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From Editors

Greetings Dear IJONTE readers,

Welcome to the special issue of the INTERNATIONAL JOURNAL ON NEW TRENDS IN EDUCATION AND THEIR IMPLICATIONS-IJONTE.

IJONTE is appeared on your screen now as Volume 1, Number: 4. as ICONTE Special issue. In this issue it is published 9 articles. This issue's articles are selected by ICONTE Conference Scientific Committee members' which was held in Antalya, Turkey on 11-13 November, 2010.

In this special issue 15 authors from 6 different countries are placed. Articles are from Georgia, Greece, Lithuania, North Cyprus Slovenia and Turkey.

The first article is from Slovenia, on "Some Sociological Aspects of the Role of Education In Rebuilding Slovene Society, Family Life And Living Conditions: Two Decades After" written by Prof. Dr. Jana GORIUP, from Faculty of Arts of the University of Maribor. The article briefly presents the differences of life and living in SLOVENIA (almost) two decades after and focuses on achieved results in political, economical and social life. The comparison shows that not all survived processes were reasonable, required and efficient. Some today are overstrained and demand consideration by many involved.

The Second article is on "An Analyze of Teachers' Value Preferences in Classroom Management on The Basis of Length of Service Variable", written by Dilek PEKİNCE, from University of Marmara, Institute of Educational Sciences, Istanbul, TURKEY. Paper describes to determine the most and the least preferred values by teachers in their classroom management on the basis of length of service variable. The research group comprises 68 classroom teachers working in Regional Public Boarding Schools. Rokeach Value Survey (RVS) composed of 36 values was used to receive teachers' views. Participants were asked to choose the most preferred ten values from RVS and rank them from 1 to 10 according to their personal preferences in their classroom management. The analysis of data revealed that the most preferred ten values're generally common and the least preferred ten values had more differences between groups.

The third articles are from LITHUANIA. The third one is on "Analysis of Distance Learning Marketing At Vilnius Gediminas Technical University (Lithuania)", conducted by Natalija LEPKOVA and Silva RIMKUVIENE. In their paper; the education system in Lithuania is mentioned and especially emphasis paid on distance education. The paper analyses the possible ways of advertising and management of distance education in Lithuania. The possible ways of marketing and management are described. The means, which also could be used in management of distance education are analysed and the emphasis made on those, which are not used, like banners and etc. The case of Distance Learning Management and Advertisement at Vilnius Gediminas Technical University, at the Department of Construction Economics and Property Management is described.

The 4th article arrived again from Slovenia, which is prepared on "Some Legal Aspects of Father's Role in Education in Slovenia", written by Vilma ALINA ŠOBA, SLOVENIA from the International School for Social and Business Studies, Maribor, SLOVENIA. The author Vilma deals with the legal aspects of the most common consequences of father's role changed in the event of a divorce and the separation of unmarried parents' community. After a brief against the legal aspects of paternity, termination of marriage in certain European countries, the author presents the legal aspects of paternity in the Slovenian legal system and particularly stresses the importance of the compromise agreement on the allocation of the parents of the child after the divorce, which is governed by 64.člen ZZZDR-UPB1; child's right to receive payment of duty and his father (or

agreed. specified) maintenance, and the right child to both parents - even to his father, and the right child to personal contact with both parents and thus also with his father, who has a great importance upon his educational achievements.

The fifth article which is entitled as “The Effects of Perceived Instrumentality and Future Time Perspective on Students’ Graded Performance and Attitudes Regarding English Class”, written by Nursen OZCETIN from Izzet Baysal Technical High School and Industrial Vocational High School, Bolu, TURKEY and Dr. Altay EREN Abant Izzet Baysal University, Faculty of Education, Department of Educational Sciences, 14280 Gölköy, Bolu, TURKEY. This study aimed to explore the effects of vocational high school students’ future time perspective and perceived instrumentality on their graded performance and attitudes regarding English class. A total of 1061 students from different vocational high schools in Bolu voluntarily participated in the study. The Future Time Perspective Scale and the Perceived Instrumentality Scale were used to assess the students’ future time perspective and perceived instrumentality regarding English class. The hierarchical cluster analysis and univariate analysis of variance were used to analyze the data. Overall, results revealed that the students’ future time perspective significantly affected their graded performance, but not their attitudes. Results also showed that the students’ perceived instrumentality regarding English class significantly affected their graded performance and attitudes.

The sixth article is titled as “About One Model Of Teaching ElectroDYNAMICS”, written by Tamar BZHALAVA N. and Mzia TSIREKIDZE A., from Physics Department, Georgian Technical University, Tbilisi, GEORGIA. This article reports to propose the integrated course of learning of some theories of physics, mathematics and computer science, combining the well known and hot problems of electrodynamics. Each task selected is constructed of several modules: theory and methods of decision, specifics of problem, visualization of numerical results and analysis. We consider the electromagnetic waves diffraction on a circular cylinder of infinite length. Modifying the electric properties of system and grouping the tasks based on the skills and experience of participants gives possibility to work in team. To learn the physical systems by modeling and learn to modeling by means of physical systems.

The seventh and eighth articles are come from Turkey. The seventh is titled as “Can Technical Vocabulary Knowledge Be a Predictor of Success: A Case in Pharmacology”, written by H. Gülru YUKSEL from Yıldız Technical University, Istanbul, TURKEY and Güldem Olguner MERCANOGLU, from Yeditepe University, Istanbul, TURKEY. The purpose of the present study was to examine the potential offered by technical vocabulary recognition levels of the students as predictors of their success. To this end, a frequency based corpus of 162 technical words was established from their textbook. Taking Nation’s Levels Test as a model, a receptive technical vocabulary test was constructed and administered to 88 students at the end of the semester. The scores were correlated with the grades they were awarded in pharmacology. The findings of the study reveal that the students’ technical vocabulary test results correlated significantly with their grades.

The 8th article is arrived from, TURKEY and written by Melek DEMIREL, Hacettepe University, Faculty of Education, Department of Educational Sciences Division of Curriculum and Instruction, Ankara, TURKEY and Demet GULSOY, Hacettepe University, Institute of Social Sciences Division of Curriculum and Instruction, Ankara, TURKEY on “Opinions f English Language Prospective Teachers on the Use of Learning and Study Strategies“.The aim of this study is to determine the learning and study strategies that prospective English teachers’ use. The participants of the study consisted of 155 students participating “Hacettepe University English Teaching Certificate Program” in the 2009-2010 education year. In the study, “Learning and Study Strategies Inventory” developed by Weinstein, Palmer and Schulte (1987) was used as an instrument. LASSI is a likert-type instrument designed to ascertain the learning and study strategies of college students. LASSI consisted of 10 subscales and 77 items. These are, information processing, selecting main ideas, test strategies, anxiety, attitude, motivation, concentration, self testing, study aids, and time management. Each of these sub-scales is primarily related to one of three of the

components of strategic learning: skill, will and self-regulation. Having analysed the research findings, it may be said that the prospective English language teachers employ learning and study strategies moderately.

The article which is numbered as 9 is a joint study. The article is entitled as "Psychology Behind Success", written by George S. MOUZAKITIS from Educational Organization e-DEKA, Educational Organization e-DEKA, Korinthos, GREECE and Nazime TUNCAY from Near East University, NORTH CYPRUS. This study means to investigate teachers' perception about anxiety and resistance in education sought answers to questions like: "Which are the stresses faced by students?", "How can you reduce your students stress?", "Which are some unhealthy ways of students dealing with stress?" As a result of the interviews the common stressors included conflicts with parents, exams participation, limited budgets, bodily image issues, time management and romantic relationship conflicts.

Hope to stay in touch and meeting in our next Issue, 1st of January 2011
Cordially,

You can reach us online <http://www.ijonte.org> and please send your thoughts to ijonte2010@gmail.com To receive further information and to send your recommendations and remarks, or for your submission for consideration, please contact with the IJONTE Secretariat by email at ijonte2010@gmail.com

We trust you find this Issue exciting and enjoy reading the Articles.
A prosperous New Year 2011 to you.

Editors

[Prof. Dr. Zeki KAYA](#), Gazi University, Turkey.

[Prof. Dr. Ugur DEMIRAY](#), Anadolu University, Turkey



THIS SPECIAL ISSUE IS DEDICATED TO Prof. Dr. Özcan DEMIREL

Prof. Dr. Özcan Demirel was born on the 1st of March in 1943 at Sapanca in Turkey. He graduated from Ankara-Gazi Teacher Training College, the Department of English Language Teaching in 1964 and was awarded his PhD degree in Curriculum and Instruction in 1979. He has been working at Hacettepe University, Faculty of Education for 36 years. He is the Head of the Department of Educational Sciences and the Division of Curriculum and Instruction. Dr. Demirel is the author of 20 books on education and the co-author of 15 books on English and English Language Teaching. He also published about 90 articles and presented 110 papers on curriculum development, teacher education and English language teaching. He worked in different educational projects of World Bank, UNESCO; UNICEF, European Union and the Council of Europe as the national coordinator for Turkey. At present, he is the president of the Balkan Society of Pedagogy and Education and also Turkish Curriculum and Instruction Association.

SOME SOCIOLOGICAL ASPECTS OF THE ROLE OF EDUCATION IN REBUILDING SLOVENE SOCIETY, FAMILY LIFE AND LIVING CONDITIONS: Two Decades After

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SLOVENIA

ABSTRACT

The article briefly presents the differences of life and living in Slovenia (almost) two decades after and focuses on achieved results in political, economical and social life. The comparison shows that not all survived processes were reasonable, required and efficient. Some today are overstrained and demand consideration by many involved.

The author in her article after the short historical introduction argues with political, economic and especially social changes in Slovenia "Two decades After". She points out, that economic, cultural, social and political change go together in coherent patterns that have and still are changing the Slovene society in unpredictable ways what on trajectories has been attractive but controversial. Globalization and transition processes also have a negative side; many Slovenes have been hurt by it without being supported by a social safety net and many of them have been marginalized by labour market. She critically establishes that even (mostly in coalition) the governments tried to establish a liberal political culture by passing numerous fundamental laws and to carry out a social and economic transition into a social market economy with private initiative. But they did not manage to prevent excessive social stratification, and consequently, social differentiation. Yet it cannot be denied that the increasing unemployment is debilitating the social state, which is mostly cooperative but powerless with weapons against it.

For the author one is clear: Slovenes were placing too much trust in "new democratic politics" at the beginning of the '90 ies. There is a set of expectations not been realized by far: better living standard and living conditions for all, preventing social exclusion, economic and tax reforms, intense foreign investments, greater role of small and medium sized companies, equal availability and free choice for all those entitled and especially, the unreliable situation of the young, etc. Especially the gradual increase in age at which young people leave school, enter the labour market, find a steady job, leave the home of their parents, establish a stable, affectionate relationship and establish their own home, has triggered a whole series of interdependent mechanisms underlying life courses.

Keywords: Post-modern Slovene society, educational system, transition, globalization.

INTRODUCTION

In the 80' ties, soon after the death of Josip Broz–Tito, discussions developed among the Slovene society, especially politicians, on how to combine freedom and socialism, new political demands and higher living standard.

Started polemics and suggestions in open discussions about (all inclusive) democratic socialism were led by the Union of Socialist Youth of Slovenia that initiated the creation of "new social (ecological, feminist, peace etc.) movements Intellectual and political debates were also stirred up by issue No. 57 of the literary journal Nova

revija, which published a Slovene National Program demanding democracy and independence, supported by weeklies youth-oriented Tribuna, Katedra and Mladina, which even more aggressively criticized the aggressively the Yugoslav People's Army, which spent 62% of the federal budget.

The situation became even more agitated when the federal authorities proposed a reform of the educational system, according to which the teaching subjects such as (national) literature, history, geography etc. was to be "standardized" in all schools all over the country and as in May 1988 a process against the "counterrevolution" in Slovenia, with a trial against the "gang of four" (three civilians and a junior army officer) took place, as they were accused of high treason for revealing a military secret. This process provoked mass revolt in Slovene society and as the League of Communists of Slovenia gave up their political monopoly as the first then reigning communist party in eastern Europe in favour of political pluralism and democratisation, the process of establishing new independent political parties, and of independence, began.

By the end of 1991 as Slovenia adopted its constitution, which based on the rights of free citizens, it had become clear that Slovenia would achieve international recognition for its independence. It happened as the European Union recognized Slovenia in the middle of January 1992 and the United Nations accorded its membership in May 1992. The way for realisation of dreams became free, the expectations were enormous. But not all became true. Paradoxically, there is also an increasing dependence upon Slovene politics to provide the answers to social as well as political problems.

But, of all the changes that cause Slovenes distress today, the most important continue to be changes in everyday life: partnerships, relations, family life, and parenthood. At the same time, radical social changes also have implications for intimate and family worlds. Today it is difficult to speak of the family within a traditional framework of reference. People in Slovenia are confronted with new challenges and risks: they are growing up in a country that appears to be relatively successful and stable, at least within the East European context, and in which an individualized social and cultural climate has been gaining ground, i.e. one which opens new options but also related risks. It is no longer possible to lean on the past resources of security and reliance (values, referential areas, systems of social security). Young people and their parents are compelled to make earlier and better informed choices. This involves a shift back of responsibility for one's own life almost to the period of childhood.

The challenge two decade before was not to attack globalization or to destroy the economy or even to start the Dissolution of the Yugoslav state and the cruel Balkan wars, but to achieve an independent state, to destroy the exploitation by the federal Yugoslavia state, to reduce the power of Yugoslav national army and to end the communist system.

The most distressing consequences of post-socialism in Slovenia was the collapse of the labour market and resulting mass unemployment, inequality of income as well as, after five decades, new forms of poverty. Another consequence was the renaissance of neo-liberal understandings of the market's role in which the stress is placed on individual initiative, self-trust, and a more pronounced feeling of responsibility for one's own life.

The changes that are otherwise characteristic of transition processes also inevitably induce changes in the structure of private and family lives. In contemporary Slovene society we experienced significant demographic changes - the number of marriages decreased and couples began to delay having children. This resulted in a sharp decline of fertility and postponed parenthood.

In Slovene society late parenthood is directly related to an increasing need for, and possibility of, the individual planning of a personal life course and free decision making. For young women who have more freedom and opportunities than their mothers, had education, work and careers as means of preserving their independence. All are important components of identity. On the other hand, for modern women the mother's role is an

emotional one rather than a mission. The decision to postpone parenthood is therefore understood as result of negotiating relationships.

Today, more and more "Slovene individuals" first test their relations before they commit themselves to parenthood.

Individualization of risks in contemporary Slovene society means that the situations that once called for collective or political action are now interpreted as "unlucky stories" of this or that person that can be solved only by that particular person and through individual action. The individualization of risks goes hand in glove with the individualization of responsibilities and achievements. Both are values incessantly reaffirmed by the media, the educational system, the entertainment industry, educational system and attentive parents. The combination of the pressure to accept individual responsibility (which is a mechanism of disciplining), and the realistic experience of helplessness, produce strong feelings that risks and dangers are omnipresent. Uncertainty and doubts have pervaded all aspects of life; self-identities have become fluid and subject to continual reinterpretations. Life has become a "reflexive project" exacting incessant modifications of personal biographies in accordance with ever changing possibilities and risks.

SOME HISTORICAL DATA

After the World War (WW) II, the social development of Slovenian society - as a part of the federal state Yugoslavia (till 1991) - was far from the »real communist« model, particularly after mid sixties. Contrary to strengthening of the (hard) communist regimes – dictatorships in the Eastern block countries, Yugoslav search of an autonomous socialist model-the self management socialist system, being developed from 1950 to mid eighties was not only gradually accepting some elements of market economy, but also adopted gender equality measures in various fields of social life.

Particularly in Slovenia—the most developed republic of socialist Yugoslavia—the leading role of the Communist party was at least partially amended by some social sensitive activities on behalf of the mass organization Socialist Alliance of Working People and trade unions.

The development of social oppositional movements during the 1980s did not only include peace, ecological, gay and lesbian, writers' association, etc., but also a new generation of a feminist movement gaining more and more public space—also due to a liberal policy of the reforming Slovenian League of Communists. Paradoxically, since 1991 it was often hard even to maintain some of the gender equality policies from the socialist system.

SLOVENES' POSITION IN (former) YUGOSLAVIA

Slovenes in Yugoslavia found themselves in a contradictory position, even if they on the basis of the constitution 1946 gained the status of a constitutive part of the Yugoslav federation.

Formally, we gained our own state, but our independence was only an illusion. Even that Slovenia was the most economically advanced among the republics and Slovenia had provided 30 % of the convertible exports of the state and wages in Slovenia were up to three times higher than in the least developed parts of the state, our status provoked some dissatisfactions among others in the state.

However, some Slovene politicians tried diplomatically to hide their reservations about federal policy, even if the youngest among them tried to introduce more order and "European behaviour" to which they felt connected. The ideas as ideals about more independent role of the republic grow, not only as the necessity of the educational, political and economical reforms, but as the necessity of the independent Slovene State, which was realised after:

- the federal authorities proposed a reform of the educational system, according to which the teaching subjects such as literature, history, and geography was to be standardized in all schools in the former Yugoslavia state, what provoked mass indignation among cultural and political leaders and civil society who rebelled and demand independency in the educational system;
- mass revolt among the Slovene society which started to ask why Slovenia should stay in such a country;
- first result of the emerging political pluralism was May Declaration on 8 May 1989 with which the representatives of the Slovene Society and some (new) striking opposition parties demand a sovereign Slovene state, even if on 27 September 1989 Amendments to the constitution of Slovenia gave more political independence and stressed unequivocal right of Slovenia to self-determination and secession. In December Slovene Assembly voted for a law on political parties and elections that legalized a multiparty political system;
- January 1990 the first multiparty election were scheduled for April 1990 and their results showed that Slovenia wanted to (re)gain a place in the group of democratic states and societies;
- the plebiscite of 23 December 1990 on which the majority of citizens voted for an independent state, which was declared on 25 June 1991 and with help of mediators from European Community with the Brioni Declaration signed on July 1991 as agreement between Slovene authorities and the Yugoslav federal government as freezing the implementation of Slovenia's independence. On 25 October the last Yugoslav soldiers left Slovene territory.

We considered our independent statehood a major historic achievement. As the Preamble of the Constitution of the Republic of Slovenia of 1991 explains, the proclamation of sovereignty and independence of the state was based on human rights and freedoms and the fundamental and permanent rights of the Slovene nation to self-determination and was a result of the historical fact that in centuries long struggle for national liberation we have established our national identity and asserted our statehood. The Constitution established a democratic republic for all citizens, regardless of their ethnic origin or other characteristics, a social state governed by the rule of law and citizens exercise power vested in the people directly and through election, consistent with the principles of the separation of legislative, executive and judicial powers (Articles,1,2,3).

SLOVENIA TWO DECADES AFTER: CHANGES IN SLOVENE EDUCATIONAL SYSTEM-AFFECTING VALUES, FAMILY AND EVERYDAY LIFE

The expectations were extensive, great, the reality limited. Let us examine actual changes that were predicted and observed. Slovene materialists tend to support the proposition that "more respect for authority would be a good think", while post-materialists tend to reject it. The result shows a gradual shift toward the values of the post-materialists – towards less emphasis on respect for authority. Norms concerning respect for authority have been moving in direction predicted: to more political freedom, higher living standard and better habits, new religious norms, declining confidence in hierarchical institutions etc.

Slovene Society Today- What Is Happening Is More Differentiated Than Expected.

Of all changes that causes in Slovene society today the most important continue to be changes in educational system and everyday life: values, partnerships, family life, parenthood and contentment with life conditions. At the recent time, radical educational, political and social changes have great implications for work, intimate and family worlds.

Today it is difficult to speak of the individual satisfaction within a traditional framework of reference. People in Slovenia are, not only because of the global economic crises, confronted with new challenges and also risks. The older are living and the younger growing up in a society that appears to be less successful and stable, at least within the European context, and in which in individualized social and cultural climate for a while opened

new options but also related risks. It is no longer possible to lean on the past resources of security and reliance (values, referential areas, systems of social security, health system, attitudes toward abortion, norms concerning homosexuality and extramarital sex etc.). Young people and their parents are compelled to make earlier and better informed choices.

It has become clear that the standard economic indicators no longer explain as much as they once did, in the realm of political behavior. Slovene public evaluate their politic leaders by different, and more demanding, standards than those twenty years ago. The erosion of political authority can be traced to factors like:

- the public has become fed up with waste, corruption and ineffectiveness of Government in struggle with social inequality, growing poverty and unemployment, as well as
- not realized expectations of economic progress.

But, as the erosion of trust does not apply to all institutions: it is specifically a withdrawal of confidence from authoritarian institutions, the environmental protection movements rose from obscurity to attain remarkably high levels of public confidence. What is happening is more differentiated than expected!

All orientations linked with post-materialist values should become more widespread. Pervasive changes are taking place in political, as well as social and religious values. So most of the religious norms show strong correlation with making traditional values progressively even if, the Slovene mass media tend to convey exactly the opposite impression. Church attendance in Slovenia is one indicator of the priority which Slovenes accord to religion, but we estimate that it measures external behaviour that might be motivated by sociability, habit or even conformism, rather than genuine religious feeling. In time, in which Slovenia is undergoing economic decay and political upheaval, the Slovenes shift toward greater emphasis on religion. Islam presence and (hidden) religious conflicts are cited; even the revival of religion is evident, too. This involves a shift back of responsibility for one's own life. However, insecurity is pervasive. Also, why the political regime is unstable and real per capita income has been declining in recent years.

An illustration of this is already happening in Slovenia, which in 1991 became an independent state, oriented to market economy. However, the abolition of the self governmental system did in no way mean also the continuous improvement of social position of women. On the contrary: various indicators showed, that the »modernization and democratisation« included more and more obvious androcentric and even misogynist attitudes. Ironically, this process passed as "Europeanization", in this context the meaning one-sided, attractive images of Western democratic societies. In addition, revitalized religious (Catholic Church) activity focussed on the return of the traditional division of gender roles. In spite of that, various empirical investigations since 1990 till 2003 show, that the majority of population (women and men) still do accept egalitarian perspective (Mladenič at al 2006). This is not just a marginal failure. It is a striking reversal of the shift towards post-modern values, not in just a few deviant cases, but across the great majority of Slovene society.

On the other hand, we are coping with "an era of new form rising nationalism", which reality is more complex, and as xenophobia has, linked with insecurity, dramatic consequences in political and everyday's live. Feelings of national pride tended to move as:

- reaction against non-Slovene immigration, as our cultural heterogeneity is developing very fast, which cause tensions, even if migration is a world-wide phenomena;
- reemphasized one's own traditional ethnic identity, where multiculturalism is often intricately connected to multilingualism;
- opposition against Arbitration Agreement between the Slovene and Croatian Governments (because of not resolved territorial and maritime border disputes in the course of the past 18 years.

Even if, there is National Anthem "A Toast" (by France Prešeren) considerably more democratic and pacific:

"God's blessing on all nations,
Who long and work for that bright day,
When o'er earth's habitations
No war, no strife shall hold its sway;
Who long to see
That all men free
No more shall foes, but neighbours be."

Slovene Educational system has therefore a particular role to play in the maintenance of culture. Slovene teachers are "professionalised agents of cultural transmission". Slovene educational system institutionalises Slovene culture: the schooling process and the curriculum define not only what is, but even more, what will be the culture of the coming generation. The teachers as educators determine how the next generation will behave: they are, as it were, super-cultural transmitters. This is a highly politically charged activity, because what they are doing is not neutral nor is it static: Slovene society is changing rapidly, and we are in the thick of the debate what should be conserved and what should be different about tomorrow's Slovene Society. Ideas of Slovene Identity, citizenship and culture are at the very heart of this controversy within the European identity. Last needs to be more clearly labelled and identified, with more confidence: and, however, the Union needs to be transformed to become more transparent and with greater opportunities for real participation also for Slovenes.

Changes in Everyday Life-Patterns Related To Post-Modern Society

Of all the changes that cause distress today the most important continue to be changes in everyday life. But, however, data concerning family structure and family life courses in Slovenia shows that family life is conspicuously »European« in character: type and size of families, fertility, marriages and divorces, co-habitation, and common law marriages place Slovenia within the European statistical average.

Development trends in the area of family life do not essentially differ from predominant European trends, as post-materialist values show strong correlation with a whole range of norms concerning sex, marriage and especially family. Yet, this by no means implies that family life has been heading towards uniformity.

The overall picture resulting from the basic development trends in family life in Slovenia is as follows:

- a strong pluralisation of family formations and family lifestyles; the traditional family (i.e. a married couple with children), accounts for only one third of all the family types in Slovenia;
- parents decision to have children later (where postponed motherhood is more frequent than postponed fatherhood) and fewer children and the decision to have children at all is no longer self-evident;
- formalized marriage has been losing its social status and significance; increasing
- numbers of people, primarily young couples, opt for partnership unions or other
- types of family union. The general trend in the 1990s was a fall in the number of
- marriages;
- the number of divorces has been increasing. On average, one in four marriages in Slovenia ends in divorce;

	1980	1990	1995	2004	2005
Marriages	12.377	8.517	8.245	6.558	5.769
Divorces	2.309	1.858	1.585	2.411	2.647
On 1000 inh.					
Marriages	6,5	4,3	4,2	3,3	2,9
divorces	1,2	0,9	0,8	1,2	1,3
divorces on 1000 marriages	186,6	218,2	192,2	367,6	458,8
average age					
Bridegroom	27,5	28,7	30,1	32,6	33,0
Bride	24,1	25,4	26,9	29,6	29,8
On 1'st marriage					
bridegroom	25,5	26,6	27,9	30,3	30,6
bride	22,5	23,8	25,2	27,8	28,2

Source: Statistical Yearbook of the Republic of Slovenia 2002

- the number of single-parent families has been increasing. According to the available statistical data, single mother families are predominant in this group and account for 25 % of all families. Research shows that the living circumstances of single-parent families are the most difficult compared to those of other family types;
- the number of reconstituted families, where at least one parent sets up a new family, has been on the increase as well. Our estimate is that more than 35 % of children in Slovenia today do not (longer) live with both biological parents;
- the areas that have undergone the most important changes are the transition stage in which young people leave the family of origin and set up their own families, and fertility patterns. An increasing number of young;
- people postpone setting up a family of their own and continue to live with their parents in a special, semi-dependent style;
- a typical Slovenian household has altered considerably. An average Slovenian household counts only 2.8 members and a further decreasing trend is noticed for the number of household members. Namely, the number of single- or maximum two-person households is on the rise, whereas the number of households with several members is declining.

In comparison to other post-socialist countries in Eastern Europe, Slovenia is an exception in terms of its reproductive patterns.

In the majority of East European countries a conspicuous decline and postponement of marriages and births, coupled with a rise in common law marriages and out-of-wedlock births, occurred in the early 1990s, that is to say, following the change of the economic and political system. In Slovenia, however, these demographic changes had been steadily occurring ever since the 1980s. At the beginning of the 1980s, fertility in Slovenia was higher than two children per woman; by the mid 1980s, it fell to 1.7 children; by 2000, it fell even further to 1.2 children, by 2007 come to 1.3 children.

Nearly the entire cohort of women born in the 1960s gave birth to at least one child by 1995 (Obersnel-Kveder et al., 2001). While a similar conclusion holds true of the cohort born in the second half of the 1960s, we should point out that this cohort includes 20 % of educated women who had not had a child between 30-34 years of age, i.e. by 1995. By 1995, 85 % of women with elementary or lower education and 80 % of women with secondary school education in the 25-29 age groups had a child, compared to only 30 % of women with high school or university education. In a comparative study of European countries, (Frejka et al., 2001) also state that the "basic general trend of rising proportions of childless women" is undoubtedly present in Slovenia. This proportion is expected to rise from 5 % to 19 % in the cohort born in the 1970s. This decline in the number of births is not going to be compensated at later stage.

The reasons for postponed parenthood is not only the professional aspirations of potential parents, especially mothers, but also the changed values applied to the role of successful parents and the expected outcome of a happy and satisfied child. To achieve both, appropriate social-global and intimate family conditions should be created. The role of parents is becoming an increasingly demanding social and individual role, and potential parents carefully consider their decision to have a child: but it is also evident that their own demands, expectations, and aims are increasing -as young parents are not willing to accept any kind of a child. They will make sacrifices to improve possible defects and/or differences or deviations from expected and social acceptable (such as a stutter, strabismus, partial deafness, eyesight defects etc.). Parents frequently encourage their (even pre-) child to develop specific abilities (as early language learning, courses in various sports, learning a musical instrument etc.) and they consciously influence their child's development. In this way the importance of individuality-dependent on the social and cultural capital of the family into which a child is born-is increased. The post-modern understanding of successful parenting is based on developing the child's individuality to its greatest extent.

The role and duty of parents in learning socially valid norms and values is seen as less important. Childhood, especially prolonged childhood, is understood as a social category that varies in time and place, but as one also influenced by other factors. In Slovene contemporary society, the differences in understanding the education of children are huge, typical and imminent. Most frequently the education, income and age of the parents define the education they desire for their child. Empirical data (Bezenšek, 2007) suggest that parents who espouse the liberal concept of individualistic education and/or the democratic post-modern education (which is increasingly considered important in Slovene society) are more educated, have higher incomes and also follow the global social aim to improve the quality of life. The traditional and materialistic oriented and understanding of parents who regard social development as limited to providing material conditions and centralising power of the state is losing ground. These parents are not well-educated and their incomes are lower.

Of all of the changes affecting family life, it seems that the changes in patterns related to the post-modern society attract most attention, while in it a young person leaves the family of origin and sets up his/her own family and it is passage to this stage that has been increasingly postponed, which is known as a postponed parenthood and is characteristic for Slovene society, as well.

The average age at which young people in Slovenia leave their parents' homes is the end of twenties or the early thirties.

For economic reasons (prolonged education, unemployment, expensive housing etc.) we should add, however, that the average age at which young people leave their families of origin has been increasing, as well, and "strong" family continues to be the cultural norm. This is manifested as a prolonged stay of children with their parents, even if they create a family of their own and the "expected children's care for

their aging parents”, which in most cases is more a desire as reality because of children’s full employment or their financial incapability to support their parents.

The data for Slovenia shows that prolonged living with parents in Slovenia results from a lack of choice. The reasons stated are:

- objective (prolonged schooling; difficulties with finding jobs, i.e. attaining economic independence; housing problems etc.) and
- subjective (the comfort and cheapness of living at home, a high level of freedom and autonomy at home, friendly relations with parents, material and emotional security etc.). (Ule et al, 2000; Ule, Kuhar, 2003).

The transition from the family of orientation to the family of procreation takes place later. This stress on kinship and vertical relationships between generations is also a result of the influence of the Catholic Church, which is traditionally present by far in Slovene social place, as well as being a remnant of Muslim tradition that is characterized by the community life patterns and networks of relatives. Several types of family in Slovene Society are characterized by a faster individualization of the life course. The important values within it are individualism and independence of individual generations, especially the young. In these families, children gain independence from their parents faster, while parents themselves rely less on their children's support in their old age and prolonged living with parents appears to be a matter of choice. The underlying reason for this surprisingly process is the fact that this process is heavily influenced by whether or not the individual young feels secure concerning survival. Insecurity enhances the need for predictability and absolute norms and conversely, a sense of security is conducive to relatively permissive and flexible family norms.

The attitude towards family life in Slovenia is obviously expressly ambivalent. Young people, on the one hand, delay the setting up of their own families, so the proportion of singles' households is on the rise. On the other hand, public opinion surveys indicate that individuals, including young people, attach great significance to private family life.

CONCLUSION

On the whole changes in educational system are part of a general transition to a post-modern Slovene society underlined by intense processes of globalisation and individualization. Some are also definitely related to circumstances that transcend national borders, e.g. the restructuring of the labour market as characterized by a demand for a new, specialized, flexible and educated workforce, and measures arising from social policies which nearly everywhere prolong the period of young people's dependence on their families of origin. Yet it should be stressed that part of these changes occurring in Europe have a particular effect on the post-modern Slovene society.

In addition to the transition to post-modernity, Slovenia also embarked on the process of transition from a planned society to one based on the values and movements of the market.

The centrally planned society had been disintegrating for several decades, even before the fall of the socialist system in 1991. This disintegration created room for a market-based social order that is still indeed problematic and complex and, actually a far cry from any real order desired.

The most distressing consequences of post-socialism are the collapse of the labour market and resulting mass unemployment, inequality of income as well as new forms of poverty. Another consequence is the renaissance of neo-liberal understandings of the market's role in which the stress is placed on individual initiative, self-trust, and a more pronounced feeling of responsibility for one's own life. The changes that are otherwise

characteristic of transition processes also inevitably induce changes in the structure of private and family lives in Slovenia.

The influence of factors of social inequality (social inclusion/exclusion) has thus been shifting away from interclass inequality towards intra-class differentiation. While this does not mean that class differences are losing their significance, it does mean that the factors underlying differentiation within classes, particularly with regard to family support, have been reining forced. Increased competitiveness and selection determining admittance to (prestigious) schools and access to (suitable) jobs accorded to family's emotional support and family social networks play decisive roles in this.

Almost two decades after another important reason for the increasing significance of privacy is an ever more intense deconstruction of the welfare state and a conspicuous re-allocation of costs and responsibilities from the state (and its social policies). As a result other significant conclusions are as follows:

- There has been a shift from the model of ethical and educational family to the model of emotional and supportive family. The traditional rigid distribution of generational and gender roles implying heteronymous rules coming from "the top" has become inefficient.
- The models of communication within the family have also changed. Parents as partners and as parents and children define and re-define their partner and family roles on a daily basis. Partner and family life is characterized by intense work on relations involving incessant mutual negotiations and agreements. A high level of tolerance and the allowance of individual autonomy characterize this type of "work intense" family.
- The parents' role in the life of young people has been increasing, particularly the significance of the mother on both the instrumental and emotional levels. Mothers increasingly assume the role of valuable "therapists" and agents mitigating distress and conflicts caused by the "outer world."
- Economic factors (insufficient or uncertain income as a consequence of economic crisis and unemployment, high costs of childcare, low possibilities of resolving the housing problem, difficulties in balancing professional life/career with family life).
- Quality of life (a tendency towards a more comfortable life, desire for independence and personal development, career, self-fulfilment).
- New risks and uncertainties (fear of the future, unstable partnerships, greater responsibility and more demanding tasks related to the process of growing-up, schooling, children's education, bad experience in parents' family).
- Great responsibility and demanding tasks related to parenthood (this is related to high aspirations concerning children - young people want to be responsible parents, so they postpone the birth of their children until they can provide all the conditions necessary for exemplary parenthood).

It became clear that several misunderstandings would have to be solved with negotiations between adults as partners, children and other family members. In view of pursuing the demographic policy of a country, whose efforts to stimulate earlier starting of new families and a rise in birth rate are manifested in various measures, 2007 our Ministry of the Environment and Spatial Planning prepared legal bases for subsidising young families, who are dealing with the housing problem for the first time. Solutions to this problem were provided in the form of the National Housing Saving Scheme Act and Housing Grant for Young First-Time Homebuyer Families. According to the Act, a young family is a living community of both parents, or one parent, and at least one pre-school child; the age of the parents not being limited.

Thus, the group of young families is also comprised of single-parent families. A subsidy is granted for purchasing or building an appropriate home, and solving the housing problem with a re-construction. A young family, who meets the afore-mentioned criteria and the income criterion (a family's top income being limited according to the number of family members), is granted a subsidy of 300 € per family member a year, for a period of eight years, on condition that the family's income does not exceed the statutory limit during this

period. A subsidy is grants provided by the Budget of the Republic of Slovenia. 1 360 young families responded to this year's public call for subsidy grants, prepared by the Housing Fund of the Republic of Slovenia. 2 377 854 Euros of the national budget have already been earmarked for 2007 housing grants, which I covered the subsidies for all eligible families.

Apart from subsidies for the young families who are dealing with their housing issue for the first time, either by building, purchasing or re-constructing a home, this year in Slovenia we launched a system of subsidising rents for student families as well. This solution is intended for the young who start a family already during their student years or right after they have finished their studies. A student family is defined as a family with at least one pre-school child, income below the statutory limit, and at least one parent having successfully finished their studies. In case such a family is trying to solve their housing problem by renting an apartment on the market, it is entitled to a subsidy as well, but for a period of two years. In this case a subsidy is determined as a difference between the market value of a household rent and the non-profit rent for an equivalent apartment. Thus, we could enable young parents – students - usually not yet employed, with no savings and therefore no possibilities to purchase an apartment or build a house, to afford paying market rents.

Personnel with higher and university education, master's degrees and doctorates are undoubtedly of great importance for the development of any society. This is all the more reason to try to provide them with some aid when they tackle the housing problem for the first time, and consequently motivate earlier starting of families. At the beginning of the parents' career, subsidised rents would therefore help young families solve their first housing problem on the one hand, and on the other, they would serve as stimulation for them to invest the money, intended for paying the rent, and perhaps contributed also by parents or relatives, on a more long-term solution to the housing problem.

On the whole, the housing policy devotes a great deal of attention to the young and young families. The Housing Act states that the population categories that should be given priority in the allocation of non-profit housing are well the young, young families, and families with several children, among others. In addition, the Housing Fund of the Republic of Slovenia, a public fund, partially finances the projects of acquiring assisted living facilities, retirement homes, and halls of residence. By taking these measures we are trying to contribute to an improvement in the demographic trends through the housing policy as well. The latest statistics show that, after a long period of negative natural increase, 2006 is the first year to record a positive natural increase in Slovenia.

I hope that one of the stones in this mosaic was also the housing subsidies for young families. The extent consequences of this complex processes as a positive outcome of the situation in Slovene society remains not to be seen, by yet.

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AN ANALYZE OF TEACHERS' VALUE PREFERENCES IN CLASSROOM MANAGEMENT ON THE BASIS OF LENGTH OF SERVICE VARIABLE

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ABSTRACT

Educational leadership has moral meanings and requires leaders to be aware of their values that are reflected by their behaviors. Values, as the guides of personal preferences, are penetrated into all academic processes, especially into classrooms where the greatest face-to-face interactions are lived. The goal of this study is to determine the most and the least preferred values by teachers in their classroom management on the basis of length of service variable. The research group comprises 68 classroom teachers working in Regional Public Boarding Schools. Rokeach Value Survey (RVS) composed of 36 values was used to receive teachers' views. Participants were asked to choose the most preferred ten values from RVS and rank them from 1 to 10 according to their personal preferences in their classroom management. The analysis of data revealed that the most preferred ten values are generally common and the least preferred ten values had more differences between groups.

Keywords: Values, classroom management, length of service.

INTRODUCTION

Values have been variously defined as things which are considered "good" in themselves (such as beauty, truth, love, honesty and loyalty) and as personal or social preferences (Halstead and Taylors, 1996: 3). Values can be either preferences or principles that represent the opposite ends of the moral spectrum. Values are personal preferences concerning individuals' standards for considering the importance of worthwhile of something for them to think and act (Chin and Lin, 2001: 2).

Argandona (2003: 16) points out those values are reflected in decisions; the repetition of values in decisions shows the existence of a virtue and the body of virtues shapes character, which gives consistency to subsequent decisions until a conduct is defined. In turn, each of these stages makes a mark on other people's values, in the same way that their decisions, virtues, characters and conducts influence our values. Thus, values' individual and social dimensions are interrelated; they influence each other mutually. According to Norris, Barnett, Basom and Terkes (2002: 33), humans look at other people's lives and they are affected by their value centered choices. In this manner, valuing becomes a developmental process which is affected by individual's world-view and the position he/she takes in it. During valuing process, society supports and enriches individual's values and reciprocally individual supports societal values.

Values' effect on conducts seems to be as a regulatory mechanism. From this point of view, values are inner structures which distinguish right from wrong, "do" and "don't do" even there is no one could see. Personal values are uniquely individual and we each tend to set priorities based on our core values and beliefs to help us decide how to act. Jorgensen and Ryan (2004: 223) describe values as internalized sets of beliefs or principles of behavior held by individuals or groups. Glen (1999: 205) gives an operational definition of a value is

something chosen freely from alternatives after thoughtful consideration of the consequences of each alternative, prized, publicly affirmed willingly, acted upon and recurring. Salikhova (2010: 82) also demonstrates the persistence of individual expression of unfeasibility realizability of personal values as a style characteristic of personality.

Personal value systems effect leaders' perceptions, points of views to problems, themselves and others; interpersonal relationships, decisions, solutions and also organizational and individual success (Sağnak, 2005). Brytting and Trollestad (2000: 57) consider leader as someone who must cope with changing and increasingly heterogeneous values. This "coping", how they perceive the challenges and how they go about dealing with them, will depend on their own deeper convictions and concerns.

Leadership and teaching in any endeavor is a moral task. Peters (2003: 23) clarifies this moral task with *"What makes teaching a moral endeavor is that it is human action undertaken in regards to other human beings. Therefore, considerations of what is fair, right, just and virtuous are always present."* And as Hansen (1998: 652) states, the moral meaning of teaching can be derived from the basic terms of the work itself. At this point, educational leaders must be vigilant about the values that they support. It is impossible for an educational leader to take an action that does not also make some comment about how things should be done (Normore, 2004: 1). Leaders who are permanently observed and evaluated, should be in an inquiry and ask the questions themselves recommended by Akbaba- Altun (2003: 10): *"Which values should I have as an educator? What are my ethical principles for my work?"*. Strike, Haller and Soltis (1998: 14) underline the ethical components most of managerial works require. For instance, at the times of making decisions, opening the organizational sources to members' usage, punishing or awarding students; than the questions will be about decisions' democratic or fairly qualities or related to the values like justice, equality, fairness.

In school life, every lesson conveys not only academic but also moral and social meaning. But the academic aspects are usually explicit, whereas the moral and social aspects remain implicit, part of a "hidden curriculum" (Evertson and Neal, 2006: 3). The values of schools are apparent especially in the relationships between teachers and pupils. Values are reflected in what teachers choose to permit or encourage in the classroom and in the way they respond to children's contributions to learning, and children learn values from such responses. Even the seating arrangements in a classroom convey certain values (Halstead and Taylors, 1996: 3). These value loaded relationships between teachers and students are especially felt in classroom climate (Aybek, 2007). These emotional climate which may affect classroom activities directly in a positive or negative manner; could be nervous, formal, authoritarian, sincere, friendly or democratic, related to the values adopted by teachers (Ekşi, 2003: 81). The personality characteristics of the teacher, its needs, values and attitudes predict the climate of its classes (Walberg, 1968)

Classroom management strategies have as much, or perhaps even more, impact on students' moral and social development as they do on their academic development (Evertson and Neal, 2006: 3). Classroom management strategies differ from each other with different values reflected by teachers. For example, in democratic classroom management approach, it is critical for teachers to behave honestly and equally to all students and teachers should have values like humanist, fair, open to communication, consistent, equal, innovative and able to respect differences (Kesici, 2008).

Furthermore, in consultation approach (Erden, 2008: 21), teachers should treat students by not labeling them, express their expectations in a clear and direct manner and should have values of empathy, respect, deeper understanding, sincerity and calmness. Xiaoman (2006: 20) claims that teachers take different roles in their classroom management related to the values they adopt. In other words, teachers' values are effective on the way they take moral communication in classroom. For equality value, teacher's role will be partner; for respect value, role will be "listener" and "participant", for care value, role will be sponsor and aspiring and for sincerity, role will be "model".

METHOD

This study aims to determine the most and the least preferred values by teachers in their classroom management on the basis of length of service variable. The study group comprises 68 classroom teachers working in eight Regional Public Boarding Schools in 2008- 2009 school year in Elazığ (a city in the eastern part of Turkey) and its towns. It was assumed that teachers working in boarding schools could have more opportunity to spend more time and to observe students than the other teachers. 20.5% of study group had 1-5 year (first years at job); 38.2% of teachers had 6-15 year; 41.1% of teachers had 16 and more year length of service in the study group. Teachers in the study were asked to read all the 36 values carefully that were in Rokeach Value Survey (RVS) developed by Rokeach (1973) and then choose 10 values from the list according to their preference in their classroom management and rank them according to the importance they give to these values. The most and the least preferred values in these 10 selected value lists were shown with tables with their percentages and frequencies.

FINDINGS AND DISCUSSION

The Most Preferred Ten Values in Classroom Management On The Basis Of Length of Service Variable

Table: 1 shows the most preferred ten values in classroom management. It is seen that, there are six common values (honesty, responsibility, ambitious, self-control, equality and self-respect) for three groups. This shows the common and continuous sensitivity shared by teachers in classroom management from the first years at job to the latest years. Values of honesty, responsibility and self controlled are also the ones which are highly preferred by American teachers as indicated in Commbs-Richardson and Tolson (2005)'s survey.

Table 1
The most preferred ten values in classroom management on the basis of length of service variable

1- 5 Years				6-15 Years				16 and More Years			
Value	No	%	f	Value	N	%	f	Value	No	%	F
Honest	1	79%	53	Responsible	1	85%	57	Responsible	1	75%	51
Responsible	2	57%	38	Honest	2	70%	47	Honesty	2	71%	48
Ambitious	2	57%	38	Self-controlled	3	54%	36	Clean	3	64%	53
Self-controlled	2	57%	38	Ambitious	4	50%	34	Ambitious	4	57%	38
Sense of accomplishment	2	57%	38	Equality	5	42%	28	Equality	5	46%	31
Happiness	3	50%	34	Inner harmony	5	42%	28	Self-controlled	5	46%	31
Helpful	3	50%	34	Clean	5	42%	28	Inner harmony	6	43%	29
Equality	4	43%	29	Imaginative	5	42%	28	Happiness	7	39%	26
Self-respect	4	43%	29	Capable	5	42%	28	Helpful	7	39%	26
Salvation	4	43%	29	Self-respect	6	39%	26	Self-respect	7	32%	21

For the first group, honesty is the most important value in their classroom management.

These teachers, who are giving great importance to have open communication with students, also give value to trying to manage classroom as it should be, working for professional ideals, evaluating themselves at each managerial step and gaining the sense of success after doing all these. Considering these findings, it is an expected result to see the values of happiness and self-respect in the list. Because, these values can only be felt by ones who did their jobs in the way as they had to. Value of salvation means a saved and eternal life. The points that teachers in the first years of service, consider their management style as something related to their conscience and something that will bring them happiness on condition that they do their job rightly. Findings about values of accomplishment, self-controlled and helpfulness are supported by Yılmaz (2009)' findings which show that teachers have 1-5 year length of service have higher scores related to these values than their colleagues.

Analyze of second group teachers' value preferences shows that there is a big increase at responsibility value with its biggest percentage between groups. The other common values like honesty, ambitious, self-controlled, self-respect and equality protect their similar percentages in the list. On the other hand, first group's happiness and salvation values (that are results of feedback taken from management) give their places to inner harmony which means freedom from inner conflict. A sense of accomplishment that is result of doing something successfully is seen as capability value which is directly related to the proficiency and efficiency gained through years. One of the points that need attention is that, there is cleanness value in this group's list. Cleanness is related to the physical dimension of classroom management (Çelik, 2005) and it is not seen as a critical value by inexperienced teachers. The other point is value of imaginative. This value has taken more attention in the recent times with the changing education paradigms and especially changing education curriculum. So it was expected to see this value in first group teachers' list; but contrary to this assumption, it locates in second group's value list.

For the third group teachers, it is seen that common six values protect their places in the list without big differences. One of the critical point is to see cleanness value in this group. This finding shows that, importance given to cleanness value by classroom teachers rises related to the years spent at job. The other point is; the most experienced teachers give importance to happiness and helpfulness like their inexperienced colleagues.

The Least Preferred Ten Values in Classroom Management on The Basis of Length of Service Variable

Analyze of the least ten preferred values in classroom management shows that 4 of these values are common for three groups. Value of pleasure that comprises to make the classroom life funny and enjoyable for everyone; value of an exciting life that means a stimulating and active life and staying out of monotony, being open to differences; value of wisdom that requires a mature understanding of life and value of loving that emphasizes behaving affectionate and tender are the common least preferred values.

Pleasure, polite, loving and an exciting life values' presence in first group teachers' value list, shows that theses teachers don't give priority to values that can make classroom climate hot. This also points the low expectations from classroom management about that can form a funny school life. Values like wisdom and intellectual are accepted as the ones that are related to high level cognitional processes. So that is why classroom teachers, whose students are in the first steps of these processes, didn't give priority to these values. Value of capability was one of the most preferred values by second group teachers; but contrary to this, it is one of the least preferred one by first groups.

This finding shows the awareness that the inexperienced teachers have about their management capabilities. And it is also worth noting that value of world at peace is one of the main democratic values (Kesici, 2008) and it was not seen as a most important one by these teachers.

Table: 2
The least preferred ten values in classroom management
on the basis of length of service variable

1-5 Years				6-15 Years				16 and More Years			
Value	No	%	f	Value	No	%	f	Value	No	%	F
Pleasure	1	0%	0	Exciting life	1	4%	2	Pleasure	1	0%	0
Polite	1	0%	0	Pleasure	2	8%	4	World of beauty	2	3%	1
Wisdom	2	7%	4	Mature love	2	8%	4	Exciting life	3	7%	4
World at peace	2	7%	4	Comfortable life	3	12%	7	Independent	3	7%	4
Broadminded	2	7%	4	World of beauty	3	12%	7	Wisdom	4	11%	7
Intellectual	2	7%	4	Wisdom	3	12%	7	Capable	4	11%	7
National security	2	7%	4	Loving	3	12%	7	Social recognition	5	14%	9
Loving	3	11%	7	Intellectual	3	12%	7	Loving	5	14%	9
Capable	3	11%	7	Forgiving	3	12%	7	Obedient	5	14%	9
An exciting life	4	14%	9	Independent	3	12%	7	Polite	5	14%	9

Value preferences of second group teachers are meaningfully different from the first groups'. Two of these different values, mature love and forgiving, are thought to be as the ones can be functional in relationships management. Additional to this, a beautiful life and a comfortable life values may help to make classroom climate hotter. These findings show that, teachers give importance to the values which directly serve to their academic expectations and not to soft climate in classroom and such kind of assistant values were not categorized by teachers as the main classroom management values. The other critical value is independency value that comprises students' active life and ability to be adequate for them. This finding may be interpreted as a sign that points teachers' traditional management style or as a sign that supports teamwork in classroom.

The biggest similarity between first and the third group is value of pleasure which was not chosen by any of teachers. The first value different from other two groups is value of social recognition that also means respect. This may show the decreased sensitivity felt to students' dignity in classroom or the perspective that had been closed to other people' thoughts about themselves during the years. Second different value in the list is value of obedience. Self controlled and self respect values were two of the most preferred ones by teachers (see Table: 1).

Value of obedience may convey meanings that are directly opposite two these preferred ones. So it is an expected finding to see obedience in the list that emphasizes passive students.

CONCLUSION

According to the findings, honesty, responsibility, ambitious, self-controlled, equality and self-respect are the most preferred values in classroom management without the importance of length of service variable. On the other hand, for 1-5 year teachers, sense of accomplishment, happiness, helpfulness and salvation; for 6-15 year teachers, inner harmony, clean, capable and imaginative; for 16 and more yearned teachers; clean, helpful, happiness and inner harmony are the most preferred values. Results about the least preferred values indicated that there is a much more diversity between groups. Only values of pleasure, an exciting life, wisdom and loving values are common between groups. Values of polite, world at peace, capable, intellectual, national security and broad minded are in 1-5 yearned teachers' list; values of mature love, a comfortable life, intellectual, forgiving, independent, world of beauty are in 6-15 year teachers' list; values of world of beauty, independent, polite, social recognition, obedient and capable are in 16 and more year teachers' least preferred values list.

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ANALYSIS OF DISTANCE LEARNING MARKETING AT VILNIUS GEDIMINAS TECHNICAL UNIVERSITY (LITHUANIA)

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ABSTRACT

The paper presents the education system in Lithuania. The special emphasis paid on distance education. The paper analyses the possible ways of advertising and management of distance education in Lithuania. The possible ways of marketing and management are described. The means, which also could be used in management of distance education are analyzed and the emphasis made on those, which are not used, like banners and etc. The case of Distance Learning Management and Advertisement at Vilnius Gediminas Technical University, at the Department of Construction Economics and Property Management is described.

Keywords: Distance education, marketing, questionnaire.

INTRODUCTION

Distance learning is a process of teaching-learning in which the learner is physically separated from the teacher. The geographical distances involved may be relatively small, or very large. Most definitions accept that there may be a degree of physical interaction between teacher and learner, but in comparison with the normal classroom experience the actual amount of face-to-face contact is usually much reduced or even non-existent. Because of this, the teacher develops a range of learning materials to impact knowledge, skills and attitudes to the learner. The presence of such technical media (print, audio, video, computer-based) is a distinguishing feature of distance education. Students study these materials, generally alone, at times and in places of their own choosing. There are arrangements to test their knowledge, skills and attitudes through assignments that are sent to a tutor for marking, or marked by computer (Rumble, 1997).

Marketing is a "social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and values with others." It is an integrated process through which companies create value for customers and build strong customer relationships in order to capture value from customers in return (Kotler, et al, 2008). In this paper we are focusing on distance learning in Lithuania and the possible customers – distance learning students: on all related marketing problems.

EDUCATION SYSTEM IN LITHUANIA

According to Invest in Lithuania, Lithuania has twice as many people with higher education than the EU-15 average and the proportion is the highest in the Baltic. Also, 90% of Lithuanians speak at least one foreign language and half of the population speaks two foreign languages, mostly Russian and English or Polish.

Vilnius University is one of the oldest universities in Northern Europe and the largest university in Lithuania. Kaunas University of Technology is the largest technical university in the Baltic States and the second largest university in Lithuania.

Other universities include Kaunas University of Medicine, Lithuanian Academy of Music and Theatre, Vilnius Pedagogical University, Vytautas Magnus University, Mykolas Romeris University, Lithuanian Academy of Physical Education, Vilnius Gediminas Technical University, The General Jonas Zemaitis Military Academy of Lithuania, Klaipeda University, Lithuanian Veterinary Academy, Lithuanian University of Agriculture, Siauliai University and Vilnius Academy of Arts (Wikipedia, 2009). The Lithuanian education system is shown in Figure 1.

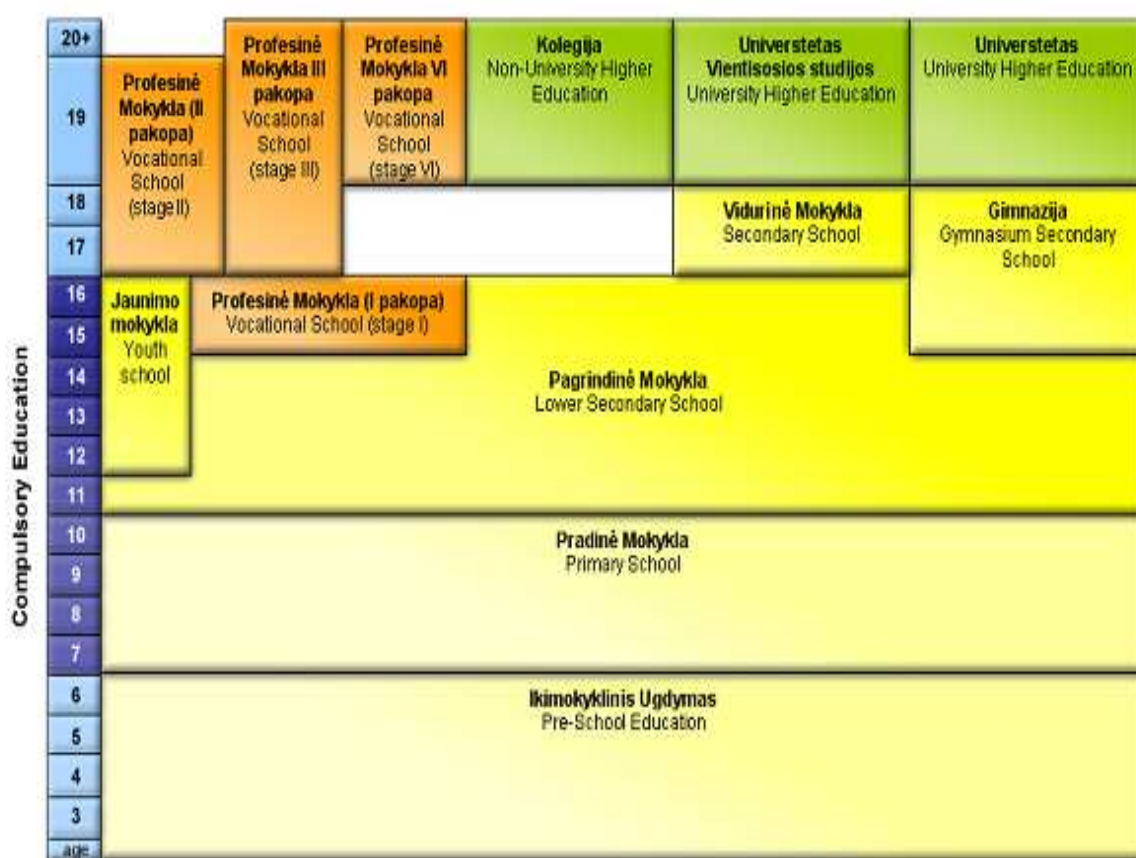


Figure 1
The Lithuanian education system (based on National summary sheets
on education system in Europe and ongoing reforms, 2009)

Explanation of The Lithuanian Educational System

- *Pre-school.* The pre-school programme is on offer for children aged from 5 to 6 at nursery schools, school nursery schools and primary school is conducted by qualified teaching staff and is voluntary.
- *Primary and lower secondary school.* School begins at the age of 6-7, ten class system for primary and lower secondary education. The 4-year primary school is followed by 6 years of basic education. If a

- pupil is successful in the final examination, this concludes with a basic education certificate (the equivalent of the intermediate school leaving certificate in Germany).
- *Upper secondary education.* After completion of basic education, a two-year course of upper secondary education may be embarked upon. It is also possible to transfer to an upper secondary school upon completion of class 8, this school then continuing until class 12. In classes 11 and 12, pupils are permitted to select subjects in a targeted way in accordance with their personal interests and strengths.
 - *Vocational education and training.* Vocational education and training can be completed in vocational schools by young people from the age of 14. The training comprises the imparting of both theoretical and practical knowledge. Four types of training programme are differentiated. *Type 1.* For young people from the age of 14 who have not gained a basic education leaving certificate which forms the basis of vocational education and training. This framework also affords the opportunity of gaining the lower secondary school leaving certificate. *Type 2.* 3-year vocational education and training for those who have gained the basic education leaving certificate. They acquire a VET qualification (skilled worker status). *Type 3.* Is for those who have passed the upper secondary school leaving certificate, 1 to 2 years of vocational training. *Type 4.* For those who have passed the upper secondary school leaving certificate, 3 to 4 year course of training comprising higher education and occupational qualification. Some modules correspond to Bachelor level, and credit for these may be transferred to a later course of higher education study.
 - Vocational education and training, however, is not very popular with young Lithuanians, since it provides only limited knowledge which is no longer sufficient on the current labor market in the form is imparted. Many young people wish to obtain more knowledge about work within the private sector or about self-employment.
 - *Higher education.* Lithuania has academic (universities) and non-academic institutes of higher education (colleges). Students gain entry via selection procedures which mostly involve consideration being accorded to marks obtained in the upper secondary school leaving certificate. Higher education is based on the European credit system. The duration of the course of study leading to the acquisition of a Bachelor degree (basic higher education study) is 4 years. This can be followed by a one or two year vocational qualification diploma, such as a teaching qualification or a Masters degree which in turn can be followed by a doctorate (National summary sheets on education system in Europe and ongoing reforms, 2009).

DISTANCE EDUCATION IN LITHUANIA

In 1993, Lithuania joined the PHARE Multi-country Program for Distance Education. The Minister for Education and Science issued an order to establish the Lithuanian Centre for Extramural Education (LNSC), which is responsible for implementation of the program in Lithuania. EU funds for pilot activities within the PHARE Multi-country Program for Distance Education were first granted in 1995, when LNSC and EC signed an agreement for the first (pilot) year in Lithuania. The results of this program in Lithuania may be briefly described as follows:

- universities, other higher education establishments, the Parliament (*Seimas*) and the Government now are more aware of the significance of modern distance education for the development of Lithuania;
- the first group of lecturers for modern distance education was trained;
- the first two modern distance education centers were established in Kaunas University of Technology and Vilnius University, as well as three student support centers in Vilnius Gediminas Technical University, Vilnius School of Electronics and Kaunas School of Technology;
- the first modern distance courses prepared in Lithuania were launched.

The expansion of the distance education network is also funded by the Lithuanian national budget. The investment program of the Government of the Republic of Lithuania "Development of Distance Education in

Lithuania” was launched as early as in 1998; the program covered creation of the infrastructure for distance education video conferencing:

it was planned to expand the network of modern distance education classrooms in Lithuania, as well as to prepare laboratories and studios with versatile equipment (Targamadze, et al, 1999).

The Lithuanian Distance Education Network (LieDM) is the main distance education infrastructure in Lithuania open to public at large; it enables universities, colleges, vocational schools and other education and training organizations to render distance education services (see Figure 2).

The video conferencing network developed in Lithuania during the LieDM project facilitates development of a joint system for education support throughout Lithuania (Rutkauskiene, et al, 2003).

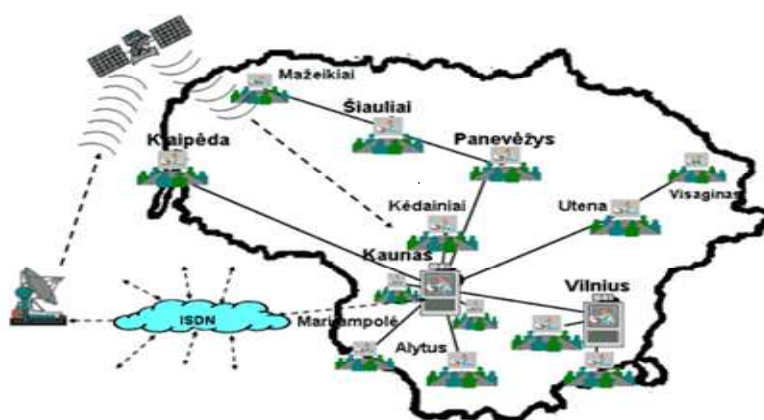


Figure 2
Lithuanian Distance Education Network (LieDM)(Rutkauskiene et al, 2003)

A distance classroom can communicate with any other Lithuanian or foreign institution with the help of either Internet or ISDN. The events streamed via the LieDM network can be used as sources of both information and education throughout Lithuania. They are, for instance, various recorded workshops, conferences and meetings, or presentations, examinations and lectures.

Geographically, the LieDM network covers the entire territory of Lithuania (see Figure: 5), though it is more developed in our cities, which have more universities, institutes and colleges, as well as are home to bigger numbers of students and teachers (Trinkunas, et al., 2008). The aim is to further develop Lithuanian Distance Learning Network LieDM and support its activity, create information technology based and integrated e-learning space, providing possibilities for every Lithuanian citizen to learn as well as retain and develop competences all lifelong despite the dwelling place.

Creation and development of the portal “Lithuanian Virtual University (LVU)” ([http:// www.lvu.lt/app](http://www.lvu.lt/app)) is part of the program of the Ministry of Education and Science of the Republic of Lithuania “Lithuanian Virtual University 2007–2012”, which carries on and expands activities of the previous programs and attracts new institutions to such activities (Lithuanian Virtual University, 2009).

At present time the programs and courses are provided at following universities and colleges: Lithuanian Virtual University, Kaunas University of Technology, Mykolas Romeris University, Siauliai University, Vilnius Law and Business College.

In this paper the distance learning at Vilnius Gediminas Technical University will be presented.

The e-learning courses at the Department of Construction Economics and Property Management of the Faculty of Civil Engineering of VGTU were introduced in September of 1999. 27 students from all over Lithuania were accepted into the Real Estate Valuation program. Most of them were people working in the real estate sector. Since 2003 the Real Estate Valuation and Management program contains two major subjects: Real Estate Management and Internet Technologies and Real Estate Business. Since 2000 students can enroll in Construction Management e-learning course selecting Construction Economics and Management as a major subject (Rimkuvienė, Lepkova, 2004).

All program materials are available as printed program notes which are enhanced, where appropriate, to take advantage of modern teaching techniques and delivery mechanisms. In particular, the following media are used in specific modules: electronic format of the textbooks, video, computer software, computer learning systems, computer conferencing, computer networks, and 'face-to-face' contact. Study materials are prepared with reference to Great Britain, Germany, the USA and other countries' experience (Kaklauskas et al, 2002). Electronic format of the textbooks is provided on CD (see Figure 3) and also available in virtual environment on distance learning web-site.



Figure 3

Electronic format of textbooks and video- and audio- material for students prepared in CD

DISTANCE LEARNING MARKETING AT VILNIUS GEDIMINAS TECHNICAL UNIVERSITY

In this part of article the main attention will be paid on advertising part of marketing. The main focus made on distance learning in Lithuania and the possible customers – distance learning students.

The main sources of information about Distance learning studies at Vilnius Gediminas Technical University are following:

- Internet (websites of university, distance learning centre and etc).
- Newspapers.
- Flyers, distributed during the exhibitions, also sent to possible customers by email and surface post.

- Participation in exhibitions (focused on specific topics).
- People advice.

In figure: 4, the distance learning advertisement at VGTU is presented. It can be seen the picture from the exhibition center, where the authors of paper were presenting distance learning at VGTU, using flyers, video and other material; internet website and the example of the advertisement of distance learning at VGTU in press.

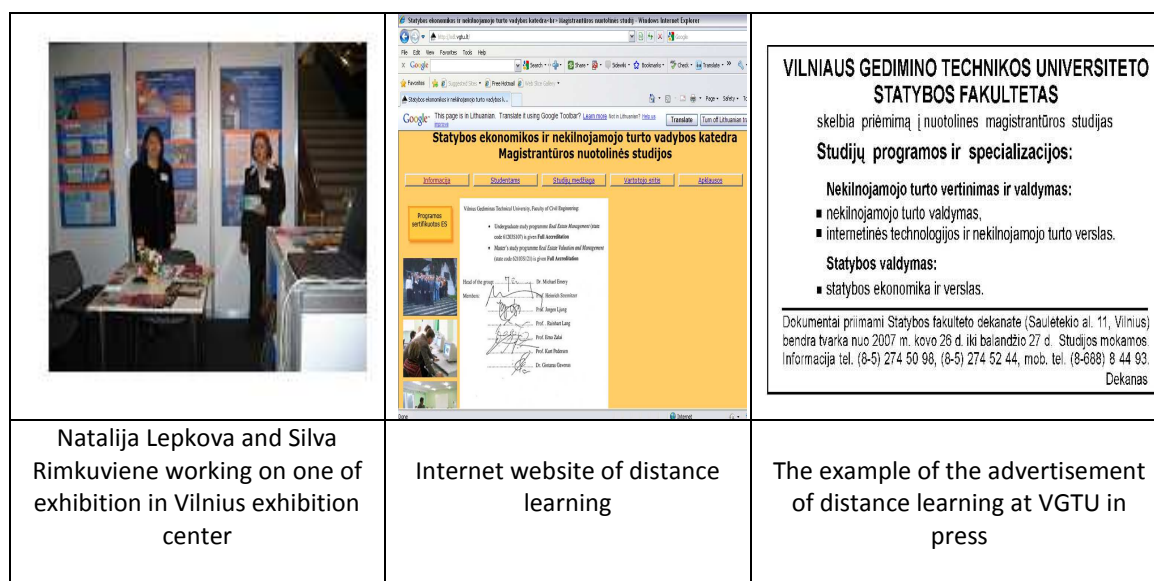


Figure 4
Distance learning advertisement at VGTU

In order to clarify a number of issues related to the efficiency of advertising the 2 survey researches were conducted. The first research has been fulfilled in 2003 year, at the beginning of distance learning studies at VGTU. 125 respondents took part in a questioning. The results of first research were published in scientific journals and proceeding books (Rimkuvienė, et al, 2004; Lepkova, et al, 2006). The second research has been fulfilled in 2009 year. 86 respondents took part in a questioning. The reliability and efficiency of information about distance studies is an important research object.

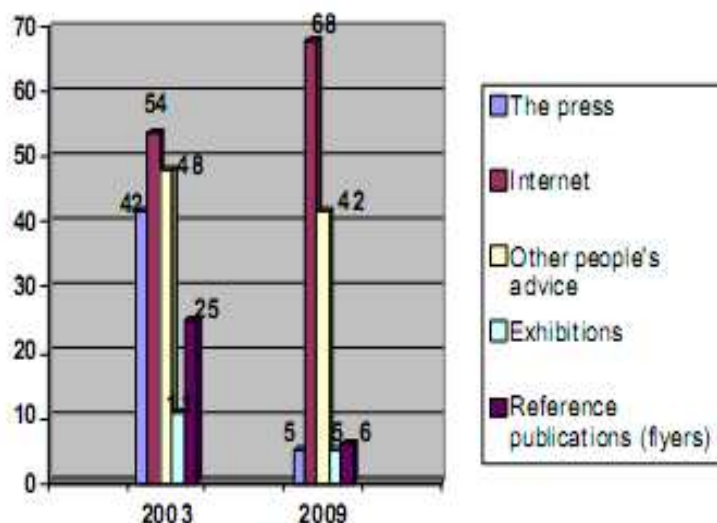


Figure 5
Respondents' opinions about the reliability of sources of information

The students were asked about where they found the information about distance learning at the Department of Construction Economics and Property Management. It should be noted that in their answers to this question the respondents were allowed to specify several options (see Figure 5).

As can be seen from this analysis, the Internet is considered the most efficient source of information. The second most popular source is other people's advice, the third – information published in newspapers, etc (see Figure: 5).

CONCLUSIONS

- Distance learning plays an important role in all education system in Lithuania.
- The distance learning at Vilnius Gediminas technical University has developed rapidly and students very interested in such form of study.
- The good marketing of distance learning has a great influence on students' interest in distance education.
- Internet is considered the most efficient source of information. The second most popular source is other people's advice, the third – information published in newspapers.

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<http://en.wikipedia.org/wiki/Lithuania>.

SOME LEGAL ASPECTS OF FATHERH'S ROLE IN EDUCATION IN SLOVENIA

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ABSTRACT

The author deals with the legal aspects of the most common consequences of father's role changed in the event of a divorce and the separation of unmarried parents' community. After a brief against the legal aspects of paternity, termination of marriage in certain European countries, the author presents the legal aspects of paternity in the Slovenian legal system and particularly stresses the importance of the compromise agreement on the allocation of the parents of the child after the divorce, which is governed by 64.člen ZZZDR-UPB1; child's right to receive payment of duty and his father (or agreed. specified) maintenance, and the right child to both parents - even to his father, and the right child to personal contact with both parents and thus also with his father, who has a great importance upon his educational achievements.

Keywords: Father, child, family, education, parents, government, divorce, separation, socialization, family law.

INTRODUCTION

Upon termination of the marriage or the partnership of parents, the child's status is changed significantly since the changed family relationships, as well as the relations between parents are often either broken or hostile to such an extent that their participation in the care and education (total) of the child is disturbed. This also often causes disturbed or even broken relationships (among others), between parents and children, especially between father and the child.

Given the fact that in Slovenia the majority of children after a divorce or dissolution of the parent's partnership the court granted the mother's care because the various sources indicate that fathers in care receive only 2 % to 6 % of children, the father's bond after the collapse of a partnership relationship with the child's mother often only one dimension reduces the father's role. They do it after the divorce or the father meets divorce with alimony payments and other cash compensation and certain specific meetings or time periods of cohabitation with the child. Post-modern views on fatherhood definitely want to go swollen state with a view to fathers after the termination of marriage and go in the direction to the right to maintain optimum quality and relationships with their children in order to realize the role of partner, friend, protector, caregiver, educator, provide it (necessary) moral support to teachers. In short: the father, to which the child obtains all rights even after the separation and divorce, has the right to obtain the possibility of optimal relations with his child, regardless to quality of parents 'relations.

SOME STATISTICAL DATA ABOUT FATHER'S ROLE IN SLOVENIA

A growing number of fathers are present at deliveries of their children. In 1991 they were present at birth in 9.2 %, in 2005 68.3 %. Of the ten mothers in central Slovene region and only two give birth without the presence of the child's father. Among men aged 15 years or more, 42 % are fathers. Most fathers in the family were living with his wife and children (87 %), slightly less than 9 % of fathers were living with partner and children. 4 % of fathers were single parents and lived alone with children.

The average size of lone parent father's families was 2.3 members. Families made up of fathers with children, they are indeed rare, but their number is growing. At the 1981 census, among all such families with children they count less than 2.3 %, ten years later 3.1 %; the last census was 3.4 %. At the 2002 census the average family size with children was 3.4 members. The most numerous were families of married parents (3.7 members) and family with parents, who lived in consensual union (3.5 members); the smallest were single-parent families (3, 5 members).

The father's was a at child's birth in 2005 on average of 33 years; in 1985 29 years old (mother 25.5 years), ten years later, he was already two years older (31 years) in 2003 32 years, and in 2005 he was 33 years old. Two-thirds of the fathers of children born in 2005 were aged between 30 and 40 years. Only 7 % were in the category of very young fathers-under the age of 25 years.

Paternity leave was exploitable by almost two-thirds of fathers. Paternity leave in Slovenia fathers avail for themselves since 2003. The full length has been recognized by January 2005 in the length of 90 days. The father's paternity leave may be taken to the child's eighth year, of which 15 days must tap into the mother's maternity leave. Shares of fathers making use of paternity leave, is the lowest in north-eastern Slovenia, the highest where the birth rate is relatively high. This probably means that in an environment where the father gets involved in the earliest child care, education and upbringing there is a better possibility for a second or third child.

FATHER'S ROLE IN HIS CHILD EDUCATION AFTER THE DIVORCE AND SEPARATION

Despite the many features of the contemporary Slovenian society, which placed its expected post-modernity, in the pragmatic life experience we are still more or less confronted with strong interplay between the content of the traditional role of the father (when the natural father of the family is to assert his patriarchal authority and acting) and his post-modern role in the same social system and different social environments, which are all the more present the content of the post-modern father. This can, can and wants to express in relation to child tenderness, emotion, which is expected to be achieved, even after separation with the mother of his child.

The question is, however, is the father after the termination of marriage or the partnership in pursuit of its parent's (father's) applications often formal (legal) and informal (social) lost. Even if the statutory guarantee of equality, and despite the court decision, and only in granted and exceptional cases, a child is allotted in the care and upbringing in mother's awarded custody of the child. Often the court makes these decisions in the child's mother purpose that is full of hostile emotions towards the former partner, and (often) in desire for revenge and in fear that the child with his father will manage to set up and maintain a qualitative relationship. These and also other processes, prevent the father participation in child's education and rearing in his everyday life.

Bezenšek (2010) has pointed in the early eighties of the 20th century that fathers argued (and proved!) inequities in the allocation of a child after divorce and separation of the partnership. Specifically he highlighted the mother's amoral behavioral as she prevented the father's contacts with their children, as she is accusing, mudding, gossiping, implementing various forms of pressure the child. Even if, conscious of the father's legal rights, she did not always explicitly prohibit child's contact with his father. But in several occasions she "found" "excuses" ("disease and poor welfare, etc..) in the fear "that the child could be inherited in his feeling when being with his father, who" have left for those reasons the family....", as he is drunk to exhaustion and in any case irresponsible, as he wasted all the money only for himself and on their own, etc. All divorced and separated fathers argued that the courts feminization and Social Work centers for social work "add" his part to the "solidarity of women".

Women (mothers, judges, and social workers) have of course objected, arguing that they are in a better position to train and supply the children and those they are more willing to sacrifice and they were in time still living together more occupied with their upbringing and education. Therefore, children are more attached to them, they need to fight and desire to continue to live with them. But if it is assumed Freud's interpretation of psychodynamic personality development, which provides that the father exercises mediatory role between mother and child and the outside world, it is undisputed that its function is symbolic, but also fundamental. It is therefore not necessary that when father lives the family, the child wishes somebody else to overtake his father's role. This consequently means that it would be desired and optimal for the child if the father could exercise his educational quality role and perform it adequate even after the cessation of living with the child and his mother.

Therefore we recall that on the contrary, the mother must recognize the authority of a person, which should be capable not only to overtake but also to realize father's role for the benefit of (mostly) child to achieve optimal goals of child's upbringing and education.

SOME LEGAL ASPECTS OF THE FATHER'S ROLE OF RESPECT AFTER PARENT'S SEPARATION AND DIVORCE IN SOME EUROPEAN COMMUNITIES

In the event of divorce, separation and disintegration of family life, father in Slovenia exercise and perform its role most as the "absent father" less often as single parent (e.g. in the case of mother's death, her addiction, disability, lost legal capacity, etc.). In some European countries are pursuing the total child's protection together as custody (mostly as joint custody), which is a result of consensual decision of both parents for the optimal development of their child. For better understanding of the differences of different types of rights, duties and their implementation we will present some legal solutions in some European countries, which depend on (certain) family law, and state's ability to adapt the conditions encountered in family life and family on family policy and family law: Sweden, Federal Republic of Germany, Republic of Austria, Great Britain and France.

Swedish law does not speak explicitly of the parent's right to contact with the child, but of the need for adequate child's contact with parents. Court decisions should contact the child's need to pursue exclusively and for child's benefits and they do not have the purpose to penalize the parents or set up a "border" of fairness between them. The child's contact with a parent is achieved together as the decision on the protection of the child. In Sweden the target of family law in recent decades has been the development of real-time tracking and of current social conditions in which the child is living. The Basic Law for Children and Parents Code (CPC) was completed in 1998 on the basis of joint responsibility of both parents for the child with the guidelines for good conflict resolution in the interests of the child in those parts which are explicitly based on the child, the child's residence and the right to contact with parents who do not live with him more permanently. If the child lives with only one parent, he is obliged to cover all expenses, such as travel expenses in order to facilitate personal contact between the child and the parent, in accordance with their financial capabilities and their living conditions.

The additions to the bill was to facilitate an agreed resolution of conflict issues between parents in divorce, and proceedings based on complementary joint protection and enforcement and the principle of best interests of the child in family disputes.

In the Federal Republic of Germany on family-law matters, and therefore also on personal contacts with the child's parents, decides the Family court (Familiengericht) under the provisions of civil procedure. Only it may restrict personal contacts between parents and the child, revoke or (even) confiscate them in order to present them and allocate them to a third person. The right for personal contacts may be restricted or even withdrawn if the child's best interests could be required.

A child generally remains even after a divorce or separation of parents in the care and education of both parents, unless one of them requires the court to transfer the right of custody solely to him, in case that other parent express consent application, and provides that the child can accept this. The return of the child and parents is the primary child's right and therefore the contact with the child is required to each parent and is also entitled to them. Parents and other persons, by which the child is in care, are required to give up any negative impact of their behavior what could have negative implantations on the relationship between one and the other parent or the child's difficult upbringing. The court may call the parents to responsibility talk, tells them that their actions are not benefited the child, and seeking for optimal resolution of the conflict could refer them to counseling for optimal child's education on the youth office (Jugendamt) (Bezenšek, 2003).

In the Republic of Austria were the first right to personal contacts not later than in 2001 and only for parents whom children of divorce have been entrusted to the care and upbringing. Since 2001, however, is this also the child's right, with whom parents must reach an agreement? If no agreement can be agreed, the court on the request of, either the child or one of the parents, assess on the basis of the child's initiative and desire to rule in his favor the implementation of the right to personal contacts and. As older juvenile (upon reaching the age 14) has its own right, without a legal representative, the court must submit a request to regulate access rights on the basis of his beliefs. He can also explicitly reject the exercise of personal contact with one or both parents, although it seems that the child's need for optimal regulation of contacts with both parents is for his upbringing and education optimal.

In Great Britain the court after a divorce in the parental responsibility explicitly without prejudice, however, decides otherwise only in the case of protecting the child. Thus, both parents (usually) stay the right up to the protection and right to custody. English family law rights of access between children and parents are treated separately. But at the request of one of the child's parents with whom he does not live, can also request the illegitimate father, and the issue of such and with final decision orders the other parent the duty to enable the connection with the child by another parent.

In the Republic of France, parents who are either divorced or separated, generally along realize the contents of exercise of parental rights. Only in exceptional cases and if this is true in the child's best interests, the court determined to pursue custody of one parent only. However, it is necessary to emphasize that even in this case, to the other parent belongs the right to personal contacts with his child.

FATHER'S EDUCATIONAL ROLE AFTER DIVORCE AND SEPARATION

Even after the divorce or parents' separation they normally continue with their own behavior, but because of (generally) degraded peer relationships the role of divorced or separate father changes dramatically. However, we note that the majority of divorced or separated fathers after divorce or separation want and intend to maintain the exercise of their parental role.

The supreme law governing relations between human beings and, thus, contact between children and parents, the Constitution of the Republic of Slovenia, explicitly governed by the Marriage and Family Relations Act, the Equal Opportunities for Women and Men, Criminal Code of the Republic of Slovenia Law Amending the Penal Code, Code of Civil Procedure Act, the Judicial Service Act Amending the rights of the Judicial Service Act, the Law on Free Legal Aid Act, the Ombudsman and the Rules on expert witnesses more closely regulate the content of the problem. Those documents and legal documents are in line with the United Nations Convention on the Rights of the Child, the Convention on the Protection of Human Rights and Fundamental Freedoms.

In the Republic of Slovenia, the courts of judicial power shall be distributed to the county graded, higher and Supreme Court. The violations of family relationships involved in local courts, according to the following

appeals court will be subject to liability. Although the Amendment to the Marriage and Family Relations Act also provide the establishment of these family courts, this is unfortunately not the case. The establishment of these courts has been interdisciplinary, and addressed the problem through science and knowledge in the field of social work, psychological, sociological, educational and other knowledge. The proposal also provided the preservation of family mediation or voluntary. Mediation, by the English model, to parents in divorce, which proceedings should provide free professional help to optimize the assessment and achievement of consensual solutions in the role of both parents.

Statistical data for Slovenia show that role of father after the divorce or separation troops into organizational, emotional, economic and social aspect of the paternity.

The organizational aspect of the institute includes custody. Data on the allocation of a child shows that in Slovenia in 1986, 6.1 % of children assigned to fathers and 89.7 % mothers, two years later by divorce the children were granted 91.75 to mothers and only 5.7 % to fathers; in the year 1991 90.35 % to mothers and 6.25 % to fathers, in the year 1994 7.1 % to fathers and 90.3 % to mothers and in the year in 1998 57 % to mothers and only 2 % of the total to both parents. After 2000, we remark again the "automatic" allocation of child to mothers, which is necessary not always an optimal solution for the child's development. Data which is reinforced by the belief that the government and Slovenian society, namely that the mother is still (and even less as a child) a greater security and guarantees for child's normal development, because of child's emotional bond and mother's biological givenness which is irreplaceable by another substitution.

Probably this data as well as magistrates' feminization of the profession and the presence of "women's solidarity" caused the discriminatory practices in the courts. Probably also because as indicated, whereas the Slovenian society is still dominated by traditional performances of the always sacrificed mother and an absent father, although the situation recently has changed considerably. Modern fathers are present not only at child birth, but completely sovereign command the household chores, are good educators and in care for their children while developing their professional careers. The resulting situation requires a radical change in family law. Also because legal norms began to change the patterns and values of family life, the role of both parents and especially the realization that the child, even after parents' divorce or separation has the right of both parents.

Parents' divorce or separation raises the question of the individual integrity identity of two adults involved. Fathers are after divorce or separation in the first period of trouble less willing in the feelings of loss and disruption which are logical companions of changed family relationships. Zavrl (1999, 153-155) states that in some families rivalries and tensions after the divorce and separation, stop and stifle back, but in the others not. Be because of economical and social be psychological consequences for both, mothers and fathers, She also notes that in the case the child after divorce and separation maintains and further develops its relations with both parents at the same time, even if the family has disintegrated into a so-called binuclear system. However, not insignificant fact is, that fathers, who do not live permanently with their children, are especially vulnerable by psychological distress and problems in the first year are less efficient in their role as educators, but within the time they eventually return to normal and intensified way of living.

The following incident, which is often accompanied by collapse of a partners' relationship of parents, is paying out maintenance.

In particular, fathers who never lived with their children are resisting paying alimony and demanding its argumentation and control of its use. The problem is even more acute when fathers are unemployed or difficult to employ or low-wage earners. The most common reasons for non-payment of maintenance in the Slovenian society are clearly low wages, a focus on the new offspring, and life in the newly created family and community, short duration and quality of connection to the child's mother, "automatic" granting children to

mothers by Slovenian courts, marginalization of the father's role and its only limitation as payers' maintenance, and limiting contacts with the child, the child's mother emotionally reluctant to others. Statistics show that fathers who regularly exercise their role of fatherhood, also regular realize the obligations of maintenance.

SOME RESEARCH DATA ABOUT THE IMPORTANCE OF FATHER'S PRESENCE IN CHILD'S EDUCATION

Family processes of education in view of the socialization of children in the level normally operate two components:

- emotional attachment and support, or emotional entanglement of the father, which suggests, in terms of socialization, productive relationships between parents and children,
- control by the father.

Both components can be observed attached to both parents together, or separately. The question is largely empirical in nature - if the father shows as connected to reality, then it is permissible and effective, if not, there the educational result could not be foreseen.

For Family Process, Vazsonyi and colleagues (Vazsonyi et al., 2003) operationalised as consisting of emotional affiliation, which includes the exercise of closeness and support, to each of the fathers and the control of the father in the component of attachment to father and control by the father). Research findings show that these categories appear as predictive of academic success (Klanjšek et al., 2007; Vazsonyi et al., 2003; Vazsonyi and Klanjšek, 2008) and the absence of delinquency, which is, as indicated, a significant correlate of school success.

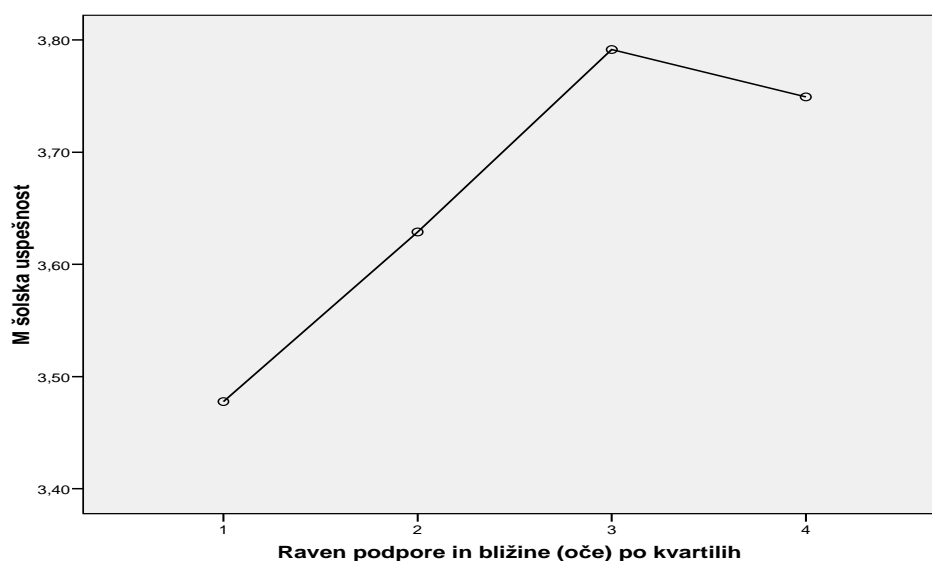


Figure 1
Father's support (Support and proximity to the father and school success)

In the case of control father, it was shown that the latter shows the impact in the same direction as demonstrated by the school performance of the control mothers, but differences between quartiles were not statistically significant ($p > 0.05$). On the weak impact of father's supervision at the school performance also shows a low coefficient of relationship ($r=0.04$, $p > 0.05$).

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Specifically, the results of the analysis of averages (ANOVA) between individual quartiles showed that membership of a group with lower support and generally close to father a lower academic achievement ($p < 0.05$), while the difference is statistically significant ($p < 0.05$) only between the extreme quartiles (between I and the III., between I and IV). This is even more clearly seen in the case where the support and closeness instead of watching the control mothers (Figure: 1). In the case of control father, it was shown that the latter shows the impact in the same direction as demonstrated by the school performance of the control mothers, but differences between quartiles were not statistically significant ($p > 0.05$). On the weak impact of father's supervision at the school performance also shows a low coefficient of relationship ($r=0.04$, $p > 0.05$).

Table 1
Multiple regression analysis of school performance in primary school–socio-demographic
Variables and family processes on School performance

School success (n=1317)	Beta I (model 1)	Beta II (model II)	Beta III (model III)	Beta IV (model IV)
Mother's education	0,23**	0,25**	0,24**	0,25**
Father's education	0,11*	0,11*	0,11*	0,11*
Subjective assessment of the economic situation of families	-0,12**	-0,14**	-0,11**	-0,13**

The results in Table show that in regression analysis, similar to the bivariate analysis, support and proximity to the mother and father's positive (and statistically significant) impact on school performance. The same is true for parental supervision, although important here as indicating the control mothers.

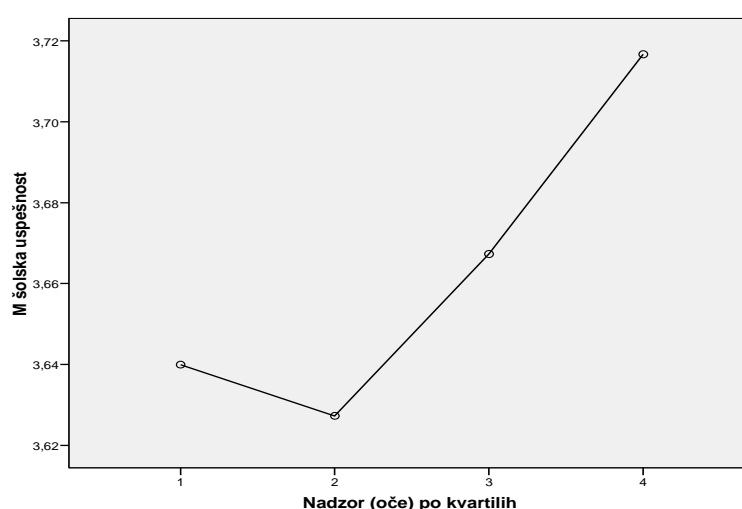


Figure 2
Father's control

In summary, the results indicate that significant learning achievements are related to the method or the relationship of parents to children (to prove the importance of all dimensions of this relationship, i.e. Support,

closeness and supervision of both parents), that might be really important, what family "is doing and thought" (including parental education) rather than what the family "is". At this point be emphasized that higher education is positively related to parents also argued "To be successful in the last class of primary school, it was important for me," which positively evaluates school performance, economic situation is not. Specifically: while the link between parental education and argument "Being a successful ..." proved to be statistically significant (mother = 0.15, $p < 0.01$; father = 0.14, $p < 0.01$), but this is not in all cases so, it has been introduced in the analysis of the economic situation of families. In doing so, the relevant findings also showed that there is a statistically significant positive correlation between children's school performance and evaluation indicators, which suggest parental support, closeness and Control (mother, closeness and support=0.25, $p < 0.01$; mother, control= 0.27, $p < 0.01$; father, closeness and support=0.21, $p < 0.01$; father, philosophy=0.26, $p < 0.01$) and can be understood within the framework of social capital by Coleman (1988) identifies the level of investment in interpersonal relationships.

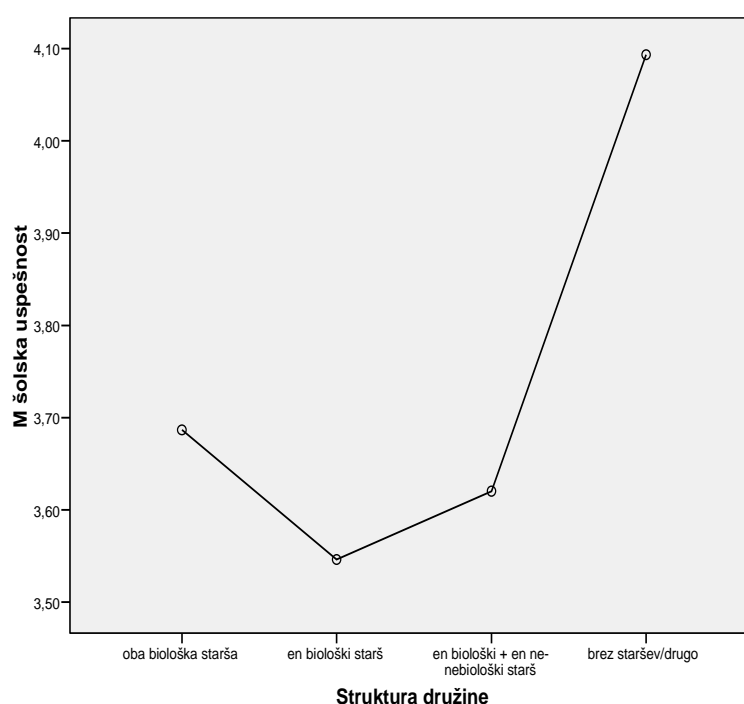


Figure 3
Structure of family and school performance

The results suggest a negative impact of Single parent family on child's school performance, but the analysis of averages is revealed that these differences were statistically significant ($p > 0.05$). A relatively large variation in the average performance of children who do not live either with their biological or their non-biological father, is due to the fact that this group represented only 0.4% of the entire sample ($n = 5$). Thus, it is also in this case to determine which is contrary to the findings of some studies that show that "non-traditional family forms" (single parent families, families with non-biological parents) (Sun and Li, 2001:28) acts negatively on child's academic success (cf. Aston and McLanahan, 1991, Downey, 1994; Rich, 2000), with the most common argument about multidimensional deprivation, which includes economic, cultural and social components in terms of Bourdieu's (Bourdieu, 1996) and cultural capital Coleman's (1988) social capital (cf. Sun and Li, 2001).

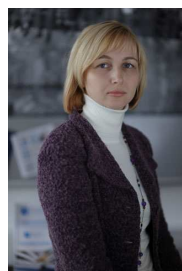
CONCLUSION

Father, when living in a family with all "needed family members, provides, along with child's mother, most of the socialization that a child receive in his early years. In the processes of socialization he teaches the child what he needs to know in order to function within the society they live in or social group they belong: language, norms, values, manners, customs, behaviors, rules, and so forth. But when the parents decide to separate and to divorce, is father who in most cases leaves the family and does not have the same opportunity to continue with his educational role. It is a very common situation that father after divorce and separation fades from his children's lives. For many reasons: for some visits to their children may be a painful reminder of the life he left behind, triggering feelings of guilt or sadness; others may be investing their emotional energy in new families formed by remarriage. Few of them do remain involved in their children's lives. Especially, as conflicts between him and the former partner tends to diminish over time. The child may suffer if he is caught up in continuing conflict between his parents, former spouses.

The child experienced the process of separation from his father on many levels, especially on an emotional level. He needs not only his presence, but also the content of father's role. Especially, as many studies show that children who live in single families are more likely to drop out of high schools, have children before marrying, and experience idleness. Apart from exposure to the parents' distress and conflict, the breakup forces the child to adjust to jarring transitions (cf. Father's departure, financial settlement between parents, of the moves to a new location, visits a new school etc.). Nevertheless, we suggest that most children whose parents divorce should have an optimal opportunity to experience his life with both parents and the father as well, if he is not permanently living with the child.

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THE EFFECTS OF PERCEIVED INSTRUMENTALITY AND FUTURE TIME PERSPECTIVE ON STUDENTS' GRADED PERFORMANCE AND ATTITUDES REGARDING ENGLISH CLASS

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ABSTRACT

This study aimed to explore the effects of vocational high school students' future time perspective and perceived instrumentality on their graded performance and attitudes regarding English class. A total of 1061 students from different vocational high schools in Bolu voluntarily participated in the study. The Future Time Perspective Scale and the Perceived Instrumentality Scale were used to assess the students' future time perspective and perceived instrumentality regarding English class. The hierarchical cluster analysis and univariate analysis of variance were used to analyze the data. Overall, results revealed that the students' future time perspective significantly affected their graded performance, but not their attitudes. Results also showed that the students' perceived instrumentality regarding English class significantly affected their graded performance and attitudes.

Keywords: Future Time Perspective, Perceived Instrumentality, English, Student, Graded Performance.

INTRODUCTION

Future Time Perspective (FTP) "refers to the ways in which people conceive of, organize, and feel about their future (Lomranz, Shmotkin, & Katznelson, 1983, p. 407). Perceived Instrumentality (PI), however, is defined as "an individual's understanding of the incentive for a present behavior" (Husman et al., 2004, p. 64). As such, FTP provides a general basis for an individual to consider the future consequences of his/her goal-related present actions; whereas the PI provides a specific basis for an individual to focus on the degree to which a present task is instrumental in attaining his/her future goals (See, for a recent review, Bembenutty, 2010). Given that education is a future-oriented process, it is reasonable to focus on the concepts of FTP and PI in order to understand student achievement and motivation in educational settings more comprehensively. Indeed, a large body of research demonstrated that the FTP and PI play a considerable role in student motivation and achievement (Adelabu, 2007; Zimbardo & Boyd, 1999, 2008). Based on a sample of middle school students, Teahan (1958), for example, demonstrated that high achievers had significantly more extensive FTP than low achievers on most of the projective tests such as story completion tests and thematic apperception tests, indicating that the relationship between student achievement and FTP was significant. Recently, based on a sample of high school students and undergraduate students, Bilde, Vansteenkiste, & Lens (in press) demonstrated that the relationship between FTP and intrinsic motivation was significant.

In addition, studies on dimensionality of the FTP revealed that it is a multidimensional construct (Husman & Shell, 2008). Accordingly, FTP consists of both cognitive (i.e., extension, speed, and connectedness) and affective (i.e., value) aspects. However, different aspects may emerge in different cultures, because these dimensions are sensitive to cultural effects (Phan, 2009). For example, based on a sample of Turkish undergraduate students, Eren (2007) recently demonstrated that not the extension and speed factors, but connectedness (i.e., the ability to consider the link between present activities and future goals) and value (i.e., the degree to which people attribute importance to future goals) factors were confirmed. Thus, the connectedness and value aspects of the FTP were considered in the present study. Relevant studies also showed that PI is significantly and positively linked to students' valuing of schoolwork (e.g., Husman & Lens, 1999), GP regarding psychology class (Malka & Covington, 2005), academic engagement (Horstmanshof & Zimitat, 2007), and intrinsic motivation (e.g., Husman et al., 2004). For instance, Simons, Dewitte, & Lens (2004) showed that when PI is internally regulated, students were more task oriented, more excited about the course, used deeper level learning strategies, and performed better. Research on students' PI demonstrated that the PI can be examined with both a one-factor structure (Miller, De Backer, & Greene, 1999) and a four-factor structure (i.e., proximal utility-external regulation, proximal utility-internal regulation, distal utility-external regulation, and distal utility-internal regulation) (Simons et al., 2004). In the current study, students' PI was considered as a unidimensional construct because this study aimed to examine the students' PI with regard to a specific class (i.e., English). Few studies examined the effects of both FTP and PI on student motivation and achievement in educational settings. For example, Malka and Covington (2005) demonstrated that the FTP-connectedness and PI were subjectively salient aspects of undergraduate students' achievement motivations.

Furthermore, there is a gap in the literature regarding the effects of vocational high school students' FTP and PI on their GP and attitudes regarding English class, indicating that this issue has remained to be challenged. However, vocational education is the major source of qualified human resources that forms the quality of the workforce in every country. In fact, foreign language ability is one of the core elements of the mentioned quality due to the reason that the global characteristic of the present labor markets requires professionals and prospective professionals to acquire internationally valid language ability such as English. Therefore, this study aimed to explore the effects of vocational high school students' FTP and PI on their GP and attitudes regarding English class. In line with this aim, two research questions were formulated as follows:

- What are the profiles of students' FTP and PI regarding English class?
- Do the profiles of vocational high school students' FTP and PI significantly affect their attitudes and GP regarding English class?

METHOD

Participants

Based on the survey method, a total of 1061 vocational high school students (562 male and 499 female) was randomly sampled from the universe of 9813 vocational high school students in Bolu.

The sample consisted of those students who major in 7 diverse Anatolian vocational high schools such as Anatolian Trade Vocational High School, Anatolian Technical High School, and Anatolian Imam and Preacher High School, as well as those students who major in 9 diverse other vocational high schools such as Trade Vocational High School, and Imam and Preacher High School. Of them, 328, 327, 176, and 230 were first, second, third, and fourth-year students respectively (Mean age=16.30, SD=1.13).

Research Instruments

In the present study, the Turkish version of the FTP Scale (TVFTPS - Eren, 2007) was used to assess students' FTP whereas the Attitudes regarding English Class Scale (AECS - Altunay, 2004) was used to assess students' attitudes regarding English class. The Perceived Instrumentality Scale (PIS - Miller et al., 1999) was used to assess students' PI regarding English class. The TVFTPS has two factors as connectedness (sample item: I don't

think much about the future) and value (sample item: Long range goals are more important than short range goals, Reverse scored) each of which comprises 7 items whereas the AECS has one factor with 17 items (sample item: I feel happy in English classes). The PIS, however, has one factor with 5 items (sample item: I do the work assigned in this class because learning the content plays a role in reaching my future goals). The term, "this class", was replaced with English class due to the scope of the present study. For all items in the scales, students rated their responses on a five-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Results of the Confirmatory Factor Analyses revealed that the factor structures of the TVFTPS ($\chi^2 (76) = 275.17$; GFI=.97; AGFI=.96; CFI=.94; RMSEA=.046), AECS ($\chi^2 (102) = 674.35$; GFI=.94; AGFI=.90; CFI=.91; RMSEA=.067), and PIS ($\chi^2 (4) = 14.69$; GFI=.99; AGFI=.98; CFI=.99; RMSEA=.047) were confirmed in the present sample.

Procedure and Data Analyses

The data were collected by the researcher during the 2009/2010 academic year. The scales were presented to the participants in a random order, and with instructions concerning the aim of the study. The students' GP's regarding English class were the end of the semester grades in the school reports ranging from 1 (lowest) to 5 (highest). For the first research question, using Ward's method with squared Euclidean distance measure and based on the standardized scores of the FTP and PI, two Person-Centered Hierarchical Cluster Analyses (HCA) were conducted (Rencher, 2002). Before addressing the second research question, a cross-tabulation analysis was conducted in order to check the relationships among the clusters, school type, gender, and grade level variables. By doing so, it was aimed to control their possible effects on the dependents although the effects of the demographic variables were not of interest in the present study. For the second research question, two Univariate Analyses of Variance (UniANOVA) were conducted in order to explore whether the effects of those profiles of FTP and PI on students' GP and attitudes were significant. The AMOS 7 and SPSS 15 were used in all the statistical analyses.

RESULTS AND DISCUSSION

Profiles of Students' Future Time Perspective and Perceived Instrumentality

Results of the HCA revealed two discernible cluster patterns for the FTP variable ($t (1059) = 41.25$, $p < .001$, Cohen's $d = .99$) (see Table 1).

Table 1
Cluster centers regarding the factors of future time perspective

Cluster	n	<u>Value</u>		<u>Connectedness</u>	
		M	SD	M	SD
1	745	.51	.61	.08	.10
2	316	-1.20	.65	-.19	.98

Based on the cluster centers, the first cluster was labeled as High Value/Medium Connectedness Cluster (HV/MC) whereas the second cluster was labeled as Low Value/Low Connectedness (LV/LC) cluster. The HV/MC cluster contained 745 students.

To attribute a high value to their future goals and seeing a moderate connection between these goals and their current steps were the main characteristics of the students in this cluster. The LV/LC cluster, however, contained 316 students. In contrast to the students in HV/MC cluster, to attribute a low value to their future goals and seeing a weak connection between their future goals and current steps were the main characteristics of the students in this cluster.

On the other hand, results of the HCA revealed three distinctly different clusters for the PI variable ($F(2,1058)=2077.79$, $p<.001$, partial $\eta^2=.80$) (see Table: 2). Based on the cluster centers, the first, second, and the third clusters were labeled as medium (MPI), high (HPI), and low (LPI) PI clusters respectively. The main characteristic of those students in the MPI cluster ($n=531$) was to perceive the English class as moderately instrumental to attain their future goals whereas the main characteristic of those students in the HPI cluster ($n=251$) was to perceive the English class as highly instrumental to attain their future goals. Finally, those students in the LPI cluster ($n=279$) perceive English class as weakly instrumental to attain their future goals.

Table 2
Cluster centers of the perceived instrumentality

Cluster	n	M	SD
1	531	.11	.32
2	251	1.20	.22
3	279	-1.30	.74

The overall results of the HCA demonstrated that both the students' FTP and PI may well be represented with distinctly different clusters. Given the fact that both FTP and PI are the well-known individual difference variables (Leonardi, 2007), these results are not surprising although they are the first cluster-analytic results with regard to the topic. Nevertheless, the current results have broadened our understanding regarding the students' FTP and PI in two ways. First, a considerable amount of students ($n=745$) perceive their future goals as important, while they see only a moderate relationship between their future goals and present steps; whereas the remaining students ($n=316$) perceive their future goals as not so important, while they see only a weak relationship between their future goals and current steps. This means that the students may not adequately bridge the gap between their future goals and current steps or activities even if they are aware of the value of their future goals. Secondly, a large number of students perceives English class either moderately instrumental ($n=531$) or not so instrumental ($n=279$) to attain their future goals whereas only a small amount of students ($n=251$) perceives English class as highly instrumental to attain their future goals. This indicates that the mentioned gap regarding the students' FTP is somewhat replicated in terms of their PI regarding English class. This result is in line with the notion that the PI is the domain-specific aspect of the FTP (Gjesme, 1983).

The Effects of FTP and PI on Attitudes and GP Regarding English Class

Results of the cross-tabulation analysis revealed that the relationship between the grade level and FTP clusters (Cramer's $V=.14$, $p<.001$), as well as the relationship between grade level and PI clusters (Cramer's $V=.17$, $p<.001$), were significant. No other significant relationships were observed among the variables at hand. Thus, the affect of grade level, as well as the effect of grade level and cluster interaction, was controlled in the UniANOVA. However, they were not reported due to the scope of the study. The results of the UniANOVA showed that the effect of the FTP cluster on the students' attitudes regarding English class was not significant ($F(1, 1053)=1.58$, $p=.21$, partial $\eta^2=.001$) whereas the effect of the FTP cluster on students' GP regarding English class was noticeable ($F(1, 1053)=4.36$, $p=.04$, partial $\eta^2=.004$).

Results of the pair wise comparisons, which were calculated based on the estimated marginal means, showed that those students in HV/MC cluster ($M=3.39$, $SE=.05$) had significantly higher GP than that of those students in LV/LC cluster ($M=3.23$, $SE=.07$). The non-significant relationship between the students' FTP and attitudes is not in line with the results of previous studies (e.g., Zimbardo & Boyd, 1999). However, this can be due to the differences between the samples of these studies (i.e., general high school students and undergraduate students) and the current study (i.e., vocational high school students). Conversely, the effect of the students' FTP on their GP regarding English class was significant which were in line with the results of previous studies (e.g., Adelabu, 2007). This contrasting picture, in which the effect of the students' FTP on their attitudes was

non-significant whereas the effect of the FTP on their GP was significant, can be explained based on the fact that the attitudes are subjective or non norm-based judgments whereas the GP regarding English class is a norm-based measure. Accordingly, the GP may be perceived by the students as more important to their personal future than their subjective judgments regarding English class. Results of the UniANOVA also demonstrated that both the effect of PIS cluster on the students' attitudes regarding English class ($F(2, 1049) = 36.03, p < .001, \text{partial } \eta^2 = .064$) and the effect of PIS cluster on the students' GP regarding English class were significant ($F(2, 1049) = 5.22, p < .01, \text{partial } \eta^2 = .010$). For the attitude variable, results of the pair wise comparisons revealed that those students in HPI cluster ($M=56.41, SE=.89$) have had significantly more positive attitudes regarding English class than that of both those students in MPI ($M= 49.57, SE=.54$) and LPI clusters ($M=46.89, SE=.71$). For the GP variable, however, results of the pair wise comparisons showed that those students in HPI cluster ($M=3.54, SE=.09$) had significantly higher GP than that of those students in LPI cluster ($M=3.19, SE=.07$) (all $ps < .05$). These results were in line with the previous studies, in which it was found that vocational high school students' PI regarding French and mathematics were effective on their GP and attitudes (Creten, Lens, & Simons, 2001).

CONCLUSIONS AND SUGGESTIONS

The results of the present study lead to three major conclusions: Firstly, a considerable amount of the students perceived only a weak or moderate link between their future goals and present steps. Secondly, most of the students in the present sample perceived English class as weakly instrumental to attain their future goals. Finally, and most importantly, these perceptions made sense in the students' attitudes and GP regarding English class. Therefore, it can be said that

- English teachers should take into consideration their students' FTP and PI in classroom settings;
- the current English lesson programs should also include activities targeted at increasing students' FTP, and particularly PI, regarding English class.

However, it should be noted that previous studies demonstrated that the general or abstract verbal explanations such as 'to learn this subject will be very helpful for you in the future' are ineffective to enable students to establish a link between the educational tasks and their future goals (e.g., Creten et al., 2001).

Thus, teachers should give concrete examples based on real life situations in which the link between the students' current effort in English is instrumental in attaining their future professional goals.

Practicum experiences, which are core aspects of the vocational education programs, should also be organized so that the students find meaningful opportunities to envision their future goals in terms of their current efforts with regard to English class.

Such practicum experiences may also help students to create professional future goals. Likewise, there is evidence that those individuals who have clear personal goals for the future are more likely to focus on the tasks at hand (Zimbardo & Boyd, 2008).

However, this study has some limitations. First, the correlational nature of the present data prohibits causative inferences regarding the relationships between the variables at hand, although the FTP and PI were determined as the antecedents of the students' attitudes and GP regarding English class based on the previous studies.

Thus, longitudinal studies are needed in order to make robust causative inferences regarding the mentioned relationships. Second, the sample consisted of only vocational high school students which may seriously limit the generalizability of the current results.

Future studies in which both general and vocational high school students' FTP and PI are investigated may broaden our current understanding regarding the topic.

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ABOUT ONE MODEL OF TEACHING ELECTRODYNAMICS

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ABSTRACT

We propose the integrated course of learning of some theories of physics, mathematics and computer science, combining the well known and hot problems of electrodynamics. Each task selected is constructed of several modules: theory and methods of decision, specifics of problem, visualization of numerical results and analysis. We consider the electromagnetic waves diffraction on a circular cylinder of infinite length. Modifying the electric properties of system and grouping the tasks based on the skills and experience of participants gives possibility to work in team. To learn the physical systems by modeling and learn to modeling by means of physical systems is the approach applied in work.

Keywords: Electrodynamics, electromagnetic diffraction, dielectric bodies, modeling.

INTRODUCTION

The knowledge saved up in fundamental sciences is very important for the process of education. The main goal of teaching is to understand "what" and "why" to know. The traditional methods of education become attractive when students are actively involved in process of training. Participation in researching and modeling processes encourages the process of learning subjects difficult as physics and mathematics, helps students contribute ideas, novelty and observe variety.

We propose the integrated course of learning of some theories of physics, mathematics and computer science. To learn the physical systems by modeling and learn to modeling by means of physical systems is the approach applied in work. We combine the well known and hot problems of physics and study step by step a wide class of questions of physical tasks. Each task selected is complex enough and is constructed of several modules: formulation of problem, main themes of theory and methods of decision, specifics of problem, visualization of numerical results and analysis. Each completed module gives self-confidence, develops intuition and skills of students, so necessary for formation of professionals working with goal of development of engineering sciences on demand of the changeable global world.

Diffraction of electromagnetic (EM) waves on one-element systems, as cylinders and spheres was of great interest since 1950 because of its wide application in antennas technique, in radio physics and optics (King T'ai Tsun, 1959, Ueit, 1963, Richmond, 1965, Gildenberg et. al, 1967, Ivanov, 1968, Periacov, 1968, Orlov, 1974, Zabaronkova, 1976, Kevanishvili et al, 1978, Nikoloski, 1978, Alvarez-Estrada & Calvo, 1980, Vaganov & Katsenelenbaum, 1982 and Abushagur Mystafa & Nicholas, 1985).

These systems remain still an object of research as the models for tasks and testing of complicated systems. Modifying the electric properties of system and grouping the tasks based on the skills and experience of participants gives possibility to work in team. In this paper is considered the electromagnetic (EM) waves diffraction on a circular cylinder of infinite length. The different methods of theoretical and numerical decision of these problems are known. We had chosen the method used in our scientific works.

FORMULATION OF PROBLEM

Let's consider E-polarized electromagnetic (EM) wave incident from the direction of positive x - axis on the cylinder with circular cross section (xOy plane). The fields are time-harmonic dependence with the factor $\exp(-i\omega t)$:

$$E_z^{in} = e^{-ik(x\cos\vartheta + y\sin\vartheta) - i\omega t} \quad (1)$$

Dielectric permittivity of cylinder is defined as:

$$\hat{\varepsilon} = \begin{cases} \varepsilon_1(r), & 0 \leq r \leq a \\ 1, & r > a \end{cases}, \quad (2)$$

$$\text{Where } \varepsilon_1(r) = \varepsilon_1 - f(r). \quad (3)$$

$\varepsilon_1 = \varepsilon_1(0)$ is the permittivity at the center of cylinder. a is the radius of cylinder, k wave-vector of an incident wave makes angle ϑ with the direction of x axis; $k = 2\pi/\lambda$; λ is the wavelength in vacuum; ω is the frequency; $f(r)$ is the function of radial variable r . We have to define the (EM) field scattered by cylinder, far-field and near-field characteristics of system.

MAIN THEMES OF THEORY AND METHODS OF DECISION

The electric vector of (EM) field inside and outside the area of cylinder satisfies the Helmholtz's equation (Nikoloski, 1978 and Vaganov & Katsenelenbaum, 1982):

$$\Delta E_z + k^2 \hat{\varepsilon} E_z = 0 \quad (4)$$

The field is finite inside the area of cylinder under the condition (Vaganov & Katsenelenbaum, 1982):

$$\left(E_z \cdot \text{grad } \hat{\varepsilon} \right) = 0 \quad (5)$$

and satisfies the radiation condition outside the area of cylinder (Vaganov & Katsenelenbaum, 1982). The rigorous solution of eq. (4) in the area $[-a, a]$ is difficult for many cases. According the method of separation of variables [10, 12] eq. (4) is converted into the radial equation:

$$\xi^2 R''(\xi) + \xi R'(\xi) + (\xi^2 - m^2) R(\xi) = f(\xi/k_1) \xi^2 R(\xi), \quad (6)$$

"/'" - denotes the derivative with respect to an argument. $k_1 = k\sqrt{\epsilon_1 \mu_1}$; magnetic permittivity $\mu_1 \approx 1$. For nonlinear radial dependence of permittivity, in a case $f(\xi/k_1) = \chi \left(\frac{r}{a}\right)^{2n}$, ($n = 1, 2, \dots$) solution of eq. (6) is given in works (Bzahlava, 1991 and Bzahlava et. al., 1991).

In a case of constant permittivity, $f(\xi/k_1) = 0$, from eq. (6) we get the Bessel equation:

$$\xi^2 R''(\xi) + \xi R'(\xi) + (\xi^2 - m^2) R(\xi) = 0. \quad (7)$$

Solutions of eq. (7) are known as Bessel functions. $J_m(\xi)$ is the Bessel function of the first kind, where m is

a real constant, $J_m(\xi)$ is defined by:
$$J_m(\xi) = \left(\frac{\xi}{2}\right)^m \sum_{l=0}^{\infty} \frac{(-1)^l (\xi/2)^{2l}}{l!(m+l)!}. \quad (8)$$

The Bessel functions are related to the Hankel functions also called Bessel functions of the third kind: $H_m^{(1)}(\xi) = J_m(\xi) + iY_m(\xi)$. (9)

where $Y_m(\xi)$ is Bessel function of the second kind, a second solution of Bessel's equation (7) linearly independent of $J_m(\xi)$, is defined by formula:

$$Y_m(\xi) = \frac{J_m(\xi) \cos m\pi - J_{-m}(\xi)}{\sin m\pi}. \quad (10)$$

The (EM) field scattered by cylinder is presented as the sum of multiple fields with unknown multi-pole spectra coefficients $\{A_m\}$ and $\{B_m\}$, therefore the expressions are written for fields outside and inside the areas of cylinder, respectively:

$$E_z^t = e^{-ik(x \cos \vartheta + y \sin \vartheta) - i\omega t} + \sum_{m=-\infty}^{m=\infty} A_m H_m^{(1)}(kr) e^{im\varphi - i\omega t}, \quad a \leq r < \infty, \quad 0 \leq \varphi \leq 2\pi, \quad (11)$$

$$\hat{E}_z = \sum_{m=-\infty}^{m=\infty} B_m R_m(k_1 r) e^{im\varphi - i\omega t}, \quad 0 \leq r \leq a, \quad 0 \leq \varphi \leq 2\pi. \quad (12)$$

The electric and magnetic vectors of (EM) field satisfy the boundary conditions:

$$E_z^t = \hat{E}_z, \quad H_\varphi^t = \hat{H}_\varphi, \quad \text{at} \quad r = a, \quad 0 \leq \varphi \leq 2\pi. \quad (13)$$

According to some ideas of orthogonality of diffraction modes (Zabaronkova, 1976) for arbitrary dependence of permittivity $\epsilon_1(r)$, we easily find the required spectra coefficients $\{A_m\}$ and $\{B_m\}$:

$$A_m = -i^{-m} \frac{R_m(k_1 a) J'_m(ka) - W_1 R'_m(k_1 a) J_m(ka)}{R_m(k_1 a) H_m^{(1)'}(ka) - W_1 R'_m(k_1 a) H_m^{(1)}(ka)}, \quad (14)$$

$$B_m = i^{-m} \frac{2i/\pi ka}{R_m(k_1 a) H_m^{(1)'}(ka) - W_1 R'_m(k_1 a) H_m^{(1)}(ka)}. \quad (15)$$

We used for determining H_ϕ the relation: $H_\phi = -\frac{1}{i\omega\mu_1\mu_0} \frac{\partial}{\partial r} E_z$; $W_1 = k_1/k$.

Function $R_m(\xi)$ is the solution of eq. (6). Replacing function $R_m(\xi)$ by $J_m(\xi)$ in formulas (12), (14), (15), we get the expressions for spectra coefficients in a case of constant permittivity.

Let's consider the scattered (EM) field in far zone ($kr \rightarrow \infty$) by using the asymptotic expression of Hankel function $H_m^{(1)}(\xi)$ (Nikoloski, 1978). The angular dependence of E_z is defined as:

$$F(\phi) = e^{-i\pi/4} \sqrt{\frac{2}{\pi k}} \cdot \Phi(\phi) \quad (16)$$

The scattering characteristics of system for far zone from the cylinder boundary are called the scattering cross-sections: total σ_s and backward σ_B , respectively:

$$\sigma_s = \frac{4}{k} I, \quad \sigma_B = 2\pi |F(0)|^2, \quad (17)$$

$$\text{here } I = \frac{1}{2\pi} \int_0^{2\pi} \Phi(\phi) \Phi^*(\phi) d\phi \quad (18)$$

"*" denotes the complex conjugate of function. In a case of one cylinder we get the expressions for:

$$\Phi(\phi) = \sum_{m=-\infty}^{m=\infty} i^{-m} A_m e^{im\phi} \quad \text{and} \quad I = \sum_{m=-\infty}^{m=\infty} |A_m|^2 \quad (19)$$

The near (EM) field is determined by formulas: (11), (12), (14), and (15). We can present the lines of equal amplitudes E_z and equal phases by means of expression (Bzahlava et. al, 1991): $\varphi_E = \arctg \frac{\text{Im } E_z}{\text{Re } E_z}$.

SPECIFICS OF PROBLEM

For numerical estimation and visualization we propose the programs based on Matlab v7.0.4. At first we have to consider the syntax of Bessel functions: $J = \text{besselj}(m, \xi)$ computes the Bessel function of the first kind, for each element of the array ξ . The order m need not be an integer, but must be real. The argument ξ can be complex. The result is real where ξ is positive. $H = \text{besselh}(m, k, \xi)$ computes the Hankel function, where $k = 1$ or 2 , for each element of the complex array ξ . $H = \text{besselh}(m, \xi)$ uses $k = 1$. The offered programs are designed so that they were simple and easily read, instead of elegant. Computing (EM) fields by formulas (11), (12) we determine the number m of terms of series with simultaneous research of convergence of algorithm within the given accuracy 10^{-6} . The number of terms of series may be determined by the empiric condition: $m \geq 2 \left[(k_1 a) + 1 \right]$.

VIZUALIZATION

For constructing the complete picture of system we have to calculate and analyze the main scattering characteristics of system. In this paper we demonstrate only some of them for a case of normal wave incident ($\vartheta = 0^\circ$). The scattering pattern of a system in a case of constant ($\varepsilon = \varepsilon_1 = 1.7$) permittivity is described in Cartesian coordinate system (fig.1) and in polar coordinate system (fig.2); The near field is

performed by the lines of equal amplitudes and equal phases in the area $(-\frac{\lambda}{2}, \frac{\lambda}{2})$ along the axes x and

y for nonlinear dependence of permittivity: $f(\xi/k_1) = \chi \left(\frac{r}{a} \right)^2$, $ka = 2$; $\epsilon_1 = 1.7$; $\chi = 0.2$.

CONCLUSION

This paper demonstrates the possibility of integrated learning of some theories of physics, mathematics and computer programming by choosing the appropriate tasks of electrodynamics. We have considered the main modules of solving problems. Creating working groups of students for different tasks of each module we have tried to achieve the intended goals: to pass knowledge necessary for higher levels of education and to get complete physical picture of researched system. In this paper we concentrated on the problems of electrodynamics but its findings are applicable to other disciplines as well.

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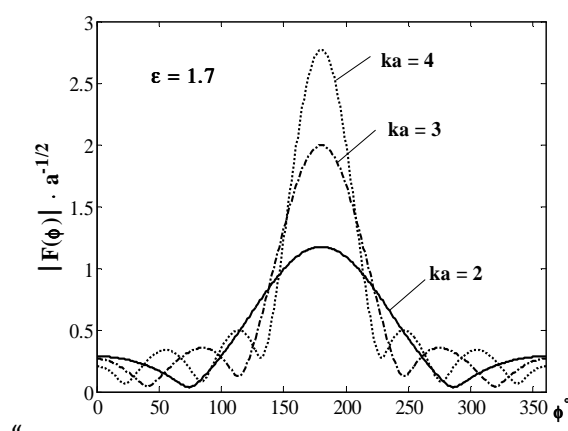


Figure 1

Scattering pattern of cylinder in Cartesian coordinate system $\vartheta = 0^\circ$

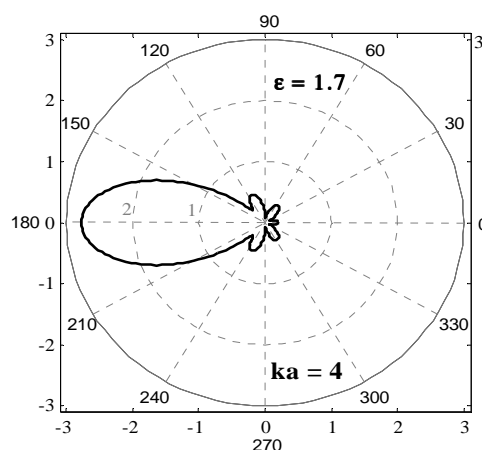


Figure 2

Scattering pattern of cylinder in polar coordinate system $\vartheta = 0^\circ$

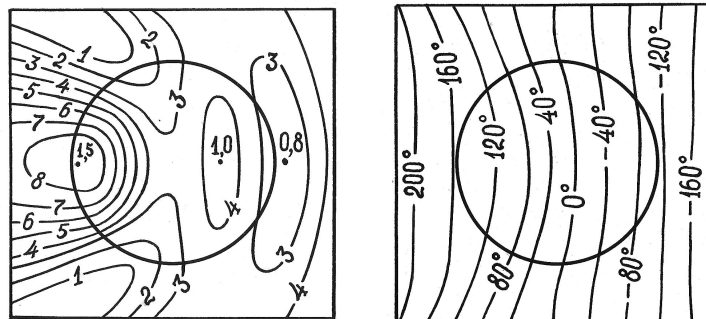


Figure 3
Lines of equal amplitudes (left), lines of equal phases (right)
 $ka = 2$; $\varepsilon_1 = 1.7$; $\chi = 0.2$

CAN TECHNICAL VOCABULARY KNOWLEDGE BE A PREDICTOR OF SUCCESS: A Case in Pharmacology

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ABSTRACT

Given the cost and difficulty of running medical education programs instructed in a second language, the selection of students who are likely to perform well becomes an important consideration. Previous studies have focused on different predictors such as aptitude, personality and English language proficiency. The purpose of the present study was to examine the potential offered by technical vocabulary recognition levels of the students as predictors of their success. To this end, a frequency based corpus of 162 technical words was established from their textbook. Taking Nation's Levels Test as a model, a receptive technical vocabulary test was constructed and administered to 88 students at the end of the semester. The scores were correlated with the grades they were awarded in pharmacology. The findings of the study reveal that the students' technical vocabulary test results correlated significantly with their grades.

Keywords: Pharmacology, technical vocabulary, academic success, concordance.

INTRODUCTION

Medical education programs instructed in a second language are not only costly to run in terms of the demands they make on resources at a variety of different levels, but also very difficult for the students in the program. These programs are expensive on operative and administrative levels. In our country different universities run similar programs in a second language, however, when compared to the number of programs offered, the number of academicians who can lecture in second language is few in number. Starting with the fourth year in these programs many course operate optimally with low student-professor ratios. On the other hand, the universities running programs in a second language have to offer a preparatory language program to the students with language problems, and this means an extra academic year. Because of these two main reasons the operational and administrative costs increase. The students in these programs who are likely to do well require minimal administrative support and graduate on time. Therefore, determining their language problems at the very early stages is extremely important. To do this certain reliable tools are needed.

Prediction of success has been the subject of a large number of studies over the last three decades. In these studies a number of predictors have been found to be correlated to academic success, such as aptitude (Petersen & Howe, 1979; Sedlacek & Javaune, 1992), personality (Farsides & Woodfield, 2003; Conard, 2006) and English language proficiency (Graham, 1987; Vazquez, Vazquez, & Lopez, 1997). Among these different variables English language proficiency is the main interest of this study because of the reasons mentioned above.

Due to the nature of their program, one of the main problems our students encountered is the reading load. They are expected to read and understand many numbers of textbooks in their second language during a single academic year. The students enrolled in our program complained about this load and some constantly reported comprehension problems.

In most cases the comprehension problems resulted in failure and some of the students either dropped out or repeated, and hence lost time. When students were asked to clarify the reasons of their comprehension problems they indicated the technical vocabulary load of their textbooks as one of the major difficulties hampering their comprehension, and thus affecting their success. Thus, this study was designed in order to investigate whether a relationship between students' technical vocabulary knowledge and their academic performance exists and whether the Technical Vocabulary Recognition Test designed for this study can be used as a predictor of academic success. If this is the case, it will serve as a tool to identify students in need of academic and language support.

RESEARCH IN THE FIELD

Today most people in the field agree that control over lexicon either hampers or facilitates reading comprehension. Especially in the context of second language, learners mostly depend on their vocabulary knowledge as their first resource of comprehension. Vocabulary was found to be a good predictor of comprehension (Qian, 1999; Riedel, 2007). The findings of the previous studies indicated that vocabulary knowledge is an important predictor of efficient reading and of academic success in general (Laufer & Sim, 1985; Qian, 2002). The importance of lexical knowledge to academic success in native speakers has been dealt with by a variety of different researchers over the last two decades (Astington & Jenkins, 1999; Corson, 1997; Morris, 2003; Olson, 1994). The findings of these studies suggested that students' vocabulary knowledge strongly correlates to overall academic success. Similar results were found in the investigations of second language learners' lexical knowledge (Swain, 1981; Cummins, 2000).

In most of the above mentioned studies, the relation has been investigated by correlating the academic success to vocabulary knowledge, especially academic vocabulary. However, vocabulary in medical textbooks is highly technical. Two recent studies displayed a similar finding about the nature of medical texts. In their study comparing an anatomy and applied linguistics text Chung and Nation (2003) found that technical vocabulary made up a very substantial proportion of both the different words and the running words in the texts, with one in every three running words in the anatomy text. Chen and Ge (2007) studied the word frequency and the text coverage of the 570 word families from Coxhead's Academic Word List (AWL) in medical research articles (RAs). They found that the text coverage of the AWL words accounted for around 10.07% in English medical RAs and thus the AWL is far from complete in representing the academic words frequently used in medical RAs.

In this study we aimed to examine the relation between students' technical vocabulary knowledge and their academic performance. The goal of this study was to investigate the predictive potential of Technical Vocabulary Recognition Test.

MATERIALS METHOD

Participants

The study involved 88 second year medical program students at a private university in Turkey. The participants were admitted into their program of study after a year of general English preparatory year. All were non-native-speakers with an upper intermediate proficiency in English. Most of the students had roughly seven years of classroom English instruction behind them. For most of them, this instruction had consisted of 2-5 hours per week focused mainly on reading skill.

Data Collection

A corpus-based research approach was adopted to identify the technical words in pharmacology and their frequencies as appeared in their textbook via using Concordance 3.2 computer program.

Standardization was undertaken to remove the uncountable parts, such as charts, diagrams, bibliographies or other components in texts which were not able to be processed by computer analyzing programs. The total computerized words were 20114 and tokens were 463351. A Corpus of Pharmacological Words (CPW) consisted of 162 technical words was created. To make sure of the selection of the technical words an inter-rater reliability check was carried out. The reliability accuracy score was used to estimate the degree of agreement between the researchers' results and the rater's. For the inter-rater reliability check, randomly selected words were classified as being technical or non-technical words by rating them on a four point scale designed by Chung and Nation (2003). The rater was a qualified pharmacologist blinded to the study. The total agreement score we found was 0.85. Since a raw accuracy score of 0.7 is acceptable, this result of accuracy was satisfactory.

In the present study, determination of the students' technical vocabulary recognition levels was done in the following way: The technical words, identified as a result of the process mentioned above, were subdivided into three frequency lists by rank as frequent, less frequent and the least frequent. From these sub-lists, using Nation's (1990) Vocabulary Levels Test as a model, a Technical Vocabulary Recognition Test was constructed. The technical words used in the test were randomly selected from the sub-lists by the researchers. The test is a word-definition matching test. The test consisted of 90 words and 45 definitions, in groups of six and three respectively, as in the following example:

1. absorption
2. affinity _____ a drug occupying a receptor but not activating the receptor
3. agent _____ tendency of a drug to combine with its receptor
4. agonist _____ substance acting on living systems at the chemical level
5. amino glycoside
6. antagonist

The test was piloted with 40 students of pharmacy for the reliability analysis. The Cronbach's alpha was found to be .82. The test was administered at the beginning of the semester. It took about 30-40 minutes to complete the test. The answers were scored in terms of correct/incorrect for each item and each correct answer was given one point. Then the scores were correlated to the grades the students were awarded in pharmacology final exam at the end of the year. Correlations were calculated using Pearson.

FINDINGS

In order to investigate the relation between students' technical vocabulary knowledge and their academic performance data obtained from the Technical Vocabulary Recognition Test and the final grades was statistically analyzed. The minimum and maximum scores, means and standard deviations were presented in Table 1.

Table 1
Means and standard deviations of technical vocabulary recognition test

	Minimum (n=88)	Maximum (n=88)	Mean (n=88)	SD
Sub-list 1	0	15	10,19	3,14
Sub-list 2	0	13	7,20	2,78
Sub-list 3	0	11	5,47	2,76
Total	0	35	22,9	7,55

By looking at the mean scores of the sub-lists displayed in Table 1, we can see how the students' technical vocabulary recognition levels change as the word frequency level decreases. While the mean score for sub-list 1 is 10.19, it 7.2 for sub-list 2 and 5.47 for sub-list 3.

The results of the correlation analysis were given in Table 2.

Table 2
Correlations between final grades and Technical Vocabulary Recognition Test scores

	N	<i>r</i>	<i>p</i>
Final - Sub-list 1	88	0,26*	,015
Final - Sub-list 2	88	0,34**	,001
Final - Sub-list 3	88	0,40**	,000
Final – Total	88	0,38**	,000

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

** Correlation is significant at the 0.01 level (2-tailed).

As can be seen from the *p* values in the table, we found statistically significant correlations between the final grades and the test scores in all the three sub-lists and the total test scores ($p < 0.05$). But the correlations we found were not strong correlations ($r = 0.26$; 0.34 ; 0.40 and 0.38 , respectively). The highest correlation was found between sub-list 3, the least frequent technical words, and the final grades ($r = 0.40$). It is clear that none of these correlations is high enough to see technical vocabulary knowledge as predictor of success. However, these correlations are nonetheless noteworthy as they present a pattern.

DISCUSSION

This study aimed at investigating the assessment potential offered by Technical Vocabulary Recognition Test as a predictor of academic success. To this end the relation between the academic success of the students and their technical vocabulary knowledge levels were correlated. Previous research in the field has focused on the relation between general vocabulary knowledge and academic success. However, the current study examined this relation with regards to technical vocabulary. Overall the result of the correlation analysis yielded a positive relation between the final grades the students were awarded and their technical vocabulary knowledge. As was previously mentioned, the correlations found were low enough to exclude the possibility of using Technical Vocabulary Recognition Test as a tool to determine students who would likely to experience

academic problems. However, we believe that had the technical vocabulary list been extended in order to include all the technical words used in the other courses of the program, it is quite likely that its value as an assessment instrument would have been much greater.

Still using such kind of a tool as part of a language assessment instrument, particularly for students of medicine, is worthy of consideration, since there is evidence that it can provide information about students who might have difficulty in reading comprehension and lexical knowledge.

CONCLUSION

Academic success may require different levels of language skills for different academic majors. Our research was conducted on the basis of our belief in the important role of technical vocabulary knowledge in academic performance.

Different from many previous studies that were mostly on academic words used across a number of scientific fields, our study has a more specific focus on the technical words used in one particular branch of a scientific field – pharmacology. The question addressed in the study was the extent to which technical vocabulary recognition levels of the students could predict their academic success. Statistically significant, but a low level of correlation was found between the students' technical vocabulary recognition test results and their grades.

Our research is only a tentative study on the technical words used in pharmacology and more efforts should be made in exploration of this set of words in the medical field. We believe that establishing a medical technical vocabulary list and developing a curriculum with these lists in EAP courses will better cater for the needs of medical students who are in need of but have difficulty in proficient use of these words. While the levels of correlation between vocabulary recognition and academic performance found in this study were not high, they were nonetheless, statistically significant and might have been even more significant if extended to the whole medical program. Thus, the study should be repeated with a larger technical vocabulary list and with different levels of students.

This study substantiates the necessity of providing systematic vocabulary instruction due to the following conclusions: a relationship exists between technical vocabulary and achievement; vocabulary specific to the major must be taught in EAP courses.

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OPINIONS OF ENGLISH LANGUAGE PROSPECTIVE TEACHERS ON THE USE OF LEARNING AND STUDY STRATEGIES

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ABSTRACT

The aim of this study is to determine the learning and study strategies that prospective English teachers' use. The participants of the study consisted of 155 students participating "Hacettepe University English Teaching Certificate Program" in the 2009-2010 education year. In the study, "Learning and Study Strategies Inventory" developed by Weinstein, Palmer and Schulte (1987) was used as an instrument. LASSI is a likert-type instrument designed to ascertain the learning and study strategies of college students. LASSI consisted of 10 subscales and 77 items. These are, information processing, selecting main ideas, test strategies, anxiety, attitude, motivation, concentration, self testing, study aids, and time management. Each of these sub-scales is primarily related to one of three of the components of strategic learning: skill, will and self-regulation. Having analyzed the research findings, it may be said that the prospective English language teachers employ learning and study strategies moderately.

Keywords: Learning strategies, study skills, prospective teacher, learning and study strategies inventory.

INTRODUCTION

Researchers in cognitive psychology have become increasingly interested in the way learners process, store and retrieve information. These cognitive or learning strategies are needed by the individual in selecting and governing his or her behavior, in attending to the learning situation, in managing information storage and in retrieving and organizing the learning situation (Gagne and Briggs, 1974). Increased understanding of the process of learning provides educators with information needed to identify barriers to students' learning and to set realistic academic goals.

By understanding, the learning process educators can assist students to be effective learners. Effective learners are individuals who actively process, interpret and synthesize information, using a variety of different strategies to store and retrieve information (Wittrock, 1978; cited in Chacko, 1989:52). The strategies used for effective learning and retention of information are known as "learning strategies" (Nisbet and Schucksmith, 1986; Weinstein and Underwood, 1985; cited in Chacko, 1989:52). In a very broad sense the term "learning strategies", refers to a number of different competencies that researchers and practitioners have postulated as necessary or helpful for effective learning and retention of information for later use. These competencies include cognitive information process strategies, such as techniques for organizing and elaborating on incoming

information to make it more meaningful, active study strategies, such as systems for note taking and test preparation and support strategies such as techniques for organizing study time, coping with performance anxiety, and directing attention to the learning task at hand.

In addition there is a range of metacognitive strategies that learners can use to detect discrepancies between what they know and what they don't know and to monitor and direct their acquisition of the new information. It should be noted that the term "learner" is being used here to refer to any person trying to acquire new knowledge, attitudes, or skills; regardless of whatever this occurs in a formal school setting, or on the job placement, or an informal interaction (Weinstein and Underwood, 1985). Weinstein and MacDonald (1986) define learning strategies as "any cognitive, affective or behavioral activity that facilitates encoding and storing, and retrieving or using knowledge". Learning strategies can be viewed as cognitive processes and behavioral methods that enable the student to effectively process, store and retrieve information while learning. These strategies are generalizable and can be used across learning situations (Cole, 1988:15-16). Anderson (1979), views studying as "a criteria related, self directed form of reading text" in that the student decides, independently, the purpose of the study session. For example, the goal of studying may be to prepare for an examination, to write a term paper or to prepare for a speech. The student also decides the length of the study session, where and when the session will take place and how it will be organized. The term "study skills" most often refers to the methods, behaviors and attitudes students' engage in when attempting to learn and retain academic material. These skills are task specific, and tend to be concerned with the "how to" of the study process (cited in Cole, 1988: 3).

The purpose of the study is to determine the learning and study strategies used by the prospective English language students participating in Hacettepe University English Teaching Certification Program.

METHOD

Study Group

A descriptive method was applied in the study. A total of 155 students from "Hacettepe University English Teaching Certification Program" participated in the study (n=137 (%11) males, n=18 (%88) females). The distribution of students according to departments is as in the following: n=65 (%41) English Language and Literature, n=56 (%36) Linguistics, n=17 10) American Culture and Literature and n=17 (%10) Translation and Interpreting.

Instrument

The learning and study strategies inventory (LASSI) was developed by Weinstein, Palmer and Schulte (1987) to be used in assessing college students' learning and study skills. The 77 item inventory is an assessment tool designed to measure students' use of learning and study strategies. It is a self report instrument to which students respond on a 5 point Likert scale of "very typical of me" to "not at all typical of me". It is an instrument designed to measure how adult students study and learn by tapping into their thought processes that can either enhance or inhibit learning. According to LASSI manual, the instrument is meant to be used as a diagnostic and prescriptive tool, and also as an evaluative and a counseling tool (Weinstein, 1987).

The purposes for developing the LASSI were twofold:

- the authors saw a need for a way to measure the deficits and progress of students in college programs designed to address student deficiencies, and
- they saw a need to diagnose specific areas of weakness so that individualized prescriptions for improvement could be made for students.

This would also provide a basis for evaluating the effectiveness of a program (Weinstein, 1987; Weinstein, Zimmermann and Palmer, 1988; cited in Wenger, 2002:26). There are ten sub-scales of the LASSI.

These are, information processing, selecting main ideas, test strategies, anxiety, attitude, motivation, concentration, self testing, study aids, and time management. Each of these scales is primarily related to one of three of the components of strategic learning: skill, will and self-regulation (Weinstein and Palmer, 2002:4-7). In this study the reliability coefficient of the instrument (Cronbach alpha) was found to be 0,89.

FINDINGS

Information Processing	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
12 I try to think through a topic and decide what I am supposed to learn from it rather than just read it over when studying.	3,9	15,5	28,4	32,9	19,4
15 I learn new words or ideas by visualizing a situation in which they occur.	1,9	9,0	27,7	38,1	22,6
23 I translate what I am studying into my own words.	7,7	14,2	24,5	32,3	21,3

Findings about Information Processing

Table 1
Percentage Distributions of the Prospective Teachers' Opinions
About Information Processing

32 Even when I am studying a topic I try to make everything to fit together logically.	0,0	7,7	21,9	26,1	34,2
40 I try to find relationships between what I am learning and what I already know.	1,9	10,3	20,6	31,6	34,8
47 I try to relate what I am studying to my own experiences.	3,9	6,5	26,5	36,1	34,8
67 I try to see how what I am studying would apply to my Everyday living.	3,9	18,1	36,1	27,7	14,2
76 I try to interrelate themes in what I am studying.	3,2	8,4	34,8	33,5	20,0

This scale assesses how well students' can use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help learn new information and skills and to build bridges between what they already know and what they are trying to learn and remember. Students' scores on this scale measure how well they can create imaginable and verbal elaborations and organizational schemes to foster understanding and recall. Students who score low on this measure need to learn methods that they can use to help add meaning and organization to what they are trying to learn. The effectiveness and efficiency of both autonomous and classroom learning are facilitated by the use of information processing strategies (Weinstein, 2002).

Numerous studies in literature have been conducted; suggest that academic achievement depends partly on what the learner knows (prior knowledge) and partly on what the learner thinks about during learning (Cook

and Mayer 1983; Weinstein and Underwood 1985). The average value for this sub-dimension was found to be 3.69. According to the frequency and percentage distribution of the items, 53.6% of the prospective teachers stated that they expressed the material to be learnt in their own words.

The rate of those who said that they had associated the new material with the previously learnt one was 66.4%. Those who had associated what they had learnt with their experiences were, on the other hand, 70.9%. Theorists such as Piaget, Dewey, Vygotsky and Bruner also pointed out that associating the knowledge with daily life and making it a part of life was important in internalizing the knowledge (Senemoğlu, 1998).

Findings about Selecting Main Ideas

Table 2
Percentage Distributions of the Prospective Teachers' Opinions about Selecting Main Ideas

Selecting Main Ideas	Not all typical of me	Not very typical of me	Somewhat typical of me	Fairly typical of me %	Very much typical of me
2 I am able to distinguish between more important and less important information during a lecture.	1,9	5,2	16,1	43,9	32,9
8 I try to identify the main points when I listen to lectures.	1,9	5,8	23,2	36,8	32,3
60 It is hard for me to decide what is important to underline in a text.	1,3	4,5	15,5	32,9	45,8
72 Often when studying I seem to get lost in details and "can't see the forests for trees".	3,2	12,3	32,3	36,8	15,5
77 I have difficulty identifying the important points in my reading.	2,6	7,7	14,8	41,9	32,9

It assesses students' skill at identifying important information for further study from less important information and supporting details.

Students' scores on this scale measure their skills at selecting important information to concentrate on for further study in classroom, lecture or autonomous learning situations.

Students who score low on this measure need to learn more about how to identify important information so that they can focus their attention and information processing strategies on appropriate material (Weinstein, 2002). The average value for this sub-dimension was found to be 3.90.

Reynolds and Shirey (1988) assert that effective use of any traditional strategy for academic achievement requires the ability to differentiate important from unimportant information.

An examination of the distribution of frequencies and percentages of items made it clear that most of the prospective teachers (76.8%) were able to distinguish between more important and less important knowledge while studying or examining a text.

The rate of those who chose the options "not at all typical of me" and "not very typical of me" for the item "I am able to distinguish between more important and less important information during a lecture." was only 7.1%.

According to Weinstein (2002) effective and efficient studying requires that the student be able to select the important material for in-depth attention.

In a similar vein, it was found that the majority of them (69.1%) tried to determine the main points in a lecture and that they did not have difficulty in what to underline as important in a text (78.7%).

None of them chose the option “not at all typical of me” for the item “When I am studying a topic, I try to make everything fit together logically”.

Findings about Test Strategies

Table 3
Percentage Distributions of the Prospective Teachers' Opinions about Test Strategies

Test Strategies	Not all typical of me %	Not very typical of	Somewhat typical of	Fairly typical of me %	Very much typical of
20 I do poorly on tests because I find it hard to plan my work within a short period of time	0,6	12,9	27,7	34,8	23,9
27 I am unable to summarize what I have just heard in a lecture or read in a textbook	2,6	7,1	23,2	27,7	39,4
34 When I study, I have trouble figuring out just what to do learn the material.	1,9	11,6	31,0	38,1	17,4
52 I have trouble understanding just what a text question is asking	3,2	6,5	17,4	38,7	34,2
59 When I take a test, I realize I have studied the wrong material	3,9	5,8	11,0	29,7	49,7
64 I memorize grammatical rules, technical terms, formulas etc. without understanding them.	27,1	34,2	24,5	9,0	5,2
71 I have difficulty adapting my studying to different types of courses	1,3	11,0	24,5	38,7	24,5
75 In taking tests, writing themes etc. I find I have misunderstood what is wanted and lose points because of it	2,6	7,7	23,9	46,5	19,4

It assesses students' use of both test preparation and test taking strategies. Students who score low on this measure may need to learn more about how to prepare for tests, how to create a plan of attack for taking a test, the characteristics of different types of tests and test items, and how to reason through to an answer.

Knowing about test-taking and test preparation strategies and how to use them helps students target their study activities, set up useful study goals, implement an effective study plan, and demonstrate their knowledge and skill acquisition so it can be accurately evaluated.

According to Weinstein (2002), students need to know how to prepare for the type of performance that will be required and how to maximize that performance.

Also, Reynolds and Shirey (1988) assert that testing strategies items reflect on individuals' belief in being able to perform tasks needed to be academically successful. It assesses students' use of both test preparation and test taking strategies.

The average value for that sub-dimension was found to be 3.63. A close examination of the data concerning that sub-dimension demonstrates that most of the prospective teachers had problems in preparing for tests and in test taking strategies.

67.1% stated that they always or usually had the “summarizing” skills while 72.9% stated that they had no difficulty in understanding the questions in a test. The rate of those who chose the options “very much typical of me” and “fairly typical of me” for the item “I memorize grammatical rules, technical terms, formulas, etc without understanding them.” was only 14.2%.

Findings about Anxiety

Table 4
Percentage Distributions of the Prospective Teachers’ Opinions about Anxiety

Anxiety	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
1 I worry that I will flunk out of school.	2,6	4,5	11,0	15,5	66,5
9 I get discouraged because of low grades.	12,9	23,9	30,3	21,9	11,0
25 I am very tense when I study.	8,4	23,9	32,3	25,2	10,3
31 Even, when I am well prepared for a test, I feel very anxious.	9,7	15,5	29,0	30,3	15,5
35 When I begin an examination, I feel pretty confident that I will do well.	4,5	20,0	38,7	27,7	9,0
54 Worrying about doing poorly interferes With my concentration on tests.	4,5	16,1	33,5	33,5	12,3
57 I feel very panicky when I take an important test.	18,1	18,7	25,2	27,1	11,0
63 I got so nervous and confused when taking an examination that I fail to answer questions to the best of my ability.	11,0	15,5	25,8	36,1	11,6

It assesses the degree to which students worry about school and their academic performance. Current conceptions of anxiety emphasize the interactive effects of our own thought processes, beliefs, and emotions and how they affect academic performance.

Students’ scores on this scale measure how tense or concerned they are when approaching academic tasks. Students who score low on this measure (indicating high anxiety) need to learn techniques for coping with anxiety and reducing worry so that they can focus on the task at hand and not on their anxiety (Weinstein, 2002).

The average value for this sub-dimension was found as 3.28.

Bandura (1982) found that the less efficacious subject’s perceived themselves to be the more anxiety they experience. Besides this, Pritchard and Wilson (2003) assert that clearly envisioning goals and planning and academic trajectories may be problematic for students’ overwhelmed by stress. On studying the percentages of students’ responses to items concerning their views of anxiety, it was found that the students were not anxious about being dismissed from school.

82% said that they did not agree with the item “I worry that I will flunk out of school”. However, the low grades that they received caused anxiety at differing levels. 33% of the group said that low marks discouraged them whereas 36.8% said they were not influenced by low marks.

The rate of those stating that low marks slightly discouraged them was 30.3%. On examining the percentages concerning the item “I am very tense when I study”, it was found that the group was divided into three as “those who are tense” (32.3%), “those who are not tense” (35.5%), and “those who are slightly tense” (32.3%).

Approximately one fourth did not agree with the item “When I begin an examination, I feel pretty confident that I will do well”.

The students may be said to have anxiety about test taking and failing at differing levels.

Findings about Attitude

Table 5
Percentage Distributions of the Prospective Teachers’ Opinions about Attitude

Attitude	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
5 I don’t care if I finish school as long as I find a husband/wife.	4,5	3,2	3,2	8,4	80,6
14 I feel confused and undecided as to what my educational goals should be.	2,6	16,1	29,7	31,6	20,0
18 I would rather not be in school.	6,5	7,7	21,9	21,9	41,9
29 I often feel like I have little control over what happens to me in school.	4,5	14,8	37,4	31,6	11,6
38 I do not care about getting a general education; I just want to get a good job.	9,7	11,6	19,4	31,6	27,7
45 I only study the subjects I like.	6,5	11,0	16,8	37,4	28,4
51 I dislike most of the work in my classes.	5,2	13,5	24,5	33,5	23,2
69 In my opinion, what is taught in my courses is not worth learning.	8,4	9,0	29,0	31,6	21,9

It assesses students’ attitudes and interests in college and achieving academic success. Students’ scores on this scale measure their general attitudes and motivation for succeeding in school and performing the tasks related to school success. Students who score low on this measure need to work on higher-level goal setting and reassess how school fits into their future.

Students’ general attitudes toward school and their general motivation for succeeding in school have a great impact on their diligence when studying, particularly in autonomous situations in which they must study on their own (Weinstein, 2002).

One of the most significant factors influencing the use of study strategies is the attitudes towards studying.

Students with positive attitudes towards studying mostly employ learning strategies (Butler 1999; Najar 1997; Ho 1998; Purdie and Oliver 1999). It was also found that students developing positive attitudes towards a

course were eager to learn (Demirkaya and Aribaş 2004). This state is parallel to the findings obtained by other research studies demonstrating that students who consider themselves more successful employ more effective study strategies and that they had more positive attitudes (Entwistle 1998; Goldman and Warren 1973; Yip and Chung 2005). The average value for this sub-dimension was calculated as 3.69. From students' responses to the items about this sub-dimension it was found that their attitudes towards school and achievement were positive. Only 7.7% of the group agreed with the item "I don't care if I finish school as long as I find a husband/wife". The majority of the group (59.3%) chose the options "not at all typical of me" and "not very typical of me" for the item "I do not care about getting a general education; I just want to get a good job".

The fact that the group did not agree widely with the item "I would rather not be in school" may be considered as an indication of their positive attitudes towards school. Those who chose the options "very much typical of me" and "fairly typical of me" were only the 14.2% of the group.

Findings about Motivation

Table 6
Percentage Distributions of the Prospective Teachers' Opinions about Motivation

Motivation	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
10 I am up to date in my class assignments.	3,9	13,5	28,4	34,2	20,0
13 Even when study materials are dull and understanding, I manage to keep working until I finish.	7,7	18,7	31,0	34,2	8,4
16 I come to class unprepared.	16,1	23,9	31,6	19,4	9,0
28 I work hard to get a good grade, even when I don't like a course.	6,5	12,3	22,6	34,8	23,9
33 I talk myself into believing some excuse for not doing a study assignment.	8,4	20,0	25,2	31,6	34,2
41 I set high standards for myself in school.	3,9	15,5	38,1	31,6	11,0
49 When work is difficult, I either give up or study only the easy parts.	7,7	11,0	28,4	31,6	21,3
56 I read textbooks assigned for my classes.	5,2	25,2	34,2	23,9	31,6

It assesses students' diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements. Students' scores on this scale measure the degree to which they accept responsibility for performing the specific tasks related to school success.

Students who score low on this measure need to work on goal setting, perhaps at the more global levels assessed on the Attitude Scale, but certainly at the more specific level of individual tasks and assignments.

Accepting more responsibility and attributing success to one's efforts results in more effective studying and school performance (Weinstein, 2002).

In order for a student to be successful, he should concentrate on what he is studying, avoid unnecessary distraction, and focus sufficiently on the topic (Özer, 1998). The average value for this sub-dimension was 3.27. Striking findings were obtained on examining the responses to the items on this sub-dimension.

For instance 40% agreed at high levels with the item “I come to class unprepared”; however, only 28.4% come to class generally prepared. Another finding was that marks were influential in motivating students. It was noteworthy that the group highly agreed with the item “I work hard to get a good grade even when I don’t like a course”.

58.7% chose the options “very much typical of me” and “fairly typical of me” for that item. 18.7% of the group fairly agreed whereas 28.4% slightly agreed but 52.9% did not agree with the item “when work is difficult, I either give up or study only the easy parts”.

In the light of those findings, it could be said that students had some problems in performing the academic tasks and assuring self-discipline.

Findings about Concentration

Table 7
Percentage Distributions of the Prospective Teachers’ Opinions about Concentration

Concentration	Not all typical of me	Not very typical of me	Somewhat typical of me	Fairly typical of me %	Very much typical of me
6 I find that during lectures I think of other things and don’t really listen to what is being said.	1,3	9,0	36,8	35,5	17,4
11 Problems, outside of school –being in love, financial difficulties, conflict with parents etc.-cause me to neglect my school work.	5,8	11,6	34,2	31,6	16,8
39 I am unable to concentrate well because of restlessness or moodiness.	13,5	16,8	40,6	21,3	7,7
43 I find it hard to pay attention during lectures.	5,8	14,2	36,8	29,7	13,5
46 I am distracted from studies very easily.	11,6	13,5	32,9	24,8	13,5
55 I don’t understand some course material because I don’t listen carefully.	3,2	13,5	32,3	36,8	14,2
61 I concentrate fully when studying.	6,5	15,5	34,2	26,5	17,4
68 My mind wanders a lot when I study.	9,0	18,7	38,1	24,5	9,7

It assesses students’ ability to direct and maintain their attention on academic tasks. Concentration helps students to focus their attention on school-related activities, such as studying and listening in class, rather than on distracting thoughts, emotions, feelings, or situations.

Students’ scores on this scale measure their abilities to concentrate and direct their attention to school and school-related tasks, including study activities.

Students who score high on this measure are effective at focusing their attention and maintaining a high level of concentration.

Students who score low on this measure are less successful at focusing their attention on the task at hand by eliminating interfering thoughts, emotions, feelings, and situations.

They need to learn techniques to enhance concentration and to set priorities so that they can attend to school as well as to their other responsibilities. Learning techniques for focusing attention and maintaining concentration helps students implement effective learning strategies and can make learning and studying both more effective and more efficient (Weinstein, 2002).

The average value regarding this sub-dimension was found to be 3.28. Students need to make efforts to remove factors distracting their attention so as to be successful (Senemoğlu, 2002).

On examining the distribution of percentages for this dimension, it was found that students had some problems in concentrating on and maintaining the academic tasks.

For the only positive item of this chapter "I am unable to concentrate well because of restlessness or moodiness".

40.6% of the group chose the option "somewhat typical of me", 30.3% chose the options "very much of me" and "fairly typical of me".

Findings about Self Testing

Table 8
Percentage Distributions of the Prospective Teachers' Opinions about Self Testing

Self Testing	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
4 After a class, I review my notes to help me understand the information.	17,4	31,6	27,1	14,2	9,7
17 When preparing for an exam, I create questions that I think might be included.	10,3	15,5	24,5	31,6	18,1
21 I try to identify potential test questions when reviewing my class material.	3,9	11,0	26,5	41,9	16,8
26 I review my notes before the next class.	8,4	23,9	32,3	25,2	10,3
30 I stop periodically while reading and mentally go over or review what was said.	3,2	16,8	37,4	29,0	13,5
37 I check to see if I understand what the instructor is saying during the lecture.	2,6	13,5	32,9	36,8	14,2
65 I test myself to be sure I know the material I have been studying.	5,8	13,5	28,4	33,5	18,7
70 I go over homework assignments when reviewing class materials.	11,0	25,8	36,8	19,4	7,1

It assesses students' use of reviewing and comprehension monitoring techniques to determine their level of understanding of the information or task to be learned. Reviewing and testing one's level of understanding are important for knowledge acquisition and comprehension monitoring. Weinstein supports this view stating that self testing is a way to self regulate learning (Weinstein, Woodruff and Awalt, 2001).

These strategies both support and contribute to meaningful learning and effective performance. Students' scores on this scale measure their awareness of the importance of self testing and reviewing and the degree to which they use these methods. Students who score low on this measure need to learn more about the importance of self testing as well as specific methods for reviewing school material and monitoring their comprehension.

These methods include structured reviews of large amounts of material; mental reviews of individual study segments; asking questions before, during, and after reading, studying, or going to class; trying to use new information in novel ways; trying to apply a principle or method; and using a systematic approach to study (Weinstein, 2002).

The average value for this sub-dimension was found as 3.15. Of the group, 28.4% chose the option "somewhat typical of me" while 52.2% chose the options "very much of me" and "fairly typical of me" for the item "I test myself to be sure I know the material I have been studying".

On the other hand, for the item "After a class, I review my notes to help me understand the information", 49% said it did not generally apply to them whereas 27.1% said it applied slightly.

Approximately half of the group (49.7%) stated that the item "When preparing for an exam, I create questions that I think might be included" applied quite well to their case.

Findings about Study Aids

Table 9
Percentage Distributions of the Prospective Teachers' Opinions about Study Aids

Study Aids	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
7 I use special study helps, such as italics and heading that are in my textbook.	8,4	13,5	29,0	27,1	21,9
19 My underlining is helpful when I review a text material.	1,9	8,4	13,5	25,8	50,3
24 I compare class notes with other students to make sure my notes are complete.	12,9	15,5	23,9	26,5	21,3
44 I key on the first and/or last sentences of most paragraphs when reading my text.	7,7,	14,8	32,4	31,6	11,6
50 I make drawings or sketches to help me to understand what I am studying.	9,0	18,7	23,9	28,4	20,0
53 I make simple charts, diagrams, or tables to summarize material in my courses.	9,7	18,1	22,6	27,1	22,6
62 I use chapter headings as a guide to identify important points in my reading.	4,5	5,2	16,8	49,0	24,5
73 When they are, available I attend group review sessions.	9,0	27,1	34,8	19,4	9,7

It assesses students' use of support techniques, materials or resources to help them learn and remember new information. Students need to know how to create their own study aids and how to use those created by others.

Students' scores on this scale measure their ability to use or create study aids that support and increase meaningful learning and retention.

Students who score low on this scale may need to learn more about the types of study aids provided in educational materials and classes and how they can create their own aids.

Using and creating study aids improves both the effectiveness and the efficiency of learning (Weinstein, 2002).

The average value for this sub-dimension was found to be 3.10. Of the group, 76.1% stated that they agreed with the item "My underlining is helpful when I review text material".

Senemoğlu (2003) suggested that underlining strategy helped students concentrate easily on the required information. Similarly, approximately half of the group (49%) agreed highly with the item "I use special study helps, such as italics, and heading, that are in my textbook". Similar results were obtained for responses given to the item "I make simple charts, diagrams or tables to summarize material in my courses". Generally speaking, it might be said that students employed study strategies moderately.

Findings about Time Management

Table 10
Percentage Distributions of the Prospective Teachers' Opinions about Time Management

Time Management	Not all typical of me	Not very typical of me	Somewhat typical of me	Fairly typical of me %	Very much typical of me
3 I find it hard to stick to a study schedule.	15,5	23,9	27,1	21,3	12,3
22 I only study when there is the pressure of a test.	3,9	11,0	26,5	41,9	16,8
36 When it comes to studying a topic, procrastination is a problem for me.	16,8	18,7	36,8	20,6	7,1
42 I end up cramming for almost every test.	9,0	14,2	32,9	30,3	13,5
48 I make good use of day time study hours between classes.	11,6	29,0	37,4	14,8	7,1
58 When I decide to study, I set aside a specific length of time and stick to it.	11,6	20,0	27,7	21,9	18,7
66 I put off studying more than I should.	6,5	14,2	45,8	21,3	12,3
74 I tend to spend so much time with friends that my coursework suffers.	7,1	11,0	38,1	29,0	14,8

It assesses students' use of time management principles for academic tasks. Students' scores on this scale measure the degree to which they create and use schedules. Students who score low on this scale may need to learn about how to create a schedule and how to deal with distractions, competing goals, and procrastination (Weinstein, 2002).

Managing time effectively is an important self regulation strategy for learning. Time management skills have been related to academic achievement (Lahmers and Zulauf, 2000). In research conducted by Jones, Slate and

Kyle (1992) with educational faculty students, it was found that students with high academic achievement had more effective study habits and that their attitudes towards study techniques, time management and learning were better than those with low achievement; and those findings were supported.

The average value for this sub-dimension was found to be 3.90. For the item "I find it hard to stick to a study schedule", 38.9% chose the options "very much typical of me" and "fairly typical of me" while 27.1% chose the option "somewhat typical of me".

As to the item "I put off studying more than I should", 45.8% chose the option "somewhat typical of me", but 59.6% chose the options "very much typical of me" and "fairly typical of me". On the other hand, for the item "I only study when there is the pressure of a test", 58.7% chose "not at all typical of me" and "not typical of me". Based on those findings, it might be said that students kept studying also with no test pressure at all; but that they had problems in sticking to study schedule and tended to postpone studying occasionally.

CONCLUSION

The average values for the sub-dimensions of the scale (LASSI) used in this research for studying the learning and study skills used by prospective English teachers ranged between $x=3.10$ and $x=3.90$. In other words, students usually chose the option "somewhat typical of me" to represent their views.

An overall evaluation of the findings demonstrated that students employed learning and study strategies moderately. It was also found that most of the students:

- were able to associate the newly learnt material and experiences with the previous ones,
- did not have difficulty in determining the main points of a lecture and a text,
- did not have problems in preparing for tests and in test taking strategies,
- did not suffer from anxiety about dismissing from school, but low grades discouraged them,
- they had anxiety about test taking and failing, at differing levels,
- had positive attitudes towards school and achievement,
- had some problems in performing the academic tasks, assuring self-discipline, concentrating on and maintaining the academic tasks,
- employed moderately the strategies of monitoring cognition,
- employed moderately the study aids such as underlining the text, drawing tables and diagrams,
- studied when there is no test pressure, but they had at least few problems in such issues as sticking to a study schedule, and they tended to postpone studying.

It is thought that most of the students acquire study skills in the process of university education. More detailed knowledge may be obtained about behaviors students display during learning or studying through observations and interviews.

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PSYCHOLOGY BEHIND SUCCESS

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ABSTRACT

Despite the oversimplified assumption that psychology focuses its interest on topics pertaining to individuals' feelings (emotional) and driving forces for behavior (motivational), the truth is that it is quite broad in scope. For years, psychology exercised a profound impact on our everyday activities attempting, among others to provide the best methods of educating people. Since education is admittedly the most important investment it is necessary that e-learning is supported to provide opportunities for well-designed, learner-centered, interactive and successful learning environments.

This study meaning to investigate teachers' perception about anxiety and resistance in education sought answers to questions like: "Which are the stresses faced by students?", "How can you reduce your students stress?", "Which are some unhealthy ways of students dealing with stress?" As a result of the interviews the common stressors included conflicts with parents, exams participation, limited budgets, bodily image issues, time management and romantic relationship conflicts.

Keywords: E-learning, education, Psychology, anxiety, resistance.

INTRODUCTION

It is claimed that psychology is rooted in early philosophical traditions. In parallel, physiology concerned with brain and behavior has contributed a lot to psychology development. The difference between philosophy and psychology is that the former relies on observation and logic for human behavior whereas the latter draws conclusions about human thought and behavior through the utilization of scientific methodologies. There is a misperception, though, about what psychology is.

An accepted definition is that psychology is an applied and academic field which studies the human mind and behavior seeking to understand and explain thought, emotion and behavior (Cherry, 2009).

According to Ilona Roth (2000), over the years some important ideas from psychology have had such an impact on our thoughts and behavior that we are barely aware of their origin. Regardless of the controversial opinions of scientists and/or laymen as regards the reliability of the dimensions of psychology, it is beyond any doubt that its effect on our contemporary development and welfare is dynamic.

SUCCESS AND FAILURE

There are many areas in which psychology provides a practical resource, the beneficial effects of which few would deny (Roth, I. op.cit). Our era is characterized by extreme specialization. For example, not all psychologists are clinicians and not all of them use clinical techniques. In fact, nowadays, psychology is divided

to two major categories, the *Academic* and the *Applied Sciences* totaling to 19 branches classified as clinical, social, guidance-and-counseling, industrial/occupational, behavioral and other.

As a result, psychology is behind any sector of everyday life, not limited to understanding of how people think and behave, but, also, contributing to the development of individuals and is involved with the reasons people succeed or fail in their endeavors.

In our highly competitive society people strive for success, with an eminent fear for failure.

Even after almost seven decades the hierarchy of needs, as categorized by Maslow (1943) in his pyramid-like taxonomy, is still valid and very highly influential. (Figure: 1)

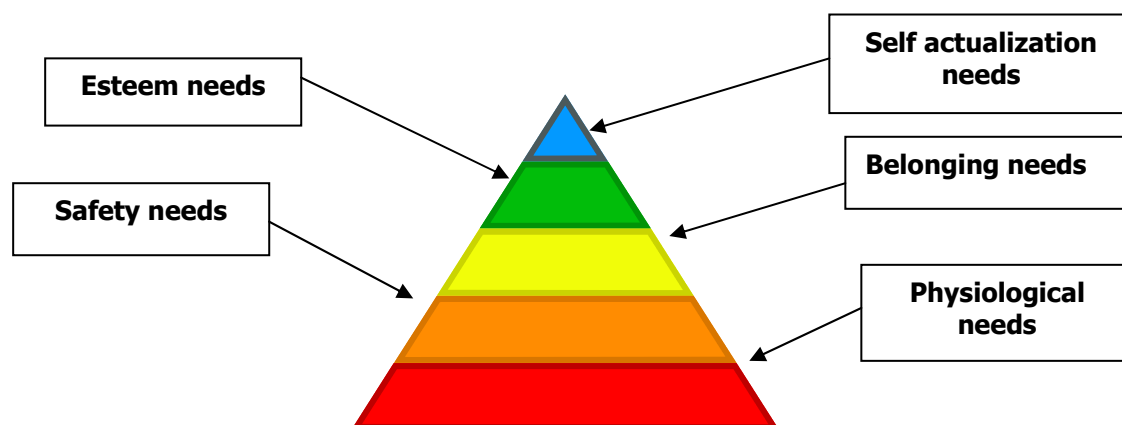


Figure 1
Maslow's taxonomy of needs

The basic concern of people, in general, is to satisfy their *physiological needs*, actually the basic requirements in oxygen, food and water. When these needs are controlled people shift to *safety needs* involved with protection and security. The following needs to be satisfied are the *social needs* relating to activities which involve being with other people (relationship) feeling of liking (affection).

The basic cycle of needs having been satisfied, people attempt to attain the accomplishment of a social and psychological domain, namely, *success* as a final output, which will satisfy *esteem needs* and bring about reputation. The ultimate objective is the *feeling of pleasure (satisfaction)* which will be obtained as a result of personal growth. It is the *actualization need*.

As a result, this will strengthen self-esteem in the persons involved, which according to Nathaniel Branden (2009) has two essential components,

- *self-efficacy*, i.e. confidence in the ability to cope with *challenges*, and
- *self-respect*, i.e. experience of oneself as deserving achievement.

Additionally, according to Susan Heathfield (2010) self-esteem is a self-reinforcing characteristic under which we can persevere when faced with difficult challenges.

It is evident that *success is a multi-dimensional* concept and output. Actually, success is the result of a series of psychological interventions. For any constituent factor of success there is a related psychology branch to support it (Table 1).

Table 1
Factors of success supported by relevant psychology branches

Factors of Success	Branch of Psychology
Achievement & recognition concern	<i>Cognitive Psychology</i>
Self-improvement	<i>Developmental Psychology</i>
Relationship with successful people	<i>Social Psychology</i>
Studies of differences of peers	<i>Personality Psychology</i>
High level of knowledge and skills	<i>Educational Psychology</i>
Affiliation with work group	<i>Positive Psychology</i>
Good communicative skills	<i>Communication Psychology</i>
Proper reaction to certain attitudes	<i>Behavioral Psychology</i>
<i>Selection of experienced mentors</i>	<i>Counseling Psychology</i>

According to a traditional stereotype there is a difference between men and women as regards achievement motivation. Women often fear of social rejection due to their success. Psychologists believe that women are more interested than men in popularity and approval by others as a result of their need for affiliation (Geiwitz, J., 1980).

Roger Van Oech (2009) supports that when a person fails he/she learns what has not worked and, moreover, the failure gives him/her the opportunity to try a new approach.

There are various factors which are identified as the reason for failure, which could be termed as the “five lack” factors: lack of opportunity, belief, specific target, persistence and planning. However, the catastrophic force causing failure is *anxiety* mainly as a *product of stress*. The term anxiety could be defined as a state of being uneasy, apprehensive or worried about what may happen. It is a feeling of being powerless and unable to cope with threatening events (Lark, S.M., 2010).

James. Geiwitz (op.cit) supports that *stress* has been the interest of scientists involved in psychosomatic illnesses which according to Selye follows a three phase process: (a) during alarm reactions to a *stressor*, which may be physical, psychological or emotional, *resistance* drops below normal, (b) a rather long period of resistance above normal follows and finally (c) if the stress continuous the resistance drops below normal again and the body becomes exhausted (Figure 2).

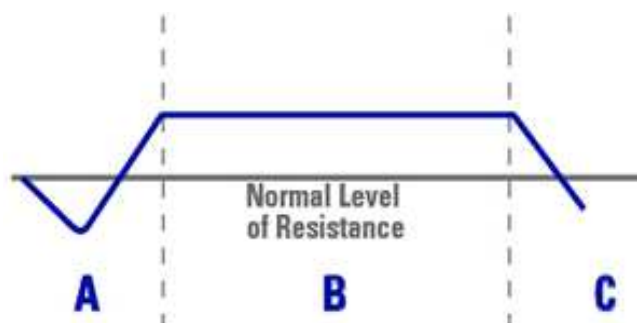


Figure 2
Selye's adaptation syndrome

In fact, extreme or sustained stress (shortened form of distress) can damage the brain's hippocampus making it difficult to learn new things since it is central to learning and memory (Sapolsky, 1996).

Anxiety is reportedly the most serious disorder which affects the careers of persons at any stage of their lives. Though usually unrealistic or disproportionate to what might be expected it affects normal functions like education, work, social interface through abnormal phenomena such as fear, nervousness, apprehension and worrying.

Anxiety is a basic human emotion consisting of fear and uncertainty that typically appears when an individual perceives an event as being a threat to the ego or self-esteem (Sarason, 1988). Social institutions, school systems, along with families, religious organizations and communities bear primary responsibility for providing young people with paradigms that will allow them to be successful in our society. (Huiit, 1999a). Social anxiety occurs when people are motivated to create a desired impression on audiences but they doubt whether they will do so (Schlenker & Leary, 1985). The lack of a relationship between anxiety and computer performance, for example, is due to self-efficacy moderating this relationship (Saande & Kira, 2007). Ways of treatment vary from medication and physiological exercise to psychotherapy. The most effective treatment is the psychological counseling or cognitive-behavioral therapy.

It is to be noted that anxiety is responsible for a great number of failures in school achievements.

MORE ABOUT ANXIETY

A research programme was carried out in a capital city of 154,624 inhabitants some 80 kilometers from Athens. It is an agricultural and commercial city with two University branches and five secondary education schools. The research consisted of three sets of questionnaires: one addressed to 268 secondary school pupils (160 female and 108 male), one in 145 University students (75 female and 70 male) and one in 120 employees (52 female and 70 male). The central idea was to identify whether the members of all three categories have been experiencing anxiety and prioritize the relative reasons. The problem statements varied according to the specific situation of the interviewees.

1. For the pupils of secondary education schools: "Have you been experiencing anxiety problems during your school life? If so, explain the reason" (Table 2).

Table 2
Stressors for Secondary students

Stressors	Female 160 (%)	Male 108 (%)
YES	113 (70.60)	48 (44.44)
NO	47 (29.40)	60 (55.56)
Lyceum exams	35 (30.97)	12 (25.00)
Pan-Hellenic exams	26 (23.02)	16 (33.34)
Venue of Universities	25 (22.12)	10 (20.83)
Relationships	10 (8.85)	8 (16.66)
Family problems	17 (15.04)	2 (4.17)

2. For the college students: "Are you experiencing anxiety problems during your studies? If so, explain the reason" Table 3).

Table 3
Stressors for University students

Stressors	Female 75 (%)	Male 70 (%)
YES	55 (73.33)	50 (71.43)
NO	20 (26.67)	20 (28.57)
Achievement	25 (45.45)	10 (20.00)
Graduate studies	10 (18.18)	18 (36.00)
Employment	8 (14.55)	12 (24.00)
Relationships	12 (21.82)	10 (20.00)

3. For the employees of local enterprises the questionnaire was distributed to 122 persons (52 female and 70 male): *"Are you experiencing anxiety problems for your career? If so, give reasons"* (Table 4).

Table 4
Stressors experienced by employees of local enterprises

Stressors	Female 52 (%)	Male 70 (%)
YES	42 (80.76)	58 (82.85)
NO	10 (19.24)	12 (17.15)
Permanent job	15 (35.71)	20 (34.48)
Promotion chances	8 (19.05)	16 (27.59)
Better salary	7 (16.66)	15 (25.86)
Relationships	12 (28.58)	7 (12.07)

Findings of these researchers unveiled an annoying situation. Of the 535 individuals interviewed 366 (68.41%) agreed that they are experiencing anxiety conditions. Particularly, 156 males out of 248 (62.90%) and 210 females out of 287 (73.17%) constitute a population which requires proper attendance. Anxiety reduces the ability of persons to work effectively with other people and results to negative effects and poor performance. The research team on the basis of these findings decided to proceed to further research in order to identify the type of treatment which people, vulnerable to the health effects of anxiety, undergo (Table 5).

Table 5
Treatment undergone by people with anxiety

Types of treatment	Female 210 (%)	Male 156 (%)
None	55 (26.19)	50 (32.05)
Medication	39 (18.57)	30 (19.23)
Herbs (Omeopathy)	40 (19.04)	15 (9.62)
Physical exercise	30 (14.28)	50 (32.05)
Behavioral therapy	42 (20.00)	9 (5.76)
Drugs (cocaine, marijuana)	4 (1.92)	2 (1.30)

The existence of barriers, like anxiety, early dropouts from school attendance or existence to take e-learning courses, do not facilitate the attainment of the necessary qualifications which would enable people to cope with the market demands successfully Frankola (2001), in her article concerning dropout rates in corporate e-learning courses states that learners most frequently reported lack of time, lack of motivation, poorly designed courses and incompetent instructors as the reasons for their attrition. Studying in personal time can have a harmful effect on employee's home life and family and may contribute to attrition statistics (Thalheimer, 2004).

These sorts of circumstances force mature learners into non-completion even though they may be performing well in their distance studies (Ozga and Sukhnandan, 1998).

The phenomenon of dropouts from school and the resistance to attend courses constitute serious developmental problems to which careful consideration should be given. The reasons for dropouts fall into four categories (Table 6).

Table 6
Reasons of pupils 'dropouts

Economic	<i>Educational</i>
Pupils come from low income families	<i>Poor attendance</i>
Pupils have to work full-time	<i>Low grades</i>
Pupils have to work part-time	<i>Language problems</i>
Psychological	<i>Social</i>
Pupils with lower self-esteem	<i>Belonging to ethnic groups</i>
Pupils with physical, emotional disabilities	<i>Poor peer support problems</i>
<i>Lack of motivation</i>	<i>Negative school environment</i>

Weimer, M.(2010 concluded to the following causes which lead to resistance :

- Poor self-image as learners
- Inappropriate level of learning
- Fear of the unknown
- Students' dislike of teachers
- Irrelevance of the learning activity
- Disjunction between learning and teaching styles

In an effort to reduce stress to learners teachers were interviewed in North Cyprus (Nazime Tuncay) and Greece (George Mouzakitis) and were asked to evaluate with a point system (between 5 and 10) behaviors which could reduce anxiety (stress) in a healthy way through a list of ten short-term and ten long-term activities (Table 7).

Table 7
Teachers' evaluation of stressors treatment

Short-term	Cyprus	Greece	Long-term	Cyprus	Greece
Deep breath	9	10	Lighten up	10	10
Exercise	8	8	Draft agendas	9	10
Relaxation	7	10	Get organized	8	9
Massage	6	9	Invent work plans	7	8
Avoid external stressors	10	7	Set limits	9	10
Meditation	5	10	Assign duties	9	10
Listening to music	8	8	Organize finances	9	7
Get more sleep	9	10	Manage time	9	10
Take breaks	9	8	Link with optimists	10	9
Yoga	5	6	Set goals	9	9

CONCLUSIONS

It is believed that the importance of the impact of psychology in our lives, in general, and the role it plays to success attainment and relief from stressors has been adequately emphasized. However, it is felt that the psychological dimension of the system should be strengthened to implement new strategies to prevent students' drawbacks, such as anxiety, to minimize their resistance as regards e-learning courses delivery or even to relieve them of technophobia.

Interviewed individuals at any level of educational and economic structure have unveiled the reasons of anxiety quite frankly. Anxiety is recognized to be a disastrous causal effect which influences the success or failure in all the sectors of our lives decisively.

RECOMMENDATIONS

As supported by Selye, M. (op.cit.) stresses result from catastrophes, major life changes and hassles. Some intervening factors are appraisal, perceived controls and personality.

The stress reaction consists of psychological, emotional and personality interventions.

The annoyances encountered by individuals due to anxiety must be treated quite cautiously.

Meditation is supported to be an effective means of dealing with anxiety problems. In case it is properly practiced it decreases stress, cures phobia, strengthens confidence, relieves of feelings of depression, increases motivation and improves social intercourse.

Four highly influential factors in our society which lead to its development and success or to its destruction are families, school administrators, school counselors and teachers at any level.

Parents should keep their children free from emotional and other hazardous disturbances, teach them morals and values, respect their individuality and be actively involved with their school activities. *School administrators* should create the necessary conditions to enable students to become successful lifelong learners and leaders. *School counselors* should help students to focus on academic, personal, social or professional careers. *Teachers* entrusted with the responsibility to educate our future leaders, should play the role of a mentor, of a friend, of a live paradigm of well structured behaviors and develop appropriate knowledge.

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