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Cordially,

1st October, 2016

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The investigation of the prospective teachers’ opinions related to peer assessment: A qualitative study

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ABSTRACT

The aim of this study is to analyze the opinions of prospective teachers’ opinions on peer assessment. The research was conducted in Buca Education Faculty Primary School Mathematics Department, third grade course “Measurement and Evaluation in Education”. There were 46 participants in the study (m=20, f=26). The study lasted for 5 weeks. The lessons were conducted according to cooperative learning method. At the end of sessions peer assessments were conducted and students’ written opinions on the implementation were received. Students’ responses were coded with Maxqda12 software program for qualitative research in order to analyze and organize the data. In the end two themes emerged. First were the positive and second were the negative opinions. The positive opinions were grouped under four sub-themes as accurate assessment, perform the task, rating learning, and confidentiality; whereas there were three negative sub-themes as reliability, impartiality, and concern.

Keywords: Peer assessment, prospective teacher, cooperative learning.

INTRODUCTION

Constructivism has presented a new, wide, authentic, more practice-oriented conceptual framework to organization of learning applications and structuring assessment processes. This conceptual framework caused learning environments to move from traditional to student-centered (Collins, 1991). With the change in learning environments towards being student-centered, there is a requirement for the learners to take an active role during learning process. This requirement led the way to the birth of active learning methods (Açıkgöz, 2003). The most commonly emphasized point on active learning is the active participation of students to the learning process. Active participation to learning process is closely related to students making decisions, reflecting about the learning process and self-regulation skills (Yurdabakan, 2011b).

Many researchers (Messick, 1995; Boud, 1995; Hargreaves, 2007) have mentioned about the impact of assessment on learning. This understanding started to gain importance within the framework of educational applications which have emerged with the active learning methods. Because, the active learning methods necessitating active participation requires individuals who are aware of their competencies, who know the subjects to improve, who are conscious enough about their progress, who question, lead and manage their own learning (Yurdabakan, 2011a). In addition to this, Boud (1995) and Arter (1996) state that goals could be achieved if materials in which learning and assessment are used together and added that assessment practices should change form to enable students to see their own progress and deficiencies they need to complete, and treated as a learning tool that requires better participation. These requirements also have lead to the discussion of the relationships between alternative assessment methods and learning.

The assessments according to the influence of constructivist theory on testing and assessment processes and in literature they are those methods named as self-assessment, peer assessment, co-assessment, group assessment, portfolio assessment and so on (Boud, 1995; Birenbaum & Dochy,
1996; Boud & Falchikov 2006; Dochy, Segers & Sluijsmans, 1999; McMahon, 2009; Somervell, 1993; Sundström, 2005). These alternative methods of assessment have received much attention in the last decade and several forms of assessment have been used in higher education.

Peer assessment which is one of the alternative methods of assessment is the process where individuals in a group assess their peers (Boud, 1995; Falchikov, 1995). Peer assessment is also more than students grading their peers’ work, as it forms part of a learning process where different skills are developed (Lindblom-Ylänne, Pihlajamäki & Kotkas, 2006). In recent years, there has been an increase in the number of studies that investigate the peer assessment used in group work due to its compatibility with the social constructivist approach (Birenbaum & Dochy, 1996; McMahon, 2009; Vickerman, 2009). A large number of these assessment studies deal with issues such as the student perceptions, effectiveness, acceptability, fairness or reliability of peer assessment (Gielen, Dochy, Onghena, Struyven & Smeets, 2011; Patton, 2011).

Peer assessment basically concentrates on two skills. First, assessment results of peers can be considered a part of self-assessment (Somervell, 1993) and develop self-assessment skills (Yurdabakan, 2011). Second, peer assessment in group learning can help us focus on issues like student responsibility (Van den Berg, Admiraal & Pilot, 2006). In the assessment of cooperative skills and the learning from cooperation, peer assessment has an important influence. In their research, many authors have stated that peer assessment improves skills of criticism and learning levels of students working in groups (Freeman, 1995), and it encourages cooperation instead of competition (Orsmond, Merry & Reiling, 1996; Lejk & Wyvill, 2001). Peer assessment can also serve several goals. Sorting them on a scale from external control to autonomy support gives us the following list: peer assessment as a tool for social control; for assessment; for learning; for learning-how-to-assess; and for active participation of students (Gielen, Dochy, Onghena, Struyven & Smeets, 2011).

The Purpose of the Study

Many authors have mentioned the benefits of peer assessment used during cooperative group work. For example, peer assessment helps the students to get feedback from others besides their teachers. Also, peer assessment ‘stresses skills, encourages lesson participation, increases concentration on learning, provides feedback to the students, increases course attendance and teaches responsibility’ (Weaver & Cotrell, 1986; Nicol & Boyle 2003, 2003; Vickerman, 2009). According to many other authors, peer assessment develops critical thinking (Searby & Ewers, 1997; Stainer, 1997; Topping, 2009), increases student learning (Michaelsen, 1992, as cited in Freeman, 1995) and encourages cooperative learning as opposed to competitive learning (Lejk & Wyvill, 2001; Orsmond, Merry & Reiling, 1996).

According to the results of some qualitative studies investigating participants in cooperative learning groups, where peer assessment was utilised, the students stated that these kinds of studies increase active participation and said that peer assessment was an interesting experience for them (Lourdusamy & Divaharan, 2000). Actually, in addition to the fact that cooperative learning where peer assessment was used was found to be rewarding and encouraging, it was also observed that students expected their group members to take the work more seriously and participate more, this way strengthening the sense of interdependence among group members (Purchase, 2000; Hanrahan & Isaacs, 2001). On the other hand, as Yueh and Alessi (1988) stated, one way of getting students to take part more actively in lessons is to reward their interests and participation in the lesson. Some studies done on this issue have shown that using peer assessment to reward student efforts was encouraging and motivating. Also as Conway et al. (1993), Goldfinch (1994) and Freeman (1995) stated, peer assessment was effective in checking those students who neglected their duties and added that the students who took part in assessment found it a good experience for them.

On the other hand, Dancer and Dancer (1992) stressed that without an extensive training peers tend to assess themselves according to similarity, race and friendship, and there can be sham/tricky scoring because of reciprocity and secret agreement among members (Magin, 2001; Edgerton &
McKechnie, 2002). Another concern about peer assessment is that those cham/tricky scorings can lead to indiscriminate assessments among group members (Edgerton & McKechnie, 2002; Magin, 2001; Parsons & Drew, 1996; Wen & Tsai 2006). Also, in the presence of a dominant individual in the group, there is a risk of power (decibel) scoring or scoring in line with the powerful. Such scorings can create assessments where the dominant figures have high scorings which they may not deserve. Another concern frequently worded is the risk of parasite scoring. Parasite scoring is where some group members make use of the group points even when they have no contribution to group work (Pond et al., 1995). Besides, another hot discussion is that other group members can resent the assessment results, conflicts may arise and they may try to retaliate in the subsequent applications (Kaufman et al., 1999; Hanrahan & Isaacs, 2001; Lindblom-Ylänne, Pihlajamäki & Kotkas, 2006).

In this study, which was conducted during cooperative learning group works, peer assessment was used as a learning and assessment tool. In addition, in order to improve students’ skills of group participation, cooperation, taking responsibility and reflective skills, peer assessments were used during cooperative learning process. Hence, the aim of the present study is to describe prospective students’ opinions on peer assessment.

**METHOD AND PARTICIPANTS**

The research was conducted in Dokuz Eylul University Education Faculty Primary School Mathematics Department, third grade course “Measurement and Evaluation in Education”. There were 46 participants in the study (m=20, f=26). The study lasted for 5 weeks. The lessons were conducted according to learning together and expertise group techniques (Johnson, Johnson & Smith, 1998) of cooperative learning method. With this purpose in mind, the students were put into heterogeneous groups of 4-6 by taking their previous semester grade averages, genders and social communication skills into account. 14 objectives were defined for the Measurement and Evaluation in Education Course, activities and accompanying worksheet were prepared for each session in light of these objectives. Before the main sessions, pre-sessions were designed for 2 weeks in all groups to make them internalize the necessary conditions of cooperative study method, their roles and peer assessment processes. In the first main session, all groups were informed that at the end of all the sessions they would receive a peer assessment form, the aim and content of which were explained briefly.

With the aim of improving the assessment skills of students, the following stages were done in the pre-sessions: 1) Short introduction to peer assessment practices, 2) Explanation of aims of peer assessment, 3) Discussion and identification of assessment criteria for cooperation. 4) All students attending to co-assessment under the guidance of the teacher, 5) Students attending to sample peer assessment practices concerning on activities at the end of an appropriate group activities, 6) Observation of assessment processes and results together with students and 7) Giving feedback to members about the assessment processes and results.

After the pre-sessions, sessions were held for 5 weeks. At the end of main sessions; peer assessments, the details of which are given in the Instrumentation and Data Collection section, were conducted and the written opinions of students were received in the end.

**Instrumentation and Data Collection**

Peer assessment form (see the Appendix) given at the end of the sessions was designed in such a way that enables students to make peer assessments by taking the group members’ cooperation skills into account. The peer assessment form (generated from group work skills-GWS), which the members used to assess cooperation skills of themselves and their peers, comprised of 13 items, with measures from “very good” (5) to “very bad” (1). For the reliability and validity of GWS checklist, while writing the items, the behaviors that would harm the function of cooperative group work (Açıkgöz, 2003; Johnson, Johnson & Smith, 1998) were taken into account. Also, the assessment criteria were discussed together with the students and students were informed on how they would fill
in the form and how the scoring would be done. At the end of the sessions, the students were given the peer assessment form inside envelopes and assessment results were collected the next day. The reason to conduct secret peer assessments rests upon the idea of Sharp (2006), “if peer and self-assessments are used as final assessments, they should be made secretly”. In addition, students were given open-ended question, which asked them to write the positive and negative aspects of peer assessment at the end of applications.

Data Analyses
Of the 46 students, 41 responded to the open-ended questions. Students’ responses were coded with Maxqda12 (demo version), a software program for qualitative research, in order to analyze and organize the data. For this reason, the answers of students were analyzed so as to determine common themes. Then, students’ responses underwent open coding, that is two persons (the researcher and a colleague) independently read student responses and ascribed subject categories to develop an initial set of codes. We discussed the codes that emerged from this level of analysis and applied this coding scheme to that all of data. This coding process continued until no new codes were created. After the encoding process, intercoder agreement was performed for reliability analysis with proposed method by Miles and Huberman (1994), and intercoder reliability was found .89 (p<.01).

FINDINGS
At the end of analysis of student responses with Maxqda 12 (demo version), two main themes were conceptualized. First were the positive and second were the negative opinions. The positive opinions were grouped under four sub-themes as accurate assessment, perform the task, rating learning, and confidentiality; whereas there were three negative sub-themes as reliability, impartiality, and concern. Additionally, each sub-theme has its various own themes. The distribution of themes is depicted in Figure 1 separately as positive and negative opinions. Also, sample statements regarding the positive main and sub-themes are presented in Table 1 and those regarding the negative ones are given in Table 2.

![Figure 1: The distribution of opinions on peer assessment](image)

The analysis results revealed main themes and sub-themes as (1) Accurate Assessment (objectivity, consistency, correct, positive, good, well, useful and appropriate), (2) Perform The Task (responsibility), (3) Rating Learning (self-knowledge, analyzing others, summarizing tasks, understanding and judgement) and (4) Confidentiality (necessity, objective, positive and good) (see Table 1).
Table 1: The distribution of positive opinions on peer assessment and sample statements

<table>
<thead>
<tr>
<th>Positive Opinions and Sub Themes</th>
<th>Qualitative Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Accurate Assessment</strong></td>
<td>“Good assessment indeed. I believe it gives positive results. This assessment application summarized all the things we have done and observed through the semester.”</td>
</tr>
<tr>
<td>1.1. Objectivity</td>
<td>“I think I was quite objective in my assessments.”</td>
</tr>
<tr>
<td>1.2. Consistency</td>
<td>“I believe this assessment will be quite consistent.”</td>
</tr>
<tr>
<td>1.3. Correct</td>
<td>“In this type of assessment errors will be minimal if group members give scores objectively without involving their feelings.”</td>
</tr>
<tr>
<td>1.4. Positive</td>
<td>“I find this assessment quite right and I believe it gives positive results.”</td>
</tr>
<tr>
<td>1.5. Good</td>
<td>“To me this assessment application is very good.”</td>
</tr>
<tr>
<td>1.6. Well</td>
<td>“I think this assessment method is quite well.”</td>
</tr>
<tr>
<td>1.7. Useful</td>
<td>“This method we’ve learned is quite a useful application and I think it will contribute to my teaching.”</td>
</tr>
<tr>
<td>1.8. Appropriate</td>
<td>“An appropriate way of assessing group performance”</td>
</tr>
<tr>
<td><strong>2. Perform The Task</strong></td>
<td>“Being aware of the fact that students will be assessed by group members, each member tries to connect to the group as a whole. Performs his/her responsibilities, finishes his/her part, this increases group success eventually”</td>
</tr>
<tr>
<td>2.1. Responsibility</td>
<td>“I have seen my friends reluctant to take part. This application was effective touching on this issue.”</td>
</tr>
<tr>
<td><strong>3. Rating Learning</strong></td>
<td>“This type of assessment helps us know how to and according to which criteria we assess our friends and ensures a healthier assessment.”</td>
</tr>
<tr>
<td>3.1. Self-knowledge</td>
<td>“While assessing group members, this application helped me see my own weaknesses.”</td>
</tr>
<tr>
<td>3.2. Analyzing Others</td>
<td>“A positive application since it helps us analyze the group members.”</td>
</tr>
<tr>
<td>3.3. Summarizing Tasks</td>
<td>“This assessment summarized all the things we’ve done and observed in half-semester in almost one page.”</td>
</tr>
<tr>
<td>3.4. Understanding</td>
<td>“This type of assessment helps us know how to and according to which criteria we assess our friends and ensures a healthier assessment.”</td>
</tr>
<tr>
<td>3.5. Judgement</td>
<td>“It helped us reach real judgements about group members.”</td>
</tr>
<tr>
<td><strong>4. Confidentiality</strong></td>
<td>“In my opinion, keeping the assessments confidential is correct.”</td>
</tr>
<tr>
<td>4.1. Necessity</td>
<td>“It is good to have confidential assessment. To me it is necessary to do this assessment this way.”</td>
</tr>
<tr>
<td>4.2. Objective</td>
<td>“Confidentiality ensures more objective assessment.”</td>
</tr>
<tr>
<td>4.3. Positive</td>
<td>“I find having the assessments in closed envelopes quite positive.”</td>
</tr>
<tr>
<td>4.4. Good</td>
<td>“It is good to keep the assessments confidential.”</td>
</tr>
</tbody>
</table>

The students giving positive opinions expressed that peer assessment would affect the group cooperation, involvement in group works and the level of taking responsibility and this situation would provide an increase in the group performance. Furthermore, as the members’ contribution levels for the group works can be best known only by the other members, they stressed that peer assessment is a correct application. For example, Melike (girl) stated, “I think there is just a little error part in this assessment, since only those who work in group in collaboration can understand who are responsible, hardworking and who are more efficient in group activities.”
The others giving positive opinions have expressed that peer assessment create an opportunity of analyzing both themselves and the other members, help more realistic judgment regarding the members and besides teach them according to how and what criteria they should assess their friends, that's why they stress “they are able to make correct and healthy (accurate) assessments.” For instance, Cihan (boy) says, “this form of assessment enables us to know according to how and what criteria we ought to evaluate our group friends.” Esra (girl) says "I strongly believe that the so-called assessment is to be coherent to a great extent. An assessment method comprising well established items related to which ways to assess our friends.”

Some of the students have voiced for the assessment to be made secretly is a convenient method, thus they are able to make more realistic assessment. For example, Nurgül (girl) says, "I find this assessment method quite useful. Especially confidential scoring enables individual to be more objective.” Kenan (boy) says, "I find it positive for its closed envelope scoring. Because with this method possibility of objective assessment increases.”

The analysis results revealed main themes and sub-themes as (1) Reliability (consistency with exam, precision-error, sincerity and objectivity (2) Impartiality (agreement, bias and fairness) and (3) Concern (recognition of level, effect to grade and content) (see Table 2).

Table 2: The distribution of negative opinions on peer assessment and sample statements

<table>
<thead>
<tr>
<th>Negative Opinions and Sub Themes</th>
<th>Qualitative Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reliability</td>
<td>“I don’t believe in the reliability of this assessment.”</td>
</tr>
<tr>
<td>1.1. Consistency with exam</td>
<td>“There is a possibility of having no parallelism between the results of this assessment and exams.”</td>
</tr>
<tr>
<td>1.2. Precision-Error</td>
<td>“To me this assessment won’t give precise results. This assessment will have high errors.”</td>
</tr>
<tr>
<td>1.3. Sincerity</td>
<td>“I am not sure how sincere the scoring will be in this assessment.”</td>
</tr>
<tr>
<td>1.4. Objectivity</td>
<td>“I don’t think this assessment is totally objective.”</td>
</tr>
<tr>
<td>2. Impartiality</td>
<td>“I have the opinion that I, my friends and even the friends in other groups won’t have impartial assessments.”</td>
</tr>
<tr>
<td>2.1. Agreement</td>
<td>“Many groups can agree to give high scores.”</td>
</tr>
<tr>
<td>2.2. Bias</td>
<td>“Anyone can give low scores to the other he/she has problems with. I mean personal problems can be involved in the assessments.”</td>
</tr>
<tr>
<td>2.3. Fairness</td>
<td>“For friends who have problems among themselves won’t have fair assessments.”</td>
</tr>
<tr>
<td>3. Concern</td>
<td>“This assessment can be consistent, but everybody should leave aside their feelings towards their friends during assessments.”</td>
</tr>
<tr>
<td>3.1. Recognition of level</td>
<td>“I couldn’t answer some items. Because I don’t have a full knowledge of his/her level.”</td>
</tr>
<tr>
<td>3.2. Effect to grade</td>
<td>“I don’t lean towards the effect of these assessments to the pass grade.”</td>
</tr>
<tr>
<td>3.3. Content</td>
<td>“Some items seem to have close meanings, so to me repetition of these items is unnecessary.” “Items look alike.”</td>
</tr>
</tbody>
</table>

It is possible to categorize group students with negative opinions into two groups. While the students in the first group find the assessment moderate, they have the concern that feelings would be involved in the assessment results. Some of the students in this groups stated that they tried to be objective in their assessments. For example, Adem (boy) says, “It is good to have group members assess each other with observations. However, the feelings towards each other could decrease the reliability of the assessments. But I tried to be impartial in my assessments anyway.”
The students in the second group are those who have total negative opinions towards this type of assessments. Among the reasons are, not being objective during scorings, being partial, having agreement among group members, and having impartial assessments. For example, Irem (girl) says, “I think people with a reason or not won’t grant objective assessments. That’s why I think it’s not a healthy assessment.” Fatma (girl) states, “I don’t think this assessment will be that much reliable. Your personal feelings can have major impact on your assessments. Hence, I favor giving equal scores to everybody.”

DISCUSSION AND CONCLUSION

According to results obtained in the present study, the opinions of students on peer assessment are conceptualized under two groups. Those in the first group have positive opinions. They expressed that peer assessments during group work are accurate. Also under the theme of accurate assessment they stated that peer assessments are objective, consistent, correct, good, well, positive, useful, and appropriate. Under another sub-theme of positive opinion, they said that peer assessments ensure performance of task and increase responsibility; whereas as in the third sub-theme, under the theme of rating learning they stated that it helped them realize self-knowledge and improved their skills of analyzing, understanding and judging the others. Lastly, they expressed that confidentiality in this method is necessary, objective, positive and good.

The students with negative opinions stated under the sub-theme of reliability that peer assessments wouldn’t be consistent, precise, sincere and objective as compared to other tests and that there would be erroneous scorings. Under the sub-theme impartiality they stated that there would be agreement among group members and it wouldn’t be a fair assessment; and lastly under the sub-theme of recognition of level, they expressed their concern that peer assessments wouldn’t be a correct method when the students don’t know the levels of their friends, when they don’t believe in the contribution of assessment scores to their final or pass grades and when the content was not well defined.

According to the results of present studies on peer assessment in literature, peer assessment in group learning can help us focus on issues like student responsibility (Van den Berg, Admiraal & Pilot, 2006). In the assessment of cooperative skills and the learning from cooperation, peer assessment has an important influence. In their research, many authors have state that peer assessment improves skills of criticism and learning levels of students working in groups (Freeman, 1995), and it encourages cooperation instead of competition (Orsmond, Merry & Reiling, 1996; Lejk & Wyvill, 2001). On the other hand, Dancer and Dancer (1992) stress that without an extensive training peers tend to assess themselves according to similarity, race and friendship, and there can be sham/tricky scoring because of reciprocity and secret agreement among members (Magin, 2001; Edgerton & McKechnie, 2002).

The results obtained in this study are similar to the results of many other. However, taking the positive findings into account, peer assessment seems to be valuable. It is believed that practitioners can have better applications by considering the negative findings obtained in the present study.
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REFERENCES


**APPENDIX**

Some sample items from the self- and peer assessment forms measuring the group work skills

Please answer by circling one of these choices: 
Very good (5), Good (4), Average (3), Bad (2), Very bad (1)

<table>
<thead>
<tr>
<th>Group Members</th>
<th>Self</th>
<th>Peer 1</th>
<th>Peer 2 ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is volunteered to take responsibility.</td>
<td>(5) (4) (3) (2) (1)</td>
<td>(5) (4) (3) (2) (1)</td>
<td>(5) (4) (3) (2) (1)</td>
</tr>
<tr>
<td>2. Fulfills his/her responsibilities.</td>
<td>(5) (4) (3) (2) (1)</td>
<td>(5) (4) (3) (2) (1)</td>
<td>(5) (4) (3) (2) (1)</td>
</tr>
<tr>
<td>3. Fulfills his/her responsibilities on time.</td>
<td>(5) (4) (3) (2) (1)</td>
<td>(5) (4) (3) (2) (1)</td>
<td>(5) (4) (3) (2) (1)</td>
</tr>
<tr>
<td>4. Participates the group discussion.</td>
<td>(5) (4) (3) (2) (1)</td>
<td>(5) (4) (3) (2) (1)</td>
<td>(5) (4) (3) (2) (1)</td>
</tr>
<tr>
<td>5. Contributes positively to discussions.</td>
<td>(5) (4) (3) (2) (1)</td>
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<td>6. Contributes to group work.</td>
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<td>7. Shares the group work.</td>
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<td>8. Communicates with other members.</td>
<td>(5) (4) (3) (2) (1)</td>
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<td>9. Helps the others’ learning.</td>
<td>(5) (4) (3) (2) (1)</td>
<td>(5) (4) (3) (2) (1)</td>
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<td>10. Brings the learning material to class.</td>
<td>(5) (4) (3) (2) (1)</td>
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<td>11. Uses materials clean and tidy.</td>
<td>(5) (4) (3) (2) (1)</td>
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<td>12. Does his/her homework on time.</td>
<td>(5) (4) (3) (2) (1)</td>
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<td>13. His/Her general participation to group work.</td>
<td>(5) (4) (3) (2) (1)</td>
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THE COMPARISON OF HAIRDRESSER-CUSTOMER COMMUNICATION: 
THE ANALYSIS OF COMMUNICATION THEMES IN BARBERSHOPS

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ABSTRACT

Nowadays, people cannot communicate effectively in their families and they cannot solve their problems. This lack of communication even is seen in workplaces. People do not want to listen to each other’s problems and cannot tell their problems to anybody. When they go to their hairdressers, they get a chance to tell their problems. Hairdressers resemble a therapy center while also being a place for personal care. Thus, people sharing their secrets and problems in hairdressers get rid of their stress. This study consists of the topics discussed in hairdressers. Also, it examines the secrets shared by the customers about their personal lives. At this point, fourteen male barbers and thirteen female hairdressers were interrogated and whether there is difference between the topics discussed at these barbershops were scrutinized. In the end, the similarities and differences in topics were revealed in themes.

Keywords: Male barbers, female hairdressers, interpersonal communication, similarities, differences, gender.

INTRODUCTION

The barber term in Turkish is defined as “the person who deals with cutting, combing and doing hair and beard or the ones who acquires that as a profession, the men's hairdresser, barber”. The coiffeur means "hairdresser, barber and beauty parlor” (Canyilmaz, 2009). Hairdressers are defined as "the persons who cut, form, dye and do hair care according to the current fashion trends and pleasure of the client” (Guzel, 2013).

In the study of Ustuner and Thompson on female hairdresser and client relations, it is observed that hairdressers try to establish dominance over their clients through various strategies. In the study, it is presented that women are tied to their hairdressers loyally and they do not change their hairdressers for years (“Sacimi yapabilirsin, arkadasim”, 2011).

In the interview which has been published in Hairist.com.tr (2013), Erbil who is an experienced and popular hairdresser in Istanbul states that; "It is an extremely important privilege for you that a client comes to the parlor and especially requests you." In this interview, it is mentioned that the people who used to come for spending time, entertaining, having a talk and socializing have limited time and they desire to be handled practically; the clients of today cannot stand any mistakes than the past and there is a more investigative client profile while they were not used to questioning in the past. It is stated that it is more important to listen than tell; the client psychology should be known well and it should be reflected that the hairdresser tries to make her feel good and by this means it will become possible to keep client flow. Erbil defines himself as "a psychologist with hair design ability” (“Hepimiz bu meslek sayesinde”, 2013).

In the news titled as "People also go to beauty parlors for social expectations" according to Ozyurt, "Women inclining towards becoming beautiful aim to become mentally satisfied and meet their
expectations in social relations by making partial changes on their bodies rather than becoming biologically healthier." ("Güzellik salonlarına sosyal", n.d.).

In the studies of Togan et al. (2014a, 2014b), it has been determined that most of the hairdressers do not have sufficient knowledge on self-care and material cleaning and they exhibit wrong behaviors. As a result of the study of Sahin et al. (2009), it has been observed that the women hairdresser staff participated in the study do not have sufficient knowledge and practices on Hepatitis B and other blood-borne diseases.

In the study of Guzel (2013), it has been determined that the most common professional disorder is sleep disorders with 63.8% and the highest value on professional satisfaction is "relations between staff" and the lowest one is "working hours". In the study of Mermer et al. (2015), it is presented that the most common health problem of women hairdressers are related with ergonomics and psychological burden.

Purpose of the Study
The purpose of this study is to present the topics and shared secrets in hairdressers-client communication under main themes and to discuss the difference of male and female hairdressers obtained by this themes.

Limitations
This study is limited with the accessible male hairdressers working in the city center of Eskisehir who accepted to have an interview. The number of participant hairdressers is fourteen. The study is limited with the opinions of the selected hairdressers and generalizability of results is limited.

METHOD
"In qualitative studies, the data can be gathered by means of in-depth interview, observation, participant observation and log analysis techniques (Wiersma, as cited in Batu et al., 2004). This study has been conducted by semi-structured interview technique. An interview is a conversation between an interviewer and an interviewee or a group for getting information (Yildirim & Simsek, 2005). A set of questions are prepared for using in interviews to apply in semi-structured interviews. These questions are directed by the researchers to each interviewee in the same order however the interviewees are allowed to answer as they wish (Gay; Berg, as cited in Batu et al., 2004).

In the interviews conducted for this study, it has been tried to access opinions of hairdressers on the communication of hairdressers with their clients, shared secrets, held topics and their knowledge and experience. Consequently, it is tried to present the topics and shared secrets in male hairdressers-client communication under main themes and sub-themes.

Data Collection Tool
In order to compare the answers of interviewed hairdressers, main interview questions which can be answers to the questions listed in the purposes title of the study have been prepared. The researcher has made a trial of these questions with a hairdresser close to his institution. The sound recordings of the interview have been analyzed by an expert and evaluations on the interviewee and the questions have been done and the interview form has been finalized. The aforementioned form has been applied on the male hairdressers of Eskisehir. Furthermore, an empty space is left at the end of the form where the hairdressers can fill in freely with their opinions, feelings, emotions and recommendations on the issues other than the questions.

Determining the Hairdressers Participating in the Study
In order to determine the hairdressers to be surveyed in the male hairdressers-client communication study, the names of hairdressers in Eskisehir city center have been obtained from the Chamber of
Barbers and Coiffeurs of Eskisehir and surveyors at the helm of the researchers have visited the coiffeurs and requested permission and support for their study.

**Collecting Data**
The interviews have been conducted in between 1-15 April 2016 as previously planned in the pre-interviews with the hairdressers. Before, each interview, the researcher has explained the purpose of the study. The researchers and interviewers have jointly visited the hairdressers and recorded the questions and answers of the interviews by a sound recorder by getting consent of them.

**Data Analysis**
The data collected for the study has only been subjected to descriptive analysis. Naturally, when a descriptive analysis is done, the data obtained through interviews are presented originally without adding our opinions and comments as researchers.

**Reliability Study**
Firstly, the hairdresser was selected and interview printout, questions and considered subtitles were given to a second expert. It has firstly been requested from this expert to determine the statements which can be answers for each question and then replace appropriate answers under subtitles. At the end of this procedure, the answers of related hairdressers registered by the researcher have been compared with the answers and subtitles determined by the expert. The reliability analysis has been examined either for the statements with answer characteristics and subtitles where they were gathered. As a result, the reliability level between the researcher and the expert has been found as 95% for the answers. It has been observed that there is a complete unity in subtitling the answers of the following two hairdressers. For reliability calculation:

\[
\text{Consensus} \times 100 = \frac{\text{Consensus} + \text{Dissensus}}{\text{Dissensus}} \times 100
\]

The study report has been compiled by combining the tallied answers gathered under particular titles at the left side of the notebook and the bold statements in the computer. The bold statements have been used as direct quotes.

**FINDINGS AND COMMENTS**

**Information Related with the Interviewed Hairdressers**
While all of the interviewed male hairdressers (14) are men, a few of female hairdressers women; the age average of male hairdressers is around 35, female hairdressers is around 40; and their ages vary from 23 to 46 on male hairdressers, 23-60 on female hairdressers; almost all of male hairdressers are 8 years-primary school graduates while less than half of female hairdressers are same level graduates; most of male and female hairdressers have job experience around 10 and higher years of experience.

**Information on Client Profiles of the Interviewed Hairdressers**
While clients of three of the interviewed male hairdressers have been going to the same shop for 5-8 years, two for 9-12 years, four for 13-16 years, one for 17-20 years, two for 21-24 years and two for 25 years and more; clients of four of the interviewed female hairdressers have been going to the same shop for 2-5 years, two for 9-12 years, two for 13-16 years, one for 17-20 years, and four for 25 years and more. Almost all the male and female hairdressers serve 16 and more old clients. While the monthly visit frequency of old customers has been indicated by two of the male hairdressers as once, eight of the male hairdressers twice, two male hairdresser thrice, two male hairdresser four times and more; by eight of the female hairdressers as once, one female hairdresser twice, one female hairdresser thrice, three female hairdresser four times and more. If, the time the old clients spend at the shop is analyzed, five of male hairdresser have mentioned as the lowest time spent by their...
clients at the shop as between 10-20 minutes and nine of them as between 20-30 minutes, six of the male hairdressers as between 10-20 minutes and seven of them as more than 20 minutes; most of the male hairdressers have mentioned that the highest time spent by their clients at the shop as around 1-2 hours, most of the female hairdressers as 3 hours and more. If, the income levels of secret sharing clients are analyzed, while it is observed that most of male hairdressers have secret sharing clients from the middle income level, most of female hairdressers have secret sharing clients from the middle and higher income level. If, the age range of secret sharing clients is analyzed, it has been mentioned by most of male hairdressers that these clients are around 20-35, most of female hairdressers have mentioned that they are around 20-40. If, the professional status of secret sharing clients is analyzed, it has been mentioned by eight male and eight female hairdressers that these clients have a profession while they do not know what they are, one male and one female hairdresser as university students, three male hairdressers as factory workers, one male hairdresser as public servants, one male hairdresser as manufacturers, three female hairdressers as housewives and one female hairdresser as academics. If, the marital status of the secret sharing clients is considered, it has been stated by eight male and eight female hairdresser that they are married and five male hairdressers and three female hairdressers have mentioned that they are single and one male and two female hairdressers have mentioned that he has clients sharing secrets from all marital status (married, single or divorced).

Information on Hairdresser-Client Communication
When, the information on secret sharing client is asked, all fourteen male and thirteen hairdressers mention that their clients share secrets with them. With regards to the number of secret sharing clients, four male and two female hairdressers mentioned that they have 5 and fewer clients sharing their secrets with them, four male and six female hairdressers mentioned 10-15 clients, two male and four female hairdressers mentioned 20-25 clients, four male hairdressers mentioned 40 and more clients. While all of the male hairdressers consider the cause why their clients share their secrets with them as sincerity/being close, twelve as confidence, twelve as therapy/we listen to their problems and comfort them, nine as friendship/companionship, and one as “it makes more sense to tell foreign”; one female hairdresser as sincerity/being close, six as confidence, one as therapy, two as friendship, two as touch/contact and one as habit of long years. The question on whether their secret sharing clients warn them not to share their secret with anyone else is answered by 7 male and 10 female hairdressers as "no", 2 male and 2 female hairdressers as "yes" and 5 male hairdressers as "very rare". Almost all the male and female hairdressers have mentioned that their secret sharing clients ask for advice related with their secrets.

Information on Characteristics of Shared Communication
If, the subjects of communication between hairdressers and client are analyzed, it draws attention that the secrets on family/relation issues for 14 times on male hairdressers and 11 times on female hairdressers girlfriend, lover, relationship, love, private life; for 12 times on male hairdressers marriage; for 5 times on male hairdressers sex life and for 1 time complain about women are shared. Other than these, it is observed that the secrets on the business life are shared for 6 times on male 5 times on female hairdressers; everything about life for 4 times, money for 3 times, politics for 1 time, football for 1 time, education for 1 time and fighting with friends for 1 time on male hairdressers. Almost all male and female hairdressers mentioned that their clients complain about their lives. The subjects which their clients complain about are indicated as 8 times lover/girlfriend (on male hairdressers), 6 times on male 4 times on female hairdressers family members, 5 times on male and 3 times on female hairdressers complaints about his spouse/hardships of marriage and children, 4 times on male 6 times on female hairdressers financial issues/money; 1 time longing for family, 7 times general working life, 2 times his hardship of work, 2 times low wage, 1 time long working hours, 5 times general life problems, 2 times education (collage, courses and academics) and 1 time condition of Turkey on male hairdressers. If, the depth of communication shared between hairdressers-clients is analyzed; 9 male 7 female hairdressers have mentioned that they have clients sharing superficially, 5 male and 2 female hairdressers have mentioned that they have customers sharing in detail. If, the continuity of subjects communicated between hairdresser-client dialogues is

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considered; 9 male and 6 female hairdressers have replied the question whether the subjects on shared secrets are reopened as "yes", 2 male and 6 female hairdressers have replied as "no" and 3 male hairdressers have replied as "rare". Related with follow-up of the shared communications, 10 male and 11 female hairdressers have mentioned that they ask questions to their clients on previously shared subjects, 3 male and 2 female hairdressers have replied “no”.

Information on Keeping/Sharing Secret Attitudes of Hairdressers
Eight male ten female hairdressers have replied the question on whether they share the secrets shared by their clients with other clients as "no, I do not", six male and three female hairdressers have replied as "yes, but I share examples without mentioning any name". Eight male and six female hairdressers have replied the question on whether they share the secrets shared by their clients at other places as "no, I do not", six male and seven female hairdressers have replied as "yes, but I share an examples without mentioning any name". Ten male and thirteen female hairdressers replied the question whether they share the secrets shared by their clients on phone as "no, I do not", one male hairdresser has replied as "yes, I do", three male hairdressers have replied as "yes, but I share an examples without mentioning any name".

Considerations of Hairdressers about their Profession
The male and female hairdressers who had negative attitudes towards sharing problems with their customers, reported that they were tired of listening to others’ problems; they listened to their customers’ problems superficially; their customers regarded them as a center of therapy; and that their customers did not listen to their own problems. The male hairdressers stated that they went on a picnic or drank beer to forget about their problems and one of the barbers said he talked about his problems to himself in the mirror. The female hairdressers have mentioned that their clients show them as therapy centers even their clients transfer all their problems and complaints to them as if they are “garbage containers” and they cannot share their complaints and problems with their clients as they do not listen or do not want to listen the hairdressers and they cannot be relived.

While it is observed that female hairdressers do not have any positive perspective on problem sharing; some of male hairdressers had good relationships with their customers in terms of information sharing, one barber was in contact with their customers, one barber thought he started to learn human psychology, and that one barber said he helped a lot of people overcome their psychological problems.

When, it comes to professional evaluations as a final finding; most of the male and female hairdressers have indicated that they are not satisfied with their profession and it only makes them exhausted, while 3 hairdressers have mentioned that “thanks to God, I earn well and I am happy with my profession”, "It makes me happy to make people beautiful and happy".

RESULTS, DISCUSSION AND RECOMMENDATIONS
While there are important findings on hygiene issue, information on hygiene is rarely observed in the interviews with male and female hairdressers. Gokdag and Unugur (2016) consider that this can be related with cultural characteristics of Turkey.

In a country where there are so many martyrs, several bombing and explosions and political polarization, it draws attention as an interesting finding that clients do not talk about political issues. We can explain this issue by pathological grief. Instead of normal grief reactions, unexpected, exaggerated or extremely extended reactions or unresponsiveness might be developed; the reality of loss is not accepted (Bildik, 2013). People in pathological grief try to cover the facts making them uncomfortable and not to think about them. By this way, an incident is presumed as not existing and denied; in other words people write off the fact of terror, life-threatening situation, bombing and martyrs and ignore them as they create extreme sadness and stress. In addition to this; if Turkish culture is considered, women prefer their hairdressers as a means of therapy for blowing off their
steam and making them more beautiful; in this sense, they do not feel it necessary to share their political views and opinions.

In Turkey, while women go to a hairdresser to relax, shopping and going to a hairdresser are usual methods for women (Gokdag & Unugur, 2016), men go to a barber for a hair-cut on special days when they really need to go (religious festivals, job interviews, birthdays, marriage, meeting one’s darling). Women also go to hairdressers for becoming more beautiful, looking beautiful, refreshing their self-confidence, making a change and relieving and they also want to try a new hair model, a different hair color and make a change when they want to draw attention, hassle with their lovers/husbands, think they are cheated and etc.

Men are extremely conservative about changing their barbers. They do not want to change their barbers. Men are also conservative about their hair styles, and they thus prefer the same style. They think their own barber knows their own hair styles. Therefore, they do not have to explain their hair style again and again. It can be said that in Turkey, women go hairdressers for satisfying their therapy needs and they become loyal to the same hairdresser for a long time. Even, in some resources, there are details that women share their privacy in detail, according to the findings of this study, women share several issues with their hairdressers while they usually share superficially, they share just for blowing off their steam and they do not expect their hairdressers to develop solutions for them. Moreover, if their hairdresser is not from their gender, the things they share are restricted, decreased or they tell their experiences as if another person experiences such issues. Consequently, it is not expected that hairdressers pay attention to the persons in the secret related incident.

When men come together, the most frequent subject they talk about is related to the opposite sex (love, sex, beloved, dating and so on). However, as an interesting finding, in Turkish culture, they do not talk about their relatives, wives, sisters or mothers because talking about sexual subjects in relation to women they love in their so close environment is considered by men to be an issue of honor and virtue. Therefore, talks about these issues are likely to lead to arguments, crisis and even to murder. Other than these, women prefer not to talk about sexual acts and etc. issues with hairdressers of opposite sex as they think that they will be accused of shameful acts and the boundaries between them and their hairdresser will be removed and this will cause sauciness.

In Turkey, women institutionalize sharing their secrets with each other usually in their communes, gatherings and etc., they share their feelings more than men and they are more open to oral communication than men. Therefore, it is not surprising that women share their secrets with each other and their hairdressers.

Moreover, it is an interesting finding that child problems are not communicated at all; however if it is considered that women go to hairdressers for being cared and relieving, it can be said that they might not want to communicate child problems and become angry again.

As a result of the study supporting the study of Gokdag and Unugur (2016); it is observed that hairdressers see their profession "exhausting" due to ergonomic conditions, long working hours and listening problems and complaints of their clients, even they provide therapy services to their clients they cannot be relieved by telling their problems with their clients.

Briefly, according to the resources and studies in the literature, it can be indicated that different client-hairdresser relations can be developed in different cultures. This study is a pioneer for other researchers and studies in this field and within the context of wider cultural studies; it is recommended to expand the study for comparing the clients of male hairdressers with the clients of female hairdressers.
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TECHNOLOGICAL SUFFICIENCY ON COMMUNICATION: MODERN CONDITIONS

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ABSTRACT

This study investigates character of communication, and evaluates communication need of people, and handles relation between communication and modern conditions, and emphizes technological lack on communication education. Because of social need, communication became social matter and governments contributed facilities of communication and set communication places for people to meet and to communicate. Education in the world use developed technology in any department and communication education especially necessities high technological facilities in schools because of modern conditions. Many high schools and universities have communication departments and most of them use contemporary technological facilities, but they are not sufficient. Communication departments in educational organizations in Turkey have computer classrooms and monitors and cameras and microphones and telephones and different softwares and others. Technology develops rapidly due to hopes of people and technological facilities in education can not catch developments and people always hope more.

Keywords: Communication education, technology, technological sufficiency, modern conditions.

INTRODUCTION

Communication education is the most important component of education program for many government and for many society. Communication education contain to create a modern communication concept and routing the communication process, and to acquire skills to deal with communication problems, and to target communication to be successful in all areas of life, and to use the most available technology to communicate in modern age (Lin and Ha, 2009: 581). Effective communication is necessity of modern age because of modern business conditions and modern life style and effective communication is necessity of modern social conditions and and it is necessary for social cohesion (Randall and Graffagnino, 2012: 730). Effective communication is especially necessary for economical organizations in modern age in which economy is the first dynamic of the world.

Because of the importance and necessity of communication, people expect to learn about communication and they want to use modern technology to communicate. Many people have communication technologies like mobile telephones or like computer or like different softwares, however students and officers and workers and all people want to use communication technologies in optimum manner (Kwilecki, 2009: 124). Communication technologies are especially used in education and in health and in transportation and in security and in banking and in journalism and in social media and in shopping and etc. (Bach, 2013: 257). People try to learn news via online methods and many people use internet to send message and to receive message in modern age.

Communication technologies that provide to create knowledge and to reach information are the most popular instruments of modern age. Information and communication technologies are all kinds of audio, visual, print and writing instruments and they are main components of contemporary development (McMahon and others, 2014: 261). Many people use computer and television and camera and telephone and printer and monitors and modem and imaging systems and GPS systems...
and other for their Works and for their daily lives and for their education. Communication education became more important due to technology use and due to global conditions in modern age recently.

There are almost 200 universities and almost 11 thousand high school and there are communication departments more than 60 in Turkey. There are journalism and radio and television and cinema and public relations and advertising and visual design departments at high schools and at communication faculties and well-educated teachers teach in educational organizations. High schools and universities have many technological facilities for communication education and they try to follow contemporary developments but contemporary conditions develops faster than educational developments (Stambach and others, 2011: 466). Contemporary conditions change due to political plans and economy changes form due to policy and technology develops due to economical plans and people change their lives due to technology. Mean while form of education and technics in education naturally change and trainers difficulty (Zhang, 2012: 415). Beside trainers educational organizations and administers difficulty on contemporary technology because of financial problems.

Financial lack is one of the reason of technological lack in education but it is not unique reason. Spiritual lack of administraors of educational organizations on technological developments and necessity of technology in education is another reason and there are a great number of untrained administrators in underdeveloped countries (Kansanen, 2002: 433). Untrained teachers and administrators are always problems ewerywhere and governmental and non-governmental educational organizations sometimes neglect training of teachers and admintrators (Akyeampong and others, 2006: 168). Untrained teachers and adminstrators naturally prevent well education.

**Communication Education Methods**

The most developed societies and governments realized importance of communication education in modern age and most of them arranged their education methods due to contemporary conditions. Since the field of communications is so broad, there are many career opportunities available for international students studying in the top communications schools in the US. With the newest technology, top ranked professors and a country in which media is at the center, international students seeking to study in the best schools for communication can discover a wide range of opportunity ([http://www.internationalstudent.com/](http://www.internationalstudent.com/), 2016). Communication education requires many modern technics and approaches in modern age.

One of the biggest challenges instructors face in the 21st-century college classroom is the struggle of retaining student interest and engagement while students remain connected to the outside world through their mobile devices. Instructors across institutions of higher education are faced with decisions of whether to allow electronics or instate no-electronics policies in order to create student-centered learning classrooms (Curzan, 2014). It is a common occurrence to observe students who are physically present, yet mentally preoccupied by noncourse-related material on their mobile devices. As mobile devices have deeply saturated the college student population, this problem will likely continue to pose a significant obstacle for faculty (Kuznekoff and others, 2015 358). Mobile devices and other technological products are especially attracts next generation, teenagers and students in university because of their interests.

Modern life can not be evaluated without modern technology because of common technology use. Among the social changes of the past decade, perhaps none is so ubiquitous as the reconfiguration of interpersonal relationships by mobile communication technology. Moreover, college students lead other demographic groups in their level of engagement with social communication technology, and instructors have responded with concern about the effect technology access has on student learning. Instructional communication research supports their concerns, with mobile communication use associated with decreased cognitive learning, and lower final course grades (Ledbetter and Finn, 2015, 6). Contemporary conditions conduct people to use technology and technology develops due to people orientation.
Communication education was applied in traditional methods for a long time but conditions changed day by day especially since Industrial Revolution and approaches also changed. Education contains contemporary components and contemporary tools and contemporary methods in modern age any more. Modern communication education contains classical communication process and also information and creating message and announce the message and also creating public and also to persuade people and also affect the world public and also use the technology efficient manner (Lentz, 2014, 196). Communication education also contains psychology and sociology and international relations and electronics and naturally contemporary information because of character of communication (Fortunato and others, 2013, 167). Modern communication education also contains behavioral science because of humanistic character of communication.

Effective communication can ease difficulties and can gather support for an idea or for an approach. Therefore effective communication is preferred by administrators and by politicians and by manufacturers and by others who have large target. Effective communication provide people much gain and much prestige due to power of communication. Modern communication education examines details and key points of communication and shows ways of communication succeed and available technics (Bugs and Crusafon, 2014, 382). Almost all countries are in information competition in 21st century and all they heed information and communication education. Administrators provide large facilities for educational organizations and for training of trainers in modern age whose base is on information and on communication.

Communication education contains Language and Communication, and Communication Theory, and Communication Research Methodology, and Cultural Communication, and Organizational Communication, and Rhetoric and Nonverbal Communication, and Listening and Digital Culture and Communication in some educational organizations and naturally use of communication technology (Dillon, 2004: 140). Contemporary communication education naturally contains conditions of sender and receiver and message and feedback in contemporary conditions too. Communication education also contains calculation of the input and output in communication process (Limburg, 2009: 68). Communication includes many complex components and communication education contains many technical and cultural informations too.

Traditionally, instructional communication researchers have focused on investigating student characteristics, teacher characteristics, or the communicative interaction between teachers and students. In order to develop a more comprehensive understanding of instructional communication, however, more recently researchers have extended the investigation of the learning process to include the communicative interactions that students have with one another. Despite the progress these studies have made in understanding student-to-student communication in the classroom, there remains much to be understood in terms of how students influence each other in the learning process (Johnson and LaBelle, 2015). Communication education is distinguished from other educations because of its contemporary character. Contemporary communication education must be supported by technological facilities.

**Technology in Communication Education**

Some educational organizations provide their students technological facilities on communication and media education to train their students to contemporary conditions. Communication, Media, and Learning Technologies Design (CMLTD) Program provides a cluster of degree programs for students seeking to develop leadership capacities in the use of information and communication technologies in education and society. The program applies to all subject areas and serves students, staff, and faculty members who share a commitment as educators to use digital technologies to improve education at all levels (http://www.tc.columbia.edu/, 2016). Many educational organizations are aware of that technology is base of modern age and communication in contemporary conditions.

Different technics are used in education because of necessity and technics changed when ages changed. Communication education begins literacy and understanding and technics and ways are
shown to students (McGhie-Richmond and others, 2013: 228). Radio and television have been used widely as educational tools since the 1920s and the 1950s, respectively. According to trainers, there are three general approaches to the use of radio and TV broadcasting in education; direct class teaching, where broadcast programming substitutes for teachers on a temporary basis; school broadcasting, where broadcast programming provides complementary teaching and learning resources not otherwise available; and general educational programming over community, national and international stations which provide general and informal educational opportunities (Deaney and others, 2006: 472). Contemporary education mostly works on technology base and all educational organizations try to obtain technological facilities in possible opportunities.

Traditional technics changed into modern technics and traditional approaches changed into modern approaches in modern age and hope of people changed too. People began to live in a high rhythm world in modern age and fronted to gain much and to have much and left many humanistic values after Industrial Revolution and after urbanization. Communication methods and languages also changed and many different communication technics participated lives of people (Fassett and Nainby, 2016: 120). Next generation adopted contemporary technologies rapidly and others try. Communication education ease to adopt contemporary technics and use of contemporary technologies.

Technology naturally eases learning and naturally provide wide approaches to comprehend. Learning with the technology means focusing on how the technology can be the means to learning ends across the curriculum. It includes presentation, demonstration, and the manipulation of data using productivity tools, and use of curriculum-specific applications types such as educational games, drill and practice, simulations, tutorials, virtual laboratories, visualizations and graphical representations of abstract concepts, musical composition, and expert systems, and use of information and resources on CD-ROM or online such as encyclopedia, interactive maps and atlases, electronic journals and other references. Contemporary conditions naturally presents people many different facilities and ways to communicate (Kem, 2006: 203). Technological literacy is required for learning with technologies to be possible, implying a two-step process in which students learn about the technologies before they can actually use them to learn. However, there have been attempts to integrate the two approaches (Tinio, 2015: 15). Especially electronic technology eases communication education in schools.

Modern age presented people many information and communication facilities and people front to use them. Modern developments in information and communication technologies (ICT) provide exciting possibilities to enhance the quality of education. Interactive education software, open access digital libraries, and cheaper and more intuitive technology may facilitate new forms of interaction between students, teachers, education employees and the community and enhance the quality of education by making it more accessible (http://download.ei-ie.org/). Technology use in communication education is inevitable because of contemporary conditions and expectations, but all educational organizations can not afford for technology or some of them do not think that it is necessary (Chong and Druckman, 2010: 671). Many students use technology better than trainers in schools.

Developing technology presents contemporary world many different facilities and one of the facilities is digital technology. People have been living in a digital world since some time and people form their lives due to digital developments. Digital technology also eases individual communication and mass communication and numerous messages are conveyed via digital technology (Rye, 2010: 88). Digital technology products and digital technology use must naturally be evaluated a matter of communication education in schools. People live in the midst of a period of dramatic global economic change, co-evolving with and fuelled by an equally dramatic technological revolution (Asselin and others, 2005: 804). The revolution forced all sectors to change and education changes as required. Communication education contains many different technological matters and facilities after the Revolution.
CONCLUSION

People have always fronted to live more comfortable and easier and developed their lives and invented many different tools and technics. People have developed not only physical inventions but philosophical approaches too. Education has developed due to conditions of time and many different educational methods were used in the past. Conditions changed educational methods and instruments and any age developed its own methods. Communication education was applied in traditional ways but it also changed due to contemporary conditions. Traditional communication instruments and technics were mostly left in modern age and technological methods replaced them. Many technological ways are used for communication in modern age and educational organizations necessarily have them and teach them to their students.

Communication one of the most necessity need of people and people have tried to develop different communication instruments and methods for a long time. People have always used their intelligences and developed technics for their lives and taught their children their technics. Any generation developed technics and changed the world with their technics and created revolutions and new styles. Economical conditions, and social life, and educational conditions changed due to developing technologies and education naturally had a contemporary form. Classical informations left their places to contemporary informations and contemporary technologies.

Communication is a subject whose teaching is impossible without technological facilities. Because contemporary communication activities are completely based on technological base. Especially computer and digital technology are used much for communication and the schools that have communication departments absolutely have communication technologies to teach their students contemporary communication. Mobile telephones and cameras and monitors and computer and software and sender and receiver systems are main equipments of schools in modern age. Most of trainers are trained well about contemporary communication and communication technologies and trainers who are insufficient about modern communication technologies are continued to train.

Firstly next generations and especially children and then most of people front to use communication technologies, and communication technology is necessarily used in business world, and people who are in education world use communication technology and many others use in modern age. Communication technology provide people many facilities to communicate and many other facilities to spend time. Therefore communication education is a necessity in schools and communication technology naturally has to be taught due to modern conditions because of much use.

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REFERENCES


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ANALYZING THE RELATIONSHIP BETWEEN SCHOOL READINESS AND PEER RELATIONS OF FIVE-YEAR-OLD CHILDREN

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ABSTRACT

The purpose of this study was to investigate the relationship between school readiness and peer relations of five-year-old children’s. The sample group of research consisted of 300 preschoolers. The data of this study were collected with the help of Personal Information Form, “Marmara Primary School Readiness Test” and “The Child Behavior Scale”. As a result of statistical analyses, positive relationships were found between the children’s peer relations social behavior subscale scores and school readiness math skills, science skills, sound skills, drawing skills, labyrinth skills, cognitive and language development, social-emotional development, physical development and self-care skills subscales. In other words, children who show more frequent prosocial behaviors had higher levels of school readiness in the sample group. Furthermore, negative relationships were observed between some subscales of school readiness and children’s peer relationships aggression, asocial behaviors, anxiety-fear behaviors, exclusion and hyperactivity subdimensions. So children who show more frequent negative behaviors in peer relations had lower levels in some subscales.

Keywords: Preschool education, peer relations, school readiness, five-year-old children.

INTRODUCTION

The concept of school readiness was emphasized for the first time in 1964 by the National Association for the Education of Young Children (NAEYC) and was defined as “the sum of a child’s entire skills acquired prior to starting school” (Skeete, 2006, p. 2). In alignment with this definition, Oktay (2010) defines school readiness as the child’s reaching a developmental stage up to a level that will allow him/her to accomplish school education, as the child’s maturation in a balanced way within a significant background in all developmental areas and as having the proficiency to display all required features in learning. Katz (1991), on the other hand, has stated that while the concept of school readiness is usually utilized to mean “readiness to gain literacy”, children’s general social and intellectual development should also be engraved in the concept of school readiness. Oktay (1983) also defines school readiness as the child’s reaching a certain maturity level in order for him/her to learn reading and writing, as well as his/her acquiring the prior knowledge, skills and attitudes necessary to undertake this task. Dockett and Perry (2009) contributed to the definition of school readiness by grouping this prior knowledge, skills, and attitudes under five sub-categories. These five subcategories are listed as i. physical and motor development, ii. social and emotional development, iii. tendency to learn, iv. language development, and v. cognition and general culture. As can be understood from these five subcategories, it is not sufficient for a child to accomplish in-class activities by reaching a certain mental capacity. For the child to display the same level of accomplishment in play and other extracurricular activities, s/he is required to have matured
physically and socially as well. Otherwise, the child is excluded, and thus cannot benefit from the leading function of schooling, namely socialization (Yavuzer, 2004).

While discussing the concept of school readiness, Güler (2001) puts emphasis on the fact that the child needs to be ready for the school physically, mentally, and socially. Polat Unutkan (2003), on the other hand, draws attention to the emotional readiness of children in addition to physical, mental, and social aspects. Polat (2010) states that for a child to be emotionally healthy, s/he needs to be able to communicate with people, i.e. with siblings, peers, and adults, with ease and needs to be willing to learn. According to Raver, children who are emotionally healthy are able to gain favorable skills during early-childhood education and start first grade elementary school ready (as in Kotil, 2005). School readiness encompasses children’s all areas of their whole life in a way to affect a child’s ability to learn, and because it is “relationship” focused, the relations between families and educators are of utmost importance in transition to schooling (Dockett and Perry, 2002). Adler (1964), explaining bonding with the concept of social interest, depicts a person's relationships as the most significant determinant of one's own well-being (Atik et al., 2014). It has been put forward that the school, schooling age, the amount of time spent in pre-schooling, early education, receiving education prior to school, the teacher, family and family environment, socio-economic status of the family, communication with the parents, child care, educational level of parents, and positive peer relations are all factors affecting school readiness (Harman and Çelikler, 2012).

Peer relations first emerge as simple expressions like a smile, and evolve into complicated, reciprocal, and synchronized patterns of behavior only within a period of a few years (Ladd, 2005). At the age of 3 or 4, children start to communicate with other children with a purpose. Starting at these ages, the power of peer relations start to show its effect in line with human nature. With the existence of other children, a child explores, analyzes, and examines the real world. Relations with peers determine a child’s self-worth and well-being. The most essential function of peer groups is to enable the child to compare the world outside the family and to provide the child with a source of knowledge. Thanks to the feedback the child receives from his/her peers, s/he evaluates what s/he is doing fine and not so fine (as in Uysal and Nazlı, 2010). Therefore, for the children, peers have a central role in childhood and teenage years. Peers provide accomplishment and entertainment, they assist in problem-solving, personal acceptance and emotional development, and they are fundamental in identity development (Wentzel, 2009). That is, establishing healthy peer relations is not only a significant and indispensable part of children’s social development, but it is also one of the essential elements of psychological harmony and life-long social communication (Gülay, 2008).

As Hartup (2009) puts it, peers are a “necessity”, not a “luxury” for human development. In other words, positive peer relations have an utmost significant value in general development of small children (Walker, 2009). The reason is that children acquire social knowledge through social interaction with others—peers and adults (as stated in Yolari, 2014). Peer relations contribute to a child’s cognitive, social, emotional, psychological, and physical development (Gülay, 2010). The existence and significance of peer relations prior to elementary school, i.e. pre-school period, cannot be denied. Developing positive peer relations during pre-school period helps in rapid adaptation to school life, supports mental skills, social competence, and emotional harmony, and eases the acquisition of new knowledge, skills, and behaviors (Çetin, Bilbay, and Kaymak, 2002).

In today’s conditions, factors like nuclear families’ becoming more commonplace, mothers being more involved in professional life, and lessened relations with neighbors cause the children to spend less time with their peers outside the school. Preschool education is a step of education whereby children can get prepared for elementary school by developing together with their peers. A wide body of research has revealed that children benefiting from preschool education have a higher level of school readiness than those who do not receive preschool education (Yazici, 2002; Polat Unutkan, 2007a; Kırca, 2007). For this reason, it is of grave importance to study whether there is a relationship between peer relations and levels of school readiness of preschool children, and if there is what the direction and degree of this relationship is.
Based on all this, the purpose of this study is to examine the relationship between peer relations and school readiness level of 5-year-old children attending preschool.

**METHODOLOGY**

In this study, relational screening model was utilized in order to examine the relationship between peer relations and school readiness level of 5-year-old children attending preschool according to subscales of existing scales. Relational screening model was preferred as the study aims to determine the existence and/or degree of covariance among two or more variables.

**Population and Sample**

The population of the study is comprised of 5-year-old children enrolled in state schools kindergarten in 2014-2015 academic year in Osmaniye city center. While there were 3573 students enrolled in kindergarten 5-year-old level in Osmaniye city center in 2014-2015 academic year, it was learnt by the time the data collection process started in these classes that there were 2967 students at the age of five from the Directorate of National Education, and thus with the aim of reaching the 10% of the minimum population, the researchers reached 300 students.

Sample of the study was determined through simple random sampling method. According to Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, Demirel (2012), the method in which each member of the subset has an equal probability of being chosen—by replacing the chosen subset—is called simple random sampling. Sampling of the study consisted of 300 5-year-old children attending a total of 43 nursery classes within 4 independent kindergartens, 6 elementary schools, and 2 secondary schools in Osmaniye city center in 2014-2015 academic year.

**Data Collection Instruments**

Three instruments were used in the research that were Marmara Primary School Readiness Test, The Child Behavior Scale, and Personal Information Form.

**Personal Information Form:** Another data collection tool used in order to reach the demographic information of the students was “Personal Information Form”. In this form, information like gender, number of siblings, parents’ educational level, socioeconomic status, and whether the student was enrolled in a pre-school educational facility before was collected. However, due to the large scale of the study and limitations on page numbers here, only demographic information is presented for personal information form, and not the rest of the analysis.

**Marmara Primary School Readiness Test (MPRT):** The test was developed and standardized by Özgül Polat Unutkan in 2003 to measure the school readiness of the preschool children. The Scale consists of two forms that are the application form and the development form. The application form was comprised of 5 parts as mathematics (47 questions), science (14 questions), sound (8 questions), drawing (3 questions) and the labyrinth (2 questions). The tool includes 74 questions and each of them were applied by the researcher one to one. The internal consistency coefficient (Cronbach \( \alpha \) value) was found to be considerably high (\( r=.93 \ p<.01 \)). The cronbach alpha values of the subscales were (\( r=.96 \ p<.01 \)) for mathematics, (\( r=.88 \ p<.01 \)) for science, (\( r=.86 \ p<.01 \)) for sound, (\( r=.81 \ p<.01 \)) for drawing and (\( r=.95 \ p<.01 \)) for labyrinth. On the other hand the development form includes 4 sub-scales that are mind and language development, socio-emotional development, physical development, and self-care skills as well as 175 items and each item was filled by the teachers. The internal consistency coefficient values were also found significantly high for all subscales, too (Polat Unutkan, 2003).

**The Child Behavior Scale:** This scale is a measurement tool, developed by Ladd and Proffilet (1996), to evaluate the peer relations of preschool children according to information provided by teachers and it was translated into Turkish in 2008 by Hülya Gülal Ogelman. The scale includes six
subscales as aggression with peers, prosocial behavior with peers, asocial behavior with peers, anxiety–fear, exclusion by peers, and hyperactivity–distractibility. All the items of the scale are evaluated according to the expressions “Never”, “Sometimes”, and “Always”. The aggression with peers subscale was made up of 7 items and the internal consistency coefficient was 0.87. The prosocial behaviors with peers subscale was made up of 10 items and the internal consistency coefficient was 0.91. The asocial behaviors with peers subscale was made up of 7 items and the internal consistency coefficient was 0.84. The anxiety-fear subscale was made up of 9 items and the internal consistency coefficient was 0.78. The exclusion by peers subscale was made up of 7 items and the internal consistency coefficient was 0.89 and finally the hyperactivity subscale was made up of 4 items and the internal consistency coefficient was 0.83. All of the scale was consist of 44 items (Gülay, 2008).

Data Analysis
Data analysis was conducted and evaluated through spss15 packaged software. Whether there was a relationship between children’s peer relations and their levels of readiness for elementary school was analyzed through pearson product-moment correlation coefficient. Throughout the study, statistical significance level was taken as 0.05, but 0.01 significance levels were additionally shown in tables.

FINDINGS

Table 1: Findings Related to Demographic Characteristics of the Sample Group

<table>
<thead>
<tr>
<th>Variable</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>156</td>
<td>52</td>
</tr>
<tr>
<td>Boy</td>
<td>144</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td><strong>Maternal Education Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>122</td>
<td>40,7</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>122</td>
<td>40,7</td>
</tr>
<tr>
<td>Higher Education</td>
<td>56</td>
<td>18,7</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td><strong>Paternal Education Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>79</td>
<td>26,3</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>113</td>
<td>37,7</td>
</tr>
<tr>
<td>Higher Education</td>
<td>108</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td><strong>Number of Siblings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An only child</td>
<td>35</td>
<td>11,7</td>
</tr>
<tr>
<td>A sibling</td>
<td>113</td>
<td>37,7</td>
</tr>
<tr>
<td>Two siblings</td>
<td>94</td>
<td>31,3</td>
</tr>
<tr>
<td>Three or more siblings</td>
<td>58</td>
<td>19,3</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td><strong>Socioeconomic Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>47</td>
<td>15,7</td>
</tr>
<tr>
<td>Average</td>
<td>226</td>
<td>75,3</td>
</tr>
<tr>
<td>High</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td><strong>Preschool Education Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One year</td>
<td>210</td>
<td>70</td>
</tr>
<tr>
<td>Two or more years</td>
<td>90</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen in the Table 1, 156 (%52) of the children were girl and 144 (%48) of them were boy. 122 (%40,7) mothers of the children participated in the study graduated from elementary school, while 122 (%40,7) of them graduated from secondary school and 56 (18,7) of them completed higher education. On the other hand, 79 (%26,3) of the fathers graduated from elementary school, 113
(37.7\%) of them got their grades from secondary school and 108 (36\%) of them completed higher education. 35 (11.7\%) of the children were only the child in their families, while 113 (37.7\%) of them had a sibling, 94 (31.3\%) of them had two siblings and 58 (19.3\%) of them had three or more siblings. 47 (15.7\%) of the children participated in the study had low socio-economic status, 226 (75.3\%) of them had average and 27 (9\%) of them had high socio-economic status. 210 (70\%) of the children had one-year attendance to preschool while 90 (30\%) of them had two or more years.

Table 2: Pearson Correlation Test Results on Children's MPRT-Scale Subscales Score Averages and Child Behavior Scale Subscales Score Averages

<table>
<thead>
<tr>
<th></th>
<th>Aggression</th>
<th>Prosocial Behaviors</th>
<th>Asocial Behaviors</th>
<th>Anxiety-fear</th>
<th>Exclusion</th>
<th>Hyperactivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>R -0.182</td>
<td>0.368</td>
<td>-0.135</td>
<td>-0.224</td>
<td>-0.255</td>
<td>-0.269</td>
</tr>
<tr>
<td></td>
<td>p 0.002**</td>
<td>0.000**</td>
<td>0.019*</td>
<td>0.000**</td>
<td>0.000**</td>
<td>0.000**</td>
</tr>
<tr>
<td></td>
<td>n 300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Science</td>
<td>R -0.087</td>
<td>0.205</td>
<td>-0.125</td>
<td>-0.205</td>
<td>-0.257</td>
<td>-0.235</td>
</tr>
<tr>
<td></td>
<td>p 0.133</td>
<td>0.000**</td>
<td>0.030*</td>
<td>0.000**</td>
<td>0.000**</td>
<td>0.000**</td>
</tr>
<tr>
<td></td>
<td>n 300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Sound</td>
<td>R -0.127</td>
<td>0.210</td>
<td>-0.005</td>
<td>-0.099</td>
<td>-0.048</td>
<td>-0.135</td>
</tr>
<tr>
<td></td>
<td>p 0.028*</td>
<td>0.000**</td>
<td>0.929</td>
<td>0.086</td>
<td>0.406</td>
<td>0.019</td>
</tr>
<tr>
<td></td>
<td>n 300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Drawing</td>
<td>R -0.243</td>
<td>0.333</td>
<td>-0.091</td>
<td>-0.168</td>
<td>-0.239</td>
<td>-0.292</td>
</tr>
<tr>
<td></td>
<td>p 0.000**</td>
<td>0.000**</td>
<td>0.14</td>
<td>0.004**</td>
<td>0.000**</td>
<td>0.000**</td>
</tr>
<tr>
<td></td>
<td>n 300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Labyrinth</td>
<td>R 0.024</td>
<td>0.129</td>
<td>-0.086</td>
<td>0.056</td>
<td>-0.079</td>
<td>-0.015</td>
</tr>
<tr>
<td></td>
<td>p 0.674</td>
<td>0.025*</td>
<td>0.138</td>
<td>0.333</td>
<td>0.172</td>
<td>0.800</td>
</tr>
<tr>
<td></td>
<td>n 300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Total Score</td>
<td>R -0.192</td>
<td>0.387</td>
<td>-0.144</td>
<td>-0.237</td>
<td>-0.280</td>
<td>-0.295</td>
</tr>
<tr>
<td></td>
<td>p 0.001**</td>
<td>0.000**</td>
<td>0.012*</td>
<td>0.000**</td>
<td>0.000**</td>
<td>0.000**</td>
</tr>
<tr>
<td></td>
<td>N 300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
</tbody>
</table>

*p<.05 **p<.01

As can be seen in Table 2, a positive relationship was found between “Maths” subscale and “Total Score” of the MPRT Scale and “Prosocial Behaviors” subscale of Child Behavior Scale, and a meaningful negative relationship was found with “Aggression”, “Asocial Behaviors”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscales (p<.05). That is, as the children’s “Maths” subscale and “Total Score” of the MPRT Scale increase, their “Prosocial Behaviors” subscale scores of Child Behavior Scale increase as well, whereas “Aggression”, “Asocial Behaviors”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscale scores decrease. While no significant relationship was found between “Science” subscale of the MPRT Scale and “Aggression” subscale of Child Behavior Scale (p>.05), a significant positive relationship with “Prosocial Behaviors” subscale and a significant negative relationship with “Asocial Behaviors”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscale was found (p<.05). In other words, as the children’s “Science” subscale scores of MPRT Scale increases, “Prosocial Behaviors” subscale scores increase as well, yet “Asocial Behaviors”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscale scores decrease. While no significant relationship was found between “Sound” subscale of the MPRT Scale and “Asocial Behaviors”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscales of Child Behavior Scale (p>.05), a significant positive relationship with “Prosocial Behaviors” subscale and a significant negative relationship with “Aggression” subscale was found (p<.05). In other words, as the children’s “Sound” subscale scores of MPRT Scale increases, “Prosocial Behaviors” subscale scores of Child Behavior Scale increase as well, yet “Aggression” subscale scores decrease. While no significant relationship
was found between “Drawing” subscale of the MPRT Scale and “Asocial Behaviors” subscale of Child Behavior Scale (p>.05), a significant positive relationship with “Prosocial Behaviors” subscale and a significant negative relationship with “Aggression”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscales was found (p<.05). In other words, as the children’s “Drawing” subscale scores of MPRT Scale increases, “Prosocial Behaviors” subscale scores increase as well, yet “Aggression”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscale scores decrease. Finally, while no significant relationship was found between “Labyrinth” subscale of the MPRT Scale and “Aggression”, “Asocial Behaviors”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscales of Child Behavior Scale (p>.05), a significant positive relationship with “Prosocial Behaviors” subscale was found (p<.05). In other words, as the children’s “Labyrinth” subscale scores of MPRT Scale increases, “Prosocial Behaviors” subscale scores increase as well.

Table 3: Pearson Correlation Test Results on Children’s MPRT-Development Scale Subscales Score Averages and Child Behavior Scale Subscales Score Averages

<table>
<thead>
<tr>
<th></th>
<th>Aggression</th>
<th>Prosocial Behaviors</th>
<th>Asocial Behaviors</th>
<th>Anxiety-fear</th>
<th>Exclusion</th>
<th>Hyperactivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive and Language Dev.</td>
<td>r  -.189</td>
<td>.408</td>
<td>-.229</td>
<td>-.294</td>
<td>.402</td>
<td>-.390</td>
</tr>
<tr>
<td></td>
<td>p  .001**</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
</tr>
<tr>
<td></td>
<td>n  300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Social-emotional Dev.</td>
<td>r  -.129</td>
<td>.458</td>
<td>-.228</td>
<td>-.336</td>
<td>.409</td>
<td>-.421</td>
</tr>
<tr>
<td></td>
<td>p  .000**</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
</tr>
<tr>
<td></td>
<td>n  300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Physical Dev.</td>
<td>r  -.129</td>
<td>.286</td>
<td>-.111</td>
<td>-.127</td>
<td>.380</td>
<td>-.336</td>
</tr>
<tr>
<td></td>
<td>p  .025*</td>
<td>.000**</td>
<td>.054</td>
<td>.028*</td>
<td>.000**</td>
<td>.000**</td>
</tr>
<tr>
<td></td>
<td>n  300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Selfcare Skills</td>
<td>r  -.199</td>
<td>.361</td>
<td>-.098</td>
<td>-.244</td>
<td>.386</td>
<td>-.385</td>
</tr>
<tr>
<td></td>
<td>p  .001**</td>
<td>.000**</td>
<td>.089</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
</tr>
<tr>
<td></td>
<td>n  300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Total Score</td>
<td>r  -.213</td>
<td>.432</td>
<td>-.211</td>
<td>-.297</td>
<td>.423</td>
<td>-.414</td>
</tr>
<tr>
<td></td>
<td>p  .000**</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
<td>.000**</td>
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<tr>
<td></td>
<td>n  300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
</tbody>
</table>

*p<.05  **p<.01

As can be seen in Table 3, a meaningful positive relationship was found between “Cognitive and Language Development” and “Social Emotional” subscales and “Development Total Score” of the MPRT-Development Scale and “Prosocial Behaviors” subscale of Child Behavior Scale, and a meaningful negative relationship was found with “Aggression”, “Asocial Behaviors”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscales (p<.05). That is, as the children’s “Cognitive and Language Development” and “Social-Emotional” subscales and “Development Total Score” of the MPRT-Development Scale increase, their “Prosocial Behaviors” subscale of the Child Behavior Scale increases as well, whereas “Aggression”, “Asocial Behaviors”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscale scores decrease. While no significant relationship was found between “Physical Development” and “Selfcare Skills” subscales of the MPRT-Development Scale and “Asocial Behaviors” subscale of Child Behavior Scale (p>.05), a significant positive relationship with “Prosocial Behaviors” subscale and a significant negative relationship with “Aggression”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscales was found (p<.05). In other words, as the children’s “Physical Development” and “Selfcare Skills” subscale scores of MPRT-Development Scale increases, their “Prosocial Behaviors” subscale scores increase as well, yet “Aggression”, “Anxiety-fear”, “Exclusion”, and “Hyperactivity” subscale scores decrease.
DISCUSSION AND CONCLUSION

A positive relationship was found between prosocial behavior sub-dimension scores of children’s peer relations and mathematical, science, sound, drawing, labyrinth skills, cognitive and language development, social-emotional development, physical development and self-care skills subscales of school readiness. This significant relationship between all subscales of MPRT scale and prosocial behaviors sub-dimension scores of Child Behavior Scale can be interpreted to show that the children who can establish good relations with their peers have higher levels of school readiness. In other words, it can be asserted that since social behaviors children establish with their peers bring about latent learning, they help the children to be better at these skills in question. Yüksel, Kıcıköçkölü Kurtuluş, and Ünsal (2013) also found a positive significant relationship between social-emotional development and social competence in their longitudinal study conducted with preschool children. According to the study, this significant relationship emerged not only in preschool period but also in first grade elementary school. In Polat Unutkan’s (2007b) study in which the effects of having siblings and relations with siblings on school readiness were analyzed, it was revealed that the siblings variable affected school readiness positively. In her research in which she examined whether there was significant difference between acceptance and rejection conditions of sixth, seventh, and eighth graders and their academic success, Şad Demir (2007) stated that she found significant difference in favor of students gaining acceptance. In addition, Elliot (2002) stated in his/her study conducted with third and fourth grade students that social competence affects academic achievement positively. In another research conducted with 5 and 6-year-old children, Gülay (2011) reached the conclusion that social skills are a predictor of adaptation to school. Similarly, in her study conducted with 5 and 6-year-old children, Erten (2012) suggested that social skills, peer relations, and social standing together are predictors of school adaptation level and that children’s school adaptation levels increase as their positive prosocial behavior and social standing levels increase. The results of the aforementioned studies confirm the findings of this study.

A negative relationship was found between aggression sub-dimension scores of children’s peer relations and mathematical, sound, and drawing skills, cognitive and language development, social-emotional development, physical development and self-care skills sub-dimensions of school readiness. In other words, children displaying aggressive behavior have lower levels of school readiness in these areas of development. A negative relationship was found between asocial behavior scores of children’s peer relations and mathematical, science, cognitive and language development, and social-emotional development sub-dimensions of school readiness. In other words, children displaying higher levels of asocial behavior have lower school readiness scores in mathematical, science, cognitive and language development, and social-emotional development.

A negative relationship was found between anxiety-fear sub-dimension scores of children’s peer relations and mathematical, science, drawing skills, cognitive and language development, social-emotional development, physical development and self-care skills sub-dimensions of school readiness. Children displaying anxiety-fear behaviors more frequently have lower scores in these development areas. In other words, they have lower levels of school readiness in these development areas.

A negative relationship was found between exclusion sub-dimension scores of children’s peer relations and mathematical, science, drawing skills, cognitive and language development, social-emotional development, physical development and self-care skills sub-dimensions of school readiness. That is, children feeling excluded from the classroom have lower levels of school readiness in the mentioned areas of development.

A negative relationship was found between hyperactivity sub-dimension scores of children’s peer relations and mathematical, science, drawing skills, cognitive and language development,
social-emotional development, physical development and self-care skills sub-dimensions of school readiness. To put it differently, hyperactive children have lower levels of school readiness in these areas of development.

In short, it can be stated that the more children display aggression, asocial behavior, anxiety-fear, exclusion, and hyperactivity—all perceived negatively in terms of peer relations, the lower their levels of readiness to elementary school. These results can be suggested to have resulted from the fact that children who display what we generalize as negative peer relations, i.e. aggressive behavior, asocial behavior, having anxiety-fear feelings, exclusion, hyperactivity, seem to get engaged less in learning environment. In agreement with this study, in a study conducted with third and fourth grade students, Elliott (2002) found that problematic behaviors affect academic success negatively. In another study of hers, Şad Demir (2007) researched whether there is a significant difference between children's acceptance and rejection, and their academic success, and found significant difference to the disadvantage of rejected students. In another piece of research Boulton, Don and Boulton (2011) conducted, the relationship between children's peer relations and their love of school was examined. It was found in the research that peer relations are a significant determinant of love of school variable. The results of these studies seem to be in alignment with the findings of this study.

Note: This study is a part of Nevra Atış Akyol’s master thesis.

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REFERENCES


Yüksel, M., Küçükoğlu, K., Ünsal, Ö. (2013). Analysing the school readiness of preschoolers fromm the asect of the social skills when they start primary school. İjonte, 5,3, 02.
NURSING STUDENTS’ LEVEL OF KNOWLEDGE ON FAMILY CENTERED CARE

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ABSTRACT

The aim of the study was investigate the nursing students’ level of knowledge on family centered care. The study included 172 third year nursing students who were enrolled in pediatric nursing course in Akdeniz University Faculty of Nursing. The data were collected with a Personal Information Form and the Family Centered Care Knowledge Form and they were analyzed with number, percentage, and chi-square tests. A majority of students agreed that it is of utmost importance to seek an assent in writing from parents and encourage them to participate in the decision-making processes and care practice. The students expressed their concerns about informing the parents and inviting them to share their anxieties and questions with the nurse. It is suggested to prioritize family centered care to enhance the well-being of the children and their parent and to standardize the care quality in collaboration with the health professionals and the family.

Keywords: Family-centered care, hospitalized children, nursing students.

INTRODUCTION

Family centered care is commonly defined as a specially designed care approach that elaborates a cooperation between care providers and parents by planning, providing, and evaluating care practices accordingly. (Foster, Whitehead & Maybee, 2016; Azuine et al., 2015; Erdeve et al., 2008). The philosophy of family centered care requires the involvement of parents and children as well as the medical team in different steps of the medical care such as planning, practise, and evaluation (Foster, Whitehead & Maybee, 2016; Smith, Swallow & Coyne, 2015). Considering the fact that child’s health condition affects the whole family and vice versa, this care approach merely focuses on child’s well being and encourages family’s active participation in care practices and decision making processes so as to ensure the continuity of family life by bringing out the strengths of family members (Harwey & Ahmann, 2016; Foster, Whitehead & Maybee, 2016; Azuine et al. 2015; Harrison, 2010; Shields, Pratt & Hunter, 2006).

Family centered care aims to protect intimate connections between children and their family, to promote parents’ participation in care, to make children feel secure in hospital environment, and to minimize negative influences of hospitalization on children and families (Foster, Whitehead & Maybee, 2016; Aykanat & Gözen, 2014). Hospitalization particularly causes distress for both children and their families (Foster, Whitehead & Maybee, 2016), which eventually results in certain changes in daily activities, roles, and responsibilities of family members (Aykanat & Gözen, 2014). Besides deteriorating family routines, hospitalization process causes anxiety for children and families due to unfamiliar hospital environment, unfamiliar medical equipment. When child's medical care is solely performed by health professionals, parents are practically exempted from child's care causing both children and their families to feel helpless, dysfunctional, and incompetent (Foster, Whitehead & Maybee, 2016; Aykanat & Gözen, 2014).
Maybee, 2016; Aykanat & Gözen 2014). Therefore, the continuity of family relations is a crucial aspect of hospitalization for pediatric patients as well as for health children (Foster, Whitehead & Maybee, 2016; Aykanat & Gözen, 2014), which has been confirmed with the results of several studies (Boztepe & Çavuşoğlu, 2009; Kamerling et al., 2008; Westrup, 2007; Byers et al., 2006).

A review of the studies on family centered care illustrated that Azuine et al. (2015) found that 33.4% of pediatric patients didn't receive a family centered care in the U.S. (Azuine et al., 2015). Kamerling et al. (2008) similarly reported that family centered care provided in pediatric intensive care units ensured relief after anesthesia while decreasing the need for analgesics and improving recovery duration while Byers et al. (2006) and Westrup (2007) noted that infants in family centered care units cried less and demonstrated less emotional stress and pain symptoms (Kamerling et al., 2008; Westrup, 2007; Byers et al., 2006). Dunst, Trivette & Hamby (2007) carried out a meta analysis to investigate the effects of family centered care and found that family centered care was characterized with high levels of self-esteem in families, higher levels of care satisfaction, and better parent-child commitment and positive attitudes (Dunst, Trivette & Hamby, 2007). Byczkowski et al. (2016) conducted with 68 families in a pediatric intensive care unit and concluded that families particularly demanded a family centered care for pain management and a safe care environment (Byczkowski et al., 2016). Boztepe and Çavuşoğlu (2009) further reported that all mothers in the study regarded doctors as the source of information and a majority of mothers consulted with the clinical nurses for further information. They also stated that most mothers were relatively uninformed about the care practices and they weren't included in decision making processes. They finally noted that mothers couldn't communicate with clinical nurses due to their busy schedule to receive satisfactory answers for their questions and share their concerns (Boztepe & Çavuşoğlu, 2009). A number of studies have already been conducted on the active participation of families in their child's care such as staying with them in their room, accompanying them during painful procedures, their need for information about the diagnosis and treatment procedures, and their need for reassurance (Foster, Whitehead & Maybee, 2016; Byczkowski et al., 2016; Smith, Swallow & Coyne, 2015; Azuine et al. 2015). Despite recent evidence on the positive consequences of a family centered care and the parents' level of knowledge, studies on the level of knowledge of medical team have remained insufficient. This study, therefore, was designed to investigate the level of knowledge of student nurses on the family centered care in order to provide data and references for future studies. Additionally, this study aimed to contribute to the development of nursing studies and to guide nursing scholars.

METHOD

The Study Design
This study was designed as a descriptive study to investigate the level of knowledge of student nurses on the family centered care.

Study Universe and Sample
The study universe was composed of all third year students (236 students) in Akdeniz University Nursing Faculty in 2015-2016 academic year. As all students in the study universe were included in the study, no sampling method was utilized. The study data were obtained from 172 students who currently attended the school and consented to participate in the study.

Data Collection Tools
The study data were collected with a Personal Information Form and a Family Centered Care Information Form. The Personal Information Form was developed by the researchers and it included 7 items which inquired age, sex, family type, current residence, and their intention to become a pediatric nurse or a parent. The Family Centered Care Information Form was also developed by the researchers in line with the recent literature. The form included 13 items. Two experts were consulted about the validity of both forms and the forms were revised in light of their suggestions.
Collecting Data
The study data were collected between 2016 February-March. The participant students were informed about the purpose of the study and the confidentiality of the study data before delivering the forms. The forms were given to students who consented to participate and who were present at school at that day and they were collected back 30 minutes later. The study data were obtained from 172 student nurses in total.

Data Analysis
The study data were analyzed with SPSS 20.0. The demographic characteristics of student nurses and their level of knowledge were analyzed with frequency, percentage, and arithmetic mean tests. The correlation between their level of knowledge on family centered care and their demographic characteristics were analyzed with a chi-square test. The results were evaluated with a significance level of 0.05.

FINDINGS

Table 1: Descriptive Characteristics of Student Nurses (n=172)

<table>
<thead>
<tr>
<th>Descriptive Characteristics</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>126</td>
<td>73.3</td>
</tr>
<tr>
<td>Male</td>
<td>46</td>
<td>26.7</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-21 years old</td>
<td>133</td>
<td>77.4</td>
</tr>
<tr>
<td>22-23 years old</td>
<td>37</td>
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</tr>
<tr>
<td>24 and older</td>
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</tr>
<tr>
<td><strong>Family Type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear</td>
<td>134</td>
<td>77.9</td>
</tr>
<tr>
<td>Large</td>
<td>33</td>
<td>19.2</td>
</tr>
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<td>Divorced or Single Parent</td>
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<td>2.9</td>
</tr>
<tr>
<td><strong>Current Residence</strong></td>
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<td></td>
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<td>Family</td>
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<tr>
<td>Dormitory</td>
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<td>Friends or Alone</td>
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<td>29</td>
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<tr>
<td><strong>Childrearing Attitude</strong></td>
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<td></td>
</tr>
<tr>
<td>Democratic</td>
<td>119</td>
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</tr>
<tr>
<td>Excessive discipline, authoritarian</td>
<td>13</td>
<td>7.5</td>
</tr>
<tr>
<td>Flexible</td>
<td>11</td>
<td>6.3</td>
</tr>
<tr>
<td>Over protective</td>
<td>16</td>
<td>9.2</td>
</tr>
<tr>
<td>Inconsistent</td>
<td>13</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Intention to Become a Pediatric Nurse</strong></td>
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<td></td>
</tr>
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<td>100</td>
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<tr>
<td>No</td>
<td>71</td>
<td>41.3</td>
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<td>I don't know</td>
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<td>0.6</td>
</tr>
<tr>
<td><strong>Intention to Become a Parent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>144</td>
<td>83.1</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>16.9</td>
</tr>
</tbody>
</table>

The analysis of the descriptive characteristics indicated that 73.5% of the participants were female and 77.4% of them were aged between 20-21 years old. It was further noted that 77.9% of the student nurses had a nuclear family. It was also noted that 47.7% of the participants were staying at dormitories. The results further showed that 69.5% of the students had a democratic family and that
more than half of the students (58.1%) wanted to become a pediatric nurse and a majority of them (83.1%) wanted to have a child (Table 1).

Table 2: The Level of Knowledge on the Family Centered Care and Parental Participation in Care Practices (n=172)

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
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</thead>
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<td><strong>The Level of Knowledge on the Family Centered Care</strong></td>
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<td></td>
</tr>
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<td>Yes</td>
<td>144</td>
<td>83.7</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>16.3</td>
</tr>
<tr>
<td><strong>The pediatric patient should be attended</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>170</td>
<td>98.8</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Who should attend child in the hospital?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td>151</td>
<td>87.8</td>
</tr>
<tr>
<td>Mother - Father both</td>
<td>21</td>
<td>12.2</td>
</tr>
<tr>
<td><strong>The family should consent in writing before medical procedures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>150</td>
<td>87.2</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>7.0</td>
</tr>
<tr>
<td>I don't know</td>
<td>10</td>
<td>5.8</td>
</tr>
<tr>
<td><strong>The family should be involved in decision making processes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>160</td>
<td>93.0</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>4.1</td>
</tr>
<tr>
<td>I don't know</td>
<td>5</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>The family should participate in decisions concerning the medical care of their child</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>140</td>
<td>81.4</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>14.5</td>
</tr>
<tr>
<td>I don't know</td>
<td>7</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Nurses should involve parents in care practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>149</td>
<td>86.6</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>11.6</td>
</tr>
<tr>
<td>I don't know</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Nurses should encourage the parents to participate in care practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>162</td>
<td>94.2</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>5.2</td>
</tr>
<tr>
<td>I don't know</td>
<td>1</td>
<td>0.6</td>
</tr>
</tbody>
</table>

The study findings illustrated that a majority of student nurses (83.7%) were familiar with family centered care. The student nurses in the study also agreed that pediatric patients should be attended by a family member (% 98.8), and especially by their mothers (87.8%). Moreover, most of the students believed that a consent in writing should be sought from the parents before medical procedures (87.2%) and that parents should actively participate in their child’s care (93.0%) and decision making processes in their treatment (81.4%). Finally, the participant student nurses stated that parents should be involved in child’s care (86.6%) and they should be encouraged to participate (94.2%) (Table 2).
Table 3: The Correlation between the Level of Knowledge of Student Nurses and Informing Parents (n=172)

<table>
<thead>
<tr>
<th>The clinic should be introduced to the parents during the admission of child</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>166</td>
<td>96.5</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>2.3</td>
</tr>
<tr>
<td>I don't know</td>
<td>2</td>
<td>1.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nurses should inform the parents about child’s care</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>163</td>
<td>94.8</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>2.9</td>
</tr>
<tr>
<td>I don't know</td>
<td>4</td>
<td>2.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents should share their concerns about the care with the clinical nurses</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>160</td>
<td>93.0</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>2.9</td>
</tr>
<tr>
<td>I don't know</td>
<td>7</td>
<td>4.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The parents should ask questions about child’s care and treatment to the nurses</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>161</td>
<td>93.6</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>2.9</td>
</tr>
<tr>
<td>I don't know</td>
<td>6</td>
<td>3.5</td>
</tr>
</tbody>
</table>

As shown in Table 3, the majority of student nurses suggested that the parents should be introduced to the clinic during the admission of child into the clinic (96.5%), the parents should be informed about the care practices (94.8%), the parents should ask questions to nurses (93.6%) and doctors (93.0%) about child’s care, and they should share their concerns with the medical team (93.0%).

Table 4: The Correlation between Level of Knowledge and Sex (n=172)

<table>
<thead>
<tr>
<th>Level of Knowledge on Family Centered Care</th>
<th>X²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>106</td>
<td>% 84.1</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>% 15.9</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>% 100</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>38</td>
<td>% 82.6</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>% 17.4</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>% 100</td>
</tr>
</tbody>
</table>

* p<0.05

The students' level of knowledge on family centered care was analyzed in relation to sex (Table 4) and it was found that there was no statistically significant difference in regard to sex (X²=1.057, p=0.811).
Table 5: The Correlation between Intention to become a Parent and The Level of Knowledge on Family Centered Care (n=172)

<table>
<thead>
<tr>
<th>The Level of Knowledge on Family Centered Care</th>
<th>X²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Total</td>
</tr>
<tr>
<td>Those who have an intention to become a parent</td>
<td>124</td>
<td>19</td>
</tr>
<tr>
<td>% 86.7</td>
<td>% 13.3</td>
<td>% 100</td>
</tr>
<tr>
<td>Those who don't</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>% 69.0</td>
<td>% 31.0</td>
<td>% 100</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>28</td>
</tr>
</tbody>
</table>

*p<0.05

The students' level of knowledge was analyzed in relation to the intention to become a parent (Table 5) and it was noted that the student nurses who had an intention to become a parent in future (86.7%) had statistically higher levels of knowledge on family centered care in comparison with those who didn't (X²=1.057, p=0.018).

DISCUSSION AND CONCLUSION

Discussion
This study was designed to investigate the students' level of knowledge on family centered care. Family centered care heavily relies on a strong communication and cooperation between parents and health professionals. The better communication and cooperation are, the higher levels of life quality and care satisfaction children and their parents can attain (Azuine et al., 2015; Smith, Swallow & Coyne, 2015). Cruickshank et al. (2005) conducted a study to assess the attitudes and opinions of pediatric nurses about family centered care practices and family centered care in general. They reported that many nurses considered that parents had certain tasks and responsibilities such as helping their children to carry out self-care requirements like nutrition or excretion, spending their free time together, or soothing them when required. However, the nurses in the study also stated that parents should also undertake certain care responsibilities like administering oral medication (Cruickshank et al., 2005). Erdeve et al. (2008) found that mothers who participated in care practices of their infants in newborn intensive care units had better care skills than those who didn't take part in their infant's care, which resulted in two times less rehospitalization for the former (Erdeve et al., 2008). Cooper et al. (2007) similarly reported that family centered care practices in newborn intensive care units deliberately ensured improved commitment between mothers and their babies, enhanced care skills, and better communication with health professionals (Cooper et al., 2007). Melnyk and Feinstein (2001) stated that pediatric patients whose parents had participated in care practices in the hospital demonstrated significantly less negative behaviors after discharge (Melnyk & Feinstein, 2001). The results of this particular study indicated that a majority of students were familiar with family centered care and they supported that pediatric patients should be attended by parents, especially by their mothers. It was also suggested that most of the participants agreed to obtain a consent in writing from parents before medical procedures and parents should be actively involved in care practices and decision making processes. In addition, the student nurses in the study considered that it was imperative for parents to participate in their child's care and the parents should be encouraged accordingly. Pediatric nurses are often closest to children and their parents in the hospital environment. Therefore, they play a key role in creating an incentive and change towards a family centered care in medical institutions (Boztepe & Çavuşoğlu, 2009). Consequently, the results of the study are considered to inspire hope for the future of nursing profession to have students already familiar with family centered care.

Boztepe and Çavuşoğlu (2009) conducted a study with 81 mothers in a university hospital and found that all mothers regarded doctors as the major source of information while only 80.2% of these mothers consulted with nurses with further information. They also reported that 41.5% of the
participant mothers complained about lack of information and being excluded from decision making processes. The mothers also stated that they couldn't receive satisfactory answers for their questions from nurses and share their concerns. It was further argued that parents had lower levels of anxiety when properly informed by health professionals (Boztepe & Çavuşoğlu, 2009). In a similar study carried out by Tosun and Tüfekçi (2015), most of the mothers were found to be involved in decision making processes and they were asked for a consent in writing for the medical procedures whereas 15% of the participants mothers weren't involved in care practices including decision making procedures and they weren't asked for permission before medical procedures. It was also noted that 10% of the mothers in the study weren't allowed to attend their children during care practices (Tosun & Güdücü-Tüfekçi, 2015). In this study, a majority of the student nurses believed that the clinic should be introduced to the parents during the admission, the parents should be informed about their child's care, the parents should be able to ask questions to doctors and nurses about care, and they should share their concerns with the health professionals.

Family centered care can be defined as a philosophy of care that emphasizes the significance of parents in assuring child's health and well-being (Öztürk & Ayar, 2014). Family centered care enhances family's self-esteem and care satisfaction while promoting parent-child commitment and positive attitudes (Smith, Swallow & Coyne, 2015; Azuine et al., 2015; Dunst, Trivette & Hamby, 2007; Cooper et al., 2007). Today, the key to a successful pediatric nursing care is to maintain the continuity of family routines for both children and parents (Öztürk & Ayar 2014). Family centered care practices are especially recommended for providing optimum care services to respond to the needs and expectations of parents and to improve recovery by reducing the anxiety of children and parents. The efficacy of family centered care has been confirmed with several studies that family centered care enhances care skills and care satisfaction of parents, improves self-esteem, facilitates better communication with health professionals (Foster, Whitehead & Maybee, 2016; Byczkowski et al. 2016; Cooper et al., 2007; Dunst, Trivette & Hamby, 2007). It has also been pointed out that family centered care helps to decrease anxiety, relieve pain, and improve recovery with early discharge for children (Boztepe & Çavuşoğlu, 2009; Kamerling et al., 2008; Westrup, 2007; Byers et al., 2006). The study results further affirmed that family centered care has far reaching positive influences on children and their parents and therefore it is urgently required to be comprehensively discussed and elaborated for further practice. It is of utmost importance for hospital managements to implement regulations to establish a family centered care, inform parents, and exhort and inspire nurses for active participation.

Conclusion
In light of the study results, it was concluded that the student nurses were highly familiar with family centered care. Additionally, the student nurses who intended to become a parent in future had significantly higher levels of knowledge in comparison with those who didn't according to the analysis of demographic data.

Family centered care is based on a constant and objective flow of information about child's care to parents, which is supposed to enable parents to participate in decision making processes. Family centered care also allows parents to stand by their children during medical procedures including painful. Therefore, family centered care is strongly recommended to provide the best care service to cover the needs and expectations of parents and to improve recovery by reducing the anxiety of children and parents.

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PEDIATRIC NURSING STUDENTS’ STATUS OF LIKING OF CHILDREN AND AFFECTING FACTORS

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ABSTRACT

The study was a quasi-experimental design with the objective to determine the status of liking of children of pediatric nursing students. 172 students who were attending the 2015-2016 school year and taking pediatric nursing course in Akdeniz University, Faculty of Nursing participated in the research. Data were collected by the “Personal Information Form” and the “Barnett Status of Liking of Children Scale”. It was determined that the average age of the students were 20.93±0.90, 73.3% of them were women. It was seen that there is increase between the pretest points (min=27, max=98, av=74.77±14.17) and the posttest points (min=40, max=98, av=80.40±13.01) which the students took from the status of liking of children scale, but this increase was not statistically meaningful (p<0.05). It is highly important for pediatric nurses to understand the physical, intellectual, emotional and social developmental differences of children and to exhibit the necessary love and attention to them.

Keywords: Pediatric nursing, nursing student, status of liking of children.

INTRODUCTION

Love is the sum of all positive and benevolent feelings that bind people together and it is a vital component of a child’s life from the very first moments of birth (Bektaş et al., 2015). As United Nation’s Convention on the Rights of the Child puts it, all children, “for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding” (Hockenberry & Wilson, 2015). Hospitalization, on the other hand, dramatically interferes with the accomplishment of such a process. Children regard hospitalization as a punishment and they may feel that they are less loved and cared. Therefore, they need be embraced with utmost attention and love by health professionals, particularly pediatric nurses, during their treatment and hospitalization. One’s attitudes towards children is a fundamental indicator of their commitment and care for children (Barnett & Sinsi 1990). The first and foremost criterion of becoming a pediatric nurse is to love children (Hockenberry & Wilson, 2015; Happell 2000).
Nursing education is based on scientific practice that provides students with basic nursing skills, professional codes, and professional values from diverse cultures (Chen, 2009). Becoming a pediatric nurse begins with loving children (Happell 2000). As Happell (2000) quotes, Stevens and Dulhunty (1992) explains that an incentive to work with children and a positive attitude towards children encourage nurses to choose pediatric nursing as a career choice. Pediatric nurses are also responsible for protecting the rights of children and their parents (Hockenberry & Wilson, 2015; Mandleco & Potts, 2012). Thus, pediatric nurses are required to treat children with love and care in order to appreciate physical, intellectual, emotional, social, and developmental differences between children and to stand for their rights (Hockenberry & Wilson, 2015).

Nursing profession, especially pediatric nursing, heavily relies on communication, empathy and liking of children (Çavuşoğlu 2013). It was reported in a study conducted with nurses that nurses with lower scores of liking of children had communication problems with their patients more frequently (Tural et al., 2010). Happell (2000) similarly found that pediatric nursing was considered as a challenge by senior nurses while it remained a popular career choice for nursing students. Besides, it has also been shown that one’s attitudes towards children are determined by certain sociodemographic characteristics such as age and sex as well as their own childhood experiences or experiences with children (Erdem & Duyan 2011; Bektaş et al., 2015).

Despite the fact that nurses’ attitudes towards the liking of children have been recently investigated in a limited number of studies (Erdem & Duyan 2011; Akgün & Kostak 2013; Bektaş et al., 2015), the focus has seemingly been placed on the attitudes of teachers (Gelbal & Duyan 2010; Yazıcı 2013; Kabakçı Çimen 2015). This study, therefore, aims to analyze the effects of Pediatric Nursing courses on third year nursing students’ attitudes towards the liking of children and related variables.

**METHOD**

**The Study Type**
The study was a quasi-experimental design with the objective to determine the status of liking of children of pediatric nursing students.

**Study Universe and Sample**
The study universe included 236 third year nursing students attending The Faculty of Nursing at Akdeniz University in 2015-2016 academic year and the study sample was composed of 172 voluntary students.

**Data Collection Tools**
Data were collected by the “Personal Information Form” and the “Barnett Status of Liking of Children Scale”.

**Personal Information Form**
The personal information form consisted of 7 questions inquiring the sociodemographic characteristics and the status of liking of children of student nurses.

**The Barnett Status of Liking of Children Scale**
The Barnett Status of Liking of Children Scale was developed by Barnett and Sinisi with the purpose of measuring one’s attitudes towards children and it was a 7 likert scale with 14 items (Barnett & Sinisi 1990). The scale was scored as 1=Totally Disagree and 7=Totally Agree. The total score varies between 14-98 and 14-38 scores indicate low, 39-74 scores moderate and 75-98 scores high levels of liking of children. Higher scores suggest higher levels of liking of children. Several items in the scale like 3rd item, 6th item, 10th item and 13th item, were reverse-scored. The scale was adapted to Turkish by Duyan and Gelbal (Duyan & Gelbal 2008). Cronbach alpha coefficient was found to be 0.92 and test-retest reliability coefficient was 0.85.
Collecting Data
The data derived from this quasi-experimental study were collected between February 2016 (pretest) and May 2016 (posttest). 172 students were included in the study without using a sampling method provided that they were third year students, enrolled in Pediatric Nursing course, and consented to participate in the study. Before delivering the data collection form, the participants were informed about the purpose of the study and confidentiality of the data. They were, then, asked for their consent in writing to participate in the study. Additionally, the researchers sought the official permissions from the institution. The participant students filled in the forms within approximately 10-15 minutes.

Data Analysis
The study data were inserted into a database and analyzed with SPSS 20.0. The demographic characteristics of student nurses and their were analyzed with a variety of test including percentage, mean, standard deviation, correlation and t test. The significance level was noted to be 0.05 for the data analysis.

FINDINGS
It was reported that the average age of student nurses was 20.93±0.90 and 73.3% of the participants were female. It was further stated that 77.9% of the participants had nuclear families, and that they liked reading children's books (42.4%) and watching cartoons (82.6%). The study results also indicated that 83.1% of the students in the study were planning to have children in future and 58.1% of them wanted to become a pediatric nurse. It was finally demonstrated that 47.7% of these students were staying in a dormitory (Table 1).

Table 1: Descriptive Characteristics of Nursing Students (n=172)

<table>
<thead>
<tr>
<th>Descriptive Characteristics</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>126</td>
<td>73.3</td>
</tr>
<tr>
<td>Male</td>
<td>46</td>
<td>26.7</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-21 years old</td>
<td>133</td>
<td>77.4</td>
</tr>
<tr>
<td>22-23 years old</td>
<td>37</td>
<td>21.5</td>
</tr>
<tr>
<td>24 and older</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Family Structure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear</td>
<td>134</td>
<td>77.9</td>
</tr>
<tr>
<td>Large</td>
<td>33</td>
<td>19.2</td>
</tr>
<tr>
<td>Separated or Single Parent</td>
<td>5</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Reading Children’s Books</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>73</td>
<td>42.4</td>
</tr>
<tr>
<td>No</td>
<td>99</td>
<td>57.6</td>
</tr>
<tr>
<td><strong>Watching Cartoons</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>142</td>
<td>82.6</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>17.4</td>
</tr>
<tr>
<td><strong>Planning to Become a Pediatric Nurse</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>100</td>
<td>58.1</td>
</tr>
<tr>
<td>No</td>
<td>72</td>
<td>41.9</td>
</tr>
<tr>
<td><strong>Planning to Have Children in Future</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>144</td>
<td>83.1</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>16.9</td>
</tr>
<tr>
<td><strong>Current Residence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>40</td>
<td>23.3</td>
</tr>
<tr>
<td>Dormitory</td>
<td>82</td>
<td>47.7</td>
</tr>
</tbody>
</table>
Friends or Alone  

**Parental Attitude**

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic</td>
<td>119</td>
<td>69.5</td>
</tr>
<tr>
<td>Authoritarian, extremely disciplined</td>
<td>13</td>
<td>7.5</td>
</tr>
<tr>
<td>Flexible (Irregular)</td>
<td>11</td>
<td>6.3</td>
</tr>
<tr>
<td>Over protective</td>
<td>16</td>
<td>9.2</td>
</tr>
<tr>
<td>Inconsistent</td>
<td>13</td>
<td>7.5</td>
</tr>
</tbody>
</table>

*p< 0.05

Table 2: A Comparison between Liking of Children Scores of Nursing Students (n=172)

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Posttest</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X±SD Min. Max</td>
<td>X±SD Min. Max</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liking of Children Score</td>
<td>74.77±14.17 27.00 98.00</td>
<td>80.40±13.01 40.00 98.00</td>
<td>.139</td>
<td>.078</td>
</tr>
</tbody>
</table>

*p< 0.05

It was reported that the pretest score was 74.77±14.17 while the posttest score increased to 80.40±13.01. The difference between mean scores was found to be significant in accordance with the sex variable (Table 3).

Table 3: A Comparison Between Mean Scores in regard to the sex variable (n=172)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Liking of Children Score</th>
<th>X±SD</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Pretest</td>
<td>76.17±13.62</td>
<td>2.156</td>
<td>0.33*</td>
</tr>
<tr>
<td></td>
<td>Posttest</td>
<td>70.96±15.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Pretest</td>
<td>80.48±12.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Posttest</td>
<td>80.20±14.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p< 0.05

The study results suggested a significant correlation between liking of children and several variables such as sex, Family Structure, reading children’s books, watching cartoons, and planning to become a pediatric nurse (Table 4).

Table 4: The Correlation between Study Variables

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liking of Children Score</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex</td>
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<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Structure</td>
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<td>0.605</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading children’s books</td>
<td>0.024*</td>
<td>0.856</td>
<td>0.006*</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watching cartoons</td>
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<td>0.170</td>
<td>0.001*</td>
<td>0.001*</td>
<td>1.000</td>
<td></td>
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<tr>
<td>planning to become a pediatric nurse</td>
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<td>0.129</td>
<td>0.002*</td>
<td>0.000*</td>
<td>0.768</td>
<td>1.000</td>
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</tbody>
</table>

*p< 0.05

**DISCUSSION AND CONCLUSION**

**Discussion**

A prerequisite of becoming a pediatric nurse is to love children. It was already reported that student nurses who loved children and working with them would choose pediatric nursing as a career choice in their later lives (Happell 2000). This study aimed to study the effects of Pediatric Nursing course on third year student nurses’ status of liking of children and related variables. It was consequently noted that the course positively influenced students. It was further stated that the pretest mean and posttest score were, which similarly suggested no statistically significant difference. Mutlu and Balci
also reported that the mean scores of liking of children were 77.68±15.61 before internship and 80.95±14.04 after internship, which indicated a statistical difference and a positive change in the attitudes of nursing students towards children.

It was also illustrated that the mean scores of students significantly differed in regard to the sex variable. It was pointed out that female students had higher scores of liking of children in comparison to male students, which complied with the results of similar studies (Barnett & Sinisi 2008; Akgün Kostak 2013). It was presumed that male students had lower scores because child rearing was a woman’s responsibility in Turkish culture and child rearing roles were often associated with women. The study results further illustrated that student nurses from nuclear families had higher scores of liking of children in comparison to students from single parent families and large families. Büyük et. al. (2014) reported no significant correlation between the mean scores of liking of children and family characteristics of nurses. Parental relations, to a great extent, are shaped with parental attitudes towards children.

It was additionally emphasized that student nurses who liked reading children’s books and watching cartoons had higher scores of liking of children. Gelbal and Duyan (2010) found that teachers who were reading children’s books, playing children’s games, and following news about children had better scores of liking of children. Üğurlu (2013) reported that teachers had more positive attitudes towards children when they read children’s books and magazines. It was concluded that student nurses who were reading children’s books were more likely to understand and discover a child’s world. In other words, student nurses who read children’s books can more easily empathize with children and anticipate their reactions. The levels of liking of children will certainly be improved by introducing child games to student nurses and pediatric nurses, encouraging them to play with children and to read children’s books.

The study results also suggested that those who were planning to become a pediatric nurse in future had higher scores of liking of children. It was confirmed by a variety of studies illustrating that liking of children was the most vital variable in choosing a teaching career, and that students who liked spending time with children would work with children in their future careers (Happell 2000; Duyan & Gelbal 2008). A promising increase has recently been reported in the number of student nurses who are planning to become pediatric nurses.

**Conclusion**

In light of the study results, it was concluded that student nurses who participated in the study had higher status of liking of children, which was only slightly influenced by Pediatric Nursing course provided in the department but rather it was affected by a number of variables such as sex, family structure, reading children’s books, watching cartoons, and planning to become a pediatric nurse in future. As a result, it is considered to be of utmost importance to provide professional guidance to nursing students who are planning to choose pediatric nursing as a career choice as well as taking their status of liking of children and related variables into serious consideration.

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DEVELOPMENTALLY APPROPRIATE BEHAVIOUR MANAGEMENT: TURKISH PRESCHOOL TEACHERS’ PRACTICES

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ABSTRACT

Behaviour management is vital to the establishment and maintenance of a positive classroom environment and to children’s development of self-control. In the classroom-management literature, there have been numerous studies of sub-topics such as rules, classroom-management strategies, and reward-and-punishment systems. This study looked at the actual practices of Turkish preschool teachers related to developmentally appropriate behaviour management, considered as a dimension of classroom management. Twenty teachers working in public schools were observed for 10 hours each on various days of the week, guided by the Developmentally Appropriate Classroom Management Observation Form (Şahin, 2013). Many of these teachers’ developmentally inappropriate practices were related to rules: e.g., establishing too many, not presenting them in the classroom, and not creating opportunities to discuss them. Developmentally appropriate practices mostly related to empowering children, focusing on positive behaviour and showing consistent reactions to children’s behaviour. However, teachers usually exhibited developmentally inappropriate practices when it came to coaching children to solve their conflicts and exemplifying pro-social behaviours.

Keywords: developmentally appropriate practice, classroom management, behaviour management, actual practices.

INTRODUCTION

Classroom management is an important skill that all teachers should have, but its effectiveness does not depend on their teaching skills (Kamarulzaman & Zhi Siew, 2015). Nonetheless, it is taken to mean more than keeping children on-task and reducing disruptive behaviour (Evertson & Weinstein, 2006). If effective as a classroom manager, a teacher will arrange the physical environment in a manner that supports the children’s wide range of developmental skills (Evertson & Weinstein, 2006); establish and maintain good relationships with the children (Weinstein & Mignano, Jr., 2007); plan and conduct appropriate instructional activities (Martin & Sass, 2010); and manage children’s behaviours effectively (Martin & Sass, 2010; Weinstein & Novodvorsky, 2011; Weinstein, Romano & Mignano Jr., 2011).

Managing these dimensions effectively is not easy, especially in preschool classrooms where children’s attention is easily deflected, e.g., by conversations with their peers (Thompson, 2011; as cited in Kamarulzaman & Zhi Siew, 2015), walking around, and physical contact with other children that sometimes includes hitting or kicking them (Martinez, n.d.).

Though all dimensions of classroom management play roles in mitigating misbehaviour, the present study focuses on the dimension of behaviour management in particular. Because behaviour management comprises teachers’ strategies for responding to classroom misbehaviour and planning interventions to prevent it, the term has been used interchangeably with classroom management for many years (Hardin, 2004; Martin & Sass, 2010). There is now a considerable body of research
related to various aspects of behaviour management: for instance, Kim and Stormont (2012) explored 34 Korean teachers’ behaviour-management strategies and found that they used punishment and reprimand much more than praise, and that their developmentally appropriate beliefs were not consistent with their actual practices. Dobbs-Oates, Kaderavek, Guo and Justice (2011) investigated the relationship among preschool teachers’ behaviour management, children’s task orientation, and children’s emergent language and literacy development, and found that task orientation and behaviour management were predictors of children’s emergent literacy development. Tillery, Varjas, Meyers and Collins (2010) interviewed seven kindergarten and 13 first-grade teachers in the U.S. about their perspectives and approaches related to behaviour-management strategies, and found that such strategies were generally focused on individual students’ behaviour rather than group behaviour. The same teachers thought that they influenced children’s behavioural development strongly through positive intervention strategies. Hännikäinen (2005) studied the use, application and adoption of rules in a preschool context that included 29 five- to six-year-old children, three teachers and a day-care nurse. It was found that, though the teachers and children mutually agreed a set of rules and signed a contract concerning them at the beginning of the year, the teachers’ prior knowledge about rules and the appropriate conditions in which to formulate them cannot be ignored.

In the Turkish context, Akgün, Yarar and Dinçer (2011) observed the classroom-management strategies of six preschool teachers, and reported that they generally preferred negative strategies such as ordering or threatening. Akar, Tantekin-Erden, Tor and Şahin (2010) investigated Turkish public preschool teachers’ management practices and experiences, and found that their participants thought of themselves as the authority in the classroom, despite some having emphasised that they established classroom rules jointly with the children. Uysal, Akbaba-Altun and Akgün’s (2010) investigation of which strategies preschool teachers used in response to classroom misbehaviours found that these were usually teacher-centred.

Classroom management in general and behaviour management in particular have recently been re-focused on promoting children’s learning and development. It is now held that children should control their behaviour as well as being active in all processes of school learning (Winsler & Carlton, 2003), while preschool teachers should use effective methods against misbehaviour and focus on children’s acceptable behaviour (Pianta et al., 2005). In another words, teachers are now expected to follow developmentally appropriate behaviour-management strategies. The five key practices delineated by Şahin (2013, p. 21) included (1) explaining which behaviours are unacceptable, (2) giving children choices and responsibilities, (3) coaching children on how to resolve their conflicts, (4) focusing on positive rather than negative behaviours, and (5) exhibiting consistent reactions to children’s behaviours.

However, few studies have examined how DAP and behaviour-management strategies work together. One, by Şahin-Sak, Tantekin-Erden and Sharolyn-Durodola (2016), assessed the developmental appropriateness of four Turkish preschool teachers’ beliefs and practices related to organising the physical environment of the classroom and the planning/programming of activities. They found that the teachers’ beliefs were closer to DAP than their self-reported and actual practices were, and that their practices were primarily affected by the physical characteristics of their schools and the children’s characteristics. However, no detailed study has yet been conducted of preschool teachers’ developmentally appropriate behaviour-management strategies. Therefore, this study aims to fill this gap in the literature.

**METHODOLOGY**

In this qualitative study, data collection took place through observations.

**Participants**

The participants in this study were 20 female preschool teachers. All but one had graduated from early childhood education departments, and the other from a child development department. Their
teaching experience ranged from one to 12 years, and their ages from 23 to 35. Twelve of the participants had taken a classroom-management course during their undergraduate education; one had attended a seminar related to classroom management; and one had done both. The other six teachers had no formal classroom-management training.

**Data Collection Instrument**
The Developmentally Appropriate Classroom Management Observation Form was used to collect data in this study. It was developed by Şahin (2013) to observe preschool teachers’ classroom-management practices and to determine these practices’ developmentally appropriateness and inappropriateness. It focuses on four dimensions of classroom management; (1) the physical environment, (2) planning and programming activities, (3) relationships and communication, and (4) behaviour management. The behaviour-management dimension that is the focus of the present study has three sub-dimensions in the form: (a) rules, (b) discipline and (c) other strategies.

**Data Collection Procedure**
Data collection took place during September, October, November and December 2015 in Van, Turkey. Initially, the researchers visited several schools and informed teachers and administrators of the aim of the study. Volunteers for participation signed consent forms, but none allowed video-recording. Two researchers acted as nonparticipant observers, i.e., did not manipulate or intervene to control the natural flows of the classroom or the practices of the teachers (Fraenkel & Wallen, 2006).

Each teacher was observed for 10 hours in total at different times of day and different days of the week, according to a schedule agreed by the researchers and teachers. After an initial meeting, two researchers would appear in the classroom at the same time, but observe the teacher separately take separate field notes, and create their own labels, for data-confirmation purposes (Adami & Kiger, 2005). Both observers were experienced in qualitative data-collection methods, and had used The Developmentally Appropriate Classroom Management Observation Form before.

**Data Analysis**
Each observer transferred their labels and observation notes to the computer at the end of each day. After all observations had been completed, they discussed their labels in light of the notes accompanying the observation form, other prior literature, and their field notes until they reached approximately 96% agreement about them. Then, they selected some quotes that clarified their observations.

**FINDINGS**
The researchers’ observations are summarised in Table 1.

<table>
<thead>
<tr>
<th>Behaviour management</th>
<th>Not observed</th>
<th>Observed sometimes</th>
<th>Observed consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear, simple, consistent</td>
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<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Including rationales</td>
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<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Visibly present in the room</td>
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<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Opportunities to discuss the rules</td>
<td>9</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting limits</td>
<td>3</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Empowering children</td>
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<td>7</td>
<td>12</td>
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</table>
Behaviour management

<table>
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<th>Observed sometimes (n)</th>
<th>Observed consistently (n)</th>
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<td>Coaching children to solve their conflicts</td>
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<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Focusing on positive behaviour</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Exemplifying pro-social behaviors</td>
<td>9</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Consistent reactions to children’s behaviour</td>
<td>1</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Other strategies</td>
<td>3</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

Rules

Just over half of the teachers (n=11) were labelled as “observed sometimes” with regard to clear, simple and consistent rules, either because there were too many rules for four to 6-six year olds (a total of 13 in T11’s classroom, for instance), or because the rules were generally negative, e.g., “We do not damage our toys” (T3), “We do not talk without raising hand” (T3), and “We do not harm our friends” (T13). Clear, simple and consistent rules were observed in eight teachers’ classrooms, while one teacher did not promulgate any rules.

More than half (n=12) of the observed classrooms had no written rules, but six classrooms, the teachers explained the rationale of the rules orally. For instance, in T10’s classroom, while one of the children was talking, another interrupted her and started to talk without raising his hand. The teacher said: “We have a rule; we will raise our hand before starting to talk and will not interrupt each other. Because, when all of us interrupt each other or talk at the same time, we can’t understand each other.”

Lastly, none of the teachers were observed conducting group meetings with the children to set rules. More than half of the teachers (n=11) sometimes talked about the rules or added new rules when they encountered misbehaviours. For instance, when a child ran in her classroom, T12 sat with the children on some cushions and asked if they remembered the rules. Then, she said that they shouldn’t run in the classroom because they could hurt themselves. However, nine teachers never created opportunities to talk about the rules.

Discipline

It was observed that while nine teachers set limits only sometimes, eight consistently explained their expectations clearly. The latter group’s remarks in this sphere included: “I will never accept you hitting each other, and I will never listen to children talking if they don’t raise their hands.” T2

“You can never touch your friends without permission. It is unacceptable.” T3

In relation to empowering children, 60% of the participant teachers (n=12) consistently assigned responsibilities such as leading the queue to breakfast, handing out paper, crayons or worksheets to friends, or tidying the classroom, and also let them choose which learning centre they would use during free play time. Only one teacher did not empower children at all.

Eight of the teachers sometimes coached children. Usually, this consisted of helping children talk about their problems but not necessarily finding solutions to them. For instance, in T20’s classroom, two children were fighting during an art activity. She called them over to her and had them to explain their problem. Then, rather than asking how they would solve their problem or what they would do from then on, she merely said that they were friends and should continue their activities silently. At
this point, they apologised to each other. In nine preschool teachers’ classrooms, however, the teachers were not observed asking children what their problems were. Instead, teachers resolved such conflicts. For instance, T19 said that she would never accept children complaining about each other, and always urged children to apologise to each other, accompanied by hugs and kisses.

It was observed that half of the participants (n=10) consistently noted children’s good behaviours and provided positive feedback about them. For instance, when most of the children in T12’s classroom were not listening to her while she read a story, T13 said the names of children who were focusing on her and thanked them. Then, other children started to listen to her. Four of the teachers, however, never were observed doing anything of this kind.

The exemplification of pro-social behaviour was observed consistently in only three teachers’ classrooms. For instance, T13 read a story related to friendship, mutual respect and sharing. At the end of the story, she led a discussion about the friendship, and linked it to relations in the classroom. On another day, a cartoon about making mistakes and apologising was shown in the same classroom, and discussed in a similar vein, but including comments about siblings and parents. However, nine teachers were never observed doing this.

Lastly, in two-thirds of the classrooms (n=13), the basic rules were enforced consistently; with teachers reacting in the same way regardless of which child had broken them.

**Other Strategies**

It was observed that three-fifths of the teachers (n=12) used other strategies such as issuing warnings and (more usually) punishments and rewards. Another strategy consisted of solving the problems for the children. For instance, when children did not wait their turns, T2 had them do the activity last. Also, there was a time-out chair in the corner of T4’s classroom, and when children repeated misbehaviour two or three times, she sent them to the chair. She also sometimes sent children who interrupted an activity to a neighbouring classroom. T6, meanwhile, said that she would give stickers to children who finished their activities silently, but at the end of the activity, she gave stickers to all children regardless of whether they had made noise.

**DISCUSSION**

In a developmentally appropriate classroom, rules should be clearly understandable by the children and appropriate to their age and maturity; the phrasing of these rules also should be positive, and their numbers should be kept low: ideally, to a maximum of seven (NAEYC, 2014; Şahin, 2013). However, our participants mostly exhibited developmentally inappropriate practices, in that those who made rules at all usually 10 or more. A profusion of rules may be indicative of teachers’ anxieties related to classroom management, i.e., reflect a perceived need to control children more. Most of the rules that our participants established were similar from one classroom to another, a finding parallel to Şahin’s (2013).

Preschool teachers should explain the rationales behind rules to children, and also display the rules prominently in the classroom (Şahin, 2013). In our sample, only about half of the teachers discussed rationales for rules, and less than half displayed them in written form. Though it would be tempting to ascribe such lapses to simple lack of awareness that such actions are considered developmentally appropriate, such an explanation seems improbable, given that more than two-thirds of the sampled teachers had received formal classroom-management training.

In developmentally appropriate preschool classrooms, teachers should also use classroom meetings when setting rules, and convene periodic group discussions about the rules thereafter (Gestwicki, 2011; Şahin, 2013). However, in this study, no teachers were observed consistently providing children with such discussion opportunities. In other words, the teachers tended to be teacher-centred with regard to the establishment of rules, to a degree that can be deemed developmentally inappropriate.
As related to the sub-dimension of discipline, the teachers’ practices appeared to be more developmentally appropriate, particularly when it came to the empowerment of children, focusing on positive behaviour, and showing consistent reactions to children’s behaviour. However, the teachers’ practices were usually developmentally inappropriate with respect to coaching children to resolve their conflicts and exemplifying pro-social behaviours. It can be surmised that preschool teachers may not be aware of the importance of giving children responsibility to resolve conflicts among themselves.

Lastly, more than half of the participant teachers used reward and/or punishment strategies (e.g., stickers and time-outs) to deal with misbehaviours in the classroom. The specific strategies we observed paralleled those reported by Şahin (2013), but differed from those noted by Akgün, Yarar and Dinçer (2011). Also, strategies used by teachers are usually appropriate for behaviourist approach (Ozmon & Craver, 2008).

In conclusion, the Turkish preschool teachers we observed exhibited a mixture of developmentally appropriate and inappropriate practices, i.e., mostly appropriate with regard to empowering children, focusing on their positive behaviour, and showing consistent reactions to their behaviour; but largely inappropriate with regard to the number, presentation and discussion of rules, the coaching of children to resolve their conflicts, and the exemplification of pro-social behaviours.

In the light of these findings, it seems clear that preschool teachers are either unaware of particular aspects of DAP, or consciously or unconsciously reject such aspects as being inappropriate to the realities of their work in the classroom. Therefore, it would seem prudent to provide teachers with additional seminars or in-service training on developmentally appropriate behaviour management. Future studies could arrange for the provision of developmentally appropriate behaviour-management training and compare teachers’ practices before and after they receive it. It would also be worth comparing teachers’ developmentally appropriate behaviour-management practices across different variables such as age, gender and educational level.

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AN INTEGRATION OF SOCIAL PARADIGMS INTO THE ANALYSIS OF SOCIAL DEVELOPMENT THEORIES

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ABSTRACT

Of all social paradigms, the four paradigms provide alternative outlooks on the social nature by seeing in different views. In terms of rational approach, they’ve been deployed subjective-objective standpoint to discover the reality through debating two poles of analysis, the sociology of radical change and regulation dimension. The objective of this article aims at integrating the social paradigms into the analysis of the social development theories and to suggest an approach to apply the four paradigms as the analytical tool to interpret the social development theories. The basic method which was deployed to explain the theories was originated from the model of social theory analysis Burrell and Morgan (1979). In application, the process of analysis was carried out in four steps. It is conclude that the integration is compatible and some of them are able to be employed with only one paradigm while others are able to be sequentially applied with two paradigms.

Keywords: Development, Paradigm, Radical change, Society, Status quo.

INTRODUCTION

Whenever we discuss about the assumption of the nature of science, we should bear in mind of the subjective-objective approach. If we think of the assumption about the nature of society, we have to remember about a regulation-radical change standpoint. Both of dimensions are basic distinct view and interpretation the nature of social theories. They are the alternative model reciprocal approach explaining the social process (Borrel & Morgan, 1978). In this article, we’d like to discuss about the two paradigms in which belong to the sociology of regulation, the functionalist and interpretive paradigm, and other two belong to sociology of radical change, the radical humanist and radical structuralist paradigm. The polarization of the subjective-objective dimension was applied as rational approach to explain the reality of paradigms. The functionalist and the radical structuralist paradigm utilized objective approach while the interpretive and radical humanist paradigm used subjective lens.

The term “development” can mean the actualization of an implicit potentiality, the simplest example being the patterned growth and maturation of a seed, or an initial germ cell, to the full adult form of the individual plant, or animal, or human person (Fletcher, 1974). Particularly, social development is the process of change, growth, evolution and progress of the society. Thus, social development
theories explain the process of change, growth, evolution and progress in the structure and framework of the society. Scientifically, it is a phenomenon which might only be perceived over a long period of time from a macro perspective; there is no monopoly on theories of social change and development (Fagerlind & Saha, 1983).

Applying with the four paradigms, the development theories are very fit in terms of paralleled assumption of theirs. On the other hand, the development theories’ subject area is under the subject investigation of theirs. More beneficially, Borrel and Morgan (1978) contend that all social theorists can be located within the context of these paradigms according to meta-theoretical assumptions reflect in their work. The paradigms give us the good way of locating our personal frame of reference with regard to social theory. They also provide us a convenient mean of identifying the basic similarities and differences between the work of various theories and underlying frame of reference which they adopt. Moreover, they provide a tool for establishing where we have ever been, where we are and where we will be in the future.

METHODOLOGY

The fundamental aim of the article is to integrate the social paradigms into the analysis of the social development theories and to suggest an approach to apply the four paradigms as the analytical tool to interpret the social development theories. The basic method which was deployed to explain the theories was originated from the model of social theory analysis Burrell and Morgan (1979). Essentially, we’d like to suggest an approach based on their model as lens to analyze particularly the social development theories.

In general, some of social development theories explain about being static of the society such as the status quo, the social order, the social integration, solidarity, and the need of satisfaction and actuality which are the subject area of investigation while others explain the radical change: modes of domination, emancipation, deprivation and potentiality. However, if we utilize macro perspective to examine the society, we’ll see the changing of social phenomenon being in the form of dialectical
process in the sense that changing and the state of being static complete each other. It is stable; then, it changes even though there has existed the stability in the social elements. It changes, then, becoming stable.

The analytical approach was undertaken in four steps. Firstly, we thoroughly read the theory to find out the subject area of its in order to more specifically classify it in which concern because development theories explicate distinct areas, being static or changing. In this stage, we scanned several articles and books on the focused theory, written by different scholars and theorists. The reason laying behind perusing is to ascertain the prevalent point of view in purpose of setting theoretically conceptual assumptions. We did so because different theorists raise different pictures of social reality. Secondly, we decided to choose one of the two social dimensions of analysis, the sociology of regulation or the sociology of radical change. The goal of selection is to contradistinguish or to explore the distinctions between the two types of social phenomena towards choosing the rational approaches. The sociology of regulation is the writing of theorists who are primarily concerned with expounding on society by putting emphasis on unity and cohesiveness (Burrell & Morgan, 1979). It answers the basic questions on: By tending to explain about why society holds together rather fall apart, why does society maintain as an entity? In contrast, the sociology of radical change is to seek explanations for radical change, deep-seated structural conflict, modes of domination and structural contradiction which its theorist see as characterizing modern society. It concerns with emancipation, both material and psychic, from the existing structures which limit and stunt his potential for development (Burrell & Morgan, 1979).

Thirdly, we opted one of the two rational approaches, subjective or objective standpoint. They are the powerful mean for identifying and analysing social theories. Subjective view is an analytical approach based on feeling, experiences existing in the mind; belonging to the thinking subject rather than to the object of thought. For Max, subjective level refers the psychological domain, where individuals act with personal purposes in terms of their understanding of the material condition of their existences; on the other hand, individuals’ activities are the part of a socio-historical collectivity of other subjective individuals and their collective subjective forms a culture. Culture is the outcome of socio-historical collectivities of individuals acting in their relation to each other and to other material objects and conditions that affect their existence (Juckes & Barresi, 1993). Being consistent with Porpora, (1989), the subjective view on social structure places emphasis on culture, norms, ideology and symbolic orders are all internal to the collectivity of agents as cultural constructs that are inter-subjectively shared. With distinctive perspective, objective view is based on facts, unbiased reference. In objective level, social structure is a material system maintained by the activity of individuals in social position (worker, employers…) relating in particular way (exploitation …) to other positions (owners, employers…) (Juckes & Barresi, 1993). In this level, the relation between material modes of productions and positions made by the modes of production is included (Porpora, 1989).

Fourthly, we made conclusions on the selective social dimensions and rational approach by finding congruence of the four paradigms and social development theories. Of course, it is hard to wrap up those theories because there is no monopoly on their assumptions. Thus and thus, we explore the joint assumption or main concept of theories. We had to be carefully considered. Then, we make a recommendation on particular paradigm applicable in which theories.

SOCIAL PARADIGMS

According to Merriam-Webster Online dictionary (2016), paradigm is a philosophical and theoretical framework of a scientific school or discipline within which theories, laws, and generalizations and the experiments performed in support of them are formulated. It is a basic concept of the subject matter within a science which helps us to define what should be studies, what inquiries should be asked, how they should be asked, and what rule should be followed in interpreting the answers obtained (Ritzer, 2005). Of all social paradigms, the ones, the functionalist, the narrative paradigm, the radical humanist, and the radical structuralist paradigm, developed by Burrell and Morgan (1979), are in the
spotlight since they've been the most affective lens for analysing social reality and organization. They defined these paradigms for organization analysis by thoroughly debating on subjective-objective perspective in social science with consensus-conflict debate of the social theory. Its assumption about the nature of society is in term of a regulation-radical change dimension. Each of these paradigms has provided alternative standpoints of the social nature by seeing in different ways. In application, one can operate in different paradigms sequentially over time, but mutually exclusive, in the sense that one cannot operate in more than one paradigm at any given point in time, since in accepting the assumptions of one, we defy the assumptions of all the others (Burrell & Morgan, 1979).

The functionalist paradigm is in the dimension of sociology of regulation. It utilizes objective approach as method to study about its subject area. One is characterized by an interest in giving explanations on the status quo, the social order, the social integration, solidarity, and the need of satisfaction and actuality. It is focused on the existing state of affairs, especially regarding with social or political issues, and social order is relevant to regulation and law which maintain the stability in system of linked social structures, institutions, relations, customs, values and practices, which conserve, maintain and enforce certain patterns of relating and behaving. Additionally, The functionalist paradigm concerns about the generally accepted opinion or decision among a group of people in the society while social integration is focused on the need to move toward a safe, stable and just society by mending conditions of social disintegration, social exclusion, social fragmentation, exclusion and polarization; and by expanding and strengthening conditions of social integration towards peaceful social relations of coexistence, collaboration and cohesion. On the other hand, it is described about the unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within the society, and this paradigm is paid attention on the motivation to push the social members to become united, and actuality explains about the actual existence, typically as contrasted with what was intended, expected, or believed.

The basic notion is that the social world is composed of relatively concrete empirical artefacts and relationship which can be identified, studies and measured via natural science approach. According to Durkheim the prominent social theorist positioned the idea that social facts exist outside of the men's consciousness and restrain men in their daily activities. The aim was to understand the relationships between these objective social facts and to articulate the sociology which explained the types of solidarity providing the social cement which holds society together. In real practice, most of functionalist theories use mechanical and biological analogies as model to understand the social world (Burrell & Morgan, 1979). Theoretically, this paradigm relies on the premise that society has real, concrete existence, and systematic character and is directed towards the production of regulation, order equilibrium, stability in society, and the way in which these can be maintained. Commonly, based on the functionalist paradigm, society is held together by social consensus or cohesion in which members of the society agree upon and work together to achieve what is the best for society as a whole. In terms of education, the individual's abilities and potential is not to be developed for their own sake. Rather they are to cultivate abilities and capacities which societies need. Totally, the basic assumption of functionalist is that the society or an organization cannot survive if their members do not share at least some perceptions, attitudes and values in common.

Originally, the functionalist paradigm was formulated by the interaction of three sets of intellectual forces such as Marxist theory, German idealism, and sociological positivism. Of these forces, sociological positivism has been the most influential one. The main theories practically belong to this paradigm are integrative theory, social system theory, interactionism, social action theory and objectivism etc.

In terms of the interpretive paradigm, it is polarized in the sociology of regulation dimension, using subjective approach as analytical tool. The subjective area of analysis is stressed on the same to those of functionalist paradigm: the status quo, social order, consensus, social integration and cohesion, solidarity and actuality. Regarding with its approaches to the social science, the interpretive paradigm intends to be nominalist, anti-positivist, voluntarist and ideographic. Additionally, the
interpretive paradigm concentrates on the consensus and equilibrium of regulation perspective. Initially, it was created based on the accumulation of German Idealist tradition. Its foundation was revealed in the seminal work of Kant which emphasized the essentially spiritual nature of social world. Besides Kant, there were some other prominent theorists; namely, Dilthey, Weber, Husserl and Schutz who significantly contribute to establish this paradigm as a completed framework for analysing organization and social reality.

Its assumption is that, to understand the world, we have to be aware of the fundamental nature of social world at the level of subjective experience. It explains the realm of individual consciousness and subjectivity. Interpretive theorists see the world as emergent social process, created by the individuals concerned, and the world of human affair is cohesive, ordered, and integrated. To find social reality, based on this paradigm, we have to scrutinize in depth of human consciousness and subjectivity in order to seek for the fundamental meanings that underscore in social life.

With regard to the radical humanist paradigm, it is based on subjective perspective by putting most emphasis on radical change, modes of domination, emancipation, deprivation and potentiality. Its approach is congruent with that of the interpretive paradigm in the mean of seeing the social world from a view which tend to be nominalist, anti-positivist, voluntarist and ideographic. The contradiction of both is that the humanist paradigm's frame of reference beholds the society to be transformed the limitation of existing social arrangement concerning with release from the constraints which existing social arrangements place upon human development. However, it is based on the principle that there will be revolution or transformation through consciousness that is the means through which society will change with people throwing off the chains of psychic impressions which tie them into alienating modes of life. It is a belief in the ability to change society through changing consciousness, by changing the way people think, see, and understand of the world. It tries to bring about a new world view, a new paradigm which allows people individually and in conjunction with others to reorganize their experiences.

This paradigm is the production of German idealist tradition, especially from the work of Kant and Helgel. Moreover, it is also much influenced by the combination of the phenomenology of Husserl. The social theories belonging to this paradigm are French essentialism of Satre, Anarchistic individualism, critical theory etc. All in all, the explanation on the release of human consciousness and experience from domination of the ideological superstructure of the social world in which the men live is the main aim of this school of thought. Particularly, the radical humanist paradigm finds the way to transform the social world via a change in modes of cognition and consciousness.

On the subject of the radical structuralist paradigm, it espouses sociology of radical change from an objective view. Based on this paradigm, conflict is inherently occurred in society, so this conflict brought to create social change. This view is a much more realist position that grounds social change in the antagonisms between structural relations, not consciousness as the radical humanist. More specifically, the reality is not changed by the consciousness of people, but is changed by the binding together of these contradictions that will transform existing societies into new forms. The radical structuralists tend to be interested in emancipation, structural conflict, modes of domination, inconsistencies, and deprivation.

Different theorists put emphasises on different social forces that is the agents of radical change. Some stress on the deep-seated internal contradiction while others accentuate the structure and analysis of power relationships. The joint perspective is the view that contemporary society is characterised by fundamental conflicts which generate radical change through political and economic crises. It is through such conflict and change that the emancipation of men from the social structures in which they live is seen as coming about. Remakably, it is borrowed intellul force from the work of mature Marx and others, Althusser, Poulantzas, Colletti and various Marxist sociologists. According to Marx, there consist of two main elements in model of society- the superstructure and the
substructure. The substructure was to represent the economic base of society that the production play core role. In this level, he analyzes by distinguishing three components, namely:

1. The modes of production: capitalism, feudalism, or communism.
2. The means of production: technology, land, capital, labor.
3. The relation of production: producer or non-producer, owner or non-owner, and class system (Burrell and Morgan, 1979).

In terms of superstructure, Max denote other non-economic factors such as the state, religion, art, literature etc.

Thus, goal of radical structuralist paradigm is to analyse the structural conflict, the existing modes of domination, contradictions and deprivations which cause the society to radically change, and to provide the critique in social affair. Moreover, it emphasizes the need for destruction or transcendence of the limitations imposed on the social and organizational arrangements.

Overall, in respect of nature of social view, the four paradigms were polarized into two distinct dimensions. The functionalist and the interpretive paradigms have placed an emphasis on the sociology of regulation concerning with the status quo, social order, consensus, social integration and cohesion, solidarity, need satisfaction and actuality. It’s contrasting with the radical humanist and the radical structuralist paradigms which have put an emphasis on sociology of radical change focusing on radical change, structural conflict, modes of domination, contradiction, emancipation, deprivation and potentiality. With respect to rational approaches, the functionalist and the radical structuralist paradigms were adopted objectivist approach whereas the narrative and the radical humanist paradigms were adopted subjectivist approach. Both theory and practice, these paradigms hold profound benefit for analysing social world as well as organizational structure and behaviour since they have different standpoints on reality. Furthermore, they’re playing active roles in developing countless theories for yielding considerable benefit in many fields.

THEORIES OF SOCIAL DEVELOPMENT

Historically, before emergence of capitalism, the people lived based on the agriculture, called agricultural societies. The productive force, which was limited by the feudal property relation, changed very slowly for years. The economics output was consequently relatively stagnant. Since then, the capitalism had gradually substituted. Thus, the concept of development appeared in the close connection with the arrival of capitalism and the critique of feudal society. It was capitalism which introduced the idea of material progress and development that the bourgeoisies who played main roles as agents in the process and of the new concept of development (Larrain, 1989). There are many words, which has similar meaning to that of development such as change, growth, evolution, progress, advancement and modernization. However, the term change implies both downward and upward. For the term “development”, it implies only progress optimistically. The term “Social development” was used first by sociologist in the late nineteen century to define the process by which the society evolved from a traditional or primitive state to a modern, advanced level of civilization.

Classical Cyclical Theories

There has been no consensus on the definition of classic cyclical theory; however, the denominator is that they are those, which focus on the rise and fall of civilizations in the repeated pattern. They were created by the classical thinkers via the observation as well as study from the history of the society and its civilization change. Originally, classic cyclical theories were emerged in religion, legend, mythology of ancient civilization.

As an epoch in Asian history of civilization, the classic cyclical thought has taken deep root within most of common belief among ancient cultures. In Indian culture, Hindu mythology had divided the
series of cycle within four ages in which the people in every society passed through; namely, Sayug, Treta, Dwapar and Kalyug. Sayug was considered as the best age. The people in this age were very happy. They spoke the truth, and were honest with each other. In Treta age, the people slightly diminish. They need means to fulfil their desires instead of using mere fiat of will. People grow more materialistic and less inclined towards spirituality. For Dwapar, all people are desirous of achievement of the scriptural dharma that is prescribed to each class, valiant, courageous and competitive by nature and are engaged only in penance and charity. They are kingly and pleasure-seeking. In current Kalyug period, the man has become quarrelsome, dishonour, selfish, false, and deceitful. Thus, they have been full of sorrows, tragic filled with grief and unhappiness (Roy, 2014 & Jain et al, 2006). After Kalyug age, the society would restart into sayug repeatedly.

Greek, moreover, was considered as the first in human history that study about the social change scientifically. The classic philosophers of Greek utilized the word physis of living thing, tree, animal, man or society as metaphor for describing the notion of social development very suitably. The development of civilization, based on them, has proceeded naturally, beginning from the birth, becoming mature, and reaching the last stage, decay. The classic foremost philosopher was Aristotle who developed initially the theory of development. There, according to him, are three important elements of this theory (Fagerlind & Saha, 1983). Firstly, the development of the State represents a growth or unfolding, physis, which is inherent in the nature of the family. Secondly, the State is imminent in the family, which is the cause of the development. Thirdly, the development of the State did not occur by accident but was the result of a natural process.

As Greece thinkers, Augustine as well as other Christian writers applied the notion of physis in the theories of change and development. Like Islam, however unlike Greek and Roman thought, they didn't accept the never-ending cyclical phenomena. For them, the cycle of growth and decay was seen as single unique cycle, starting from the creation of Adam reaching its prime with the descendent of Christ or Mohammed, and ended with the decay of material world. Thus, in Christian and Islam thought, the cycle has never been repeated. The natural process of physis was substituted by the will of God as the main force of change in the material world.

The classic cyclical theory became more mature within some next generation of modern philosophers’ works. Spengler (1880–1936) in his The Decline of the West (1917) deployed four seasons as metaphors to explain the cycle of the western civilization. It had its spring, which intuition, powerful cultural creation from awakening souls, unity and abundance begin existing (medieval times). In this period, its poets devoted great energies to recreating the visions of Virgil and Ovid; in its political life, it revolved around the conception of a reborn Augustus, a Christianized Roman Emperor. Then, it reached its summer which it shifted to maturing consciousness. Critical thought occurred. The Renaissance consolidated in city states, princes surrounded by courtiers, a growing merchant class, and a high development of the arts in which names and personalities become important. Its autumn took place in the eighteenth century, when it began to exhaust its inner possibilities, of music in Mozart and Beethoven, of literature in Goethe, of philosophy in Kant. Civilization rose into high point of disciplined organizational strength. Finally, it moved into its winter phase which civilization is distinct from culture. Exhaustion of mental organization strength and irreligiousness rises (Frye, 1974). Thus, after winter stage, the civilization began repeating into spring; then, the cycle starts again.

Pareto (1848–1923) in his The Mind and Society (1916) centred his theory on the concept of an elite social class, which he divided into cunning ‘foxes’ and violent ‘lions’. In his view of social change, the power constantly passes from the ‘foxes’ to the ‘lions’ and vice versa. In Social and Cultural Dynamics written by Sorokin (1957), he classified societies according to their ‘cultural mentality’, which can be ideational (reality is spiritual), sensate (reality is material), or idealistic (a synthesis of the two). He interpreted the contemporary West as a sensate civilization dedicated to technological progress and prophesied its fall into decadence and the emergence of a new ideational or idealistic era (World Heritage Encyclopaedia, 2014).
Overall outlook on the classic cyclical theories is likely to be in order, from being static to change. The Indian cyclical thoughts reflect the stability and change in human consciousness from Sayug, the Golden age to Kalyug, the Iron Age. Similarly, Spengler’s theory also accentuates the consciousness, starting with the simulation of the thought forming medieval period in Spring, and ended by the exhaustion of mental strength. Moreover, Sorokin’s theory also stress on the mentality as the main agent that transforms from one stage to another. It’s consistent with the radical humanist paradigm which seeks the explanation within the change in the realm of individual consciousness and the subjectivity within the frame of reference.

All in all, the transaction from one age to another, from one season to another season, they have shown about the change of individual spirit. It is also paralleled with the radical humanist paradigm which puts a central emphasis on radical change of human consciousness. In contrast, the radical structuralist are very fit to explain the Greek’s classic cyclical theories because, according to Aristotle’s theory, it places an emphasis on the structural formation of the state originated from the families regarding as the social organizations to villages, from villages to the State. It's not very different from other Greece philosophy, Parato’s theory which highlighted the mode of domination and conflict between the social classes for power. Thus, both of them should be scientifically expounded by the radical structuralist paradigm. For Christianity and Islam, they are the same in the sense that, lastly, the world would end with destruction of the material world. Therefore, classical cyclical Theories should be applied the radical humanist paradigm. Then, they should be sequentially and critically analysed by using the radical structuralist as well because the material world plays an important role in the process of change.

The Enlightenment Optimism

Departing from the cyclical standpoint of history, the Renaissance paved the way to extend the geographical and intellectual horizon, which inspires the belief in the unlimited progress of mankind. The most influential intellectual Bernad Le Bovier de Fontenelle who argued that civilization made progress in the past is now making progress, and will continue to make progress into the unlimited future. Similarly, the biggest contributor in that is Descartes, the French mathematician and philosopher, established convincingly the supremacy of rational knowledge and the importance of doubting everything of which we are not certain. Leibniz assumes that progress was "not accident but a beneficent necessity", and that the process does not take place through discontinuities and leaps, but in a continuous, gradual, and cumulative manner. In in his late 18th century’s writing, Kant’s conviction in optimism is that the unlimited progress of mankind is the natural continuing advance of civilization, particularly in its moral existence. According to him, even though sometimes the progress has been interrupted, it’s never broken off or stopped.

Based on Fagerlind and Saha (1983), Chinese civilization developed an intellectual tradition which recognized the continual changing forces of society. The principles of yang and yin were seen to represent opposites which worked together in harmony to rule the world. Encompassing these two principles is the notion of tao: "All yin and all yang are tao." In traditional Chinese thought, yang was seen as the male or positive principle in nature: the sun, light, brilliant. On the other hand, yin represented the female or negative principle in nature: shady, dark, cloudy, cold. Finally, tao meant way, path or road which in its deeper meaning implied social and cosmic order, totality and responsibility. The possession of tao with yang and yin in harmony were seen as leading to the time of Great Happiness or original golden age. In addition to optimistic view, Khaldun, a famous Islamic sociologist, saw continuity in the rise and fall of states and empires as "the past and future resemble each other as two drops of water" (Becker and Barnes, 1961:270 cited in Fagerlind & Saha,1983). His interests in historiography and the rise of Islam continually kept his attention on laws of society and social change. Khaldun definitely believed in ordered social change and rejected randomness, which he attributed to "hidden causes".
The enlightenment optimism is the basis of creating the development theories. To find clear-cut explanation, we should be applied the radical humanist paradigm because there are important figures put their emphasis on optimistic progression in the potentiality of change in human consciousness as Condorcet describes in his *Progress of the Human Mind* about the indefinite perfectibility of mankind, and felt that this continuing progress would vary in speed, but would never be reversed.

**Evolutionary Theories**

The term “evolution” is different from “revolution” in the sense that evolution implied the gradually continuous progress in ethnics or thoughts within society from simple form to complex form over long period of time. Evolutionary theories were concentrated upon six assumptions about change such as being natural, directional, imminent, continuous, necessary and proceeding through causes. Based on the definition of the key term; theoretically, the radical humanist paradigm is fittingly applicable for deeply analysing evolutionary theory since most of evolutionary theories have explained about potentiality of change in human thought. There are more instances, which support this idea.

Emile Durkheim observes that society, as a living organism, develops from a simple primitive stage to a complex modern one. The practical application of this general theory for understanding societal development was that the poor non-industrial societies were seen as representing a primitive stage of evolution while the industrialized countries were associated with the more complex and civilized stage. The higher more complex societies were seen as the end-points toward which the primitive (less-developed) societies would eventually reach. However, all societies, even the advanced ones, were seen as evolving in a progressive direction. On the other hand, according to Hegel, the prominent evolutionist theorist, the principle of development has been stimulated by tiny force, a capacity or potentiality striving to realize itself. This formal conception finds actual existence in spirit; which has the history of the world for its theatre, its possession, and the sphere of its realization. Initially, he paced an emphasis on the god’s will as the center of development (Nisbet, 1969).

It’s akin to Comte who viewed progress and development as stemming from the scientific achievements of men. He described progress in terms of the Law of Three stages through which he thought mankind was evolving. The first stage, which he called *Theological*, represented the level of society dominated by “priests”, ruled by the military, and built upon the family as the major social unit. The second he called the *Metaphysical* which he saw as based upon the philosophical reasoning of men. The third and final stage toward which he saw mankind evolving was the *Scientific* one, which must be reached by the study of the laws of nature and the use of scientific experiments. So, for him, scientific knowledge of society has played crucial role in developing the society progressively, deriving from knowledge moral development and idea advancement (Fagerlind & Saha, 1983).

Based on the above main theorists, the change of idea is the catalyst in the evolution of the society. However, Hegel emphasized God’s will on the main cause of evolution while Comte focused on evolution as the result of the intervention of human scientific knowledge. Thus, the radical humanist paradigm is very suitable for utilizing in explicating the evolutionary theory.

**Structural-Functionalism**

Structural-functionalism is a framework used to scrutinize the complex system of the society, including political structure, economy, education, religion, family structure etc. whose main interrelated social elements, known as actors, work together to promote the solidarity and stability. The interrelationship of these has been built up by the consensus (Fagerlind & Saha, 1983). It was set up in response to the critique of evolutionism around 1930s. The forerunner theorists of this theory are Talcott Pasons and Robert K Merton. According to Parson cited in Turner (2005), social system is a system of processes of interaction between actors; it is the structure of the relations between the actors as involved in the interactive process which is essentially the structure of the social system. Practically, structural-functionalism employs macrosociology analysis as a tool to explain the structures of the society (Macionis & Gerber, 2010).
According to Appelrouth and Edles (2008), this theory assumed that society is seen as a system composed of interrelated parts (religion, education, political structures, economy, the family, etc.). It stresses on how the different parts work together for the good of system. These parts are said to constantly seek equilibrium or harmony between themselves. The interrelationship of these parts is thought to occur by consensus, and pathological or non-normative events or arrangements are said to produce tension. In such a condition the parts strive to adjust in order to achieve equilibrium again.

The functionalist paradigm should be utilized to expound on the structural-functionalism in the reason that this theoretical perspective impose a centre emphasis on being static such as solidarity, social system, social integration, status quo towards equilibrium or harmony by deploying the objective approach, studying the fact of social structure and social functions (Fagerlind & Saha, 1983). However, Structural-functionalism has been criticized because of stressing on only being static, being conservative and opposing change and social reform.

**Modernization Theory**

Modernization theory is a theory used to explain about the process of progressive transition from tradition society to modern society. Originally, modernization theory was initiated by American political elites and intellectuals in response to the setting of the Post-Second World War era, particularly the influence of Cold War, and the simultaneous emergence of Third World. This such a condition, sponsored by government and private agencies, gave American social scientists attention on the problems and social and cultural change and private agencies, turned increasing of economic development, political stability, in these societies (Tipps, 1973). Modernization theory view the economic development as a process by traditional societies become more complex and differentiate. This theory suggests that nations remain underdeveloped when traditional customs and culture discourage individual achievement and kin relation dominates so the countries must change traditional attitude, value, and institution (Margaret & Taylor, 2008). According to Huntington (1971), modernization implicitly or explicitly assigns nine characteristics to the modernization process.

1. Modernization is a *revolutionary process*. The change from tradition to modernity consequently involves a radical and total change in patterns of human life.
2. Modernization is a *complex process*. It cannot be easily reduced to a single dimension. It involves changes in all parts of society include: industrialization, urbanization, social mobilization, differentiation, secularization, media expansion, increasing literacy and education, expansion of political participation.
3. Modernization is a *systemic process*. Changes in one factor are related to and affect changes in the other factors. All elements of modernization have been highly associated together.
4. Modernization is a *global process*. In fact, it originated in fifteenth and sixteenth century in Europe, but it has now become a world- wide phenomenon. Through the diffusion of modern ideas and techniques from the European centre, it also in part through the endogenous development of non-Western societies. In any event, all societies were at one time traditional; all societies are now either moderm or in the process of becoming modern.
5. Modernization is a *lengthy process*. The totality of the changes which modernization involves can only be worked out through time. Western societies required several centuries to modernize. The contemporary modernizing societies will do it in less time. The time required to move from tradition to modernity will still last in generations.
6. Modernization is a *phased process*. It is possible to distinguish different levels or phases of modernization through which all societies will move. Societies obviously begin in the traditional stage and end in the modern stage. The intervening transitional phase, however, can also be broken down into sub phases. Societies consequently can be compared and ranked in terms of the extent to which they have moved down the road from tradition to modernity. While the leadership in the process and the more detailed patterns of modernization will different from one society to another, all societies will move through essentially the same stages.
7. Modernization is a homogenizing process. Many different types of traditional societies exist; indeed, traditional societies, some argue, have little in common except their lack of modernity. Modern societies, on the other hand, share basic similarities. Modernization produces tendencies toward convergence among societies. Modernization involves movement “toward interdependence among politically organized societies and toward an ultimate integration of societies.” The “universal imperatives of modern ideas and institutions” may lead to a stage “at which the various societies are so homogeneous as to be capable of forming a world state. . . 3”

8. Modernization is an irreversible process. While there may be temporary breakdowns and occasional reversals in elements of the modernizing process, modernization as a whole is an essentially secular trend. A society which has reached certain levels of urbanization, literacy, industrialization in one decade will not decline to substantially lower levels in the next decade. The rates of change will vary significantly from one society to another, but the direction of change will not.

9. Modernization is a progressive process. The traumas of modernization are many and profound, but in the long run modernization is not only inevitable, it is also desirable. The costs and the pains of the period of transition, particularly its early phases, are great, but the achievement of a modern social, political, and economic order is worth them. Modernization in the long run enhances human well-being, culturally and materially.

The individual’s value held by the majority of population has been seen as the achievement motive, promoting modernity through socialization opening to economic growth and technology advancement (McClelland, 1961). Being akin to David McClelland, Inkeles and Smith (1974 cited in Fagerlind and Saha, 1983) proposes a model in modernization theory which mainly focuses on the value. Their model depends on the notion that there is a direct causal link between five sets of variables, namely, modernizing institutions, modern values, modern behaviour, modern society and economic development in modernization.

| Modernizing Institutions | Modern Value | Modern Behavior | Modern Society | Economic Development |

Figure 2: The process of modernization (Inkeles & Smith, 1974).

Empirically, the causal relation between modernization institution and modern value are acknowledged, but the last three variables are still controversial in the real practices since, based on some researches revealed that they are inapplicable in some contexts.

When discussing on modernization, we cannot refuse to include the economy or industrialization consideration. Rostow (1959) identified five stages of modernization via economic development model. First, traditional society: Agriculture is the most important sector. Production is labour intensive using only limited quantities of capital. Technology is limited, and resource allocation is determined very much by traditional methods of production. Second, preconditions for take-off: Increased specialization generates surpluses for trading. There is an emergence of a transport infrastructure to support trade. Entrepreneurs emerge as incomes, savings and investment grow. External trade also occurs concentrating on primary products. Private enterprise has been encouraged. Third, take off: Industrialization increases with workers switching from the agricultural sector to the manufacturing sector. Growth is concentrated in a few regions of the country and within one or two manufacturing industries. The economic transitions are accompanied by the evolution of new political and social institutions that support industrialization. The growth is self-sustaining as investment leads to increasing incomes in turn generating more savings to finance further investment. Fourth, drive to maturity: The economy or industrialization is diversifying into new areas. Technological innovation is providing a diverse range of investment opportunities. The economy is producing a wide range of goods and services and there is less reliance on imports. Urbanization increases. Technology is used more widely. Fifth, high mass consumption: The economy is geared
towards mass consumption, and the level of economic activity is very high. Technology is extensively used but its expansion slows. The service sector becomes increasingly dominant. Urbanization is complete. Now, multinationals emerge. Income for large numbers of persons transcends basic food, shelter and clothing. Interest in social welfare also increases.

Relying on three main models of modernization above, the radical humanist paradigm should be applied to explain the extent to which the human value, which is the main domain, contributes in seeking the reality of modernization process. The frame of reference of this paradigm is committed to explaining the importance of overthrowing and transcending the limitation of social arrangement. Additionally, then, the radical structuralist paradigm is suitably applicable as well since its concern concentrates upon the shift of structural relation within a reality of social world. Based on this, contemporary society is characterised by fundamental conflicts which generate radical change through weakness of institutions, political and economic crises. It is through such conflict and change that the emancipation of men from the social structures in which they live is seen as coming about (Burrell and Morgan, 1979). Finally, the reason of both paradigms, which best fit to sequentially utilize, is that the modernization process goes through the phenomena of radical change, modes of domination, emancipation, deprivation and potentiality in common both consciousness and structural conflict.

**Human Capital Theory**

Human capital theory is an influential economic framework for explaining about the costs and benefits of the investment in skills and knowledge (Van Loo & Rocco, 2004). The origin of modern human capital concept emerged firstly in Adam Smith’s work, an Inquiry into the Nature and Causes of the Wealth Nations (1776). Birth of this theory created in 1960 with the address at the annual meeting of the American Economic Association of Theodore Schultz, who was awarded Nobel Prize in 1979. It became a more scientific study field in 1962 within the work of Becker, the Nobel Prize famous economist titled “Investment in Human Being”. Human capital theory explains the relation between the human capital and the economic outcome. It suggests that individual and society derive economic benefits from investment in people (Sweetland, 1997). Thus, the economic growth of the nation depends mainly on the extensiveness of knowledge and skill of people as Schulz (1970) founds that 36% to 70% of unexplained increases in income were attributable to education.

According to Schultz (1961), it’s hard to measure exactly the stage of our understanding of human investment. However, he proposed five categories for improving the human capacities:

1. Health facilities and services, broadly conceived to include all expenditures that affect the life expectancy, strength and stamina, and the vigour and vitality of a people;
2. On-the-job training both formal and informal, including old-style and vitality of a people apprenticeship organized by firms.
3. Formally organized education at the elementary, secondary, and higher levels;
4. Study programs for adults that are not organized by firms, including extension programs, notably in agriculture;
5. Migration of individuals and families to adjust to changing job opportunities.

Schulz (1961) further emphasizes that labourers have become capitalists through the acquisition of knowledge and skills that have economic value:

"This knowledge and skill is in great part the product of investment and, combined with other human investment, predominantly account for the productive superiority of the technically advanced countries. To omit them in studying economic growth is like trying to explain Soviet ideology without Marx."

To cogently understand the human capital analysis and to guide the design of future research approach, it should be worth categorizing methodologies into three approaches based on Blaug (1966). Firstly, the production-function approach is the particular method of measuring the contribution of education to economic growth presents the most serious difficulties to the average
student: it is quite impossible to understand what it is all about without knowledge of the marginal productivity theory of distribution and a firm grasp of the concept of a Production Function. Secondly, human capital formation focuses on the measurement of stock of physical capital. According to him, there are essentially two equally correct ways of measuring the current stock of physical capital: by cumulating data on past investment in current prices and deflating the total with an index of price trends (the backward view), and by discounting the expected flow of future earnings from currently invested capital (the forward view). Third, measurement of the returns attempt to answer the question raised by many economists since Adam Smith “is it a profitable investment compared to alternative investment options?” To answer that question we have to compare the known stream of the costs of education with the expected stream of the future earning that will accrue to an educated individual. We can do this either by calculating the internal rate of return which would equate them present value of the costs with the present value of the prospective earnings, after which we can compare this rate of return with the yield of business capital, or by using the yield of business capital as a discount factor to calculate the net present value of a certain amount of education, for subsequent comparison with the net present value of capital projects in industry.

Bowen (1964 cited in Sweetland, 1966) proposes three methods for analysing human capital. Firstly, simple correlation approach consists of correlating some overall index of educational activity with some index of the level of economic activity. Bowen discussed the disparate effects of correlative comparisons among and within specific sectors of economies. Secondly, the residual approach consists of taking the total increase in economic output of a country over a given period of time, identifying as much of the total increase as possible with measurable inputs (capital and labour being the two measurable inputs usually chosen), and then saying that the residual is attributable to the unspecified inputs. Thirdly, the returns-to-education approach is obvious way of studying the economic consequences of education is by contrasting the lifetime earnings of people who have had more education with the lifetime earnings of people who have had less education. The difference in lifetime earnings can then be expressed as an annual percentage rate of return on the costs involved in obtaining the education. The returns-to-education, relying on Bowen, consists of two types. Firstly, the personal profit orientation considers differences in lifetime earnings as evidence of personal financial gain relative to investments in education. Therefore, this orientation is useful to the individual who attempts to determine the appropriate level of education to acquire. The personal profit orientation is also useful for guiding the “country’s decision as to what fraction of the costs of education should be borne by the students themselves”. The national productivity orientation considers about differences in lifetime earnings relative to educational attainment as an indicator of how investments in education affect national productivity. This orientation presumes “that in a market economy differences in earnings reflect differences in productivity”. If the assumption is correct, the national productivity orientation “is relevant to the question of whether society as a whole is investing the right share of its resources in education”.

After examining the characteristics of human capital theory, we see that it was created by the accumulation of three fields; namely, economics which is a dominant proportion, education and sociology. Methodologically, based on Bow’s and Blaud’s human capital approaches, we realize that the tools for scientifically measuring or analysing were using objectivist view because the analysis approach in this theory was utilized data and mathematics to calculate. For instance, in the production-function approach, Blaug (1966) advises us learn the concept of a production function is a mathematical one, Mathematical Analysis for Economists written by Allen (1949). Therefore, the functionalist paradigm should be applied to expound the human capital theory since it provides the explanation of need satisfaction by using objectivist approach. It’s paralleled to human capital theory which endeavours to describe about the demand of economic growth and people which complete each other. The nation needs economic growth and the economy needs skilful workers and workers need high wage.
Marxist Theories of Development
While most of the theories of change and development assume that the processes happen in gradual and peaceful ways, ignoring social conflict, Marxist theories considers the social conflict, triggered by two classes, the bourgeoisie, exploiting and the proletariat, exploited, as a major dimension of social change. The social conflict takes in different forms; namely, the innate contradictions of a social system, revolution, exploitation, colonialism, dependency, struggle for survival, and class racial conflicts (Fagerlind & Saha, 1983).

Conflict was seen as occurring implicitly in all theories of change and development. St. Augustine spoke about the struggle between good and evil, Egoism and Altruism, Oppressor and Oppressed (Nisbet, 1969). Spencer also acknowledged conflict in the notion of the struggle for survival. However, Hegel was perhaps the first and most important of the social thinkers who gave conflict a central focus in his theory of change. His principles of the dialectic whereby all change is seen as the result of a process of thesis, antithesis and synthesis, was the foundation for Marx's theory of society which has had profound impact on one school of development theory today. Marx saw society as progressing through stages from an original primitive communist stage, through slavery, feudal, capitalist, socialist and finally to a visionary communist society. But unlike the evolutionary theorists, Marx saw these changes from stage to stage as the result of dramatic and qualitative leaps due to the conflicts within society and changes in modes of production, and the economic structure has played roles as main agent (Fagerlind & Saha, 1983).

All in all, Marxist theories emphasize that conflict is the catalyst that accelerates social progression. On the other hand, economic structure is an agent which creates conflict between the two classes. Theoretically, based on Marxist theories’ characteristics, the radical structuralist paradigm should be deployed in these theories relying on some reasons covered by this paradigm. Firstly, the social change is caused from the social conflict between the bourgeoisie and the proletariat or the exploiting the exploited, so it stresses on structural conflict and contradiction. Secondly, it concerns about emancipation. Marx's view is that the socialist system is to strengthen and mobilize the masses in their struggle to completely overcome the capitalist system of production and exploitation, so it implies modes of domination. Thirdly, Marxist theories focus overall upon radical change via forces, not consciousness that leads to structural revolution.

Dependency Theory
Dependency theory was created in 1950s under the guidance of Raul Prebisch, and his colleagues. It's a theory which explains the unequal relation of economy, politics, and culture between dominant and dependent, core and periphery or metropolitan and satellite countries. The intellectual origins of dependency theory can be traced to Marx. It was Marx's concern with the exploitation by the bourgeoisie of the proletariat which led the American economist Paul Baran, in his work The Political Economy of Growth (1957), to see underdevelopment in the poor countries as caused by capitalism in the Western world. Marx argues that specifically the poverty of many countries is the result of exploitation from the powerful countries. He saw that the capitalist world economy create an exploited class of dependent countries, and capitalism in the countries have created the expiated class of workers (Margaret & Taylor (2008). Similarly, a further contribution to the intellectual origins of dependency came from Lenin's concept of imperialism, which dependency theorists used to describe the process whereby capitalism dominates and exploits the poor countries (Fagerlind & Saha, 1983). He states that

"Since we are speaking of colonial policy in the epoch of capitalist imperialism, it must be observed finance capital and its foreign policy, which is the struggle of the great powers for the economic and political division of the world, give rise to a number of transitional forms of state dependence. Not only are there two main groups of countries, those owning colonies, and the colonies themselves, but also the diverse forms of dependent countries which, politically, are formally independent, but in fact, are enmeshed in the knot of financial and diplomatic dependency "(Namkoong, 1999).
It focuses upon the relationships both between and within societies in regards to social, cultural, political and economic structures. The underlying assumption of this theory is that development and underdevelopment as relational concepts within and between societies are inversely related. The underdevelopment of a region or society is seen as a process which is linked to the development of another region or an outside society. The term dependency is used to emphasize that the causal relationship between the development of central or metropole societies and the underdevelopment of peripheral or satellite societies is an historical and at least indirectly an intentional process. According to this theory, the world is divided into the core countries, the industrialized capitalist countries and the peripheral countries, less developed or developing countries. In the process, the core countries try to dominate and to exploit the resource from the peripheral ones through many ways such as plunder, colonial or neo-colonial relationships, or the operations of multinational corporations (Fagerlind & Saha, 1983).

According to Deji (2012), the benefits of this system have been given almost completely to the rich countries, which become progressively richer and more developed while the poor countries continue to be poor. He raises the premises of this theory as follows:

1. The poor nations provide cheap raw material and labour force for obsolete technology, and market to the wealthy ones, without which the latter could not have the standard of living they enjoy.
2. Wealthy nations actively perpetuate a state of dependence by various means. This influence may be multifaceted, involving economics, media control, politics, banking and finance, education, culture, sport and all aspects of human resource development (including recruitment of training of workers).
3. Wealthy nations actively counter attempts by dependent nations to resist their influences by means of economic sanction and/or the employ of military force.

In addition, he suggests that in order to develop, the undeveloped nation must break the tie with the core nation and endeavour to develop internal growth. Moreover, gender equality is a basic internal factor that is sine qua non for substantial individual and social development. The functionalist paradigm should be applied in this theory because it mainly describes about social, cultural, political and economic system and lack of social satisfaction. Furthermore, the radical structuralist paradigm is applicable as well since dependency theory represents explicitly about the conflict of interest between core and peripheral states, and modes of domination which core nations always exploit peripheral ones.

**Liberation Theory**

According to Fagerlind and Saha (1983), not being so different from The Marxist and dependency theories of development, liberation theory assumes that there is nothing good or profitable can be secured for the poor members of an underdeveloped society without a drastic and radical change in the structure of that society, as well as a broader radical change of the current socioeconomic, political and cultural world order. Members of the underdeveloped societies are oppressed by the power holders of their own societies, who control the relevant economic resources such as land, industry and wealth. Some liberation theorists argue that the main remedy for overcoming this oppression lies in the education of the oppressed to be aware of their condition. Based on Feire, the prominent feature of liberation theory, he regards the practice of consciousness through cultural revolution as a key to overcome the oppression. Particularly, education is an effective tool for promoting cultural revolution to radically change the consciousness (Feire, 1972).

Therefore, the radical structuralist paradigm should be applied to explain more detail and systematically about this theory since it concerns with modes of domination and contradiction by focusing upon the radical change of social structure such as socioeconomics, politics and cultural order, and the exploitation of power holders. On the other hand, the radical humanist paradigm...
should be sequentially employed because liberation theory describes about emancipation by putting emphasis on cultivating knowledge via education as a tool for triggering cultural revolution that is able to liberate from the oppression.

CONCLUSION

In conclusion, the functionalist paradigm, the interpretive paradigm, the radical humanist paradigm and the structuralist paradigm are extremely useful for explicating on the social reality because they comprise of distinctive lens, which allow us to see the world outlook manifestly from different sides.

Applying with development theories induces us to comprehend the social as well as psychological phenomena starkly, and enable those theories to be further modified their concerns and assumptions more detail and independently. On the other hand, with combination between the paradigms and development theories, we see that some of them are able to be accumulated with only one paradigm while others are able to be applied with two paradigms sequentially.

Methodologically, we are able to employ these paradigms’ concerned areas such as social order, need satisfaction, potentiality, modes of domination, emancipation etc. and approaches, subjectivist and objectivist approach to explain about many other theories. Especially, we can utilize them to make our research design more scientifically accurate in the real context.

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REFERENCES


INVESTIGATION OF 60-72 MONTHS CHILDREN COMMUNICATION SKILLS
BY AGE, GENDER, PARENT’S EDUCATION LEVEL
AND PARENTING STYLES VARIABLES

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ABSTRACT

Social life begins with the child's birth. The child makes an effort to be adopted in that environment. Child needs support in order to be evolved socialization process. In this process the child receives support from the family members, especially father and mother (Andı, F; 2014). The family affection, attention towards child and creating confident environment for child are building blocks for child’s success and child’s compatible participation in society (Durmuş, R; 1996). Generally the parents are the first teacher of child. In fact some of the parents’ reactions reinforce certain behaviors and some others have discouraging effect in determining the goals and values. In imitating process while children imitate most of their parents’ personality traits; moral, cultural values and standards are also adopted (Durmuş, R; 2006). Also children learn the way of expressing and governing themselves from their parents. The parent’s treatment and imposed discipline shape the child's personality and other individual characteristics (Zeteroğlu, E; 2014). The parents'personality traits, values, attitudes, behaviors towards children, and social experiences opportunities in which provided in the first year of child life are effective in acquiring social skills (Andı, F; 2014). The common social skill with the purpose of acquiring is communication skill (Hinde, 1974; akt: Dökmen, 2006). All shares between people, revulsion, emotions, and the effect of revulsion on the people and transferring of all referred items from person to person or preceding them will be performed by means of communication. According to the Demiray (2010) it is the sharing and acquiring process that makes it possible to share certain kinds of information (Kaşgarlı; 2014). The sample of the study, which was randomly selected from Istanbul province were 162 60-72 months state preschool kindergarten children and their parents. The “communication skills scale of 5-6 years children” which was filled out by their teachers (Önder.A, Dağal.A, Şalli.D; 2015) and “the parent’s style scale” (Önder. A, Gülay. H; 2009) were considered in the common study.

Can parent’s child’s rearing style affect 60-72 month old children communication skills? Will be the main question of this study. The demographic information form and the scale of communication skills were applied to children at their preschools kindergarten. The scale of child rearing styles was handed
to parents at their home; all parents were from middle socio-economic level. The research design was shaped by the descriptive analysis of the quantitative analysis model. This research evaluates the specific independent variables effects on dependent variables; so, as it is possible to do one-dimensional comparison, and the dependent variables effect can be tested on multiple independent variables.

The analysis of data was done with relying on independent t-test, one way ANOVA and univariate ANOVA. The results indicated that the parents’ with higher education level increase effectively the communication skill of children. The parents’ child rearing styles, children’s age and gender had no effect on children’s communication skill development. The results were discussed in terms of related researches in this issue.

Keywords: 60-72 months children, communication styles, parenting styles, gender, parent’s education level.

INTRODUCTION

Pre-school period is a period that forms the basis of human life. Children in pre-school period save all their experiences and are able to make relationship between them. This can be achieved through training and child’s rearing. In fact along the information in which adults achieve, their support is crucial (Andı, 2014). The scientists; who were investigating on child’s development and parents’ role have stated these factors as defining ones (Çağdaş, 2002). According to Gordon (1993) parents’ domain on the child is very extensive. In this respect parents as people who fulfill all the requirements of children aged 0-6 years and supply all their needs are children first teacher in their training process. Given that the human personality developments come about 0-6 years; the crucial role of parents will be better understood (Zeteroğlu, 2014). In this period language and communication skills development must be emphasized. As far as language development, its evaluation and support have been focused but communication and its advancement haven’t been considered largely (Erözkan, 2013). Communication is the most basic human skill and experience. A baby realization of adults advanced verbal interaction is inborn characteristics which it both follows up with verbal and nonverbal communication. Such behaviors, emotions, sharing of ideas and identification of needs find an expression in different behaviors (Chen, J; Shire, H; 2011). In order to have effective interpersonal relationship with others, there is a need for the development of communication skill in preschool periods. Accordingly for preschool children making or maintaining effective communication and being satisfied of this is required (Erözkan, 2013). To avoid experiencing communications problems in future years, children need to acquire communication skills in early ages. Being able to express their thoughts and feelings at early ages or training a child to enter the friend group easily makes the basis for being individuals who have convenient communication in their advanced ages. As it is known Children carry out this communication process in the family environment with the family members firstly. Consequently the period between 0-6 years is regarded as the basis of forming personality. In this process, family's socio-economic status, education level, the communication behavior of family members, parenting styles and many other variables can affect and shape the child’s personality structure.

Personality Theories have considered the importance of such variables but all have especially emphasized in crucial role of parents in children personality development. Therefore in most of the studies child-rearing attitudes of parents have been focused and the parents' personal characteristics and attitudes are considered as an important factor in the child's personality development (Durmuş, R; 2006). On the other hand other issue which is exploring parents’ effect on children is parenting styles or child rearing styles (Cardinalli ve D 'Allura, 2001). As parental attitudes cause to the development of children personality, can affect child’s communication behavior. This information will
light the way for examining the communication skills of children age between 60-72 months who receive pre-school education. As a result 60-72 months children’s age, gender, parents’ education level and parenting styles variables’ effect on children communication skill development are examined. In order to catch the aim of research, the following questions are considered.

1. Does 60-72 months children communication skill change by age differentiation?
2. Does 60-72 months children communication skill change by gender differences?
3. Does 60-72 months children communication skill change by mother’s education level?
4. Does 60-72 months children communication skill change by father’s education level?
5. Does 60-72 months children communication skill change by child rearing styles differences?
6. Does 60-72 months children communication skill change by all age, gender, mother’s and father’s education level and child rearing styles’ differences?

Limitations

1. The sample of study is limited to 60-72 months children of preschool kindergartens which were depended on national ministry official
2. And the findings are limited to 60-72 months children's communication skills scale, the communication skills scale was responded by children’s teachers and parenting style scale was sent to these children's parents,
3. The sample of data was collected from families who were from middle socio-economic class.

METHODOLOGY

Research design was carried out by the descriptive analysis of the quantitative analysis model. This research evaluates the specific independent variables effects on dependent variables; so, as it is possible to do one-dimensional comparison, the dependent variables effect can be tested on multiple independent variables.

Data Collection

In order to measure the communication skill of 5-6 years old children, researchers (Önder, Dağal, Şallı; 2015) developed and used the communication skills development scale. The internal consistency of this scale was (Cronbach alpha) .98. The scale used in this study was determined to have four separate subscales. The names of subscales are "have active communication", "Taking into account the value of the communication", "follow the rules of communication," and "Positive Response Demonstration". The internal consistency of "have active communication" was Cronbach Alpha: .98, the value for "Taking into account the value of the communication" was .97," follow the rules of communication " value was Cronbach Alpha; .97 and " Positive Response Demonstration" was .87. The other data collection instrument which was carried out by parents in the study was parenting style scale (Önder, A, Gülay, H; 2009). The scale was designed in accordance with 5 points likert scale and contained 27 items. The sub dimensions names in parenting styles scale were "authoritarian parental style", "democratic parental style" and "indulgent parents Style". The internal consistancy of subdimensions were Cronbach Alpha; .98 for “have active communication”, Cronbach Alpha; .97 for “taking into the account the others in communication”, “follow up the rules in communication” Cronbach Alpha was .97, and "Positive Response Demonstration” Cronbach Alpha was; .87.

Sample

This study was done randomly in Istanbul province central states preschool kindergartens between 60-72 months children with middle socio economical level. Beside the socio-economic status of parents, school fees were also taken into consideration. The sample consisted of 162 children and 162 parents. Demographic information about the sample groups consisted of children and parents are presented below in Table 1.
Table 1: Demographics Information Of Children And Parents Participated In The Survey

<table>
<thead>
<tr>
<th>Sampling groups</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>79</td>
<td>48.8</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>51.2</td>
</tr>
<tr>
<td>Children Age groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-67</td>
<td>106</td>
<td>65.4</td>
</tr>
<tr>
<td>68-72</td>
<td>56</td>
<td>34.6</td>
</tr>
<tr>
<td>Mother’s Education Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary education</td>
<td>36</td>
<td>22.2</td>
</tr>
<tr>
<td>Secondary</td>
<td>18</td>
<td>11.1</td>
</tr>
<tr>
<td>High school</td>
<td>36</td>
<td>22.2</td>
</tr>
<tr>
<td>License</td>
<td>49</td>
<td>30.2</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>23</td>
<td>14.2</td>
</tr>
<tr>
<td>Father’s Education Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary education</td>
<td>30</td>
<td>18.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>17</td>
<td>10.5</td>
</tr>
<tr>
<td>High school</td>
<td>44</td>
<td>27.2</td>
</tr>
<tr>
<td>License</td>
<td>48</td>
<td>29.6</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>23</td>
<td>14.2</td>
</tr>
<tr>
<td>Parenting Styles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authoritarian</td>
<td>113</td>
<td>69.8</td>
</tr>
<tr>
<td>Democratic</td>
<td>20</td>
<td>12.3</td>
</tr>
<tr>
<td>Indulgent</td>
<td>29</td>
<td>17.9</td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Procedures
"Communication skills" scale for children participated in survey was applied by their teachers. The teachers of children were considered to be known at least for two months. Before applying the scales by teachers, the researchers trained and informed them. The “parenting styles scale” which was filled out by parents was sent to the family through teachers.

Data Analysis
In analyzing the data, one-dimensional and multi-dimensional ANOVA analysis, and for measuring the differences SCHEFFE test was used.

Findings
The below table presents the children communication skills’ changes in line with mothers’ education levels’ changes with relying on ANOVA analysis.

Table 2: ANOVA Results For Children’s Communication Skills Development In Relation To Parent Education Level

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Ort</th>
<th>ss</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>36</td>
<td>3,6612</td>
<td>68740</td>
<td>5,237</td>
<td>.001</td>
</tr>
<tr>
<td>Secondary</td>
<td>18</td>
<td>3,7826</td>
<td>50346</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>36</td>
<td>4,1783</td>
<td>47200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>49</td>
<td>4,0917</td>
<td>55885</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post graduate</td>
<td>23</td>
<td>4,1778</td>
<td>69944</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>3,9932</td>
<td>61884</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As it is represented in table 2 children’s communication skill is changed in accordance with parents education level ($F=5.237, p<0.001$). To find out the differentiation, Scheffe test was applied. Table 3 shows the results of Scheffe test.

Table 3: Scheffe Test Results For Children’s Communication Skills Development In Relation To Mothers’ Education Level

<table>
<thead>
<tr>
<th>(I)mother’s education level</th>
<th>(J)mother’s education level</th>
<th>mid. diff</th>
<th>sh</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>primary</td>
<td>Secondary</td>
<td>-1,12138</td>
<td>1,6992</td>
<td>0,972</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>-5,1711(*)</td>
<td>1,3874</td>
<td>0,009</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>-4,3046(*)</td>
<td>1,2921</td>
<td>0,029</td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>-5,1653(*)</td>
<td>1,5713</td>
<td>0,033</td>
</tr>
<tr>
<td>Secondary</td>
<td>primary</td>
<td>1,12138</td>
<td>1,6992</td>
<td>0,972</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>-3,9573</td>
<td>1,6992</td>
<td>0,252</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>-3,0908</td>
<td>1,6224</td>
<td>0,461</td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>-3,9515</td>
<td>1,8524</td>
<td>0,341</td>
</tr>
<tr>
<td>High school</td>
<td>primary</td>
<td>5,1711(*)</td>
<td>1,3874</td>
<td>0,009</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>3,9573</td>
<td>1,6992</td>
<td>0,252</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>0,8665</td>
<td>1,2921</td>
<td>0,978</td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>0,0058</td>
<td>1,5713</td>
<td>1,000</td>
</tr>
<tr>
<td>Graduate</td>
<td>primary</td>
<td>4,3046(*)</td>
<td>1,2921</td>
<td>0,029</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>3,0908</td>
<td>1,6224</td>
<td>0,461</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>-0,8665</td>
<td>1,2921</td>
<td>0,978</td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>-0,8607</td>
<td>1,4878</td>
<td>0,987</td>
</tr>
<tr>
<td>Post graduate</td>
<td>primary</td>
<td>5,1653(*)</td>
<td>1,5713</td>
<td>0,033</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>3,9515</td>
<td>1,8524</td>
<td>0,341</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>-0,0058</td>
<td>1,5713</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>0,8607</td>
<td>1,4878</td>
<td>0,987</td>
</tr>
</tbody>
</table>

* p<0.005

Table 3 shows how the level of mother’s education affects children’s communication skill, in other words the differences between primary, high school, graduate and post graduate education levels have been shown in the table. As it is represented mothers with higher levels of education from primary school demonstrated different results ($X^2_{SEC \ Prim}=3.66; X^2_{SEC \ SEC}=3.78; X^2_{SEC \ High}=4.17; X^2_{SEC \ Grad}=4.09; X^2_{SEC \ Post}=4.17$). However there were no differences between high school, graduate and postgraduate mothers.

The below table presents the children communication skills’ changes in line with fathers’ education levels’ changes with relying on ANOVA analysis.

Table 4: ANOVA Results For Children’s Communication Skills Development In Relation To Father’s Education Level

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>ort</th>
<th>ss</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>30</td>
<td>3,554</td>
<td>0.634</td>
<td>6.195</td>
<td>0.000</td>
</tr>
<tr>
<td>Secondary</td>
<td>17</td>
<td>3,858</td>
<td>0.493</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>44</td>
<td>4,108</td>
<td>0.608</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>48</td>
<td>4,104</td>
<td>0.521</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate</td>
<td>23</td>
<td>4,216</td>
<td>0.642</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>3,993</td>
<td>0.619</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As it is represented in table 4 father’s education level can differ in accordance with children’s communication skill ability \( (F=6.195, p<.000) \). The difference in the effect of education level is shown by scheffe test and the result of test is demonstrated in table 5.

**Table 5: Scheffe Test Result For Children’s Communication Skills Development In Relation To Fathers’ Education Level**

<table>
<thead>
<tr>
<th>(I) father’s education level</th>
<th>(J) father’s education level</th>
<th>Ort farkı (I-J)</th>
<th>sh</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>primary</td>
<td>Secondary</td>
<td>-3.0419</td>
<td>1.7680</td>
<td>566</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>-5.5434(*)</td>
<td>1.3790</td>
<td>004</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>-5.4973(*)</td>
<td>1.3555</td>
<td>003</td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>-6.6164(*)</td>
<td>1.6141</td>
<td>003</td>
</tr>
<tr>
<td>Secondary</td>
<td>primary</td>
<td>-3.0419</td>
<td>1.7680</td>
<td>566</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>-2.5015</td>
<td>1.6632</td>
<td>688</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>-2.4554</td>
<td>1.6437</td>
<td>694</td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>-3.5744</td>
<td>1.8628</td>
<td>454</td>
</tr>
<tr>
<td>High school</td>
<td>primary</td>
<td>-5.5434(*)</td>
<td>1.3790</td>
<td>004</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>-2.5015</td>
<td>1.6632</td>
<td>688</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>-0.0461</td>
<td>1.2155</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>-1.0730</td>
<td>1.4985</td>
<td>972</td>
</tr>
<tr>
<td>Graduate</td>
<td>primary</td>
<td>-5.4973(*)</td>
<td>1.3555</td>
<td>003</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>-2.4554</td>
<td>1.6437</td>
<td>694</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>-0.0046</td>
<td>1.1255</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>-1.1191</td>
<td>1.4770</td>
<td>966</td>
</tr>
<tr>
<td>Post graduate</td>
<td>primary</td>
<td>-6.6164(*)</td>
<td>1.6141</td>
<td>003</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>-3.5744</td>
<td>1.8628</td>
<td>454</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>-1.0730</td>
<td>1.4985</td>
<td>972</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>-1.1191</td>
<td>1.4770</td>
<td>966</td>
</tr>
</tbody>
</table>

* p<.005

Table 5 shows how level of father’s education affect children’s communication skill, in other words the differences between the primary, high school, graduate and post graduate education levels have been shown in table. As it is represented fathers with higher levels of education from primary school demonstrated different results \( (X_{SEC \ Prim}=3,55; X_{SEC \ SEC}=3,85; X_{SEC \ High}=4,10; X_{SEC \ Grad}=4,10; X_{SEC \ Post}=4,22) \). However there were no differences between high school, graduate and postgraduate fathers.

Table 6 shows the ANOVA results for gender, age groups, parenting styles effects on children’s communication skill development.

**Table 6: ANOVA Results For Gender, Age Groups, Parenting Styles Effects On Children’s Communication Skills Development**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Type III total of square</th>
<th>sd</th>
<th>Mean square</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting style</td>
<td>271</td>
<td>2</td>
<td>135</td>
<td>357</td>
<td>700</td>
</tr>
<tr>
<td>Gender</td>
<td>370</td>
<td>1</td>
<td>370</td>
<td>976</td>
<td>325</td>
</tr>
<tr>
<td>Age</td>
<td>188</td>
<td>1</td>
<td>188</td>
<td>497</td>
<td>482</td>
</tr>
<tr>
<td>Style * gender</td>
<td>599</td>
<td>2</td>
<td>300</td>
<td>790</td>
<td>456</td>
</tr>
<tr>
<td>Style * age</td>
<td>074</td>
<td>2</td>
<td>037</td>
<td>098</td>
<td>907</td>
</tr>
<tr>
<td>Gender * age</td>
<td>076</td>
<td>1</td>
<td>076</td>
<td>200</td>
<td>655</td>
</tr>
<tr>
<td>style * gender * age</td>
<td>1,105</td>
<td>2</td>
<td>553</td>
<td>1,458</td>
<td>236</td>
</tr>
<tr>
<td>Error</td>
<td>56,860</td>
<td>150</td>
<td>379</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As it is illustrated in table 6 children's age, gender, parent's child rearing style did not effect statistically children's communication skill development by alone. (In order of; Fstyle=0,357 p=0,70; Fgender=0,976, p=325; Fage=0,497, p=0,482).

Also none of pair effects (style*gender; style*age; gender*age) lead to a significant difference in children's communication skills (in order of; F style*gender=,790 p=,456; F style*age=,098 p=,907; F gender*age=0,200 p=,655). On the other hand the effect of three variables (parenting styles, gender and age) on children's communication skills development does not cause to significant differences statistically (in order of; F style*gender*age=1,458, p=0,236).

RESULTS AND DISCUSSION

60-72 months children's age and gender variables with parents’ education level and parenting styles were considered independently. The results indicated that parenting styles did not related to communication skills of children. Hart, Newell and Olsen (2003) said in their short review on relation between parenting styles and social-communicative competence of their children there were limited results indicating that parenting styles influenced social-communicative competence of children. However in some research (Altay, Güre,2012; Yılmaz,2010, Aunola, Nurmi, 2005) various variables that could be related to communication skills of preschool children were found to be effected by parenting styles. In a research executed by Altay and Güre (2012) negative social relations of 5-6 years old children with their peers were found to be influenced by parenting styles. Namely, children with parents having democratic styles had negative relations with their peers compared with children who had parents having permissive styles. In Yılmaz's (2010) research it was concluded that parenting styles had effects on vocabulary level of six years old children. In other words excessive protectiveness and authoritarian parenting styles decreased vocabulary level of children. In a study of Turner and Harris (1984) protectiveness of parents were associated with preschool children's vocabulary. In another saying while protectiveness of parents increased so did vocabulary level of children. In examining the effects of variables on the children's communication skill developments, the results have shown that the parents’ education level effected children's communication skill development, also such differences were in favor of the parents with higher level of education. In this case, as the parents’ education level gets higher, the quality of communication established by children will be higher. The results of a study can be regarded as evidence in this issue. In the study done by Karetekin, Sönmez and Kuş (2012) on primary school students, they found out with increasing the level of parents’ education level, the level of children communication skill would be increased. As far as it is not directly related to pre-school children’s communication skills, but it is possible to consider the effect of parents’ education level on children's different behavior in the case of communication skill development. In other study accomplished by Özürek and Şahin (2005), the fathers with high education level are less preventive and less strict / disciplined. According to the same study the mothers with higher level of education are less strict and disciplined. As it is clear, as the level of education gets higher the parents' behavior towards children is changing. The children's gender, age groups, father and mother parenting styles by alone, in pairs or all together did not effect the children's communication skills. The study of Karetekin, Sönmez and Kuş (2012) had different conclusions in terms of gender. Accordingly, it revealed that the communication skills of female students were higher than male students. In an another study done by Galejs, Dhawan and King,( 1983) male and female children's communication skills were higher in comparison with the younger students. It can be concluded that they found an age difference in this regard. Revealing the differentiation in male and female students’ communication skills, “Parenting Styles” was found as related in the study of Denham, Basset and Wyatt (2010) and Özürek, Şahin (2005). The researchers like Cüceloğlu, 2002; Faber and Mazlish, 1996; Noller and Fitzpatrick, 1993, put emphasis on parents never changing communicative behavior according to the gender of children (akt. Önder,
2004). In the study done with the sample of 165 people by Hyde and Linn (1988) the results revealed that male and female students were different in cognitive domains, including verbal skills that are relevant to language.

When it comes to the limitations of the study there is a limitation because of limited age groups. In that case the scale can be used for different age groups to determine the differences between age groups. The other related variables on Pre-school children's communication skills can be studied (e.g.; social skills, language skills, peer skills, family social activities, teacher's communication skills). According to the results related to low level communication skills in children whose parents are low educated, the training programs on mother – father- children communication skills development could be suggested to the parents with low level education.

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REFERENCES


THE OPINIONS OF THE DISABLED PARTICIPANTS AND EDUCATORS ON ERASMUS+ KA2 PROJECT: A CASE STUDY

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Faculty of Education
Antalya- TURKEY

ABSTRACT

The aim of this research is to classify the opinions of the disabled and non-disabled participants and educators on Erasmus+ Key Action 2 Project as the reasons of joining this Project, the preparations before the Project and the benefits of the Project. The research is a qualitative study with a multiple holistic case study design. Data were collected via interviews by using semi-structured interview form. At the end of the research, conclusions emerged under three themes. The first one was that the main reason for joining the project was improving their skills and learning how to work with disabled people in a theatre setting. The second one was that preparations of participants before the Project were searching about training subject and hosting country. The final benefit of the Project was improving their key competences and learning how to use theatre in educational and therapeutic work with and for disabled people.

Keywords: Erasmus+ Project, Disabled People, Educational Theatre.

INTRODUCTION

The ever changing relationship between drama and formal education has been beautifully depicted in the title of the book “Drama and Curriculum – A Giant at the door”. Authors found a single image showing the complex relationship between drama and formal education implying that drama and theatre have a lot to offer to education but are often left waiting at the “door” of formal education (O'Toole, Stinson, & Moore, 2009). Even though the use of drama in education is highly dependent on educational program and policy makers, the use of drama in non-formal and formal education is not as uncommon as it might seem. Language classes where students recreate everyday situations come to mind and various authors have found that drama has been used for development of social, employability and personal skills since the nineteenth century (O'Toole, Stinson, & Moore, 2009). In tertiary education it can be found in tandem teaching where drama and other educational fields are overlapped and mutually supportive (Alexander & Sullivan, 1996). However, there is little evidence about the educational impact of drama and theatre used for mixed groups of people with disability and educators.

In order to test the impact of combining theatre and non-formal education for raising inclusion and developing employability skills of people with disability and educators who work with this population, we conducted a qualitative research during the Erasmus+ KA2 Strategic Partnership titled “EDUCAtional THEatre as the place of raising inclusion and employability of People with Disability”.
The partnership was developed in 2015 by the Association for prevention of stigmatization and education through theatre (UPSET) from Zagreb, Croatia and partner organizations from six other countries. Namely, Akdeniz University (Antalya, Turkey), Gemeenschap De Zeyp (Brussels, Belgium), Integracijas Inkubators (Ventspils, Latvia), Teatar Tsveite (Sofia, Bulgaria), O.C.E.A.N Organization of culture, education and advice in networks NGO (Athens, Greece), A.R.A.T.O.S. Politistiko Somateio Proothesis Theatrikis kai Kinimatografikis Texnis Aratos o Soleus (Thessaloniki, Greece) and Associazione Diversamente (Syracuse, Italy). The partnership strives to “enhance employment of people with disability (PWD) through use of educational theatre” as it enables them to “empower people with disability by developing their Key Competences”, share practices, develop employability skills and raise visibility of disability issues in the public eye (European Commission, 2016). To achieve these goals, partners aim to organize eight educational theatre workshops, in their home towns, that end with public performances given by workshop participants who are a mixed group of people with disability and educators (European Commission, 2016). This sums up to eight public performances that raise awareness and visibility of disability issues and promote inclusion, solidarity and promotion of educational theatre in raising employability (European Commission, 2016).

The necessity for such partnership is twofold and based in prior empirical data and policy. On the one hand, the partnership is necessary for people with disability and on the other, for educators who work with this population. As the main themes of Academic Network of European Disability Experts reports indicate, alongside improving legal and everyday life issues (e.g. accessibility), people with disability are in need of raising their employment and social inclusion (ANED, 2016). This calls for empowerment of people with disability, which is sustainable only through bottom-up initiatives focused on personal, social and political transformation (van Houten & Jacobs, 2005). Personal transformation should focus on raising the self-esteem and employability skills of individuals. These skills fall within that which the European Union policy makers call the “Key competences”. Key Competences are necessary in contemporary ever-changing societies and globalized world in which citizens needs to be flexible and adaptable (European Commission, 2007). Obviously, the necessity of raising EU Key Competences is beneficial for everyone involved in the educational process, but it is especially necessary for those who are socially marginalized and bare an additional weight of social stigma and self-stigma, such as the people with disability. Even though they are a more vulnerable group, they are no less prone to the same negative psychological effects of stigma and social comparison on self-concepts (lower self-esteem that leads to indifference, anger or lowered self-efficacy), as researches among people with intellectual and mental disability have shown (Paterson, McKenzie, & Lindsay, 2012; Corrigan & Watson, 2002). Negative self-bias and self-directed stigma can lower self-esteem and raise some of the most frequent issues of people with disability, such as lower educational progression to tertiary education and low participation in the labour markets (ANED, 2012). For these reasons, working on self-stigma and raising self-esteem of stigmatized people with disability is as equally important as working with those who stigmatize others (Corrigan & Watson, 2002).

Those who wish to educate need to constantly educate themselves and learn additional “tools”, especially when working in intercultural setting and with those who are marginalized (Bharucha, 2016). In contemporary labor market Educators should be oriented toward lifelong learning, which is obvious from education policies who “increasingly focus on outcomes and take a lifelong learning perspective” in “recognition of competencies that people have acquired through non-formal and informal learning” that provide “a stepping stone to further formal education or qualifications that have value in the labor market” (Werquin, 2010: 3). The collective expertise of those involved in drafting the EU Key Competences finds that this should be done by raising at least some of the eight EU Key Competences that the define as: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression (European Commission, 2007). Working on those competences should raise self-esteem and raise educators’ employability by raising their skills and making their skills internationally recognizable.
Those working in the field of education theatre claim that it is ideal for achieving these goals. First of all, they were found to increase at least five out of eight Key Competences. Namely, communication in the mother tongue, learning to learn, Interpersonal, intercultural and social competences, and civic competence, entrepreneurship and cultural expression were improved during a project with 12 partners from Europe and Middle East (DICE, 2010a). Secondly, educators who use theatre and drama in their work also need a chance to promote their work to the public in an international setting, which makes them more valuable on the labor market. Finally, practicing lifelong learning in an educational theatre setting is a typical activity in non-formal education as learning is embedded in activities that are not explicitly made for learning (Werquin, 2010). This is why drama has found its way into non-formal education and is frequently used in non-formal and extra-curricular activities for "training, self-expression, emotional development and confidence building" (O'Toole, Stinson, & Moore, 2009: 25). Having known this has prone partners to develop an educational theatre project which will include both people with disability and educators. Even though all partners in the partnership share their methods and models of work during the project, one main model emerges in all workshops - the drama-action model. It serves as the basic framework as it has already been tested and proved to be highly influential for the participants, productive and time rewarding. The latter is of importance since partnership activities consist of short term joint staff mobility that last only five days. In that short period, participants undergo an educational theatre based on drama-action mode and produce a public performance on inclusion, disability and/or employability that the participants have developed during the workshop.

The drama-action model was developed by sociologist Ivan Hromatko who strived to produce a research model that responds to Burawoy's call for public sociology and produces wider results by establishing spaces for applied research, reflexive non-formal education and civic activism. This model is constructed for public interest and used to "build bridges and transcend differences between otherwise disconnected worlds” (Burawoy, 2005: 165). As such, it is suitable for researching tabu issues and that which Victor Turner sees as „social drama” that divides the society (or group) into those who are, in Goffman terms, perceived as „normal” and those who are stigmatized according to their physical, character of belonging traits (Goffman, 1990).

In a nutshell, drama-action model is based on a combination of Berger and Luckmann's theory of social constructionism, Goffman's dramaturgical perspective, Turner's rites de passage and Lewin's action research. As such, it is a model that connects theory and practice in order to conduct applied research, educate and promote positive social actions that overcome issues that were researched. To achieve this, it is a model set in Turner's symbolic theatre setting where it is possible to utilize classical theatre advantages such as the freedom from everyday roles, reflexive thinking and intense interaction (Turner, 1982). It is here that it is possible to perceive the "Other" from a dramaturgical perspective and create an alternative reality where it is possible to define new knowledge (new actions) that can overcome the researched issue that comes from the very needs of those who participate. Dramaturgical perspective ensures equality of participants as it shows all of us as actors on society's stage struggling to keep up with our acts (Goffman, 1956). On the other hand, theory of social construction critically deconstructs misconceptions about the „objective” nature of stigma learned and perpetuated through a process of externalisation-objectivisation-internalization of social institutions and ideology (Berger & Luckmann, 1991). One in this alternative world, participants undergo three stages of Turner's theatre version of rite of passage consisting of separation stage, liminoid or transformation stage and re-incorporation stage (Turner, 1982). In order to provide focus and goal-oriented group dynamics during the transformation stage, this stage is imbued with the spiral problem-solving process of the action research that was first developed by Kurt Lewine and which consists of four stages: reflection, planning, action and observation, and reflection (Lewin, 1946). Typically, participants of a drama-action research are a mixed group of “Us” and “Them” (in this case, people with disability and Educators) who go to the process of Turner’s rite of passage that has an addition of Lewin’s action research to help focus the activities on the subject and create proactive and goal oriented atmosphere. The goal of each drama-action workshop is not just research
and education but also production of a public performance that should be built by members of “us” and “them” who, by the end of the process should become a new group of, as Goffman would call them, the “wise” – individuals who became empathic and understand the position of the “other” due to direct interaction (Goffman, 1990). Therefore, drama-action workshop provides an optimal setting for a case study about opinions of people with disability and educators about the Erasmus+ project and its benefits. The participants were interviewed on four subjects:
1. What are the reasons for participating in the Erasmus+ KA2 Strategic Partnership Project?
2. How is the preparation process before the Erasmus+ KA2 Strategic Partnership Project?
3. What are the benefits of the Erasmus+ KA2 Strategic Partnership Project?
4. What do disabled participants and educators think the Erasmus+ KA2 Strategic Partnership Project is like?

**METHODS**

**Sampling**
This study was conducted at Akdeniz University from September 19th, 2016 to September 23th, 2016. 23 participants from 6 countries including 9 disabled people and 14 educators participated in the Erasmus KA2 Strategic Partnership Project Theatre Workshop. A non-probability sample technique based on the purposive sampling method was used because ‘the sample derives from the researcher targeting a particular group, in the full knowledge that it does not represent the wider population, it simply represent itself. This is frequently the case in small scale research, for example, as with one or two organizations, two or three groups of participants, or a particular group of participants, where no attempt to generalize is desired; this is frequently the case for qualitative researches such as action ethnographic or case (Cohen, Manion & Morrison, 2007).

<table>
<thead>
<tr>
<th>Code</th>
<th>Position</th>
<th>Age</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Disabled Participant</td>
<td>51</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Educator</td>
<td>28</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Educator</td>
<td>21</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>Disabled Participant</td>
<td>50</td>
<td>Yes</td>
</tr>
<tr>
<td>E</td>
<td>Educator</td>
<td>36</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Disabled Participant</td>
<td>62</td>
<td>Yes</td>
</tr>
<tr>
<td>G</td>
<td>Educator</td>
<td>35</td>
<td>Yes</td>
</tr>
<tr>
<td>H</td>
<td>Disabled Participant</td>
<td>24</td>
<td>Yes</td>
</tr>
</tbody>
</table>

As seen in Table 1, the informants in this study were disabled people and educators. Face-to-face interviews were done with 8 participants (4 of them are disabled people and 4 of them are educators) from 6 countries who participated at Theatre Workshop held by Akdeniz University. The participants were volunteers, and there were no restrictions on the ages and seniority.

**Method**
The method of this research is qualitative study. The research is a case study with a holistic single case. Data were collected via face-to-face interviews by using semi-structured interview forms. According to Yıldırım and Şimşek (2000:19), qualitative study is a study which uses a process to present perceptions and events in a holistic and realistic way in their natural environment. Data collection methods such as observation, interviews and document analyses are used in qualitative study. The case study present results by observing them in their real context which determines the reasons and results. In qualitative research design, the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, small group behavior, organizational and managerial processes, school performance, and interpersonal relations in real contexts (Cohen et al, 2007; Yin, 2012).
Data Collection
In order to classify the opinions of disabled people and educators participating Erasmus+ Key Action 2 Strategic Partnership Project Theatre Workshop as the reasons of joining this Project, the preparations before the Project and the benefits of the Project, semi-structured individual interviews were used because this would provide an in-depth exploration of the topic. It would also allow the flexibility, for example, to change the order of questions, simplify the questions, and to probe the interviews (Cohen et al, 2007). Data were collected from September 19th, 2016 to September 23th, 2016. Face-to-face interviews were used and informants’ experiences, thoughts and feelings were recorded in a taped diary.

Data Analysis
Data analysis began with repeated readings of interview transcripts from conversations with disabled people and educators. The purpose was to determine the essence of the phenomenon and structures of experiences of the disabled people and educators who participated in the Erasmus+ Key Action 2 Strategic Partnership Project Theatre Workshop. During data analysis, the data were organized categorically and chronologically, reviewed repeatedly and continually coded. Interview transcripts were regularly reviewed. In addition, the data analysis process was aided by the use of a qualitative data analysis computer program called NVIVO 10. These kinds of computer programs do not actually perform the analysis but facilitate and assist it. That is to say, NVIVO 10 does not perform the analysis but only supports the researcher doing the analysis by organizing data and recodes, nodes etc. (Kelle, 1995; Cohen et al, 2007).

Ethical Considerations
Participants were briefed about the aims of the research, kept informed at all stages and offered anonymity. A consent form was signed between researcher and each participant about the use of the data in terms of how its analysis would be reported and disseminated. Care was also taken not to impose the researcher’s beliefs on others since researcher’s beliefs were secondary, and it was the participants thinking which was required.

Interview Process and Mapping
The purpose of this study was to classify the opinions of the disabled participants and educators who were participating Erasmus+ Key Action 2 Strategic Partnership Project Theatre Workshop. Thus the mapping of interview questions was carried out on four levels. Firstly, the disabled people and educators were asked why they participated in the Project, secondly what preparations they made before the Project started, thirdly what the benefits of the Project were, and finally what they thought of the Project and why.

Validity and Reliability
In order to ensure the reliability and validity of the study, some steps were followed: (i) data were collected from various sources such as interviews (individual) and documents in terms of triangulation (ii) data were used as direct quotations from the interviews without making any comments on them, (iii) a purposive sampling method based on voluntarism was used in order to get the opinions and experiences of disabled people and educators participating Erasmus+ Key Action 2 Strategic Partnership Project Theatre Workshop (iv) data were coded by two independent researchers and Cohen's kappa coefficient was calculated to determine inter-rater reliability of themes coded -0.92 perfect agreement- for inner reliability (Landis & Koach, 1977) and (v) records of interviews, documents and participant observations were kept for outer reliability.

FINDINGS
In this study, we tried to present the opinions of disabled people and educators participating Erasmus+ Key Action 2 Strategic Partnership Project Theatre Workshop. The opinions of disabled people and educators were classified according to reasons for joining this Project, preparations made...
before the Project, and the benefits of the Project. During the research process, participants were offered anonymity.

1. The Reasons for participating in the Erasmus+ KA2 Strategic Partnership Project

Disabled people and educators were asked about their reasons for participating in the Erasmus+ KA2 Strategic Partnership Project. The data can be seen in Table 2.

Table 2: Reasons for participating in the Erasmus+ Key Action 2 Strategic Partnership Project

<table>
<thead>
<tr>
<th>Reasons for participating in the Project</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gaining experience</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>2. Improving their English and acting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>3. Making the life of relatives easier</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>and better</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>4. Meeting disabled people and learning</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>more about their problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>5. Taking part in a theatre workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>6. Using own forces, continue living,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>and rising life level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

As can be understood from the frequency analysis of the reasons for participating in the Erasmus+ KA2 Strategic Partnership Project in Table 2, 50% of disabled people and educators stated that the main reason for participation was gaining experience. The opinions of the participants are as follows:

I had no experience in theater, I had no idea about theatre techniques and drama. I thought that it would be interesting. (A1, 1)

I have participated a lot of projects under the Erasmus program and I am always interested in participating such projects to extend my experience, my knowledge. (E1, 1)

My company, theater Tsvete has a lot of activities with children of disabilities. And all kind of techniques which is possible together here are very interesting for us, and share our own experience (F1, 1)

Primarily for gaining new experiences. (H1, 1)

Next, 37.5% of disabled people and educators stated that the reasons for participation was meeting disabled people and learning more about their problems. The opinions of the participants are as follows:

Also I wanted to meet disabled people from other countries because I wondered their problems and their solutions and I decided to participate it. (A1, 4)

And this one, this new program is even better because it involves people with disabilities. And how they can be uhh, I can’t remember the word but I mean how they can be socially accepted and work. (B1, 4)

And the project including employability of disabled people. That’s why it took my attention and I wanted to learn more about employability of disabled people. (E1, 4)

12.5% of disabled people and educators stated that the reasons for participation were improving their English and acting, meeting new people, making the life of relatives easier and better, taking part in a
theatre workshop, and using own forces, continue living, and rising life level. The opinions of the participants are as follows:

Since participants from many European countries are participating, I am improving my English language and I can see changes in the way I act and how I speak. (H1, 2)

Make life of our relatives better, easier because it’s normal to disabled people have special needs. And this also need sometimes brings much discomfort for surround people. But this Educathe make, certainly make life of my family easier. (D1, 3)

The reasons to, to make free my, my soul, my forces. I have wonderful result after, post Educathe. And I have very serious health improvement, which officially mentioned by my personal occupational therapist. And to understand it could be very important for us people who suffer of multiple sclerosis and just thinks that this diagnosis is end of their live. But I think we have forces, we have very strong potential to keep our life, to rise our life more higher level and we can continue to live, to have normal life. (D1, 6)

When the opinions of the disabled people and educators on the reasons for participation in the Erasmus+ Key Action 2 Strategic Partnership Project generally were analyzed, educators expected meeting new people, meeting disabled people, and learning about their problems. Accordingly, it was understood that disabled people participated in the Project to gain experience. Moreover, disabled people expected to improve their English and acting, take part in a theatre workshop, meet disabled people and learn more about their problems, make life of their relatives easier and better, use own forces, continue living, and rise life level.

2. The preparations before Erasmus+ KA2 Strategic Partnership Project

Disabled people and educators were asked about their preparations before the Erasmus+ KA2 Strategic Partnership Project Theatre Workshop. The data can be seen in Table 3.

Table 3: Preparations before the Erasmus+ KA2 Strategic Partnership Project

<table>
<thead>
<tr>
<th>Preparations before the Project</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning about the project</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>2. Learning some words in the language of hosting country</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>3. Practicing energizer for the warming up</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>4. Preparation for tasks as a project manager</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>5. Searching about the country</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>62.5%</td>
</tr>
<tr>
<td>6. Searching about theatre and techniques</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

As can be understood from the frequency analysis of their preparations before the Erasmus+ KA2 Strategic Partnership Project Theatre Workshop in Table 3, 62.5% of disabled people and educators stated that the preparations they did before the Project were searching about the country. The opinions of the participants are as follows:

I also searched the country and the city which we will go and I thought on disabled persons problems in our country. (A2, 5)

It is normal for everyone, person when she is going to do something new to get information, to understand what happen in this country. (D2, 5)
The countries where the workshop took place I also did some search on it. Its culture, its people to adopt easily to the atmosphere of the project. (E2,5)

I looked some pictures about the country. (F2,5)

I searched for information about the project and the country. (G2,5)

Next, 50% of disabled people and educators stated that the preparations before the Erasmus+ KA2 Strategic Partnership Project Theatre Workshop was learning about the project. The opinions of the participants are as follows:

First I visited Project website to learn more about the project. I tried to learn the project aim, the method, the countries included and workshop done before. (A2, 1)

I had some information also from Dimitris my, uhh, coordinator. I also joined through the internet. Here in Antalya. I saw of course a program, what we will do, where we will stay. (B2,1)

I searched for information about the project and the country. I was involved in the very preparation of the project, so I knew the details and I was very interested. (G2, 1)

Ana, who is assisting me quite often over the email and sent us various links and instructions about the tickets, visa, customs, finances, accommodation and travel and since we have a group on Facebook where Rabia and Nurgul – who are the hosts of this workshop – posted lots of information about the workshop. (H2,1)

12.5% of disabled people and educators stated that preparations before the Erasmus+ KA2 Strategic Partnership Project Theatre Workshop were learning some words in the language of hosting country, practicing energizer for the warming up, preparation for tasks as a project manager, and searching about theatre and techniques. The opinions of the participants are as follows:

Okay, some basic Turkish words (B2, 2)

And we discussed what we could do and also we participated with Dimitris in some workshops, we did the energizer in the warming up. (B2, 3)

I searched about theatre. The techniques of the theatre... (E2, 6)

I have to come here because there is project management meeting and this is very important for me like a project manager from Bulgaria to know how the tasks I developed and what my next task is. (F2, 4)

3. The benefits of an Erasmus+ KA2 Strategic Partnership Project

Disabled people and educators were asked about the benefits of the Erasmus+ KA2 Strategic Partnership Project Theatre Workshop. The data can be seen in Table 4.
Table 4: Benefits of the Erasmus+ KA1 Project

<table>
<thead>
<tr>
<th>Benefits of the Erasmus+ KA1 Project</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Awareness about disabilities</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>2. Behaving equal to all</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>3. Knowing more about disabled people</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>4. Learning about differences and similarities between people from different cultures</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>5. Learning about the power of theatre in education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>6. Meeting new people</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>7. Meeting with disabled people</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>8. More interesting and colorful life</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>9. New theatre experience with and without disabled people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>10. Personal development</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>11. Practicing English</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>12. Professional development</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>13. Sharing knowledge</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

As can be understood from the frequency analysis of the benefits of Erasmus+ KA2 Strategic Partnership Project Theatre Workshop in Table 4, 37.5% of disabled people and educators stated that the main benefit of the Project was professional development. The opinions of the participants are as follows:

*I have earned some tools too, that can be very useful for my work ... I can practice them when I go back to Greece.* (B3, 10)

*Believe that it did lots of contributions to my professional and personal skills, this project. ..And I extended my knowledge on theatre first of all. And also I saw that, I observed that I can express myself better on the stage.* (E3, 10)

*I have learned a lot. I am working with person with disability and as social worker by occupation so I have learned different exercises.* (G3, 10)

Next, 25% of disabled people and educators stated that the benefits of the Erasmus+ KA2 Strategic Partnership Project Theatre Workshop were meeting new people and meeting with disabled people. The opinions of the participants are as follows:

*A lot of nice connection for my company future work, but also a lot of meetings with very enthusiastic, very nice people that mostly are which all of us that we are together is something very important for me.* (F3, 6)

*I met disabled people too and this made me very happy.* (A3, 7)

*And especially I gained, returning back to this, this is very important, disabled people. And it is the first time that I come so close to them.* (B3, 7)

12.5% of disabled people and educators stated that the benefits of the Erasmus+ KA2 Strategic Partnership Project Theatre Workshop were awareness about disabilities, behaving equal to all, knowing more about disabled people, learning about differences and similarities between people from different cultures, learning about the power of theatre in education, more interesting and colorful life,
new theatre experience with and without disabled people, practicing English, and sharing knowledge. The opinions of the participants are as follows:

One more benefit is to create awareness about the disabilities. Now I know more about disabilities other than mine. I know more about disabled people's needs and about what they can do if they can take proper education. I'm sure other participants know more too. (A3, 1)

Then the second one is to the question about, people behave her to other people with disabilities that we are all equal. So this is the main thing, the main benefit I suppose. (C3, 2)

And also I had to chance to observe better, the disabled people. In terms of their social life, their business life. And these also give me possibility to know more about disabled people and to be together, how to be together with them. (E3, 3)

Throughout the project I met a lot of new people from different culture. I have had chance to see differences and similarities between us. (A3, 4)

First of all I recognize the power of drama on the education, I have more knowledge about it. (A3, 5)

My plans for this life became more white, more interesting. And life become, becomes more colorful. (D3, 8)

The benefits are that this a whole new experience. I think that the project is great since it involves people with disability and those without disability and it uses theatre which is for me the first contact. I go to theatre plays, but what fascinates me is that both people with disability and those without disability are involved. (G3, 9)

For me personally, subjectively... It has emotional advantages. As for the experience of course that every person likes when she has a CV full of different projects that don't refer only to the course of my own education but rather that I am developing further as a person. (H3, 10)

I have a language problem and I could not speak them enough. But we know each other now and we can keep contact. On the other hand, given the chance to us to do more practice in English is the other benefits of the project. (A3, 11)

Now we are doing the rehearsals. And it's very creative and very funny and very interesting because everyone shares his knowledge. It's like give and take thing of information and experience and it's very nice. (B3, 13)

4. Metaphors for Erasmus+ KA Strategic Partnership Project

Metaphors formulated by the 8 participants can be categorized under five themes as in Table 5: activity, nature, plant, and things. Four of the participants formulated things metaphors in defining the Project Theatre Workshop. B described the training as a gift: "Okay, this is a difficult question but since the first day I arrived here, I keep on saying that all this thing is a gift for me. It's like a box, a big box with a ribbon, colorful, that I open it, actually get inside it. And it's full of nice experience and people, kind people and nice environment". Similarly, D used a scheme metaphor for describing the workshop: "Open mind, happiness, house, fun, because everyone who took part at workshop he changes the scheme".

As for F, she defined workshop as a magic ball: "I cannot say it in English but it is something like magic ball. Which you know from the fairy tales". As for H, she defined workshop as a cure: "For me, it is a very beautiful cure for depression. Really beautiful. With regard to the last workshop, I can see with my eyes that I have changed many things and since I can bare much more responsibility than I used to."
Table 5: Metaphors for the Erasmus+ KA2 Strategic Partnership Project

<table>
<thead>
<tr>
<th>Metaphors</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>2.Nature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>3.Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
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<td></td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>4.Things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>5.Animal</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Four other participants used different metaphors in defining workshop. Participant C used a nature metaphor and described workshop as a sea: "You know like people say I don't know "Life is like a sea", this workshop is like, if you have some". On the other hand, participant E formulated an animal metaphor and described workshop as a butterfly: "I think Educathe project training is like butterfly. Because butterflies are so colorful and the project includes a lot of people. And it reflects the diversity of the project and lots of people from different backgrounds, different countries. Also normal people, disabled people, this is diversity of our group in the project and that's why it symbolizes butterfly I think".

Finally, A defined workshop as a tree: "I think it's like a part of growing tree. Sometimes it gives flowers or fruits, sometimes it gives sprouts and keeps growing up" and G defined it as a party: "As a coming of age party."

DISCUSSION AND CONCLUSION

This study was done to understand and classify the opinions of the disabled people and educators participating in Erasmus+ Key Action 2 Strategic Partnership Project regarding their reasons of joining this Project, the preparations made before the Project, and the benefits of the Project. Accordingly, data were collected through semi-structured individual interviews.

The reasons given by the disabled people and educators for participation in the Erasmus+ Key Action 2 Strategic Partnership Project were gaining experience, meeting disabled people and learning more about their problems. When the reasons for participating in the Project are interpreted generally, it could be said that these reasons are compatible with “improving and extending the offer of high quality learning opportunities tailored to individual adult learners, including through innovative ways of outreach and delivery”; the aim of Erasmus+ Program Key Action 2 Strategic Partnership Project, which is carried out by the European Commission between the years 2014 and 2020 (EC, 2016). Theatre and drama-action workshops as spaces for education is certainly innovative and motivating for participants. Participants find themselves learning on an "ancient" learning platform that “constructs not a system, but an educational experience” (Rudlin, 2010: 59), therefore, making it more interesting and individually rewarding.

The preparations before the Project were searching about the country and learning about the project. When the preparations before the Project are interpreted generally, it can be said that these are compatible with “raise participants' awareness and understanding of other cultures and countries”; the learning aims of Erasmus+ Program Key Action 2 Strategic Partnership Project, which is carried out by European Commission between the years 2014 and 2020 (EC, 2016).

When the benefits of the Project are interpreted generally, it can be said that professional development, the main benefit of the Project, is also compatible with “developing adult educators’ competences to deal with diversified groups of learners”; the principle of the European Commission (EC, 2016). This is in line with European DICE research on educational theatre and drama that found in 2010 that cultural expression was significantly improved with students who participated in activates...
of educational theatre in a European, lifelong learning setting (DICE, 2010b). Drama-action shows an inclusive element since it welcomes introspection and intense interaction between “us” and “them” and can raise solidarity on both sides (Goffman, 1990).

The Erasmus+ KA2 Strategic Partnership Project has important benefits such as; professional development, and meeting with both new people and disabled people. For that reason, Erasmus+ KA2 Strategic Partnership projects are essential for adults and also disabled people. Moreover, it can be said that these are compatible with “supporting innovative projects aimed to reduce disparities in learning outcomes affecting learners from disadvantaged backgrounds/with fewer opportunities—including learners with disabilities”; one of the priorities supported by Erasmus+ Program Key Action 2 Strategic Partnership Project, which is carried out by European Commission between the years 2014 and 2020 (EC, 2016).

According to the findings of this study, the following idea is suggested by the researchers: even though there are clear benefits of educational theatre, Educators and disabled people should be informed more about drama-action model in educational theatre in order to increase both educators’ professional development and disabled people’s basic skills. Sharing information can be done via social media and other channels, but when it comes to inclusive learning and destigmatization, Goffman has shown that only direct and intense interaction has the potential of making any real change (Goffman, 1990). Therefore, additional workshops and researches would be beneficial to educators and people with disability alike.

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