and themes are created. The codes which are created after the analysis of the interview records resulted in three main themes and seven categories; Academic Achievements (Facilitation of Learning and Science Orientation), Social Gains (Self-Expression, Social Needs and Respect for Differences) and Personality Development (Character Development and Self-Esteem Need). The categories and codes created later are interpreted by associating them with the literature. An example of the data coding is presented in Table 2.

**Table 2. Sample coding for data analysis**

STATEMENT	CODES	CATEGORY	THEME
Doing a project is both <b>fun</b> and <b>it makes me understand the lessons better.</b>	Fun, Understanding	Facilitation of Learning	Academic Achievements
During this project I saw that I can learn any subject as long as <b>I study on a planned and regular basis</b>	Studying regularly, Being planned		
I love science lessons, but I never thought of being a scientist. But now <b>I want to be a good scientist in the future.</b>	Career plan	Science Orientation	
This project has further increased my <b>interest in science</b> .	Interest in science		

#### Reliability and Validity

Since the paradigms and methods on which qualitative research is based differ from quantitative research, different concepts are recommended to be used instead of the concepts of validity and reliability. According to Yildirim and Simsek (2013), credibility instead of internal validity, transferability instead of external validity, consistency instead of internal reliability and confirmability instead of external reliability are preferred in qualitative studies.

Credibility means that the research process and the results are clear, consistent and verifiable. Methods such as in-depth information collection, variation, participant confirmation, long-term interaction and expert examination are used to ensure credibility (Yildirim and Simsek, 2013). In addition to these methods, Creswell (2013) states that the role of the researcher must be clearly described. In this context, in order to ensure the credibility of the research, teachers and students with different characteristics were interviewed and variation and in-depth data collection methods were used for data collection. In addition, after the data were collected and organized, participant confirmations were obtained from the results of the class-level meetings.



Transferability according to Yildirim and Simsek (2013) implies that the results achieved are applicable to similar environments, and to achieve this detailed descriptive and purposeful sampling methods are suggested. In order to ensure the transferability of the study, the collected data are frequently cited directly from the participants' statements without any interpretation. In addition, the data sources were selected by the criterion sampling method of the objective sampling methods in a way to reflect different thoughts and the reasons behind the selected criteria were stated.

Consistency is significant for creating data collection tools, data collection and analysis (Yildirim and Simsek, 2013). Therefore the data set was coded twice by the researcher at different times to ensure the consistency of the research and the correspondence between these codes was checked.

The position of the researcher, study group, study area, data collection and analysis process are described in detail in order to ensure the validity of the research. In addition, the raw data and encodings obtained are kept by the researcher so that they can be examined any time needed.

### Quantitative Dimension

The second stage of the research was carried out by a quantitative research method which is experimental design with pre-test-post-test control group. According to Basturk (2009), the experimental and control groups are formed unbiased and when working with experiment group, nothing is applied to control group. At this stage of the research, the effect science fair activity on the achievement of the science lessons in the long run has been examined. In this context, the students participating in the science fair were considered as experimental group and a control group was formed from the students who did not participate in this fair.

### Study Group

The study group of the research is composed of 117 students who are enrolled in the school in 2015-2016 and 2016-2017 academic years. The experimental group (EG) consists of 57 students attending the science fair and there are 70 students in total who attended the fair and were enrolled in the same school. As the information of the 13 students who graduated from the school in 2015-2016 academic year could not be reached, they were not included in the experimental group. The control group (CG) consists of 60 students with similar achievement levels and demographic characteristics to the students participating in the science fair. Demographic information about the groups and science lessons success rates are presented in Table 3.

**Table 3. Information of the study group**

		Experimental group			Control group		
		N	%	$\bar{X}^*$	N	%	$\bar{X}^*$
Gender	Female	31	54,39	78,53	30	50	77,10
	Male	26	45,61	74,76	30	50	75,15
	Total	57	100	76,81	60	100	76,12
Grade	6	23	40,36	80,03	20	33,33	77,56
	7	17	29,82	70,33	20	33,33	76,46
	8	17	29,82	78,93	20	33,33	74,36
	Total	57	100	76,81	60	100	76,12
Achievment Level	Low	19	33,33	58,66	21	35	60,45
	Middle	15	26,32	77,56	19	31,67	78,31
	High	23	40,35	91,30	20	33,33	90,51
	Total	57	100	76,81	60	100	76,12

\*Science lessons' grade means of the participants before the practice



#### Data Collection and Analysis

With the aim of evaluating long-run contribution of the science fairs held in the school to the achievement of the students' science lessons, achievement scores at the end of the year were analysed. Within this context, the pre-test scores of the experimental and control groups were the scores of the science lessons at the end of 2015-2016 academic year and the post-test scores were the scores of the science lessons at the end of 2016-2017 academic year. Throughout the year students are assessed with six exams and six performance grades in the science lessons. Final scores are determined by calculating the average of these scores. Final scores that make up the pre-test and post-test scores were obtained from the official records of the school where the practice was conducted. According to Can (2013) there should be no significant difference between the pre-test scores of the groups in experimental designs with pre-test, post-test, and control group. Therefore pre-test scores were examined in order to determine whether the groups were equivalent and the results are presented in Table 4.

**Table 4. Independent sample t-Test results of the success scores of groups before the practice**

Groups	N	$\bar{X}$	SD	df	t	p
Experimental Group	57	76,81	14,85	115	,256	,798*
Control Group	60	76,12	13,99			

\*p > .05

When Table 4 is examined, it is seen that there is no statistically significant difference between the average scores of the science lessons before the practice, which are considered as pre-test scores ( $t(115) = .256, p > .05$ ). Thus, it can be said that control and experimental groups are equivalent groups in terms of pre-test scores.

Can (2013) states that the difference between pre-test and post-test scores in this design can be analysed with an independent sample t-test. Therefore, the independent sample t-test was used to identify whether the difference between the pre-test and post-test scores of the experimental group and the control group was statistically significant. The collected data were analysed using SPSS 18.0 package program.

#### Findings on Qualitative Data

The effects of the science fair on students are presented below by evaluating the views of the students and teachers in charge of the project. In this process, the overall state of the students before the fair was assessed in first place. Then, the effects of the science fair on the students was examined under 3 themes. These themes respectively Academic Achievements, Social Gains, and Personality Development.

##### The Overall State of The Students Before The Fair

At the beginning of the fair, it is observed that the students experience fear and anxiety, especially fail to succeed, not being appreciated, not being able to finish the projects in time. This situation is explained by the failure to find or change the project subject, the problems with the supply of materials, and the fact that they were involved in such an event for the first time. Apart from this, it is observed that when students think about a science fair, the first thing comes to their mind is to make a new invention or discovery, which they think they will not succeed. Some student and teacher views on the issue are presented below.

Zafer: When we introduced the science fair, the first reaction of the students was "We cannot invent!" They later became more interested after explaining that they actually do not have to invent anything, rather they can design various experiments, and they can present their research results...



Sevval: When I was working on the project, I had changed many project subject and I had to deal with it. I was both excited and anxious while doing this project...

Sema: First of all I am very scared and excited that people do not like the project. Because we had difficulty in finding the project material. We finally completed our project ...

Inci: My feelings had fluctuated during the project. At first, I was very excited and very glad that my science project will be presented in science fair. And then I also feared. I actually feared if I could not finish the project and get good results...

Fuat: At first I was very excited. Because, as far as I understood from what our teacher told, this was not like the project assignments we had done before, so I was very excited ...

When the above expressions are evaluated, it can be said that the self-esteem of the students is low at the beginning of the project. According to Tekin (1997) self-esteem expresses evaluating the positive and negative aspects of the self and developing an attitude towards themselves. While experiences such as appreciation, attachment, and success increase self-esteem, the opposite experiences like not being appreciated, failure, and rejection decrease the self-esteem of the individual. In this context, it can be said that students have developed a negative attitude of themselves towards science projects.

#### Science Fairs Provide Various Academic Benefits to Students

As a result of the evaluation of interviews with students and teachers, academic benefits of the science fair project to students are gathered into two categories; facilitation of learning and science orientation.

Science fairs facilitate the learning process of students: When the views of the students and teachers are evaluated, it is observed that science fairs make the learning process of the students easier and more fun; provide the opportunity for learning how to learn, studying regularly and planned, and fun learning. Also they motivate students by making them enjoy the feeling of success. Some views on the issue are presented below.

Mine: I think students had a lot of fun in this process. The project subjects that seemed absurd or nonsense in the beginning have been developed and transformed into logical and creative subjects. So, in fact children learned to ask the right questions while they were doing research, which I think is very important.

Ceren: ... At this science fair I learned how to find answers to my questions. I learned how to do research...

Sena: ... While we were doing the project, we prepared a study plan together with our teacher and we tried to follow this plan. It taught us how important it is to be planned and how it facilitates our work...

Tugce: ... science fair has also taught me to be punctual, planned and organized...

Cansu: ... I will definitely attend if such an event will be organized next year. Because this event has shown me that there is nothing that people cannot do when they want it.

Emirhan: I had a lot of fun during the science fair. We had a lot of fun both doing the project, and during the exhibition. Actually, I did not know what to tell at the beginning of the exhibition. But when people asked me questions I answered all of them. (Laughing) Then I was surprised by myself and wondered when I learned all these things.



Kerem: Actually I was not good at all in science lessons. I mean I do not really understand this lesson. But I realized that the course is not that difficult to understand when I do the project. I thought if I managed to do the project I could also understand the science lessons ...

Science fairs are effective tools and a valuable learning experience to teach students how to research (Jaworski, 2013) and to guide students interested in science (Czerniak, 1996). Therefore the science fair carried out can be described as an activity that shows students learning how to learn in a fun way. In this process, it can be said that prejudices about the difficulty of science are eradicated, students have realized that if they study planned and regularly, even the hardest subjects can be learned.

Science fairs help students to get interested in science: During the interviews, it has been reported that the science fairs lead students to science and scientific research, encourage them to do new researches, increase their interest in science lessons and make them learn scientific methods. Some student and teacher views on this category are presented below:

Aysenur: ... This project has further increased my interest in science. I can say it has become a light for me. Engaging in science and doing something for the benefit of people is a great feeling. I love science lessons, but I never thought of being a scientist. Now I have changed my mind. I want to be a good scientist in the future. Because it is a great pleasure to discover or invent something.

Eslem: ... I learned how to do research, experiment and project during this process. When I was dealing with a lot of projects, I saw that each of them had a different method...

Eren: ... It was a different project. Science fair brought a new perspective and made science lessons appealing. I used to like science lessons but now I like them even more...

Baris: ...It was very fun and enjoyable. I think it is very nice to do experiments in this way. I am planning to try a lot of things with plants at home...

Fuat: ... I learned a lot from both my project and my friends' projects. Some very good ideas pop up in my mind when I saw other projects. I am planning to use these ideas in new projects...

Mine: ... Children learned a lot in this process such as asking questions, doing research, designing projects and experiments, stages of these activities. They also learned a lot about scientific processes and terms like what is a control group, what is an experimental group, how to define a problem etc....

According to Abernathy and Vineyard (2001), science fairs provide students with a number of benefits, such as learning scientific processes, learning new things, and developing interest in science. Huddleston (2014) states that students participating in science fairs get inspired to participate in further science projects or make a career in science after living this experience. Therefore, it can be said that the science fairs can eliminate students' negative attitudes towards science and science lessons, and they can even direct some of the students' future careers.

#### Science Fairs Provide Students with Various Social Skills and Gains

As a result of the evaluation of the interviews, the social gains provided to the students by the science fairs were grouped into three categories as Self-Expression, Social Needs and Respect for Diversity.

Science fairs enhance students' self-expression skills: Students stated that the science fair presentations they made during the exhibition have improved their ability to express themselves and present something. They also said that



giving presentations in the fair helped them to overcome their excitement. Some of the student views on the issue are presented below.

Yagmur: ... Conducting the experiments is one thing and presenting it another. Explaining something to somebody you do not know or you have never seen before is a difficult task. This practice benefitted me a lot in defeating my shyness.

Halit: ....When the guests arrived on the day of exhibition, I got really anxious. I did not know what to say and how to say. But after I spoke to a few people, I relaxed and spoke to other people easier.

Barış: People really liked the project presentation. This made me very happy, they told me they would try my solution on their plants at home. I learned to express myself in public, and learned to control my excitement while I was sharing my project with people...

Science fairs help students meet their social needs: Participants stated that the science fair help to meet social needs such as improving friendship relations, helping each other, sharing and cooperation, attachment etc. Some of the students and teacher views on the issue are as follows.

Eslem: Although I did the project alone, my friends working on other projects also helped me, people in different projects helped each other. This has improved our friendships. I saw that helping each other makes people happy.

Mert: While preparing my poster, some friends from the 8th class helped me although I did not know them at all. So I experienced how important it was to help each other. It makes people feel good, and relieves people in difficult times. When I was done, I also tried to help other friends. They also became content and appreciated my help.

Murat: I saw that I could handle things easier together with my friends. I did not like to do homework with others before. Because when we had a do an assignment together, someone did not used to help at all. But this time we all worked together and shared the work.

Zafer: Particularly the students who work in groups have learned to cooperate and respect to each other. For example, let say they decide to make a project on which everybody has a different opinion. They negotiate and finally find a solution that works for everybody. They share the work and help each other to finish the project...

According to Maslow (1943), the motivation of the individual is based on the needs of the individual and the individual takes action to meet these needs. Individuals who meet the physiological and safety needs tend to meet their social needs like love, acceptance, belonging, friendship. Thus, it can be said that science fairs help students to establish good relations with each other and to develop values such as helping each other and sharing, therefore contributing to satisfaction in this sense.

Science fairs support students becoming individuals who respect diversity: During the interviews held, students stated that attending science fair give them the opportunity to respect each other more, value others' opinions, solve conflicts and gain new perspectives. Some student opinions on the respect for differences category are as follows.

Sena: We finished our project a few days before the exhibition and we put a lot of effort to protect it. You care about something you work on and you want to protect it. That's why we should respect what other people do, and we should not damage them.





Ilayda: I saw different perspectives. This is a good thing. Let's say there is a problem that you cannot find a solution, your friend says something on it. And all of a sudden an idea pop into your head, and yes, you find the solution.

Eren: We had some disagreements with my groupmate at the beginning, but the fact that they made the project better showed that people's ideas are valuable. Also, it was very nice to find a common solution, even if we had differences of opinion.

Zafer: Some of the students in the project process, especially those who work in groups, have had various conflicts. They finally solved these conflicts in order to optimize their projects. In other words, they learned to respect each other's ideas and to make the most out of them.

The social sciences curriculum aims to equip students with democratic values such as respect for differences, tolerance, cooperation, helping each other, and social responsibility as well as critical thinking, problem solving, and creativity (Malkoc and Kaya, 2015). Respecting for ideas and tolerance can make people embrace democracy and facilitate tasks (Ozdayi, 1998). Therefore, it can be said that the science fair allows students to adopt behaviors such as democratic attitude, tolerance, acceptance of differences, making use of differences and respect for differences and diversity.

#### Science Fairs Contribute to the Personality Development of Students

As a result of the evaluation of the interviews, contributions of the science fair to the personality development of the students were grouped into two categories as Personality Development and Self-Esteem. Findings related to these two categories are presented below.

Science fairs contribute positively to the personality formation of the students: It was stated in the interviews that the science fair helped the students gain personality traits such as patience, confidence, determination, perseverance and responsibility. Some views of the students and teachers on the issue are presented below.

Mine: Since the preparation process of the projects or experiments are based on performance, I guess the students have gained personal skills like responsibility, patience, attention, diligence, and development of hand skills.

Kaan: Just before the visitors came to the exhibition, my heart was beating out of my chest. I was so excited. The district governor came first and asked me some questions, then the teachers and administrators of the other schools arrived. As I kept speaking and talking about the project, my anxiety was gone. Then I trust myself. I used to get anxious when I took the floor in the classroom. I guess I will not get anxious from now on. All in all, I shared the information of the project with district governor and administrators. I can also tell it to my friends. I feel the power of self-confidence now.

Ayhan: It was an amazing science fair that I cannot forget it. Because it taught me to be determined. I learned that I must not give up when some difficulties come out, I can work harder, try harder and overcome these difficulties. I feel stronger thanks to this project, and I believe that I will be able to do better things.

Tugce: My project was a long-run project. The plants did not even come out of the soil in the first week. I got angry and I gave up. But my teacher advised me to wait longer and continue the experiment. And finally it happened. In other words, thanks to the project (also thanks to my teacher) I learned to be patient and not to give up.

Emirhan: The science fair taught me to be patient at every stage, I learned to be agile and overcome my anxiety...



Guidance and education are crucial for children to develop a good personality (Demirel, 2009). Majority of the National Education curricula aims to gain students some values that will contribute to character development, such as self-confidence, patience, responsibility, perseverance, determination (Eksi, 2003; Kurudayiglu, Bas and Aytan, 2013; Kilic and Aktan, 2015). In this context, it can be said that the science fair helped to gain values which are included in the educational programs and contributed to the development of the students' personality.

Science fairs help students meet their self-esteem needs: It was stated in the interviews that the science fair helped the students to meet their self-esteem needs such as self-pride, appreciation, self-worth, approval, and self-respect. Some of the students and teacher views on the issue are as follows.

Mine: It was so beautiful to see the pride in the eyes of the students when the exhibition time came. They were telling the projects to guests in a great excitement and express their happiness by saying, "Teacher, they really like our project" and "Teacher, they said that they will try it at home".

Merve: My parents also come to see the project. My father said, "We are proud of you." I was very happy. Also, my teachers congratulated us when they visited the exhibition and they said it was very nice. I felt proud of myself.

Mehmet: My teachers appreciate my project as well. It is very nice to be appreciated, it further encourages me to do something new like this. I will definitely attend if the event will be organized next year.

Enes: This time we were the ones who has the knowledge and it was fun. People were learning from us. (Laughing) I felt like an important figure. The fact that people wondered about my project and wanted to learn something about it made me really happy.

According to Maslow (1943), all people in society (except for pathological cases) have a constant desire or need for a high self-evaluation, self-esteem, self-respect, and seeing respect from others. The satisfaction of the esteem need leads the person to have the self-confidence, value, power, ability, and feeling of being useful and important. Therefore, it can be said that the science fair held in the school contributes to students feel important and more valuable. The model developed for the effects of science fairs on students is presented in Figure 1.

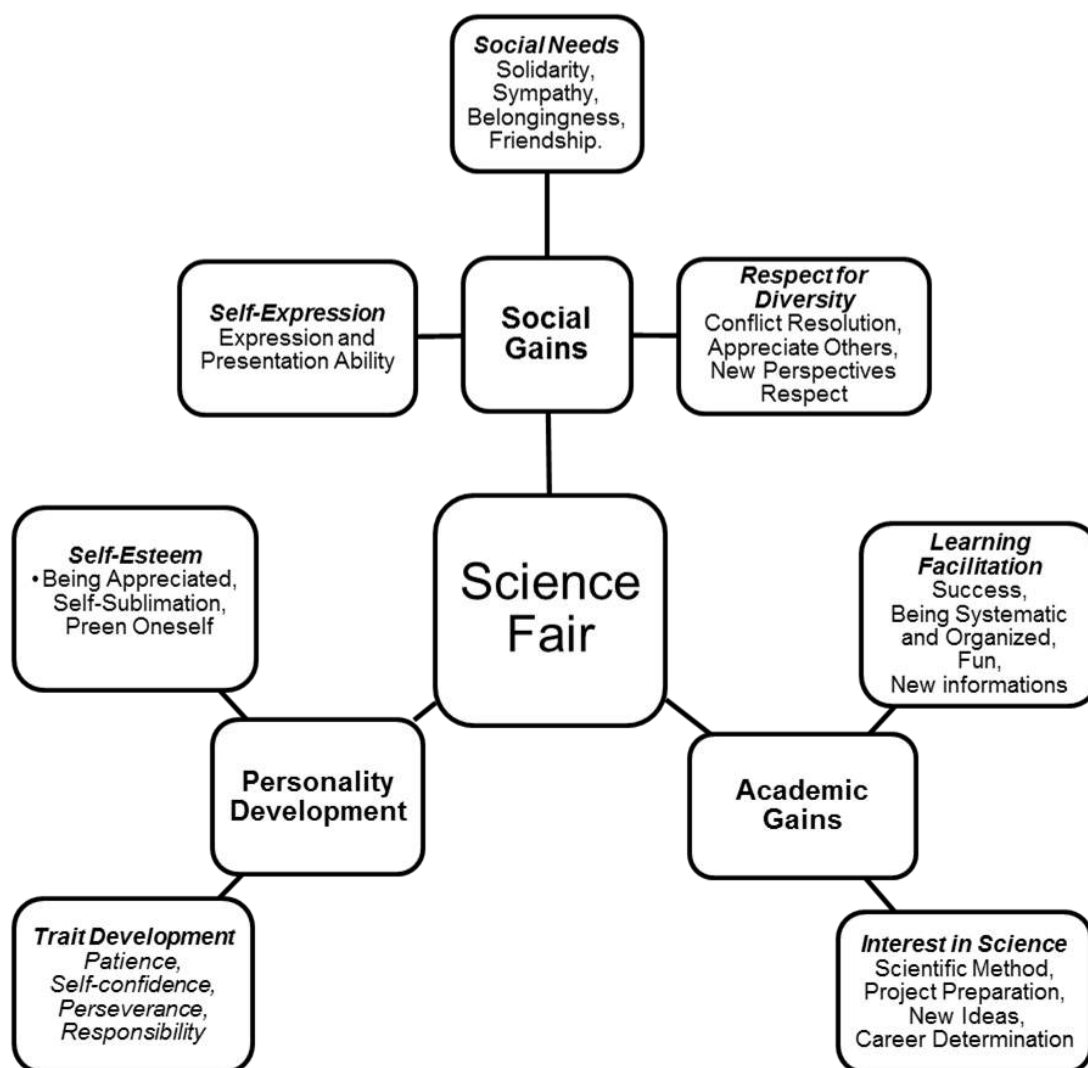


Figure 1. The effects of science fairs on students

### Findings on Quantative Data

Independent sample t-test analysis was applied to test whether the difference between pre-test and post-test achievement scores of the students in the experimental and control groups was significant and the results are presented in Table 5 on the next page.

Table 5. Independent sample t-Test results regarding the difference between achievement scores of groups before and after the application

Groups	N	$\bar{X}$	SD	df	t	p
Experimental group	57	5,01	5,77	115	3,836	,000*
Control group	60	,88	5,86			

\*p <.01



When Table 5 is examined, it is seen that there is a statistically significant difference ( $t_{(115)}=3.386$ ,  $p < .05$ ) between the average increase ( $\bar{X}=5.01$ ) in the science lessons grades of the experimental group, who participated in the science fair and the average increase ( $\bar{X}=1.88$ ) in the science lessons grades of the control group students who did not participate in the science fair. In this context, it can be said that the science fair held in the school leads to a significant increase in the students' academic achievements in the science courses. This may be result from the fact that students have developed a positive attitude towards science lessons through science fair.

### **Results, Conclusions and Recommendations**

The effects of the "4006 Science Fair" event on the students were evaluated in this study. In this context, interviews were held with the teachers and students who participated in the project. As a result of these interviews, the effects of the science fairs on students were gathered under 3 main themes; academic achievements, social gains and personality development.

Academic achievements have been evaluated under two dimensions; facilitating learning and science orientation. It has been referred that science fairs which provide students with the opportunity to enjoy succeeding, fun learning, study regularly, learning new concepts have the effect of facilitating learning. In terms of science orientation, science fairs leave some effects like; interest in science, learning the scientific method, learning how to prepare a project, developing new ideas, transferring what they have learned to new cases, planning career in science.

While meeting some social needs, science fairs can also teach students to respect the differences and express themselves. In terms of self-expression, science fairs help students develop their ability to express and enhance presentation skills. Helping, sharing, belonging to a group and establishing good friendships are the effects observed in social needs dimension. Students participating in the project may experience conflicts and disagreements with their group members during the project process. However, they have gained habits such as resolving conflicts, respecting each other's ideas, valuing others' opinions, and have adopted new perspectives. In this context, it is thought that the exhibition process teaches students to embrace and respect the differences.

It has been concluded that science fairs also influences of personality development of students in a positive way. Science fairs contribute to personality development of students by introducing values such as patience, determination, self-confidence and responsibility. Students who successfully complete their projects present their works at the end of the process. Students have become very happy when they are appreciated by family, friends and teachers in the exhibition. In this context, science fairs help students meet their self-esteem needs, such as appreciation, self-pride, self-worth and self-respect.

Bolat, Bacanak, Kasikci and Degirmenci (2014) stated that "this is my work project" competition provided benefits such as social development, learning scientific study method, increased learning desire, self-confidence development to students who participated in. However there had been obstacles like financial difficulties, student reluctance, lack of support that prevent the project competitions to realize its objectives. The achievements provided by TUBITAK 4006 Science Fair to students are very similar to the results of Bolat et al. (2014) in this sense. In this study, however, no findings regarding negative effects of the science fair on students were identified. This may be due to the fact that financial support are provided to schools, and projects are not presented in competition format at the 4006 science fairs. And precautions are taken to minimize obstacles that will prevent the fair reaching its objectives. Participants may also be tempted to remember the good aspects of this event, as evaluation of the fair is made after the fair is over. It is thought that some students have suffered from stress due to reasons such as not being able to find materials, changing project subjects. However they have relaxed by learning how to overcome these troubles and they have gained patience, and planned and regular studying skills.



To learn the scientific processes, to understand the nature of science, to encourage career development in science, and to educate individuals dealing with the events scientifically are some of the objectives stated in the science and elective science program contents prepared by the Ministry of National Education. Various activities (experiments, projects, research assignments) are included in the textbooks in order to accomplish these goals. In many schools, however, these activities are not fully put into practice due to the lack of science labs and experimental equipment. Therefore, it is thought that science fairs will make an important contribution to increase success rates of the science courses and help students achieve the goals.

One of the main objective of the Turkish National Education described in 1739 numbered National Education Fundamental Law is “To educate individuals to have a personality and character developed in a balanced and healthy way with respect to body, mind, morality, soul and emotion, individuals who have free and scientific thinking, a wide world view, who respect human rights, value personality and enterprise, responsible to public; constructive, creative and productive”. According to the results of the research, the science fairs held in the schools not only give students the skills and behaviors such as expressing themselves and respecting the differences, but also contributing to their social needs such as developing friendships, helping each other, sharing and belonging to a group. Also, science fairs equip students with traits such as self-confidence, determination, patience and responsibility, which help personality development and contribute to the fulfillment of self-esteem needs. Therefore, it is thought that science fairs will help students to grow up as balanced and healthy individuals in line with the objectives of Turkish National Education.

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## **How to Choose, Use and Produce Bilingual Textbooks? Impact Strands and Support Strategies to Multilingual Education in the Post-Soviet Countries**

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### **Abstract**

The paper is concerned with one of the most notable aspects of the educational reform – teaching aids which are relevant during implementation of bilingual education, especially important in the post-Soviet education environment. The article characterizes post-Soviet context of implementing bilingual education and the special role of teaching/learning aids in this context. It also discusses research done on this topic. The article also describes and evaluates teachers' needs and various solutions adapted by the countries to meet teachers' needs. In conclusion, some general recommendations and examples of good practice are offered as practical tools for learning material developers.

**Keywords:** bilingual education; teaching/learning aids; post-Soviet countries.

### **Introduction**

Research on the quality of teaching aids as an educational medium is traditional and topical, or traditionally topical. The paper aims at highlighting the queries for teaching aids and various immediate solutions applied in the post-Soviet states meeting the multilingual education implementation needs.

Comparative education research has widely recognized the close link between changes in politics and education processes (Silova, 2006; Garcia, 2009). Hornberger (2009) points out that socio-historical positioning, geopolitical forces, and language ideologies interact to sustain different kinds of bilingual education policies throughout the world. In the case of the research subject – the common characteristic of introducing bilingual education in the countries of Eastern and Central Asia is the historically long-term presence in a common ideological space and the socio-political situation after the collapse of the Soviet Union (USSR) in 1991.

Social science research calls the last decades of the last century the “democracy’s third-wave” (Huntington, 1993) and claims that the global socio-political and economic changes after the demise of state communism and the self-proclaimed victory of capitalism around 1990 are unthinkable without concomitant ideological changes. Dominant political and media discourse and hence also public opinion has undergone sometimes dramatic transformations (Collins 1993; Hollander 1992; Minogue 1993; van Dijk 1995).

Sociolinguists state that changes in political discourse in the USSR brought about the transformation of political and linguistic reality in the USSR and its allies. (Liepa, 2010). After the restoration of independence, almost all former Soviet states which (historically or as a result of the USSR policy) had practically been multi-ethnic faced the task of designing and implementing state policy of languages. This arose owing to the language policy implemented by the Soviet powers which facilitated domineering position of one language – Russian. As a result, it led to the formation of asymmetrical bilingualism. One of the objectives of education reform was to review the traditional classification of schools – according to ethnicity/ language. Thus, there were minority schools with respective learning/teaching language and schools where studies were conducted in the Russian language.

An initial organizational strategy which characterized all the post-Soviet states was abandoning textbooks designed in the Soviet times, also in other states and using books developed in the respective countries to ensure all students learned the same content. As to the language, the necessity to have textbooks in students' mother tongue arose. The first aid observed in all states with complex ethnic composition was the translating of textbooks in minority languages. The added value of translating books was the opportunity to use new, modern



teaching aids to direct linguistically diverse pedagogical communities to unified pedagogical approach (Lazdina, 2007). Its pitfall was the often inadequate translation which leads to exaggerated argumentation and ‘threw the baby out with the bathwater’ (Wigglesworth-Baker, 2015).

It was particularly relevant when implementing bilingual education – the challenge posed by textbooks was ideally not only to ensure information transfer in the language understandable to all but also to facilitate language acquisition. This led to the concept and methodology of content and language integrated learning as well as selecting and introducing values in a curriculum.

Social sciences give much attention to the very concept of the post-Soviet – whether we are still part of post-Soviet and what the concept of post-Soviet means in the context of education. Another issue refers to educational media – textbooks taking into consideration that their authors – teachers have grown up, received their qualifications and worked in the Soviet times i.e. in the atmosphere of their ideology and practice and therefore they possess the linguistic knowledge, lack of knowledge, and attitudes.

Firstly, it refers to the inherited habits or characteristics and values only typical of people (teachers) who themselves or their parents are connected with the Soviet times. In the wider educational context, the term ‘post-Soviet’ is linked with shared traditions, customs, and behaviors which are displayed in textbooks and transferred via educational media (textbooks). The context of professional – bilingual education, the term ‘post-Soviet’ refers to a definite area and its pedagogical specifics – general teaching approach including an understanding of why and how to teach languages and what it means to ‘know a language’.

The Soviet approach and system which assumed that textbooks were the exclusive means of knowledge transfer still remain valid in the post-Soviet space. This has the respective consequences also in the context of the necessary scaffolding strategies and needs formulations. Implementing bilingual education in social (policy and professional) discourse forms a vicious circle – implementation of bilingual education is not possible due to the lack of teaching aids which have not been developed as the necessity to design books has not arisen – there is no bilingual education.

Professor Irina Maslo (the University of Latvia) states that teachers ‘demand for teaching aids’ indicates their insecurity to implement changes. For example, starting bilingual education in a school of the Armenian language, a complaint about the lack of textbooks in Georgian was received from a ... sports teacher. Conversely, teachers’ involvement in using and developing various materials can be considered as a sign of teachers’ adaptability and criteria for evaluating the effectiveness of the implemented changes, i.e. multilingual education. (Tyack, D., & Cuban, L. 1995; Grigule, 2009)

Reflecting on two decades of post-socialist transformations, and highlighting the political nature of the transformation processes and the uniqueness of historical, political, social, and cultural contexts of each particular country, scholars portray post-Soviet education transformations as complex, multidimensional, and uncertain processes and reveal that education systems in Central Asia responded to the rapidly changing political, economic, and social environment in profoundly new and unique ways (Silova, 2006).

The author’s viewpoint on the post-Soviet consolidates although after the collapse of the USSR, economic and political development of the states has differed, the Soviet ideology which the states were subjected to gives opportunity **both** to track basic common features **and** capture various and creative solutions in a context of massive, intense confrontation with the task of initiating the bilingual education. **Further**, making conclusions and basing on the common features encourages acting within ‘the zone of proximal development’ by implementing experience transfer and exchange and offering guidelines.

## **Method**



Author's conceptual framework of the study is derived from transformative approaches to pedagogy emphasizing the relevance not only of transmitting the curriculum and constructing knowledge but also of enabling students to gain a broader critical insight into social realities and power relations. (Mezirow, 2009; Lin 2017; Cummins, 1996, 2016, 2017). The empirical material for this study is based on five data sets: teaching aids developed for bilingual education in Latvia in 1998 – 2017, teaching aids developed cooperating with international organizations and local NGOs in Georgia, language textbooks and teaching aids in Ukraine and teaching aids adapted for multilingual education in Kirgizstan. Teaching aids for bilingual education are examined from three aspects: culture aspects, teaching approach and language issue. Book analysis is complemented with an overview of research was done on textbooks in the context of bilingual education and interviews with experts and professionals (publishers, textbook authors, and users). Multilingual education teaching/learning resources in post-Soviet space have been reviewed by questions - what is already available, what is still missing, what should be and what should not be expected? What characterizes teachers' initial understanding of what textbooks are necessary? Taking into consideration teachers' initial understanding, what false friends emerge? What are examples of good practice?

### Findings

A sustainable implementation of multilingual education is reached by a coordinated work in different education levels. Van den Akker, Fasoglio and Muldera (2010) offers a curricular perspective both in a conceptual approach to educational problems as well as in how to address concrete development activities for plurilingual and intercultural education and describes this as *supra* (international, comparative); *macro* (system, society, nation, state); *meso* (school, institution, program); *micro* (classroom, group, lesson); *nano* (individual, personal). When discussing school books, such issues as ensuring a thorough distribution are a *macro* level task. Focusing attention on schools i.e. *meso* – *micro* level, there are three groups to look at: **content, form** (teaching approach), **and language**.

### Cultural aspects in textbooks

The problem with textbooks for minorities is set by Jim Cummins (2017) suggesting to consider not only pedagogical goals relating to the teaching of English within CLIL but also our overall pedagogical goals with respect to developing students' ability to think critically and creatively about broader social issues. Textbooks, particularly language textbooks carries values with the potential to communicate implicit and explicit political messages. A common problem is formulated in the UNESCO Guidebook on Textbook Research and Textbook Revision (1999): recommending to distinguish between 'state-building' and 'nation-building' concepts and to place more emphasis on equal rights and responsibilities of all citizens irrespective of their ethnic identity.

Researchers draw attention (Silova, 2006) that, with a simplified understanding of integration mechanisms, post-Soviet textbooks addressed to minorities are intensively teaching about the country's history, geography, cultural values and customs of the titular nation, resulting in the creation of an environment in which the student does not see himself. For years, culture teaching typically looked like a monologue from a representative of one majority culture about particularity their own culture. The old approaches to the culture teaching were no longer adequate to society in which learners should not treat as travelers, visitors but as equal citizens in the society (Grigule, 2011). The findings of the study done in Latvia indicate that social interaction between ethnic Latvians and minorities is poorly reflected in textbooks (Krupnikova, 2004:90), that minorities are underrepresented in Latvian-language textbooks and Latvians in Russian-language textbooks, and that the information space of Latvian-language and Russian-language textbooks is as separated as one of the Latvian and Russian –language media.

Similarly, in Georgia researchers find that aspects of the development of intercultural competences are not reflected in national curriculum of Georgian language and literature. Given the spirit of the curriculum, development of intercultural competences is important for non-Georgian students, as it is widely presented in the curriculum of Georgian as a second language; within this very context it is not important for Georgian-language



speaking students, as we read nothing about intercultural competences in the national curriculum of Georgian Language and Literature which is designed for Georgian schools (Tabatadze, S., & Gorgadze, N. (2013:7).

UNESCO Guidebook on Textbook Research and Textbook Revision also warns that the production of single textbooks for different linguistic communities as well as simple translation can also present difficulties by inaccuracies in the translated versions and cultural bias in some of the illustrations and content matter.

Recommendations for Ukrainian educational policy strongly recommended to rethink, to re-evaluate the existing practice that Ukrainian as second-language textbooks is created for each minority language separately. In addition to economic exhaustion, the content does not use the opportunity to represent the multinational society in one training device.

New approach to teaching culture became visible in Latvian as second language textbooks at the end of the 90s: by researching and including interesting age appropriate content. For the first time characters were not only called by typical Latvian names. Writing a textbook for Grade 6 the authors together with the Publishing house announced a competition for textbook design. Minority school students were asked to send in interesting photos on different themes. That way minority school children literally “came” into textbooks with their life and interests. (Grigule, 2011).

### **Language aspects**

One of bilingual education base issues is how should the target /two/three languages be allocated in bilingual schooling, becomes specific with regard to textbooks and other teaching and learning materials: In what language or languages should the text-book be? What kinds of books are recommended for successful bilingual education? The research has following fixed solutions:

#### **Two text books with the same content**

Following the teacher centered, transitional approach educators conceive the text book as teaching content media and conclude that if the book is in a non-native language, the pupil will not understand the content, hence needs to be given a translation. This type of solution could be observed in Moldova, (Grigule, 2012). When starting the bilingual education pilot project the Ministry of Education gave the pilot class a complete set of text books in two languages. This is quickly done if the national education is organized in multiple languages of instruction i.e. it does not take up much financial resources or time. International recommendations (Grigule, 2012) encourage rethink that effectiveness of such a model when it comes to pupils motivation and cognitive development. Metaphorically speaking, only a hungry cat will go looking for food in a labyrinth. Most pupils who have access to school books in two languages will choose to read in their native language and they will lack the interest to read the same information twice. A meaningful use of parallel texts would be literary texts, especially lyrics, high-quality translations or technical texts with the task to pay special attention to terminology.

#### **Terminology (translating) dictionaries**

Teachers who were enthusiastic about bilingual education looked for solutions themselves. Each country gets their own teacher made terminology vocabularies these vocabularies are usually just nouns with translations (1 meaning). Modern day CLIL methodology focuses particularly on functional approach in general and subject-specific language demands, that goes over the terminology lists but also includes: Cognitive Academic Language Proficiency (CALP), Interpersonal Communication Skills (BISC), and language of learning activities and instructions (Cummins, 2016, Bertaux, et al. 2010). These vocabularies are usually developed by practitioners and are often criticised by scholars, particularly linguists. For example, in Crimea linguists strongly insisted that these vocabularies are not called terminology vocabularies. A positive example is a functional phrase and basic terminology vocabulary for mathematic developed by a Ukrainian publisher BUK (Гудзик, 2015). This idea was also adapted in Kirgizstan.



### **Specially designed text book for bilingual education in two languages**

Dual language textbooks were initially developed by the team at Riga Classical gymnasium who is one of the beginners of bilingual education in Latvia and today is well known bilingual education center in post-Soviet space. The team of authors from this school has developed text books and work books in mathematics, natural science etc. The schools' proactive and creative action should be acknowledged. However wider use of textbooks turns out problematic due to initial lack of teacher-book and teacher training component. These types of text books should be accompanied by not only a strong teacher training component but also positive, professionally appropriate, enthusiastic attitude as well as pedagogical excitement and an openness to experiment.

The method of developing a text book in two languages is being used in Georgia which is an important post-soviet example of authoritarian bilingual education implementation. Faced with a situation of bilingual education implementation being hindered by teachers' low language skills, Georgian education policy leaders decided to implement the requested minimum of 30% Georgian through text books. In the books published first, the translated parts were separate units that according to monitoring were skipped during teaching or were summarized by one pupil (language competent) and re-told to other pupils. In order to further challenge the teachers, there were experiments with implementing the translation within paragraphs or even sentences.

Due to international consultant work, further recommendations were implemented. In 2010 those recommendations were more tended to please both sides without causing much trouble. Going into the 21<sup>st</sup> century of language acquisition, which is characterized by translanguaging or code switching, the proposed recommendations are worth rethinking.

### **Textbook in one language, and additionally designed workbook**

This model includes both a textbook in the main language of instruction (native language) and a textbook in the target (second) language. Using an already existing text book in post-Soviet space is first and foremost dictated by the available financial and human resources. Schools have the ability to choose the base language of text books by factoring in their pupil language skills. Teachers conclude that books that are made for native language speakers are not appropriate for the parallel class bilingual programme pupils because the language is too complex. In the long run, this should signal the authors to re-evaluate in general the text book content that is full of unnecessarily complex texts and rather focus on diverse forms of information perception and processing. Using lower class text books of the same kind is not recommended because language limitations do not reflect academic limitations. Minority school pupils are more than capable to learn and should be taught general education content. Teachers i.e. practitioners, are very involved in text book development but there could be more cooperation with schools when it comes to teaching material development and exchange. Work books and extra materials could be developed for electronic use, thus they can be adapted to individual or class needs.

In Latvia, the Latvian Language Agency implemented a special programme (2010) for teaching and professional development of methodology resource authors. Furthermore, there is a wide range of electronic teaching resources available on the agency's website.

### **Results, Conclusions, and Recommendations**

The primary demand for textbooks in post-Soviet countries is influenced by dominant teaching - learning approach, teacher linguistic knowledge i.e. understanding of the language structure and non-professional but personal- civic attitudes towards diversity and the goals of social cohesion. The hypertrophic role of textbooks in post-Soviet countries is ambivalent: lack of textbooks is a significant impediment to the introduction of bilingual education, but the high dependence on the textbook is also a potentially powerful tool for implementing the reform. The textbooks can visualize and shape the new learning approach. A textbook can become a powerful teacher training tool.





### **Assistance on the Teaching Materials and Supporting Resources development**

In the course of the introduction of minority education and bilingual education, post-Soviet countries have received financial and intellectual support from a wide range of international organizations (Lerhis, 2007, Wigglesworth-Baker, 2015). International experts have indicated that there are not many examples in the world of special textbooks created for bilingual education since the needs of students studying different bilingual education models are different. In this regard, the target groups are small and the creation and publication of books are an expensive pleasure.

In order to support teaching in the second language, most often there will be no resources (time, financial, human) to create special textbooks. Attention should be paid to the education of authors, the involvement of teachers- practitioners, and school cooperation in order to create additional learning resources, especially focusing on information technologies.

According to the bilingual method, one must rely on the development of the student's active teaching, the use of interactive methods, cooperation. This implies the need for entirely new materials, the awareness of which needs to develop in the multilingual education implementation process. It is recommended to create visual aids with comments in several languages- it is economical, increases the prestige of the target language and will accompany the positive attitude towards multilingualism.

International experts have recommended to get acquainted with samples of multilingual teaching/learning resources developed in neighboring countries, it is suggested to organize training sessions for teaching/learning materials developers and encourage joint language and subject teachers teamwork and cooperation between schools in the field of joint development and exchange of training materials. It would be necessary to develop informative materials for parents (questions and answers, opinions of people who are popular in the local community about bilingual education, positive examples of multilingualism).

The enclosure of the Second language in a textbook should be:

#### **a) motivational**

There is a saying that “only a starving cat will look for food in a labyrinth”. A text which appears in a book in the second language may cause a struggle for the reader. Therefore, it has to be interesting enough to attract the reader's attention. For example, the text could provide information considering a natural phenomenon, an exciting discovery, modern technology or an important personality for the students in sports or music. The text could be operationally significant. Without understanding the text the reader cannot complete the next task, solve the rebus.

#### **b) functional**

The reader will try to read and understand a text that provides him with a positive result. These could be, for instance, instructions on how to create a new gadget or cook a delicious meal.

#### **c) developmental**

The reading material should not simply duplicate well-known information neither by its contents nor its structure. It should provide the development of both - student's academic knowledge and language skills. Considering the differences in the alphabets and the fact that the reading skills for the second language are not that well developed, it is suggested that a slightly larger font size should be used for the text written in a Second language.

#### **d) presented in meaningful pieces**

At least one paragraph but preferably whole text or unit; and in a growing amount reaching a total of 20 – 30% of the text-book. The translated texts should come in greater portions that would add up to approximately 30% of the text book, however, this 20 – 30% should not be interpreted literally in the range of a page, paragraph or a sentence, but considering the whole textbook. The amount of these texts might increase throughout the book, for



example, the first chapter may enclose only a few sentences in the second language but in the second part of the book a whole chapter might be written in the second language. The fragment in the second language must be long enough to show the functionality of the second language as a system. For instance, it can show the placement of the verb in the sentence, the usage of pronouns, forms of addressing people, style and appropriate vocabulary, etc.

Code switching too often will lead to a situation when the student does not develop and understanding of the system of the target language, but will remain the basis of the first language system, that will be accompanied by the vocabulary of a Second language.

**e) provide perception and comprehension**

Students should visually perceive/ notice that code switching takes place in the text. This will not be a problem with languages that have distinct alphabets. However, when dealing with languages that use the same or visually similar alphabets, the student should get a clear signal that there has been a switch to the other language. Text in the second language could be contextualized in order to develop the student's understanding of it, that is, the text should be accompanied by illustrations and visual keys. If a text is supplemented by a scheme, it is desirable that the notation used in the scheme matches the notation used in the text. In order to make it easier for the student to perceive the information, the text in the second language might be written with a slightly greater font size and it could be coloured with the main terms pointed out.

**f) provide memorization**

Understanding and memorization of information is provided by context and practising (repetition). It is desirable that words, expressions and terms would be repeated several times and would be used in various contexts. It is easier for the student to understand a longer text, where the meaning of words can be perceived from the context, rather than an abstracted, concentrated, generalized, short title.

**g) support study skills development (learning to learn)**

It is important to support students' learning autonomy and study skills development.

Students should be informed why and according to what principles are there included fragments in the second language in the book. The introduction of the book might include an introductory letter to the students about the teaching approach, the aim of using two languages, pictograms that indicate code switching, the way of using the second language.

**h) integrated with a second language subject curriculum**

Translated texts might be selected in accordance with the themes of the second language curriculum. For example, a text about the seasons of the year, natural phenomena (nature science) or a description of a landscape (painting) might be accessible, if the students have studied the vocabulary of the subject in language lessons. Summarizing it can be concluded that texts in the second language should be assembled in meaningful pieces that are at least one paragraph long.

**Provision of the development of the student's first and second language.**

It is desirable that terminology is taught in both languages. Several methods could be used to promote this:

- Firstly, a text is provided in the first language and is followed by a text in the second language, which includes the same terminology.
- The specific terms could be coloured or stated in the beginning of the text, if possible.
- A translation of the specific terms could be provided after the text.
- A few sentences and phrases are provided before the text in the second language, which are of important contents and enclose the main terms in the first language.
- Students are provided with an exercise to find equivalent terms to the ones from the text in the first language in the text which is in the second language.

**Caution on bilingual textbook evaluation**

The usefulness and efficiency of developed bilingual text-books should be assessed very carefully including the subject comprehensiveness as well as language development aspects. Pseudo results should be avoided. Pupils



are very adroit to compensate the information gaps and creative getting meaning from the small pieces of information. The fact that students are able to answer specific questions concerning the contents of the text will not objectively signify that the knowledge is obtained from the bilingual text. Testing exercises should be intended to handling (analysis, synthesis, and evaluation) and use the obtained information instead of simply reproducing the gathered information (an answer that would require “taking” a word or a phrase directly out of the text).

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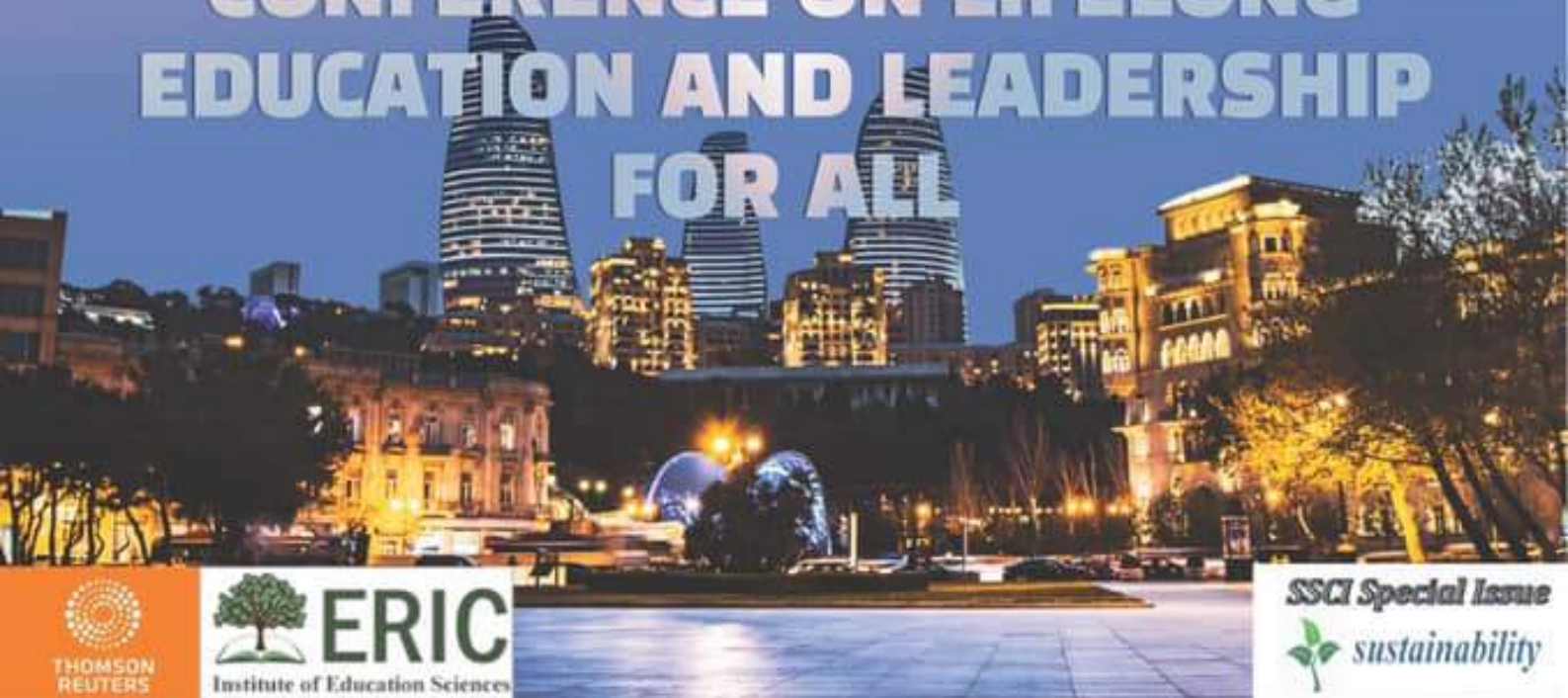
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