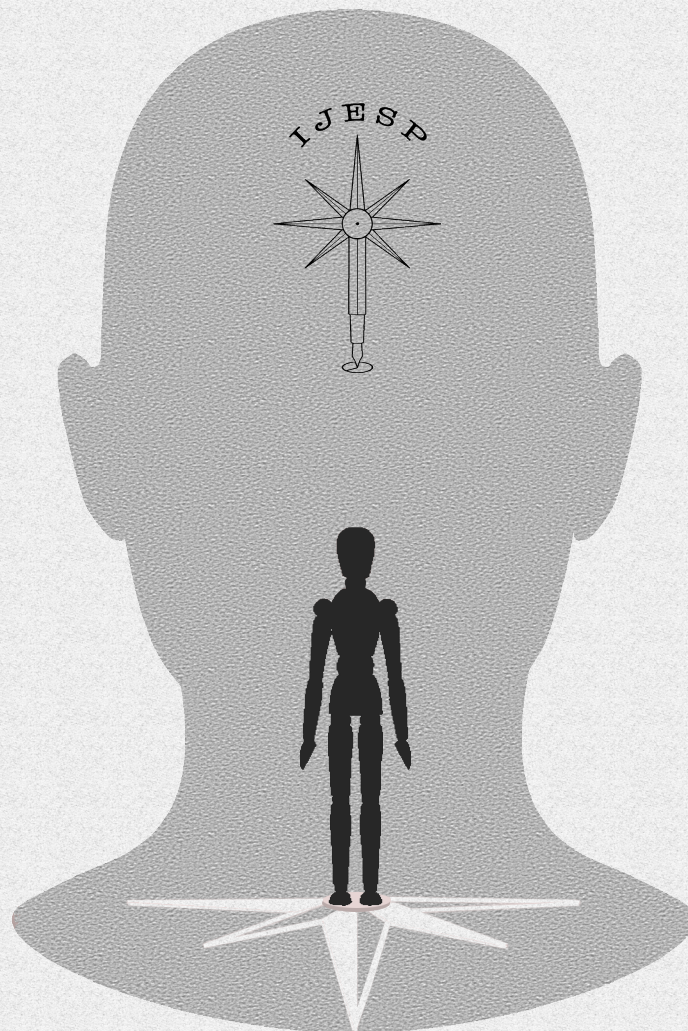


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Editorial Introduction to the First Issue of the Journal

The International Journal of Educational Studies and Policy (IJESP) focuses on the topics of teacher training, field education, applied studies and research methods within the context of empirical and conceptual studies in educational sciences. The journal was established and started its publication life owing to the long and hard work. Hereby, we would like to express our gratitude to the editorial board and referees who accepted to be in the journal and did not hesitate to help.

IJESP aims to publish qualified scientific studies in educational sciences within the framework of international standards and in the light of scientific principles and to become a stronger journal day by day. It has a policy of publishing studies on a global scale in educational sciences and serving the improvement of educational sciences. Thus, IJESP aims to strengthen its publication quality day by day with its transparent publication and open access policies.

IJESP offers a functional system to authors with transparent evaluation processes. Thus, the infrastructure of the journal has been worked on for a long time to enable writers and readers access easily and this work will continue.

We would like to thank the authors, reviewers and editorial board who contributed to the publication of the first issue of IJESP. Hope to meet in new issues...

[Asuman Seda Saracalođlu, Aydın Adnan Menderes University, Turkey.](#)

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International Journal of Educational Studies and Policy (IJESP)

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A Phenomenological Study of Graduate Students' Experiences on Flipped Learning in Curriculum Development Course*

İlke Evin Gencil¹

ABSTRACT

Flipped learning is one of the practices brought about by in the field of technology and pedagogy developments. It is referred to by this name since it reverses the conventional understanding of education. Flipped learning offers students a flexible learning environment and access to information on their request. Also, teachers have the opportunity to get to know their students in a better way and to observe their progress rather than focusing on theoretical information during the course. In this study, it was aimed to investigate experiences and views of the graduates on flipped learning in the course of Curriculum Development. For this purpose, the study was designed in accordance with the phenomenological design which is one of the qualitative research methods. The participants of this study were consisted of nine graduate students. The data were collected through a semi-structured interview form and analyzed through content analysis based on coding. Codes were collected under the themes of "contribution to learning", "contribution to the learner", "contribution to the learning environment" and "limitations". Participants generally considered flipped learning positively, however, they stated that it had some limitations such as feeling of being lonely during learning process and technical problems.

Keywords: Flipped learning, instructional design, graduate education, phenomenological design

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* A part of this study was presented at the 27th International Educational Sciences Conference as a summary.

Introduction

Together with the developments in technology and pedagogy, techno-pedagogy have come into prominence and paved the way to the development of strategies to use digital learning elements in instructional designs effectively. Flipped learning is a technology and interaction-based learning model that emerged as a result of these developments (Bishop and Verleger, 2013).

Theoretical Background

Learner-centred education, active learning and transformative learning came into prominence together with the constructivism. Educational practices foregrounding learners' interests and needs, individual differences and learning styles, and giving the responsibility of learning to the students rather than teachers have become widespread (Mezirow, 1997; Prince, 2004); these implementations have taken on a digital dimension with developing technologies, and scientists started to get interested in the blended learning concept intensively. Some researchers consider flipped learning as a form of blended learning. However, while blended learning combines face-to-face and technology-supported interaction factors, flipped learning that is a technology-supported model again carries traditional in-classroom activities to the outside of the classroom and then do the activities in the classroom by using what has been learned before the lesson (Higgitt, 2014). Hwang and Lai (2017) emphasise that recently flipped learning has become the most attractive and innovative learning model.

In the current educational approach, the process of knowledge acquisition generally occurs in the classrooms, while knowledge application occurs through repetitions and assignments out of the classroom after the lessons. On the other hand, in flipped learning, students watch and examine the informative videos/slides out of the classroom and acquire the necessary information. They get involved in the knowledge application and construction process through active learning techniques when they are in classroom settings. Since flipped learning reverses the existing education approach, it is called by this name. In flipped learning, students study the informative videos, short films, presentations or animations prepared by the teacher or the students and available on the Internet as much as needed before the lesson. Bergmann and Sams (2012) indicate that if the lecturers record their own videos in compliance with the objectives of the lesson, it will be more effective on the students.

Flipped learning is based on the four pillars of F-L-I-P identifies the following; F for the flexible environment, L for learning cultures, I for intentional content and P for the professional educator. The flexible environment is important for both students and teachers. Teachers can record the videos or other materials and prepare them in compliance with the objectives of the lesson at any time and place. They can personalise the tools and resources, which they will use, according to the student characteristics. They can create learning spaces by applying effective teaching and learning strategies including face-to-face and distance education strategies. A similar situation applies to the students as well. They also have an opportunity to learn by repetitions and revisions as much as they want and at any suitable time and place for them. Flexible environment plays a role as an important factor to develop both teacher and learner autonomy. Another important component is learning cultures. Contrary to the traditional education, flipped learning assigns the responsibility of learning to the learners with a learner-centred approach and creates a change in the learning culture. Teachers should prepare in-class and out-of-class activities by considering the characteristics of students such as learning styles,

socio-economic status and cognitive abilities. Intentional content is also in close relation to the learning culture. It comprises the planning of all activities such as pre-lesson tasks and in-class and out-of-class applications in line with the objectives of the lesson. The last pillar is defined as a professional educator. The educators should have a role during the process that enables them to think reflectively, stay in touch with students consistently and facilitate the learning process but not control. In this context, the educators should have high-level planning skills; make strategic decisions; be a guide, good evaluator, problem solver and researcher and practitioner at the same time (Flipped Learning Network, 2014; Honeycutt and Garrett, 2014; Ramazani, Graney, Marshall and Sabieh, 2016; Yarbrow, Arfstrom, McKnight and McKnight, 2013).

Implementation of Flipped Learning

It is possible to apply flipped learning in different ways. ‘Flipped 101’ is the basic and common model which is developed by Bergmann and Sams (2014). In this style, learners do the activities such as video-watching and note-taking at home, that is out of the classroom, and in the classroom, they do the activities which require higher-order cognitive skills through active learning. Intensive learner activity in the classroom is an important advantage of this model. Thanks to this model, teachers can allocate some time to apply active learning techniques as well as the arrangements in the activities to meet the individual educational needs of the students. However, the fact that each student needs Internet access is considered as the disadvantage of this model. Students who aren’t able to do the activities assigned as the tasks at home due to financial difficulties will not be able to benefit from in-class activities appropriately when they come to the classroom.

The other flipped learning model ‘In flip’ is developed to solve the Internet access problem mentioned in the flipped learning model 101. In this model, students do all the activities in the classroom. Students watch videos and take notes by benefiting from the Internet access and other technological facilities of the school. Following this process, active learning techniques take place in the classroom again. In this way, each student will have an equal opportunity for the Internet and resource access. Besides, students can ask their questions to their teacher when they study the learning materials since the process continues in control of the teacher (Porter, 2017, Roehl, Reddy and Shannon, 2013).

Another model is called “in flip mastery”. In this model, students learn at their own paces in the classroom as in “in flip” model and do not move on to the next lesson until they reach mastery for the given subject. This situation enables students to feel comfortable. Moving on to the next learning content is possible when all students reach mastery for the given content just as in Bloom’s mastery learning model. An evaluation is made at the end of each section or unit to determine the level of mastery (Porter, 2017).

When the students who take the responsibility of learning come to the classroom, they collaborate actively to do various activities and participate in discussions related to the course subject. By the way, the teacher plays a scaffolding role and provides feedback in this process. Students fulfil their responsibility of learning out of the school with the support of technology and by repeating what they learned as much as they want instead of acquiring theoretical knowledge passively in the classroom. Flipped learning offers a flexible learning environment for students and allows them to reach information when they want. On the other hand, teachers find a chance to get to know their students better and observe their development processes instead of focusing on the delivery of theoretical knowledge during the lesson.

There are research findings related to the fact that flipped learning increases the achievement levels and fosters positive affective attitudes towards learning. Studies also reveal that flipped learning positively affects self-regulation skills and facilitates classroom management. Flipped learning is an educational practice developed by teachers and it doesn't require profound changes in the curriculum. Despite its many positive aspects, research findings are pointing out its limitations as well.

Benefits and Limitations of Flipped Learning

Flipped learning that can be applied in various ways has many advantages. Main advantages are that the students experience active learning process both individually and together with their classmates and find an opportunity to become a self-directed learner (Roehl, Reddy and Shannon, 2013); students have equal opportunities to learn and each student participates in the process actively, the model gives the opportunity to teachers not only to deliver lesson contents but also develop learning and higher-order thinking skills of students (McLaughlin et al, 2014); a continuous feedback exchange is provided between the teacher and the students (Crews and Butterfield, 2014; Hattie, 2009); the model develops positive classroom atmosphere and collaboration (Bergmann and Sams, 2012); the teacher finds an opportunity for self-development and the model can be integrated with problem-based and project-based learning (Estes, Ingram and Liu, 2014); the model also gives the opportunity for individualisation and differentiation in learning (Bergmann and Sams, 2012; Siegle, 2014); and the family members can participate in the learning activities at home (Bergmann and Sams, 2012).

Although flipped learning has many positive features listed above and can also be listed in addition to these, it has some limitations as well. Foremost among these are the problems related to the technical issues and Internet access as mentioned earlier. To eliminate this limitation "in flip" model was developed. In addition, teachers and students should have a high level of self-motivation to fulfil out-of-classroom activities (Siegle, 2014). Teachers need extra time to prepare video records, ppt documents and other preparations especially in the first year of the application (McLaughlin, 2014). Teachers may resist to the implementation of the model let the technology will replace them (Tucker, 2012). The fact that students cannot find an opportunity to ask questions during the learning process is another criticised factor (Milman, 2012). Parents, students and teachers who are used to traditional education systems find flipped learning unhelpful and consider it as an application that downplays teachers (Bergmann and Sams, 2012).

Several studies revealing the positive and limited aspects of flipped learning have been increasingly continuing in various countries and different educational stages. Thaichay ve Sittihitikul (2016) determined that flipped learning made a positive impact on language accuracy and creating an active learning environment at a significant level and that students had positive opinions about the application. Alsowat (2016) determined that the application of the model had a positive impact on the higher-order thinking skills in English and the motivations of the students. In his paper that he analysed 19 studies, Bormann (2014) indicated that there were also studies showing that flipped learning didn't produce positive results on the academic achievement at a significant level, but Bormann added that flipped learning didn't have only one route of application and the results in the analysed studies could have occurred because of the differences in the applications. Francl (2014) stated that the students intensively interacted with each other through flipped learning, and the model improved peer learning and collaboration.

Similarly, See and Conry (2014) indicated that the collaboration among the students and the level of supporting each other increased during the flipped learning practice. McLaughlin and his friends (2013) who work with the students in the health department stated that flipped learning enabled students to control their own learning processes, developed their skills to obtain knowledge from different resources, positively changed their perspectives and reduced their anxiety levels because they came prepared in terms of information and skills. Lou and Li (2018) found out that writing skills in English as a second language developed at a high level through flipped learning and students were satisfied with this application. Millard (2012) emphasised that student participation increased with the application of flipped learning, students improved their teamwork skills, individualised instruction was feasible, and the application allowed the students for creative and authentic thinking. It was stated in many studies carried out with teacher candidates in the literature that flipped learning was an effective model in terms of enabling students to repeat and revise the learning content as much as they want and providing practical and permanent learning (Bishop and Verleger, 2013; Fulton, 2012; Mok, 2014; Pierce and Fox, 2012). Talbert (2012) indicated that the fact that students came to the classroom prepared by watching videos and other materials before the lesson increased the quality of the time spent in the classroom. LaFee (2013) put forward that flipped learning improved students' time management skills, students organised their study hours at home and spent their out-of-classroom times productively. Enfield (2013) stated that technology and the Internet requirements were the limitations of this application and this could cause interruptions in the learning process. Ash (2012) emphasised that the students who were used to traditional education had difficulty to get used to the process, and they still believed that they would learn better if the teacher taught the lesson in the classroom. The researcher emphasised the importance of proper guidance from teachers in this process.

Many studies revealing the positive and negative findings related to flipped learning gives rise to the thought that knowledge accumulation in this domain should increase. In this context, in this study, flipped learning emerging as a learning model in parallel with the developments in technology and pedagogy was applied with the students at the graduate level and the researcher aimed at contributing to the literature by analysing the views of the students on this implementation.

Method

Research Model

This study is designed in accordance with the phenomenological design which is one of the qualitative research methods. Phenomenological design explores how people understand, perceive, and transfer their experiences to their minds (Patton, 2014). Phenomenological design is commonly used in order to get a deeper understanding of a phenomenon (Creswell, 2013; Meriam, 2013). In this study, flipped learning is investigated as a phenomenon. Flipped learning practise lasted 10 weeks in “Curriculum Development” course, including 3 lesson hours in a week. Videos and other materials related to the course contents were shared with students before the lesson and the application studies were conducted with individual and group works during the 3-hours face-to-face education practices.

Participants

Participants of the study were determined through convenience sampling which is one of the purposeful sampling methods. In this way, a case which the researcher can easily access is examined (Zhang and Wildemuth, 2009). The participants of this study were consisted of nine graduate students, including five females and four males, attending master’s classes in the field of Curriculum and Instruction at a state university in the western region of Turkey. Six participants were currently work as teachers and the other three participants were unemployed.

Data Collection Tool

The data was obtained through a semi-structured interview form. The views of two subject-matter experts in the field of curriculum development and measurement and evaluation were received for the preparation of the interview form after the literature reviews. The interview form included four questions to determine the views of the participants regarding flipped learning. Interviews were lasted for 30-35 minutes and recorded. After the transcription, voice recordings were written, submitted to the participants for checking and participants’ approvals were received.

Data Analyses

Data was analysed through content analysis based on coding. Participants’ statements received during the interviews were quoted directly and the quotations were interpreted holistically. Two different experts in educational sciences were conducted the coding process and monitor compliance between the views were provided.

Validity and Reliability

The dimensions of internal reliability (consistency), external reliability (verifiability), internal validity (credibility) and external validity (transferability) were paid attention to in the qualitative research activities. In this study, two different researchers carried out coding for the content analysis and the determined that the match percentage of the themes created at the end of coding was 87%. This result was the indication the high internal consistency. Coding notes on the interview form contents kept as transcript records were preserved to provide the verifiability of the study. The trustworthiness of the study was provided by enabling participants to control the interview transcripts and quoting the examples to the participants’ statements directly and without making any changes in the stage of the data interpretation. Explanation of the research design, participants, data collection and data analysis processes were considered as the

transferability indicator. To eliminate the researcher bias collected data was reported in detail and another researcher participated in the coding process as well (Roberts and Priest, 20016).

Findings

Codes reached as a result of the inductive content analysis were collected under the themes of “contribution to learning”, “contribution to the learner”, “contribution to the learning environment” and “limitations”. Codes and themes are given in Table 1.

Table 1. Codes and Themes Reached Through Content Analysis

Codes	Themes
Active learning Permanence Repetition In-depth learning	Contribution to Learning
Autonomy Responsibility Motivation Self-confidence Progressing at one’s own pace	Contribution to Learner
Fun Communication Flexibility Application	Contribution to Learning Environment
Having difficulty Loneliness Technical problems	Limitations

Findings related to the Theme “Contribution to Learning”

Codes under this theme were listed as active learning, preparation to the lesson, permanence, repetition and in-depth learning. P1: “... we were applying active learning in some lessons but none of them was like flipped learning. Active learning occurred both out of the classroom when we study the learning materials, watch the videos and in the classroom.” P5: “... I think the most important aim of us as teachers is to enable the actualisation of active learning. I saw that the actualisation of this aim was so easy with flipped learning that I hadn’t ever encountered. When the professor sends the videos to us, we don’t only watch them, we are active at that moment, too. We take notes, draw questions in our own ways and when we went to the class, for example, we were active again by applying the needs analysis techniques in the curriculum development that we had already learnt out of the classroom.

P8 “watching videos, pausing where I want and watching again is like having the professor as a guest at my home so to speak, it increased the learning permanence extremely. If you happen to ask me about the curriculum development models now, firstly the videos and the presentation files that I watched and then our in-class activities regarding these models swim before my eyes. I guess the keyword for me is per-ma-nence (laughing)” P5: “If someone happens to ask me questions about the lessons that I received during my graduate education, I am sure I will unhesitatingly remember what I learned in the curriculum development courses. Very suitable for learning by doing and living that is always said...”

P4: “we have very important freedom in flipped learning: repetition. They say that repetition is the mother and father of learning (laughing). Does our lecturer try to teach me the same subject over and over again? No, I can give you many reasons such as time isn’t enough, it won’t be appropriate for others. However, flipped learning enabled me to learn through the repetitions as much as I want.” P9 “It seemed to me as if I would memorise and then forget since the curriculum development is actually a theoretical lesson but I revised the subjects as much as I wanted out of the classroom, when we did the activities in the classroom, actually the learning occurred spontaneously.

P7 “If this course was taught with traditional education, I wouldn’t be able to learn like this. Because curriculum development course includes too many abstract and theoretical subjects and we are supposed to learn their practical parts. If it were limited to face-to-face education for three lessons in a week, we would merely learn that theoretical part. But, since we learnt the theory through flipped learning and then came to the classroom, we did activities, for example, we created an example to the layered curriculum or created tables related to the topics, summaries, discussions... All of these prompted us to learn in-depth just as it should be in a graduate programme. Otherwise, it would be superficial, for sure...” and P3: “we had the opportunity to make the most of our lecturer’s experience and practices since we came here after we studied and learnt out of the classroom. Time wasn’t wasted with lecturing. To me, permanent and in-depth learning occurred since learning tasks and reflection questions came with the videos...”

As it is seen, the participants specified with examples that flipped learning has positive contributions to learning.

Findings related to the Theme “Contribution to the Learner”

Codes under this theme were determined as autonomy, responsibility, motivation, self-confidence and progressing at one’s own pace. P1 “our lecturer is here, but as if she isn’t, I mean she isn’t here as a traditional educator. While learning, I learnt with her directions without controlling. While applying, I learnt with her directions again. That is as if I was doing everything by myself to learn” P4: “I was planning in my mind at first when the learning materials reached me. I was thinking how much time I should have allocated to what, then again, how I should have taken notes. Directing the process, the way I want and making decisions were among the most important points that I can say positive.

Examples of statements received under the code responsibility are as follows. P1: “I tried to see it from different perspectives as I am a teacher, too, I thought how I would apply this... Our general mistake as teachers is that we mostly feel and act as if we are responsible for the learning of the students, I think. That is, of course, we are but what I mean is the student is the only one who will actually do this task and flipped learning, I think, reminds the students of this task”, P2: “we benefit from both digital resources and the knowledge of our lecturer but we also feel that the actual work in on us...” P8: “ Definitely, my desire to learn and motivation increased. We are doing activities with our friends in our face-to-face lessons. Distraction or boredom wasn’t in question in any way. I can’t even say I sometimes didn’t imagine myself like I was in the Bond movies (laughing) because a video is coming, you are studying it, learning, doing other tasks... A practice keeping students’ attention alive” and P6: “Maybe it isn’t so relevant but I remember, I learnt that each student experienced the feeling of success in the

mastery learning model. The mastery learning model isn't in compliance with flipped learning in terms of their philosophies but the success is experienced in flipped learning as well, you feel you learn, this motivates you, you become inclined to learn more..."

P5 *"you are ready for the lesson, you studied before, you don't have a thought like I wish nobody would ask me any questions, because you are confident. And again P9: "the classroom environment is a sharing environment rather than learning. Everyone worked out the most boring part of the job out of the classroom and came, we share by doing activities in the group works together. We have self-confidence in the classroom since we get prepared before the lesson" P3: "much as we are graduate students now, we may avoid asking questions or saying that we don't understand. Maybe we avoid more because we are graduate students. Or we don't have the opportunity to revise the content over and over again when the lecturer teaches. Sometimes we fall behind, sometimes we grasp before anyone else but finally, time is always a challenge. At least this is the situation for me. However, I didn't have such a problem with flipped learning. I had the opportunity to revise and allocate time as much as I want." and P8 "with this practice, I think each student can make progress in line with his/her own preferences. One can make progress by using visuals while the other one by summarising by allocating time as much as they want".*

Based on participants' statements, it can be said that flipped classroom enabled graduates' to be autonomous learner, reinforced their motivation and self-confidence

Findings related to the Theme "Contribution to the Learning Environment"

Codes under this theme were determined as entertainment, communication-collaboration, flexibility, and application. Examples to the participants' statements are as follows. P6: *"especially the active learning techniques that we applied created a fun atmosphere in the classroom. We couldn't find the chance of applying by having fun at the graduate classes. It was good in this respect."* P4: *"it was both online and face-to-face and this made things enjoyable."* P9: *"our communication with both our lecturer and friends gained strength together with this application, we learned together with our friends, we supported each other. And what is more, the experience is going on, that is in the traditional education, you go to the class, the lesson is taught, then you go out and the next week you go to the class again, In this application, however, it doesn't end, that is, when the lesson is over, the video materials of the next week come, in that period, you look at them continuously, learn, and in the classroom, we can ask our lecturer or friends, I can say that there is a perpetual interaction. And P1: "it provides with a flexible environment for the learning period and time, learning environment, and activities. I think it is very suitable for the ones who work and study like us". Another statement received under the code of flexibility belongs to P7: "I benefited from different resources, too. I didn't keep myself limited only with the videos that the lecturer sent. Moreover, I sometimes found an opportunity at late hours and I sometimes listened with earphones on the public bus. I went through different learning processes. Doing activities with different techniques was favourable during face-to-face education. It was a multi-choice application."*

P5 *"We tested the curriculum development implementations face-to-face in the classroom. Because we were prepared to do these out of the classroom. It was good to find a chance to apply in such a verbal lesson."* And P2: *"our lessons are generally theoretical, and I always have a question in my mind like I will be a scientist and will I be efficient enough when I*

have to develop a curriculum. Flipped learning contributed to both inking theoretical knowledge in and transferring this knowledge into practice”.

According to participants views, it can be said that they were positive about the learning environment through flipped learning practise.

Findings related to the Theme “Limitations”

Negative views of the participants regarding flipped learning application were collected under the theme of “limitations” with the codes of having difficulty, loneliness and technical problems. Participants’ views regarding the flipped learning practise were generally positive as they are seen in the titles above. Nevertheless, three participants mentioned the limitations of the application. For example, while P2 explains *“it has many positive aspects but there were the occasions that I had difficulty. Maybe this was because of the content of the lesson. There are some abstract topics in the curriculum development course and from time to time, I thought if the teacher had explained these directly in the classroom.”* P9 told *“both the moderate environment in the classroom and the provision of active learning were in question and I was very pleased but, in this process, I moved my house. It took time to get an Internet connection. Considering this, I think flipped learning is an application through which technical problems can be experienced.”* P4 reflected his/her opinions with the expressions *“I myself decided what I will study, how much and how and this was good but I also happened to feel alone as a student in this process”.*

Based on participants’ statements, it can be said that graduates had some difficulties during the flipped learning practise as explained above. These opinions should take consideration for future flipped learning implementation.

Discussion, Conclusion and Suggestions

In this study, views of a group of graduate students were examined related to flipped learning developed as a consequence of a paradigm shift which technology created in the field of education. Participants generally considered flipped learning positively, however, they stated that it had some limitations as well. This finding complies with many studies in the literature (Bergmann and Sams, 2012; Bishop and Verleger, 2013; Foster and Stagl, 2018; O’Flaherty and Phillips, 2015; Thaichay and Sittihitikul, 2016). Considering the Wannier and Palmer’s (2015) indication that flipped learning application is effective on the development of flexible and transformative universities, we can interpret that flipped learning can be used effectively not only at the undergraduate level but also at the graduate level.

The participants stated that active, effective and permanent learning occurred, in-depth learning was provided even in a course like the curriculum development which includes abstract content. Similarly, Bergmann and Sams (2012), Ramazani et al. (2016), Kim, Park and Joo (2014) also emphasise the influence of flipped learning on effective and permanent learning. The participants indicated that the availability to revise the video contents and learning materials as much as they wanted, created a positive effect on their learning. Bishop and Verleger (2013), Fulton (2012), Mok (2014) and Pierce and Fox (2012) also remarked that the opportunity of an unlimited number of repetitions is one of the important advantages in flipped learning. Participants emphasised other particulars that their autonomy, responsibility, self-confidence and motivations increased, and they found an opportunity to learn at their own pace. These statements support the other findings in the literature (Alsowat, 2016; Lafee, 2013; Porter, 2017).

Another finding is the views of the participants that flipped learning created a funny and flexible environment with a communication-based collaboration, Strayer (2012), Estes, Ingram and Liu (2014), Honeycutt and Garrett (2014) and Ramazani et al. (2016) also specified that the flexible and enjoyable environment created with flipped learning had a positive effect on learning. Bergmann and Sams (2012) and See and Conry (2014) indicated that flipped learning applications supported peer learning and collaboration.

Three participants mentioned the limitations of the application, and these were grouped as technical challenges, having difficulty because of old learning habits, the feeling of loneliness in the learning process. Siegle (2014) and Bergmann and Sams (2012) also considered the technical possibilities and the Internet access requirement as the limitation of the application. This limitation can be eliminated with the practices such as “in flip” model as it was mentioned in the previous sections. The views regarding the lack of the opportunity to ask questions to the teacher in the process that out-of-classroom learning occurs (Milman (2012) and the fact that students who are used to traditional education can have a difficulty (Bergmann and Sams, 2012) were encountered in the literature. This limitation can be eliminated by creating an information exchange platform or forum pages where students can ask questions to their teachers or each other during the learning process at home. In addition, it was stated that the students who resisted to the application took pleasure in flipped learning in time (Bergmann and Sams, 2012).

Considering that the students and especially the digital natives among them have limited attention spans flipped learning is a practice which makes an important contribution to the occurrence of effective learning with the choices that it offers. The model can be regarded as an alternative way not only for academic learning but also for enabling students to be self-learners, and it motivates individuals to be lifelong learners and to grow as individuals having 21st-century basic skills. Flipped learning was applied in this study in the curriculum development course, one of the basic courses for the graduate students attending curriculum and instruction programme and can be applied in the other courses as well. In this study, students were interviewed, and the results were interpreted. Collecting data through quantitative and qualitative data analysis with studies designed in accordance with research methods such as quasi-experimental, experimental or action research will contribute to the literature. The COVID-19 pandemic hadn't started in the world yet when this research was carried out. However, in spite of the interruptions in the educational processes with this outbreak, problems lived to organise face-to-face training, the opportunity to meet the students only on certain days and hours of the week have shown that flipped learning is a learning model that can be applied in extraordinary global conditions.

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Evaluation of Teachers' Motivation and Participation Levels in Professional Development Activities

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ABSTRACT

The aim of this research is to evaluate teachers' levels of motivation and participation in professional development activities. The research is descriptive and designed according to the screening model. The sample of the study consisted of 388 teachers working in state schools in Istanbul in the 2019-2020 academic year and determined by the simple random sampling method. As a result of the analyses, it was determined that teachers' levels of motivation and participation in professional development activities were high. In addition, it was found that motivation levels of teachers differed significantly in favour of female teachers, those who had bachelor's degree and choose teaching profession of their own will, whereas it did not differ significantly according to the branches. On the other hand, it was determined that participation levels of teachers in professional development activities did not differ significantly according to gender, branch and education level, however, they differed significantly in favour of those who chose teaching profession of their own will. Finally, a moderate level, positive and statistically significant relation was found between teachers' motivation and their levels of participation in professional development activities. In fact, it was found that the highest relation with professional development activities was in the dimension of identified regulation, yet there was no significant relation with external regulation.

Keywords: Professional development, professional development activities, motivation, teacher motivation

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Introduction

Today, education is at the centre of all change and development processes (Güneş, 2016). It can be stated that education is one of the most basic development indicators in the inter-communal competition process. Countries attach more importance to improvement of their educational levels relatively in order to meet the need of productive and qualified workforce in the battle of having a voice in science and technology. In the words of İlğan (2013), social development is related to the quality of education offered to citizens. Advancing in a social sense and reaching the welfare level of developed countries is only possible with an effective education in schools (Boydak-Özan, Şener, and Polat, 2014; Elçiçek and Yaşar, 2016). In other words, the most valuable investment tool for a prosperous future is education (Kaya, 2019). For an effective education, all elements (teacher, physical facilities, environment, instructional program, teaching materials, etc.) that are likely to affect students, who are the target audience of the system should be continuously improved. Teacher quality is the most important factor affecting student learning among the mentioned factors (İlğan, 2013). In the process of qualified education and increasing student success, the quality of teachers comes into prominence (Genç, 2010; Özer, 2008). Any education system does not have the power of producing a service beyond teacher qualifications. Therefore, the starting point of all education reforms is the teacher (Abazoğlu, 2014; Guskey, 2002). Countries are in an ongoing competition with each other in order to increase the quality of teachers.

Increasing teacher quality contributes to the quality problem in education to a certain extent, however teacher motivation can also be expressed as a crucial factor affecting the quality of education and training process and teacher quality. Teacher motivation not only has an important effect on student achievement (Akhtar, 2013; Hayden, 2011), but also contributes to the effectiveness of in-class teaching and school development (Ofogbu, 2004). Teachers' willingness to perform their duties, in other words, to be motivated, is considered important in terms of providing student motivation and facilitating their learning (Demir, 2018). According to Neves de Jesus and Lens (2005), teacher motivation is necessary in motivating students towards learning, realizing educational reforms through teachers, and providing teachers' own personal satisfaction. In other words, while teacher motivation contributes to student learning and professional development in particular, it also acts as a catalyzer in the implementation of educational reforms. In this respect, it can be said that teacher motivation is an important factor in determining teacher quality.

Improving teacher quality also contributes to the overall development of the school in institutional terms. In this respect, teacher qualification can be stated as a prerequisite for an effective education. Buldu (2014) points out that for an effective education, there should be teachers who can constantly update themselves, respond to the current needs of society, internalize social changes and reflect them to the teaching process, be a model for students, learn contemporary pedagogical approaches and actively use them. In this context, teaching is a profession changing constantly and having a dynamic feature that needs to update itself. Likewise, complex teaching methods are needed to provide 21st century student competencies (Darling-Hammond, Hyler, and Gardner, 2017). In the 21st century, in order for teachers to perform their teaching profession more effectively, they should not leave the learning process they are in, and even adopt the habit of continuous learning and self-renewal (Çakır, 2013). Additionally, considering that change will be perpetual, teachers have the obligation to learn,

develop and progress throughout their professional life (İlğan, 2020). It is essential that they renew, improve and keep up-to-date their expertise in their field. Otherwise, teachers who continue their teaching process without putting anything on the existing knowledge will cease to be the primary source of information like old books, and will lose their reputation in society (Aslanargun and Atmaca, 2017). Besides, that the perceptual equivalent of the concept of “good teacher” is “a teacher who constantly improves oneself personally and professionally” clearly explains the importance of professional development (Güneş, 2016; Seferoğlu, 2004). Genç (2010) states that teacher success is closely related to professional development activities which will support their personal and professional development. Accordingly, professional development, in a sense, is related to the quality of teacher, and therefore directly to the quality of education (Eroğlu and Özbek, 2018a).

When the literature is examined, there are studies in which teachers have expressed opinions that some professional development activities are not beneficial (Altun and Vural, 2012; Boydak-Özan, Şener and Polat, 2014; Kahyaoğlu and Karataş, 2019), studies that evaluate the need for new models and make suggestions in order to ensure the professional development of teachers draw attention (Abazoğlu, 2014; Buldu, 2014; İlğan, 2013; İlğan, 2020; Köseoğlu, Tümay and Üstün, 2010). As a matter of fact, studies indicate that teachers do not consider themselves competent in professional sense (Aslanargun and Atmaca, 2017) and do not participate in professional development activities much (Çakır, 2013). However, success of the education system increases at the level of teachers’ need for professional training (Özer-Özkan and Anıl, 2014). Many studies reveal that teachers’ participation in professional development activities increases student success (Johnson, Kahle, and Fargo, 2007; Lumpe, Czerniak, and Belyukova, 2012; Yoon, Duncan, Wen-Yu Lee, Scarloss, and Shapley, 2007). Similarly, teacher motivation can be considered as another factor that has an impact on student achievement. Studies indicate that teacher motivation has an important effect on student achievement (Akhtar, 2013; Hayden, 2011). In addition, professional development activities have a great importance in increasing professional motivation, supporting career plans, and increasing the quality of education by increasing classroom and school success (Buldu, 2014). These activities evoke teachers’ desire to seek the better in education by improving their attribute to be open to development (Özer, 2008). As Aslanargun and Atmaca (2017) stated, professional development activities motivate teachers to change and innovation. In this regard, it can be said that professional development activities have an important place in keeping teachers’ motivation on teaching process dynamic. In other words, it can be considered that there can be a connection between teacher motivation and participation in professional development activities. From this point of view, within the scope of this study, it is thought that teacher motivation and participation in professional development activities, which are considered to have such an impact on teachers’ continuous development and student success, need to be examined together.

Aim of the research

The aim of this research is to evaluate teachers’ levels of motivation and participation in professional development activities.

Targets of the research

In line with this main purpose, answers were sought for the following sub-goals:

- 1) How are the teachers' levels of motivation and participation in professional development activities?
- 2) Do teachers' motivation levels differ significantly according to the variables of gender, branch, education level and reason for choosing teaching profession?
- 3) Do teachers' participation levels in professional development activities differ significantly according to the variables of gender, branch, education level and the reason for choosing teaching profession?
- 4) Is there a significant relation between teachers' levels of motivation and participation in professional development activities?

Literature Review

This section includes a literature review about the research subject. In this context, teacher motivation and professional development activities were discussed under two separate headings.

Teacher Motivation

Motivation is defined as the power of performing at a high level and eliminating obstacles standing against change in general sense (Tohidi and Jabbari, 2012). Moreover, motivation is a driving force that directs, controls and resists human behaviour (Tohidi and Jabbari, 2012). Since it is an important factor in energizing the individual and making them willing to act, it is considered as the most important factor that ensures the effectiveness of the teaching process (Akbaba, 2006).

Teacher motivation, on the other hand, includes both teacher' the desire to teach and the personal style towards students in the teaching process and is explained by the teacher's enthusiasm and job satisfaction in this process (Revee and Su, 2014). Also referred to as "teaching motivation" (Dörnyei and Ushioda, 2013), Han and Yin (2016) define teacher motivation as the effort put into teaching with intrinsic values towards choosing to continue teaching and teaching, which are influenced by many contextual factors. Hence, it can be said that while teacher motivation has an important effect on student achievement, it also stands out as an important component of teacher quality. In fact, Akuok, Dwumah, and Baba (2012) argue that there is a significant relation between teacher motivation and quality education in their study. In other words, it is seen that the prerequisite for a qualified education is highly motivated teachers. Thoonen, Slegers, Oort, Peetsma, and Geijsel (2011) concluded in their study that factors motivating teachers contribute to the improvement of teaching practices. Studies on teacher motivation indicate that highly motivated teachers are a prerequisite for a qualified education. In other words, it can be said that teacher motivation positively affects all other factors affecting the process of education and training. For this reason, teacher motivation is considered as an important feature that should be taken into consideration in being selected and continuing the profession (Sinclair, 2008).

Professional Development Activities

Professional development, which has such an important place in performing professions, is conceptually defined as the process of improving the knowledge and skills of individuals related to their profession (Bakioğlu and Kirişçi-Sarıkaya, 2018; Güneş, 2016). In terms of

teaching, it is expressed as all of the factors improving an individual's knowledge, skills, field expertise and many other characteristics (Altun and Vural, 2012). According to Demirli, Demirkol, and Özdemir (2010), professional development is the process of individuals' developing the behaviours necessary for them to find a suitable place in an increasingly complex working life. Effective professional development, on the other hand, is defined as structured professional learning that leads to changes in teaching practices and enables the improvement of students' learning outcomes (Darling-Hammond, Hyler, and Gardner, 2017). The concept of professional development has emerged over time with the evolution of concepts such as in-service training, personnel development, career development, and human resources development. Today, it is defined as staff-centred, long-term, on-the-job learning experiences (Bümen, Ateş, Çakar, Ural, and Acar, 2012; Güneş, 2016; İlğan, 2013). Bayır and Köseoğlu (2013) state that professional development is not in the form of courses in which information is given in a short time, which they express it as old-school, and that it is a long-term process enabling teachers to progress in terms of pedagogical and field expertise. In a similar vein, Öztürk-Akar (2006) states that professional development trainings have turned into a format prioritizing professional interactions and caring the opinions and thoughts of teachers who are practitioners, thus emphasizing individual development, by stripping from a format in which, after decisions are taken at the centre, teachers' mandatory participation is ensured and success is expected in practice as a result of theoretical knowledge conveyed. According to the new understanding, the concept basically emphasizes long-term personal progress and development in professional sense. Buldu (2014), thus, defines teacher professional development as teachers' progress in understanding educational issues and problems, providing students with knowledge and skills related to their field, contributing to the development of students in all aspects, creating different and rich learning environments, planning and evaluating teaching, establishing effective social relations, and contributing to the development of the school. Uğurlu, Dolmacı, and Evran-Acar (2018) consider professional development as a process and define it as providing necessary opportunities for teachers to improve their professional learning, knowledge and skills.

As can be understood from the definitions, the focus of professional development process is to make student learning more qualified. Professional development has an effect on the development of teachers' readiness in terms of teaching skills as well as on their potential to affect student achievement (Bayar, 2014). Teachers are expected to reflect the knowledge, skills and experiences they have acquired through professional development activities in a way that contributes to the students' learning more effectively and developing different point of views on the lesson/subject (Avalos, 2011; Özdemir, 2016). In the words of Feiman-Nemser (2001), student learning is directly related to what and how teachers teach. In other words, there is a connection between student learning and the knowledge, skills and connections that teachers bring to the implementation of the course and the options they offer regarding teaching styles. Therefore, it can be said that it is aimed to increase students' knowledge and skills through professional development of teachers. As a matter of fact, it is seen in studies that professional development activities have positive effects on student achievement (Lumpe, Czerniak, and Belyukova, 2012; Yoon et al., 2007). Therefore, it can be said that professional development is primarily aimed at improving student learning positively.

When we look at the main purpose of professional development, it is expressed as meeting the needs of teachers for ensuring and developing student learning (Özer, 2008). Professional development activities have an important place in achieving this goal. Professional

development activities are defined as teachers' systematic efforts to achieve change in classroom practices, attitudes, beliefs and learning outcomes (Guskey, 2002). Borko, Jacobs, and Koellner (2010) state that professional development activities increase teachers' knowledge and practical skills, thus they support student learning and success. According to İlğan's (2013) statement, professional development activities are effective to the extent that they increase student learning as well as improve teachers. Professional development, the contribution of which has been clearly demonstrated on student learning, is provided before and during the service process, in other words, through professional development activities offered or preferred until retirement, it can be said that the most effective activities are the ones expected to affect student learning during the practice of the profession. For professional development, teachers need to participate in collective activities that they take in areas where they want to improve themselves individually and that are presented as embedded in the work. When effective professional development activities are examined, they are generally considered as activities carried out as embedded in daily teaching work. İlğan (2013) describes effective professional development activities as embedded learning opportunities which include field knowledge and methods and techniques related to the field, are allocated sufficient time, receive support from senior management, are carried out in cooperation and are continuous. Teachers engage in interactive, integrated, applied and result-oriented work with professional development activities within the work, and they work in teams such as in-department, inter-departmental, group and branch teachers (İlğan, 2020). It is stated that the tasks spread into a working day to make the teacher active, especially at school, such as mentoring, student coaching, group study teams, etc. will be more efficient in terms of professional development (İlğan, 2013). Thus, professional development is provided in the implementation process (in-service) by transferring professional knowledge and skills to practice, developing new knowledge, and transferring them to students, colleagues and the environment (Güneş, 2016).

In the professional development process, in-service training activities have an important place in addition to the professional development activities embedded in the work (Özmantar & Önala, 2017). In-service training activities are carried out to increase expertise and skills of teachers, develop educational goals, improve learning environments and develop teaching materials for the sake of increasing educational performance of teachers at school (Göksoy and Dinç, 2017). It can be expressed that both in-service training activities provided outside the implementation process of the profession and the activities embedded in work for school-based professional development and interaction with stakeholders contribute to corporate development on a micro-scale and to overall development of national education on a macro-scale. When evaluated from this aspect, as Genç (2010) states, professional development activities point to lifelong learning in a way enabling continuous learning both formally and informally. However, in recent years, training such as courses, seminars and conferences given by experts for the needs of the school and school-based professional development activities in which teachers do research through teamwork for increasing the quality of education stand out in terms of being accessible, need-oriented of teachers and allowing teachers to take active roles (Özer, 2008). In addition, professional development activities of teachers can be formal and informal in pre-service and in-service professional development periods, as well as traditional-innovative, individual and collaborative (Bakioğlu and Kirişçi-Sarıkaya, 2018). Furthermore, professional development activities can be approached at institutional and individual level (Özdemir, 2016). Today, although it seems that activities embedded in the work and based on professional interaction are

more preferred, continuous introduction of new learning theories in pedagogical sense and innovations in teaching technologies lead to diversification of professional development activities. In the research, participation in professional development activities was examined within the scope of the school-based professional development (SBPD) model. In the SBPD model, professional development is considered as processes that support the development of professional knowledge, skills, values and attitudes at school or outside of school, and contribute to the teacher in creating effective learning-teaching environments (MEB, 2010). In this context, based on this model, the research subject has been studied.

Methodology

In this section, information about the research design, sample, data collection tools and data analyses are given.

Research Design

The research is based on the positivist paradigm. Positivism argues that real events can be analyzed logically by observing empirically. Positivist research methodology is expressed as an approach that suggests removing the complexity of the outside world with micro experiments in the laboratory environment and creating policies based on the results obtained (Kaboub, 2008). This research, which is based on a positivist paradigm, is descriptive and has been designed according to a survey model. Screening models are based on presenting the existing situation as it is with an objective approach (Karasar, 2009). In this study, it was tried to evaluate the motivation levels of permanent teachers working in schools affiliated to the Ministry of National Education and their levels of participation in professional development activities.

Site and Subject Selection

The research was carried out with classroom and branch teachers working in public schools in Istanbul. The reason why this city was chosen as the application point of the study is that it is the city where two of the researchers work. In this context, data were collected from the teachers using the simple random sampling method, with the thought that it could easily reach the participants. With this thought, teachers were made to fill in data collection tools easily and explanations were made through instant feedback to the incomprehensible items in the scales.

While determining the subject of research, firstly the literature on the subject was reviewed. It is thought that the number of professional development activities organized by the Ministry of National Education has increased recently and it is important to determine the level of participation of teachers in these activities. However, it was seen that participation in professional development activities was not evaluated in the literature together with the concept of motivation that could significantly affect itself. For this reason, it was thought that the level of motivation of teachers and their participation in professional development activities should be determined first. Afterwards, it was tried to reveal whether these two related concepts are actually related or not with a scientific research.

Data Collection Tools

In the study, Motivation Scale developed by Gagné, Forest, Gilbert, Aube, Morin, and Malorni (2010), and adapted to Turkish by Çevik and Köse (2017), as well as, Professional Development Activities Scale for Teachers developed by Eroğlu and Özbek (2018b) were used.

Motivation Scale, used to determine teachers' motivation levels, is a five-point Likert-type scale and its items are answered as "Completely disagree (1), Disagree (2), No idea (3), Agree (4), and Completely agree (5)". Scores that can be obtained from the 12-item scale range from 12 to 60. It was seen that while the scale was adapted to Turkish, the four-dimensional structure of the scale was preserved during the exploratory factor analysis process in testing structure validity. These dimensions are "intrinsic motivation", "identified regulation", "introjected regulation" and "external regulation". After the exploratory factor analysis, confirmatory factor analysis was also conducted for construct validity. In this process, Chi-Square Goodness of Fit Test was conducted; fit index values such as CFI, TLI and RMSEA were calculated. Within the scope of the reliability analyses, the Cronbach Alpha value was calculated as .88 for the total scale. In this study, the Cronbach Alpha value calculated for the reliability analysis was .81.

Professional Development Activities Scale for Teachers, used to determine teachers' participation levels in professional development activities, is a five-point Likert type scale and its items are answered as "Never (1), Rarely (2), Usually (3), Often (4), and Always (5)". The scores that can be obtained from the 29-item scale range between 29 and 145. While developing the scale, Exploratory and Confirmatory Factor Analyses were conducted to determine the construct validity. First, KMO coefficient was calculated through Kaiser-Meyer-Olkin (KMO) test carried out by the researchers, and then the Bartlett Sphericity Test was conducted to examine the normal distribution of the data. After the exploratory factor analysis based on the values reached, a scale consisting of 29 items and 6 factors explaining 57.485% of the total variance was obtained. Confirmatory factor analysis was carried out to support that the scale had a 6-factor structure, and then a modification process was applied between some items. In both analyses, Chi-Square Goodness of Fit Test was conducted; fit index values such as GFI, AGFI, CFI, RMSEA, RME and SRMR were calculated. Within the scope of the reliability analyses, the Cronbach Alpha value was calculated as .91 for the total scale. Besides, during the reliability analysis process, Guttman split-half coefficient was found as .80 and Spearman-Brown coefficient as .83. Additionally, the correlation coefficient between the two applications was determined as .791 through test-retest method. In this study, the Cronbach Alpha value was calculated for the reliability analysis and found as .94.

Data Analyses

Before the analysis of the research data, the normality distributions of the data obtained from the scales were examined in order to determine the statistical test types to be used first. Based on the fact that the skewness and kurtosis coefficient values were between -1 and +1 and the arithmetic mean, mode, and median values did not diverge far from each other, it was assumed that the data met the normality assumption. In this regard, it was decided to use parametric test types; on SPSS 22 program, whether independent variables created a significant difference on dependent variables or not was determined via Independent Samples t-Test and the relation between dependent variables was determined by calculating the Pearson Correlation Coefficient (r).

Validity and Ethical Considerations

At the point of validity of the research, all three researchers conducted the research as experts in educational sciences. Depending on the purpose of the study, scales that were previously developed by experts in the field were used with permission and relevant data were collected from teachers. In addition, the participants were selected as classroom and branch teachers and a diversity of participants was achieved. In terms of reliability, the characteristics of the participant were clearly stated in the study, and those who read the research were made to see these characteristics. While collecting data during the research process, the purpose of the research was clearly expressed to the participating teachers. In this way, teachers who wanted to participate in the research voluntarily were made to fill in the scales. In this process, the researchers applied the scales to the teachers themselves, and instant feedback was given to the teachers about the incomprehensible items during the filling in the scales. In addition, based on the data obtained from the scales, the Cronbach Alpha reliability coefficient value was calculated and the findings regarding the results of all analysis were reported in the research.

Findings

In this section, the findings obtained after the analysis of the research data are given respectively. The distribution of the teachers who constituted the sample of the study according to their demographic characteristics is given in Table 1 below.

Table 1. Distribution of the teachers in the sample according to their demographic characteristics

Characteristics	Variable	f	%
Gender	Female	265	68.0
	Male	123	32.0
	<i>Total</i>	<i>388</i>	<i>100</i>
Branch	Class Teacher	161	41.5
	Branch Teacher	227	58.5
	<i>Total</i>	<i>388</i>	<i>100</i>
Education Level	Undergraduate	308	79.0
	Postgraduate	80	21.0
	<i>Total</i>	<i>388</i>	<i>100</i>
Reason for Choosing Teaching Profession	Inner (My own will)	304	78.0
	External (Family will, job guarantee, salary etc.)	84	22.0
	<i>Total</i>	<i>388</i>	<i>100</i>

The research sample consisted of 388 teachers working in state schools in Istanbul and determined by the simple random sampling method. 265 of the teachers in the sample group were female and 123 were male. Additionally, 161 of these teachers were classroom teachers while 227 of them worked as branch teachers. 308 of the teachers received undergraduate education and 80 of them completed their postgraduate education. In addition, while 304 of the teachers chose teaching profession of inner reason (their own will), 84 of them preferred it for external reasons (family will, job guarantee, salary etc.)

In line with the responses of the teachers to the Motivation Scale and Professional Development Activities Scale, normality distribution of the data was examined firstly and the analyses were carried out accordingly. In this context, descriptive statistics values obtained from the scales are given in detail in Table 2 below.

Table 2. Descriptive statistics for the scales

Scales	N	\bar{X}	Median	Mode	ss	Skewness	Kurtosis	Min. and Max. Values
Motivation Scale	388	42.96	43.00	43.00	6.39	-.428	.392	23.00-57.00
P. D Activities Scale	388	113.38	114.00	101.00	15.41	-.166	.126	54.00-145.00

When Table 2 above is examined, it is seen that the values of skewness and kurtosis coefficients of the data in the Motivation Scale and Professional Development Activities Scale are between -1 and +1. According to these values, it can be stated that the data indicate a normal distribution (Büyüköztürk, Çokluk-Bökeoğlu, and Köklü, 2009; Tabachnick and Fidell, 2013). In addition, since the mean, median and mode values are seen to be close to each other, it can be considered that data distributions do not deviate excessively from normal (Büyüköztürk et al., 2009; Büyüköztürk, 2010). Accordingly, Independent Samples t-Test, one of the parametric tests, was conducted in the analyses in order for comparison of the dependent variables with regard to the independent variables; and Product-Moment Correlation Coefficient (r) was calculated in order to examine the existence of the relation between the two dependent variables.

According to Table 2, the arithmetic mean of the total scores obtained from the 12-item Motivation Scale is $\bar{X}=42.96$. Considering that the scores which can be obtained from the scale are between 12 and 60, it can be stated that teachers' motivation is high. The arithmetic mean of the total scores obtained from the 29-item Professional Development Activities Scale is $\bar{X}=113.38$. Considering that the scores which can be obtained from the scale vary between 29 and 145, it can be thought that teachers' views on professional development activities are high.

In Table 3 below, the findings for the Independent Samples t-Test conducted to determine whether the motivation levels of teachers differ significantly according to the variables of gender, branch, education level and reason for choosing teaching profession.

Table 3. Findings for the Independent Samples t-Test conducted to examine the total scores of teachers' motivation levels according to the variables of gender, branch, education level and reason for choosing teaching profession

Variable	Group	N	\bar{X}	ss	sd	t	p
Gender	Female	265	43.43	6.08	386	2.120	.035*
	Male	123	41.96	6.92			
Branch	Class Teacher	161	42.75	5.96	386	-.551	.582
	Branch Teacher	227	43.11	6.69			
Education Level	Undergraduate	308	43.30	6.33	386	2.054	.041*
	Postgraduate	80	41.66	6.49			
Reason for Choosing Teaching Profession	Inner (My own will)	304	44.35	5.76	386	8.883	.00*
	External (Family will, job guarantee, salary etc.)	84	37.96	6.05			

*p<0.05

When Table 3 above is examined, it is seen that the total score means of the teachers' motivation levels do not demonstrate a significant difference according to the branch variable ($p > .05$). However, it was found that the total score means of teachers' motivation demonstrated a significant difference according to the variables of gender [$t(386) = 2.120, p < .05$], education level [$t(386) = 2.054, p < .05$] and reasons for choosing teaching profession [$t(386) = 8.883, p < .05$]. In this context, it was revealed that female teachers ($\bar{X} = 43.43$) had higher motivation than male teachers ($\bar{X} = 41.96$), those with a bachelor's degree ($\bar{X} = 43.30$) had higher motivation than those with a master's degree ($\bar{X} = 41.66$) and those who chose teaching profession of inner reason (their own will) ($\bar{X} = 44.35$) had higher motivation than those who preferred the teaching profession for external reasons (family will, job guarantee, salary etc.) ($\bar{X} = 37.96$). These findings reveal that teachers' motivation can differ significantly according to gender, education level and reason for choosing teaching profession.

In Table 4 below, the findings for the Independent Samples t-Test conducted to determine whether the levels of teachers' participation in professional development activities differ significantly according to the variables of gender, branch, education level and reason for choosing teaching profession.

Table 4. Findings for the Independent Samples t-Test conducted to examine the total scores of teachers' participation levels in professional development activities according to the variables of gender, branch, education level and reason for choosing teaching profession

Variable	Group	N	\bar{X}	ss	sd	t	p
Gender	Female	265	114.42	14.82	386	1.964	.050
	Male	123	111.13	16.44			
Branch	Class Teacher	161	114.14	15.06	386	.818	.414
	Branch Teacher	227	112.84	15.66			
Education Level	Undergraduate	308	113.06	15.42	386	-.781	.435
	Postgraduate	80	114.58	15.38			
Reason for Choosing Teaching Profession	Inner (My own will)	304	114.52	14.73	386	2.806	.005*
	External (Family will, job guarantee, salary etc.)	84	109.24	17.11			

* $p < 0.05$

When Table 4 above is examined, it is seen that the total score means of the teachers' participation levels in professional development activities do not demonstrate a significant difference according to the variables of gender, branch and education level ($p > .05$). However, it was found that the total score mean of teachers' participation in professional development activities demonstrated a significant difference according to the variable of reason for choosing teaching profession [$t(386) = 2.806, p < .05$]. In this context, it was revealed that teachers who chose teaching profession of inner reason (their own will) ($\bar{X} = 114.52$) had higher levels of participation in professional development activities than those who chose teaching profession for external reasons (family will, job guarantee, salary etc.) ($\bar{X} = 109.24$). This finding reveals that

teachers' participation in professional development activities can differ significantly depending on the reason for choosing teaching profession.

In Table 5 below, the findings of the Simple Linear Correlation Analysis conducted in order to examine the relations between teachers' motivation, dimensions of motivation and their participation in professional development activities are given.

Table 5. Findings on the relations between teachers' motivation, dimensions related to motivation and their participation in professional development activities

	Identified Regulation	Intrinsic Motivation	Introjected Regulation	External Regulation	Motivation
Professional Reading	.241**	.251**	.231**	.059	.282**
Updating	.318**	.215**	.249**	.051	.295**
Experience	.333**	.223**	.251**	-.011	.285**
Reflection	.394**	.292**	.316**	.052	.376**
Sharing	.312**	.211**	.268**	.011	.288**
Cooperation	.288**	.256**	.213**	.081	.296**
Professional Development Activities	.405**	.314**	.327**	.060	.394**

** : significant at .01 level, $p < .01$

According to Table 5 above, it is seen that there is a moderate level, positive and significant relation between the total scores of teachers' motivation and the total scores of their participation in professional development activities ($r = .394$, $p < .01$). Besides, it is seen that the highest relation with professional development activities is in the identified regulation dimension of motivation ($r = .405$, $p < .01$). Additionally, the highest correlation between the total scores of the dimensions of professional development activities and the dimensions of motivation is between reflection and identified regulation ($r = .394$, $p < .01$). Finally, it was determined that the highest correlation with motivation was in reflection ($r = .376$, $p < .01$) and the lowest relation was in professional reading ($r = .282$, $p < .01$) dimensions of professional development activities.

Discussion, Conclusion and Suggestions

The following results were obtained in this study, in which teachers' levels of motivation and participation in professional development activities were investigated: In the study, it was determined that teachers' motivation levels were high ($\bar{X}=42.96$). This result is attributed to the fact that high scores obtained from Motivation Scale demonstrated the level of motivation also increased. As a matter of fact, in the research conducted by Cantaş and Kavas (2015) on teachers working in secondary schools, it was determined that the general motivation levels of teachers were high. Sarı, Canoğulları, and Yıldız (2018) found high levels of motivation of teachers in their research on teachers working in Adana. Urhan (2018) reached a conclusion in her research she conducted in Konya that the general motivation levels of teachers were high. In the study of Taşkesen, Taşkesen, Bakırhan, and Tanoğlu (2018), it was determined that teachers' motivation levels were at a level meeting expectations. In the research conducted by Yılmaz (2017) in Istanbul, it was determined that the work motivation of teachers was low, and the motivation of teachers was at a moderate level in the research conducted by Ugar (2019) again in Istanbul. Barlı, Bilgili, Çelik, and Bayrakçeken (2005), on the other hand, concluded in their research on teachers working in Erzurum that teachers' motivation was low in general. According to these differences in the results, it can be stated that teacher motivation can vary according to the region worked.

In the study, it was determined that the motivation levels of the teachers differed significantly according to the variables of gender, education level and reason for choosing teaching profession, yet it did not differ significantly according to the branch variable. In the study, it was revealed that female teachers had higher motivation than male teachers, those with a bachelor's degree had higher motivation than those with a master's degree and those who chose teaching profession of inner reason (their own will) had higher motivation than those who preferred it for external reasons (family will, job guarantee, salary etc.). This finding reveals that teachers' motivation can differ significantly according to their gender, education level and reason for choosing teaching profession. However, in the study of Çevik and Köse (2017), it was revealed that motivation levels of teachers did not differ significantly according to the variables of gender and education level. In the same study, it was concluded that motivation levels of classroom teachers and branch teachers did not differ significantly from each other, similar to the present study. It was determined that teachers' motivation levels in the research of Sarı et al. (2018), Taşkesen et al. (2018) and Urhan (2018), and teachers' work motivation in the study of Yılmaz (2017) did not differ significantly according to gender. In the study of Ugar carrying out the evaluation according to intrinsic and extrinsic motivation, which are sub-dimensions of motivation, it was found that both motivations of teachers did not differ significantly according to gender. When examined in terms of the branch variable, Urhan (2018) found in her study that the level of motivation did not differ significantly between classroom and branch teachers. Ugar (2019) also examined motivation in terms of the type of school worked and revealed that there was no significant difference according to teachers' working in primary and secondary schools and high schools. Similarly, Can (2015) found in his study that teachers' motivation levels did not differ in terms of school type. In other words, it was determined that there were no significant differences in intrinsic and extrinsic motivation between branch and classroom teachers. When evaluated in terms of education level, contrary to the present study, in Ugar's (2019) research it was determined that the motivation levels of teachers did not appear as a significant difference in those with undergraduate and graduate degrees. In this regard, it can be

stated that according to the sample group studied, teachers' motivation levels can differ from each other in terms of aforementioned variables.

Another result of the study is that teachers' participation levels in professional development activities are high ($\bar{X}=113.38$). High scores obtained from the Professional Development Activities Scale for Teachers, which was used as a data collection tool in the study, indicate that teachers' participation levels in professional development activities are high. Similarly, Eroğlu and Özbek (2018b), who worked with 452 teachers during the development stage of the scale, found that teachers' perceptions of professional development activities were high. In the study of Aslanargun and Atmaca (2017), it was determined that the majority of teachers participated in some seminars, training and programs related to their branches in order to improve themselves professionally. In the study of Kaçan (2004), it was concluded that most of the teachers made an effort to participate in professional development activities. The results of the studies indicate that teachers' perspectives on professional development are positive, and accordingly, they are willing to participate in professional development activities.

In the study, it was determined that teachers' participation levels in professional development activities did not differ significantly according to the variables of gender, branch and education level. In a similar vein, in the study of Kasalak (2020), the number and duration of participating in professional development activities and the level of being affected by the activities of the teachers who work as school administrators did not differ according to the gender variable. In the study of Kaçan (2004) on classroom teachers, it was concluded that the effort to participate in professional development activities did not differ significantly according to gender variable. According to these results, it can be expressed that gender is not a determining factor in participating in professional development activities. In the study of Kasalak (2020), it was concluded that the number and duration of participation in professional development activities and the level of being affected by the activities of the teachers who are school administrators differ significantly according to the type of school worked. As a matter of fact, when it is taken into consideration that class teachers are appointed as administrators in primary schools and branch teachers are appointed as administrators in secondary and high schools, this variable can also be associated with the branch variable of the present study. In this context, considering the results of the research of Kasalak (2020), it is seen that school administrators working in primary schools participated in professional development activities more than those working in high schools, and school administrators working in high schools participate in professional development activities in longer durations than those working in primary and secondary schools and find these activities more effective. Accordingly, this result can be evaluated in a sense that teachers' perceptions towards professional development activities may differ according to their branch. Another result of the present study is that the levels of teachers' participation in professional development activities differed significantly in favour of those choosing teaching profession of inner reason (their own will). This result can be evaluated in a way that those who choose teaching profession of their own will have higher levels of professional commitment and participate more in professional development activities to ensure their professional development. In the study by Kaçan (2004), on the other hand, it was concluded that the effort to participate in professional development activities did not differ significantly according to the variable of reason for choosing the profession. It can be stated that this difference can result from both the branch of the sample groups and the regions where the application was conducted.

Finally, in the present study, a moderate level, positive and significant relation was determined between teachers' levels of motivation and participation in professional development activities ($r=.394$, $p<.01$). Accordingly, it can be evaluated in a sense that as teachers' motivation increases, they participate more in professional development activities, or on the contrary, as they participate in professional development activities, their motivation increases in the same way. This result supports the opinion of Buldu (2014), supporting teachers by determining their professional needs at all stages of their professional career, providing them with professional development opportunities in the field they need, and rewarding them as much as they succeed will positively affect teachers' motivations and performances. Can (2019) also evaluates the lack of motivation in teachers as one of the barriers to professional development. In addition, as Murphy and Calway (2008) stated, professional development practices in the form of work-integrated learning increase the professional commitment and motivation of employees. In another study conducted on preservice teachers, Bayır and Köseoğlu (2013) determined that prospective teachers participating in the professional development workshop developed some new understandings about their roles as teachers in the classroom and that they switched from traditional teacher role to a constructive teacher role. Besides, it was determined that teacher candidates gained an awareness about implementing the requirements of that role gained when they started their profession in the future. In other words, it can be expressed that the role gained through professional development activities provided motivation for the profession. In a study conducted by Gokmenoglu, Beyazova, and Kılıçoğlu (2015) on academic staff working at university, it was stated that motivation increase was among the gains of professional development activities as a result of the interviews. In addition, in the present study, it was determined that the highest relation with teachers' perceptions towards professional development activities was in the identified regulation dimension of motivation and there was no significant relation with external regulation. In fact, Deci and Ryan (1985, 1991) consider identified motivation as the choices made by the individual by being aware of the importance of a task and making decisions accordingly (as cited in Bozgün, and Akin-Kösterelioğlu, 2020). The fact that teachers' motivation levels are in favour of those choosing teaching profession of their own will is thought to support this and it can be considered as functional in forming a positive perception towards professional development activities. Additionally, it is seen that the majority of the participant teachers of the study preferred teaching profession on their own will. In this regard, it can be thought that motivation associated with identified regulation is related to the high perception towards professional development activities. Indeed, as İşcan (2006) stated, the identification of the employees in an organization with the organization makes the work performed more meaningful, increases the motivation of employees, and enables them to make some voluntary efforts to support the organization willingly. On the other hand, in another study, it was concluded that organizational cynicism decreased as the organizational identification of teachers increased. In addition, in the study, it was emphasized that with the increase in organizational identification of teachers, they would adopt the goals of the school and make intense efforts accordingly, integrate with the school, and share both success and failure (Argon and Ekinci, 2016). With reference to the same idea, it is thought that with the increase in identification, teachers will be able to adopt the profession, fulfil the requirements of it, integrate with it and participate in professional development activities or develop a positive perception towards these activities.

Based on the results obtained from the research, the following suggestions can be offered:

Secondary school students thinking of choosing faculty of education can be guided for an appropriate professional orientation. Criteria can be introduced to ensure that people who are committed and willing to the teaching profession are appointed as teachers. In order to increase the participation in professional development activities, practices increasing the motivation of teachers can be prepared by school administrations. Ministry of National Education (MoNE) can diversify professional development activities in line with teachers' general educational needs. MoNE can implement encouraging activities that will enable teachers to participate voluntarily in professional development activities. In order to increase the motivation of teachers completing postgraduate education, various improvements (career steps, service score, management score, additional course fee increase, etc.) can be made. Qualitative studies can be conducted to reveal the difference in motivation of teachers according to gender.

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University Students' Perception of COVID-19: A Metaphor Analysis

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ABSTRACT

The purpose of this research is to reveal how university students perceive COVID-19 metaphorically during the pandemic process. The research was carried out with the state university students of the faculty of education in the Marmara region in the 2019-2020 academic year. In order to gather data for the research, an open-ended questionnaire was prepared to find out the views of the university students participating in the study about COVID-19. The students were asked what is comparably associated with Covid-19 in regard to their views. Students were asked to complete the sentences like "COVID-19 is like a Because". This research is a phenomenological design study and it is one of the qualitative research methods. While analyzing the data, a data analysis method consisting of five steps was followed: coding and sorting, sample metaphor image compilation stage, category development stage, ensuring validity and reliability stage, and transferring metaphors with quantitative data. The obtained data was first grouped in line with the common features of the metaphors and categories were created. As a result of the research, the produced metaphors by university students gathered into ten groups as "freedom restriction", "spreading/contacting", "cause of death", "uncertainty", "enlightening-stimulating", "infectious and adhesive type", "enemy", "dangerous creature", "dirt-stain" and "COVID-19 being as an exam/test".

Keywords: COVID-19, university student, metaphor

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Introduction

The COVID-19 virus, which first appeared in Wuhan, China in the last months of 2019, caused an epidemic in China, and then the whole world was affected by this pandemic. In this process, all education levels from pre-school education to higher education were negatively affected, and many countries in the world had to stop education partially or completely.

According to UNESCO's data, COVID-19 showed its first negative effects on education by affecting 999,014 students only in China on 17.02.2020. This number was 0.1% of the total number of students in the world. Just two months later, on 18.04.2020, the number of students affected by COVID-19 in 190 countries around the world was 1,576,678,202. This number is equal to 90% of students worldwide. The negative effects of COVID-19 continue. As of 26.09.2020, 850,506,853 students in 52 countries around the world have been affected, this number constitutes 48.6% of the total enrolled students in the world. (<https://en.unesco.org/covid19/educationresponse>). Students affected by COVID-19 had to continue their education with distance education opportunities. In this process, it is important how students are affected both psycho-socially and cognitively regarding their perception of the COVID-19 pandemic, which negatively affects their education lives either (Dönmez and Gürbüz, 2020; Göka, Türkçapar, Sayar, Rashid, Dinç and Çakır, 2020; Yazıcı-Çelebi, 2020). In this study, a metaphor study was conducted on how university students perceive COVID-19.

The origin of the concept of metaphor comes from the word "metaphein", which is the combination of the Greek words "meta" and "pherein" (Levine,2005). Also, it means defining very complex terms such as "conveying the meaning of something" and "transferring of it" (Döş, 2010). According to Saban (2004), metaphors are the most powerful mental images that direct, control, and structure ideas about the formation and functioning of events.

Metaphor, by linking the object or phenomenon we want to understand, to the field of concepts belonging to another area of meaning and enables us to re-conceptualize, to see it from different angles, and enables us to highlight some previously unnoticed situations (Taylor, 1984). Metaphors provide a relationship between two different concepts. The relationship between these two concepts can be provided by the fact that a concept has an aspect that is similar to another concept. Metaphors can occur figuratively, by analogy or comparison. Therefore, through metaphor, a relationship is established between two concepts that are not related to each other. Metaphors strengthen individuals' ability to express themselves and help them understand the world. Concepts perceived as abstract can be explained with a concrete concept in mind through metaphors. Metaphor not only gives us a picture of the truth, but it is also a means of "creating reality or occurring the reality" for community members. Therefore, metaphor reflects the "subconscious" structure of society, individual, or a particular community (Yıldırım and Şimşek, 2008). Metaphors are concepts that make the narration more effective. According to Saban (2009), what makes metaphor powerful as a mental model is that it expresses explicitly or implicitly that one of the two different phenomena is like the other. In this context; the individual establishes a relationship between different concepts or phenomena that are not similar. And individuals tend from one particular way of understanding to another. According to Forceville (2002), there are two basic concepts in a metaphor, one of which is the source and the other one is the target concept. While the source concept is the one in which the common features of the target concept are used to explain it; the target concept is the one determined to be explained.

Metaphor is associated with different terms in different sources and fields of science. The metaphor, which is widely used in social sciences in general; is also used in Sociology and Philosophy analogy, in the field of Literature and Linguistics including a figure of speech, borrowing metaphor, metaphorical speech, and in the field of pedagogy. However, none of these can be able to fully explain metaphorical thinking. Therefore, it is seen that the concept of direct metaphor is always preferred (Zeren and Yapıcı, 2014).

When the literature is examined on the education field, as far as can be reached, there are researches such as; Stofflett, 1996; Hagstrom, Hubbard, Hurtig, Mortola, Ostrow and White, 2000; Peacock, 2001; Veugelers and Vedder, 2003; Parsons, Brown and Worley, 2004; Saban, 2004; 2008; 2009; Shaw, Massengill and Mahlios, 2008; Pishghadam, Torghabeh and Navari, 2009; Özdemir, 2012; Eminoğlu-Küçüktepe and Gürültü, 2014; Karabacak, Kucuk, Korkmaz, 2015; Ateş, 2016; Bilasa and Taşpınar, 2016; Saracaloğlu, Çırakoğlu, Akay, 2016; Tez and Aydıner-Uygun, 2016; Alım, Şahin and Meral, 2018; Takahashi, 2018; Özgenel and Gökçe, 2019; Altındağ Kumaş and Süer, 2020; Koç, 2020; Kuvaç and Nerimanoğlu, 2020; Nakiboğlu and Yıldırım, 2020). However, there is not any study reached directly related to COVID-19 in the field of education. Therefore, this research has been considered worthwhile to be conducted.

The purpose of this research is to examine through the metaphors regarding how the students who continue their university education during the pandemic process perceive COVID-19. With respect to this research; answers to the questions stated below will be examined;

1. Which metaphors do the university students associate with COVID-19?
2. How are the metaphors about COVID-19 expressed by university students categorized?
3. How do university students explain the reasons for the metaphors that they express?

Method

Research Model

This research has aimed at determining students' metaphorical perceptions of the concept of COVID-19 is a qualitative study. In qualitative study, it is aimed to understand different perspectives and reasons, to share the different meanings attributed to concepts, to explore the subjective interpretation and structuring of the life experiences (Berg and Lune, 2015). In another saying; these are studies aimed at determining what a concept or phenomenon means (Merriam, 2013). In this study, phenomenology design, which is one of the frequently used patterns in qualitative methods, was used. Phenomenology is a way to discover the underlying meaning of the participants' experience, revealing the underlying structure, while being aware of the researcher's personal judgments (Merriam, 2013). Phenomenology is a pattern that focuses on the phenomena which are recognized but still lacking in-depth and detailed understanding (Yıldırım and Şimşek, 2008). Phenomenology focuses on making a description of “how people perceive phenomena, how they describe them, how they feel about them, how they judge, how they remember, how they re-interpret, and how they talk to others about it” (Patton, 2014). In accordance with the phenomenological approach, there is no single reality. Reality is based on personal perceptions and may change in-time. What we know differs with regard to the situation, environment, and conditions we are in (Giorgi and Giorgi, 2003).

Study Group

The study group of the research consists of a total of 230 students who participate as a volunteer, also they were receiving undergraduate education at the education faculty of a state university in the academic year of 2019-2020. However, the data obtained from 27 participants have not been included in the study group because there were missing information in data gathering forms and some of the students did not fill in related parts, and some of them were not invited due to the logical errors expressed in the realities under the developed metaphor. This study was conducted with 203 university students. The demographic information obtained is as in Table 1.

Table 1. Demographic information of participants

Variables		f	%
Gender	Female	157	77.34
	Male	46	22.66
	Total	203	100.00
Department of Education	Computer Education and Instructional Technology Teaching	10	4.93
	Science Teaching	22	10.84
	Mathematics Teaching	37	18.23
	Music- Art Teaching	13	6.40
	Special Education Teaching	15	7.39
	Guidance and Psychological Counseling	52	25.62
	Social Studies Teaching	14	6.90
	History Teaching	25	12.32
	Turkish Language Teaching	29	14.29
	Total	203	100.00
Whether the person works or not	Yes	15	7.39
	No	188	92.61
	Total	203	100.00
Financial income	No	62	30.54
	1-1000 TL	41	20.20
	1001-2000 TL	17	8.37
	2001-3000 TL	28	13.79
	3001-4000 TL	22	10.84
	4001 TL and over	33	16.26
Total	203	100.00	

When Table 1 is examined, 157 (77.34%) of a total of 203 university students were female and 46 (22.66%) were male students. The departments where the university students participating in the study are respectively Guidance and Psychological Counseling (n=52), Mathematics Teaching (n=37), Turkish Language Teaching (n=29), History Teaching (n=25), Science Teaching (n=22), Special Education Teaching (n=15), Music/Art Teaching (n=13), and Computer Education and Instructional Technology Teaching (n=10). Among the students participating in the study, 15 (7.39%) were working, while 188 (92.61%) were not employed. Also, 62 of the students indicated that (30.54%) they had no income, 41 (20.20%) had an income of 1-1000 TL, 17 (8.37%) had an income of 1001-2000 TL, 28 (13.79%) had an income of 2001-3000 TL, 22 (10.84%) stated that they had an income of 3001-4000 TL and 33 (16.26%) of them had an income of 4001 TL or more.

Data Collection Tool

While developing the data collection tool, Google forms have been benefited from it. Google forms are a survey managing application that comes within the Google Drive Office package includes in Google Documents, Google E-Schemes/Tables, and Google Slides. In the research, a structured form consisting of questions containing personal information and an open-ended question for content analysis has been used as data collection tool. Before preparing this form, previous studies that have been conducted on this research were examined. And the examined researches concerning the content of the subject, to determine the metaphors that the university students have in their minds for COVID-19, each of the students have been asked to complete the statements as “COVID-19 is like Because” In the personal information section of the form prepared by the researchers, there are questions related to the gender of the students, the department where they study, whether they work in any job, financial income. For the validity of prepared questions, opinions from three experts have been obtained. One of them is an expert on a field curriculum and instruction, the other one is measurement and evaluation expert and the third one is a Turkish Language and Literature specialist. Their opinions are that the expressions are understandable and it is agreed to keep the “form” the same. The pre-application of the form has been completed by the ten students. In this pre-application it is asked to the students if the given explanation on the metaphor is sufficient or not, the final form has been finalized by making necessary revisions in line concerning the received comments and the received answers for the given questions. While determining the metaphors about COVID-19 in the study, the usage "be like" is preferred because it expresses the connection between the subject of the metaphor and the source of the metaphor more clearly. Also, in this study, the word "because" enabled students to justify the metaphors they used. The obtained data were digitized and presented in tables.

Data Analyses

Content analysis was used in the analysis of the data obtained with the purpose of the research. Content analysis is a technique that allows us to study human behavior and nature in indirect ways. Content analysis is carried out to determine the existence of certain clusters or concepts within a set of texts or texts (Büyüköztürk, Çakmak, Akgün, Karadeniz, Demirel, 2013). The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. In the content analysis respectively, the noted levels have been followed as coding and sorting, sample metaphor image compilation, category development, ensuring validity and reliability, and transferring the data to the computer (Saban, 2008; 2009; Yıldırım and Şimşek, 2008). What has been obtained within the scope of this study regarding these stages has been summarized and continues below as follows.

Coding and Extraction Phase

At this stage, firstly, all the metaphors created by university students regarding the concept of "COVID-19" were examined and the forms of 27 participants, which did not have metaphor features or did not contain any explanation, were sorted out. Then, a temporary list of the metaphors produced by the participants was made in line with the alphabetical order. Besides, valid metaphors and their meaningful explanations were identified, and the codes related to the metaphors were determined by the researchers and listed after transferring them to the computer.

Sample Metaphor Image Compilation Phase

At this stage, the extracted metaphors were sorted in the computer and examined independently by the researchers, and a total of 110 valid metaphors were obtained. At this phase, these metaphors have been arranged in alphabetical order again, and the raw data has been reviewed for a second time, and one “sample metaphor statement” has been chosen from the participant forms by representing each metaphor. Thus, a “sample metaphor list” was created for each of the 110 metaphors, together with the compilation of participant metaphor images that were supposed to represent its’ best form. Metaphor examples and explanations were included in the findings using the codes given to the participants. The metaphors that university students give metaphorical meanings to the COVID-19 concept have been shown in the Table 2.

Table 2. Metaphors the concept of COVID-19

Metaphor	f	%	Metaphor	f	%	Metaphor	f	%	Metaphor	f	%
ability	1	2,44	dominoes	2	4,88	light bulb	1	2,44	snake	4	9,76
an old flame	2	4,88	enemy	4	9,76	litmus paper	1	2,44	snake venom	1	2,44
apocalypse	2	4,88	enemy guard	1	2,44	long train journey	1	2,44	sneaking enemy	5	12,20
being absence from home	2	4,88	enemy that looks friendly	1	2,44	lottery ticket	1	2,44	sneaky snake	2	4,88
bird with broken wing	2	4,88	exam	6	14,63	louse beetle	1	2,44	spark	4	9,76
black colour	1	2,44	expert	1	2,44	love	1	2,44	spider	2	4,88
black news	1	2,44	feeling	1	2,44	mirror	1	2,44	stain	2	4,88
black paint	1	2,44	fire	2	4,88	monster	5	12,20	sticky bal	1	2,44
blackthorn	1	2,44	fishnet	1	2,44	Moral course	1	2,44	sticky person	3	7,32
blessing	2	4,88	fly	1	2,44	mosquito	1	2,44	stink	1	2,44
blindness	1	2,44	garbage	1	2,44	mud	2	4,88	supernova	2	4,88
blood	1	2,44	global enemy	1	2,44	natural disaster	3	7,32	swamp	2	4,88
bloodsucker animal	1	2,44	glue	3	7,32	nk-splutter pen	1	2,44	tag	1	2,44
book	2	4,88	gossip	1	2,44	notorious crimina	2	4,88	tea spilled on the ground	1	2,44
boomerang	1	2,44	hammer	2	4,88	obsessive lover	1	2,44	teacher	2	4,88
borderline personality disorder	1	2,44	handcuffs	2	4,88	octopus	1	2,44	telephone	1	2,44
captivity	2	4,88	helplessness	3	7,32	plague epidemic	4	9,76	The dementors in Harry Potter	1	2,44
carelessness	1	2,44	hourglass	1	2,44	poison	1	2,44	tick	1	2,44
catastrophe	1	2,44	human	3	7,32	poisonous ivy	1	2,44	unconsciousness	1	2,44
caterpillar	1	2,44	iceberg	2	4,88	politician	4	9,76	unhappiness	1	2,44
chain	2	4,88	ignorance	1	2,44	pomegranate stain	1	2,44	unidentified horrible situation	3	7,32
characterless friend	1	2,44	imprisoned human	1	2,44	prison	5	12,20	uninvited guest	4	9,76
cocklebur	4	9,76	incibus	3	7,32	reminder	2	4,88	venomous	1	2,44

									snake		
cold war era	1	2,44	indecisive person	2	4,88	saint	1	2,44	war	7	17,07
colonialism	1	2,44	infinite blue of the sea	1	2,44	self/I	1	2,44	warning	1	2,44
computer virus	2	4,88	influenza	3	7,32	shrapnel piece	3	7,32	weapon	3	7,32
coup	1	2,44	ivy	2	4,88	slaughter	2	4,88			
dictator	2	4,88	judgment day	2	4,88	snail	2	4,88			

Category Development Stage

The metaphors examined by the researchers were categorized together with their explanations. At this stage, the "sample metaphor list" created about 110 metaphors has been taken as a basis. It has been examined in terms of how each metaphor conceptualizes the COVID-19 phenomenon. For this purpose, each metaphor produced by the participants was analysed and coded as the subject of the metaphor, the source of the metaphor, and the relationship between the subject of the metaphor and its source. Answers that expressing similar meanings and revealing similar perceptions are included in the same category. Participants produced 110 valid metaphors related to the COVID-19 concept and these metaphors were grouped under 10 categories. The features compiled during the category development phase and used in collecting of 110 metaphors under a certain category have been shown in Table 3.

Table 3. Ten conceptual categories and features COVID-19

Conceptual Categories	Features
COVID-19 being as a freedom restriction	Taking away people's freedom
COVID-19 being as an enemy	It takes people as a captive, It is a thing to fight for.
COVID-19 being as an exam or test	A tough test to pass
COVID-19 being as a cause of death	The situation that brought an end to people and all activities.
COVID-19 being as a dangerous creature	The scary situation or creature that endangers our lives
COVID-19 being as an infectious and adhesive type	That spreads very quickly and is difficult to get rid of.
COVID-19 being as spreading/contacting element	Very fast-spreading and growing.
COVID-19 being as dirt/stain	The stain that not easy to be removed.
COVID-19 being as enlightening-stimulating	Making people conscious and enlightened
COVID-19 being as uncertainty	It is not clear where and when it appears.

The phase of ensuring validity and reliability

In this study, it was explained in detail how the data were collected and analysed within the scope of the research to ensure the validity of the study. The categories that were obtained were presented together with sample metaphors and explanations compiled from direct

statements of the participants to provide evidence for validity. To confirm if the metaphors given under ten conceptual categories represent and question the conceptual category, the two different expert opinions, one of whom is doctorate candidate and the other one is doctor of philosophy in the field of Curriculum and Instruction, were consulted. Experts were asked to match a list containing the names and characteristics of ten conceptual categories (Table 4) and another list of 110 metaphors in alphabetical order. The matching made by the experts and the matches made by the researchers has been compared. To calculate the reliability of the comparison results, using the reliability formula ($\text{Reliability} = \text{Consensus} / \text{Consensus} + \text{Disagreement}$) of Miles and Huberman (1994), the reliability value was found to be approximately 0.92 ($\text{Reliability} = 101 / 101 + 9$).

The phase of transferring data to the computer environment

After the identification of 110 metaphors and the development of ten conceptual categories formed by these metaphors, the frequency (f) and percentage values (%) of the metaphors and the reasons for the metaphors, the metaphors of the categories, and the number of metaphors covered by the category were calculated.

Results

In this section, general findings from the research are presented. The ten conceptual categories developed concerning the concept of COVID-19, associated with the sample metaphor images stated by the participants with the features of each category are introduced.

Metaphors for university students' perceptions of the COVID-19 concept and distribution of metaphors into categories are given below.

Table 4. Distribution of metaphors into categories

Categories (n=10)	f	%	Metaphors (n=110)	f	%
COVID-19 being as a freedom restriction	35	17.2	prison, chain, dictator, swamp, incubus, politician, captivity, imprisoned human, bird with broken wing, handcuffs, cold war era, colonialism, fishnet, coup, the dementors in Harry Potter, iceberg, an old flame.	17	15.5
COVID-19 being as an enemy	20	9.9	enemy, global enemy, sneaking enemy, being absence from home, enemy that looks friendly, enemy guard, characterless friend, poison, notorious criminal, snake venom, blackthorn	11	10.0
COVID-19 being as an exam or test	6	3.0	exam	1	0.9
COVID-19 being as a cause of death	25	12.3	war, natural disaster, influenza, slaughter, apocalypse, catastrophe, carelessness, unconsciousness, love, self/I, weapon	11	10.0
COVID-19 being as a dangerous creature	17	8.4	monster, snake, sneaky snake , mosquito, bloodsucker animal, octopus, tick, venomous snake , caterpillar	9	8.2
COVID-19 being as an infectious and adhesive type	20	9.9	glue, cocklebur, sticky person, sticky ball, snail, borderline personality disorder, blood, unhappiness, louse beetle, ignorance, obsessive lover, boomerang	12	10.9
COVID-19 being as spreading/contacting element	27	13.3	spark, plague epidemic, computer virus, ivy, poisonous ivy, supernova, telephone, dominoes, garbage, fire, blindness, spider, black news, gossip, stink, fly	16	14.5
COVID-19 being as dirt/stain	9	4.4	stain, pomegranate stain, mud, ink-splutter pen, black color, black paint, tea spilled on the ground	7	6.4
COVID-19 being as enlightening-stimulating	21	10.3	teacher, long train journey, book, light bulb, ability, mirror, blessing, expert, litmus paper, saint, hourglass, feeling, hammer, warning, reminder, moral course	16	14.5
COVID-19 being as uncertainty	23	11.3	helplessness, uninvited guest , indecisive person, unidentified horrible situation, lottery ticket, human, shrapnel piece, judgment day, infinite blue of the sea, tag	10	9.1

Category 1: COVID-19 being as a freedom restriction; This category is represented as 35 participants (17.2%) and 17 metaphors (15.5%). The principal metaphors in this category are: prison (f=5), chain (f=2), dictator (f=3), swamp (f=2), incubus (f=3), politician (f=4), captivity (f=2), imprisoned human (f=1), bird with broken wing (f=2), handcuffs (f=2), cold war era (f=1), colonialism (f=1), fishnet (f=1), coup (f=1), The dementors in Harry Potter (f=1), iceberg (f=2), an old flame (f=2). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like a prison. Because it limits our freedom. (S-6)

COVID-19 is like the chain. Because it chained us home, our life has come to a stagnation point, school, job, social life has stopped at every point right now. (S-197)

COVID-19 is like a being captive. Because it took away our freedom from all of us. (S-26)

COVID-19 is like handcuffs. Because it made all of us imprisoned. (S-194)

COVID-19 is like the cold war era. Because it imprisoned many people in their homes or shelters and created weird psychology. (S-152)

COVID-19 is like a bird with a broken wing. Because its freedom has been dispossessed. (S-111)

COVID-19 is like dementors in Harry Potter. Because it sucks the souls of people that see, constantly chases them, and imprison them in their homes. (S-168)

Category 2: COVID-19 being as an enemy; This category is represented by a total of 20 participants (9.9%) and 11 metaphors (10.0%). The principal metaphors in this category are: enemy (f=4), global enemy (f=1), sneaking enemy (f=5), being absence from home (f=2), enemy that looks friendly (f=1), enemy guard (f=1), characterless friend (f=1), poison (f=1), notorious criminal (f=1), snake venom (f=1), blackthorn (f=1). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like an enemy who seems like a friend. Because it conquers the castle from inside and corrupts it. (S-187)

COVID-19 is like an enemy. Because if we don't fight, the enemy will come and kill us. (S-3)

COVID-19 is like a sneaking enemy. Because the enemy will overwhelm you if you're vulnerable against him. (S-103)

COVID-19 is like an enemy guard who stalks outside and captures some people. Because when we go out and violate social distance, the risk of infecting us is high. (S-19)

Category 3: COVID-19 being as an exam or test; This category is represented by a total of six participants (3.0%) and one metaphor (0.9%). The principal metaphors in this category are; the exam (f=6). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like an exam. Because we determine our results as a result of the practices we do right or wrong in terms of obeying the rules. (S-129)

COVID-19 is like an exam. Because human beings have a different way of living. I think this is an important test concerning beliefs and its effects and results that are required to be reviewed. (S-53)

COVID-19 is like a test descended by God to humans. Because as long as people stay at home, the beauties of nature emerge. This is an indicator of the damage we make to nature. (S-200)

Category 4: COVID-19 being as a cause of death; This category is represented by a total of 25 participants (12.3%) and 11 metaphors (10.0%). The principal metaphors in this category are:

war (f=7), natural disaster (f=3), influenza (f=3), slaughter (f=2), apocalypse (f=2), catastrophe (f=1), carelessness (f=1), unconsciousness (f=1), love (f=1), self/I (f=1), weapon (f=3). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like a war. Because it caused casualties just as the war itself. (S-160)

COVID-19 is like the flu. Because it has symptoms and fatal consequences like severe flu. (S-173)

COVID-19 is like to slaughter. Because it caused the death of many people. (S-57)

COVID-19 is like the apocalypse. Because it caused a large number of deaths and brought human activities to a finish. (S-202)

COVID-19 is like to carelessness. Because it can kill people upon the slightest negligence. (S-66)

Category 5: COVID-19 being as a dangerous creature; This category is represented by a total of 17 participants (8,4%) and 10 metaphors (8.2%). The metaphors in this category are: monster (f=5), snake (f=4), sneaky snake (f=2), mosquito (f=1), bloodsucker animal (f=1), octopus (f=1), tick (f=1), venomous snake (f=1), caterpillar (f=1). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like a monster. Because monster does not leave what it catches. (S-76)

COVID-19 is like a snake. Because everyone is afraid of it ... (S-9)

COVID-19 is like a sneaky snake. Because it approaches sneakily and injects its poison. (S-84)

COVID-19 is like a bloodsucking animal. Because it sucks our health. (S-178)

COVID-19 is like a tick. Because when infected, it hurts and is difficult to get rid of. (S-169)

COVID-19 is like a venomous snake. Because your life is in danger when it stings. (S-115)

Category 6: COVID-19 being as an infectious and adhesive type; This category is represented by a total of 20 participants (9.9%) and 11 metaphors (10.9%). The dominant metaphors in this category are: glue (f=3), cocklebur (f=4), sticky person (f=3), sticky ball (f=1), snail (f=2), borderline personality disorder (f=1), blood (f=1), unhappiness (f=1), louse beetle (f=1), ignorance (f=1), obsessive lover (f=1), boomerang (f=1). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like a glue. Because it is contagious even in a small proximity. (S-113)

COVID-19 is like a cocklebur. Because as you try to remove it, it sticks more. (S-164)

COVID-19 is like a sticky person. Because once he/she sticks never leaves. (S-37)

COVID-19 is like a snail. Because when it gets stuck, it doesn't let us go. (S-123)

COVID-19 is like an individual with a borderline personality disorder. Because if a person is infected, it sticks, even if the person is cured, he/she infects the others ... (S-195)

COVID-19 is like unhappiness. Because a person spreads his/her unhappiness to those around him/her. (S-120)

Category 7: COVID-19 being as spreading / contacting element; This category is represented by a total of 27 participants (13.3%) and 16 metaphors (14.5%). The dominant metaphors in this category are: spark (f=4), plague epidemic (f=3), computer virus (f=2), ivy (f=2), poisonous ivy (f=1), supernova (f=2), telephone (f=1), dominoes (f=2), garbage (f=1), fire (f=1), blindness (f=1), spider (f=2), black news (f=1), gossip (f=1), stink (f=1), fly (f=1). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like a spark. Because it sets fire to everything that it touches. (S-186)

COVID-19 is like a poisonous ivy. Because it grows rapidly and wraps up everywhere. (S-24)

COVID-19 is like an ivy. Because it spreads and covers all sides. (S-54)

COVID-19 is like a forest fire. Because it spreads very quickly and burns and kills the places it passes through. (S-81)

COVID-19 is like a stink. Because you cannot keep it, you cannot hide it, it reaches the place wherever it wants to reach and leaves an unpleasant feeling. (S-45)

Category 8: COVID-19 being as dirt / stain; This category is represented by a total of nine participants (4.4%) and seven metaphors (6.4%). The dominant metaphors in this category are: stain (f=2), pomegranate stain (f=1), mud (f=2), ink-splutter pen (f=1), black color (f=1), black paint (f=1), tea spilled on the ground (f=1). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like a permanent stain on the shirt which you liked very much. Because if you can't clean it, you throw it in the garbage. (S-97)

COVID-19 is like a pomegranate stain. Because you get sick without realizing it and you don't recover easily. (S-125)

COVID-19 is like a mud. Because if it is not cleaned well, the stain will always remain. (S-128)

COVID-19 is like black colour. Because it has darkened the world. (S-104)

COVID-19 is like black paint. Because the moment it gets contaminated with another colour, it manifests itself, is stubborn and does not come off easily. (S-109)

Category 9: COVID-19 being as an enlightening-stimulating; This category is represented by a total of 21 participants (10.3%) and 16 metaphors (14.5%). The dominant metaphors in this category are: teacher (f=2), long train journey (f=1), book (f=2), light bulb (f=1), ability (f=1), mirror (f=1), blessing (f=2), expert (f=1), litmus paper (f=1), saint (f=1), hourglass (f=1), feeling (f=1), hammer (f=1), warning (f=1), reminder (f=2), moral course (f=1). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like a book. Because it is like a book that makes people calm down, turn inside; leads them to think about their rights and wrongs, their past and the future. (S-62)

COVID-19 is like light bulbs. Because it enlightens society increasingly. (S-196)

COVID-19 is like a previously lost but recently recovered ability. Because it gave us chance to be ourselves, to spare time for ourselves and to understand how precious our life is. (S-182)

COVID-19 is like a litmus paper. Because it separates the ignorant and the wise. (S-133)

COVID-19 is like teachers. Because it is a good example of a wasteful, thoughtless, ignorant society. (S-42)

Category 10: COVID-19 being as uncertainty; This category is represented by a total of 23 participants (11.3%) and 10 metaphors (9.1%). The dominant metaphors in this category are: helplessness (f=3), uninvited guest (f=4), indecisive person (f=2), unidentified horrible situation (f=3), lottery ticket (f=1), human (f=3), shrapnel piece (f=3), judgment day (f=2), infinite blue of the sea (f=1), tag (f=1). The basic features of the metaphors that make this category are stated below as follows;

COVID-19 is like a lottery ticket. Because it can hit anyone. (S-108)

COVID-19 is like a human. Because you don't know if anybody can hurt you or not. (S-150)

COVID-19 is like a piece of shrapnel. Because no matter how many precautions you take, it is unpredictable when and where it will penetrate. (S-171)

COVID-19 is like an unidentified horrible situation that I cannot identify. Because it is uncertain. (S-155)

COVID-19 is like helplessness. Because no cure has been found and it is unclear when it will be found. (S-63)

Discussion, Conclusion and Suggestions

The main purpose of this research is to analyze and examine university students' perceptions about COVID-19 through metaphors. The findings obtained from the analyzes made for this purpose are discussed below. From the content analysis performed in this study, 110 metaphor images were obtained and these metaphors were represented in ten different conceptual categories. It was revealed that university students emphasized the different features of the COVID-19 pandemic with these metaphors. In this research, based on the metaphors formed by university students regarding the COVID-19; Ten conceptual categories were obtained as freedom restriction, enemy, test/exam, cause of death, dangerous creature, infectious and adhesive type, spreading/contacting element, dirt/stain, enlightening-stimulating, and uncertainty. When these conceptual categories were examined, it was determined that university students stated COVID-19 in the "freedom restriction" category as the most commonly used metaphor. This category is numerically defined as "COVID-19 being as spreading/contacting", "COVID-19 being as a cause of death", "COVID-19 being as uncertainty", "COVID-19 being as enlightening-stimulating", "COVID-19 being as spreading/contacting element", "COVID-19 as an enemy", "COVID-19 as a dangerous creature", "COVID-19 as dirt-stain", "COVID-19 as exam/test" categories followed. Within the categories created with reference to the research findings, 17.2% of the university students, in the explanations of the metaphors they produced in the category of "freedom restriction", has seen and defined COVID-19 as chaining us to the house, taking away the freedom of people, and imprisoning people in their homes by sucking their souls. From this perspective, it can be concluded that university students perceive the COVID-19 and its effects on people accurately at a high rate. Considering the effects of COVID-19 in the world, it is thought that curfews are applied in many countries, face to face education is replaced by distance education, meetings and social events have been cancelled or postponed, working life is moved to homes, travel restrictions are imposed, it is expected that university students define COVID-19 as freedom restriction. This finding is similar to the study in Dönmez and Gürbüz (2020) which the perception of prison about COVID-19. Within the categories created with regard to the research findings; when the metaphors they produced in the category of "spreading/contacting COVID-19" are examined; 13.3% of university students was found to perceive COVID-19 like setting fire to everywhere it touched, rapidly developing and spreading and unstoppable. In accordance with the data of the World Health Organization, there were 5 confirmed cases of COVID-19 on January 17, 2020, while this number reached 32,730,945 (<https://covid19.who.int/>) cases on September 27, 2020, is the most important evidence of how rapidly the epidemic has spread. From this point of view, it is quite natural for university students to define COVID-19 as a rapidly spreading situation. 12.3% of university students within the categories created pursuant to the research findings When the metaphors they produced in the category "COVID-19 as the cause of death" are examined, they have seen and described COVID-19 as causing loss of life as much as war, as flue that may cause fatal results, a slaughter that causes deaths, carelessness that kills at the slightest negligence. This finding is similar to the study in Dönmez and Gürbüz (2020) which the perception of death about COVID-19. In this category, when evaluated with regard to the data of the World Health Organization, considering that the number of deaths from COVID-19 worldwide as of September 27, 2020, is 991.224 (<https://covid19.who.int/>). The underlying reason for university students' perception of the virus as the cause of death can be understood more clearly.

Within the categories created in relation to the research findings, in the category of "COVID-19 as uncertainty", once the metaphorical statements of university students' are examined, 11.3% of the students described COVID-19 as a lottery ticket that is unclear for whom it hits, it looks like a human whom you are unsure whether he/she is harmful or not. It looks like a piece of shrapnel that where it will target is not clear, unidentified uncertain, and terrible situations. The fact that a definitive treatment method still cannot be found for COVID-19 worldwide and a definite result has not been obtained in vaccine development studies is a reason that supports the perception of COVID-19 as "uncertainty" among the university students.

Within the categories created in compliance with research findings, 10.3% of the university students were examined in the "COVID-19 as enlightening-stimulating" category. When the metaphors that they produced are examined; they described COVID-19 as a book which leads people to calm down and turn to inside, makes one think about the rights and wrongs for the past and the future. Some students produced COVID-19 as a light bulb that illuminates the society, a warning sent to warn humanity, a litmus paper to distinguish between the educated and the illiterate, a teacher enlightening ignorant societies. University students may have perceived COVID-19 in this way because people faced so many deaths during the COVID-19 process, the disruption of daily life routines caused people to question themselves again in every vital field.

The 9.9% of university students within the categories created aligned with the research findings, when their metaphorical statement of "COVID-19 as an infectious and adhesive type" is examined; it has been observed that they describe it as a sticky plant that spreads even in small proximity, a cocklebur plant that does not come off when it sticks, an importunate person who does not leave when he/she sticks, and an unhappy person who spreads his/her unhappiness to those around him/her. According to the Turkish Academy of Sciences-TÜBA (2020), the doubling period of the epidemic is stated as 23 days. This situation supports the definition of COVID-19 as "contagious and adhesive type" by the university students.

Within the categories created with regard to the research findings, 9.9% of university students are in the "COVID-19 as an enemy" category. When the metaphors they produce are examined; It has been seen that they define COVID-19 to us, as a sneaky enemy who defeats us in vulnerable situations, an enemy guard who will catch us if we go out. China, where COVID-19 was first seen, the authorities to cope up with COVID-19 and define it as a war precaution, so university students perceive the virus as an enemy can be interpreted as an expected situation. (<https://www.sabah.com.tr/galeri/dunya/son-dakika-cin-savas-ilan-etti-dunya-sarsiliyor/35>).

The 8.4% of university students within the categories created related to the research findings, once the metaphors they produce are examined, on the category that "COVID-19 as a dangerous creature" It has been seen that they describe it as a monster that does not let go of what it has caught, a sly and venomous snake that everyone fears, and blood-sucking animal. Considering its negative effects around the world, it can be interpreted as quite logical for university students to define COVID-19 as a dangerous creature. Within the categories created in reference to the research findings, once the metaphors of university students are examined, on the category that COVID-19 as dirt or stain, 4.4% of them has been observed as describing it as dirt or stain that does not come off easily when stained, a black color that darkens the world, and a mud stain that cannot be removed if not cleaned properly.

When analyzing the data in the “Republic of Turkey Ministry of Health COVID-19 Daily Situation Report dated 25.09.2020 is examined; the number of new patients is 1666, the number of new hospital discharges is 443 (https://covid19.saglik.gov.tr/Eklenti/38778/0/covid-19-daily-situation-report-25092020pdf.pdf?_tag1=D543364A85E7AEF38DCCF890B8F4701BDDA1E87C). It is logical for university students to perceive COVID-19 as a stain that does not come off easily when infected, that is, a situation that does not heal immediately and cannot be easily removed.

Within the categories created in reference to the research findings, once the metaphors of university students are examined, on the category that COVID-19 as a test/exam, 3% of them describe it as the exam where we determine our own results with our behaviors that are right or wrong. Also, it has been seen that they defined it as a test that God puts people through. German President Frank-Walter Steinmeier, who is one of the world leaders in the pandemic process; "COVID-19 outbreak is a test for our humanity" (<https://tr.euronews.com/2020/04/12/almanya-cumhurbaskan-steinmeier-COVID-19-salgini-insanlik-icin-bir-sinav-video-izle-corona>).

Russian President Vladimir Putin "The fight against COVID-19 was a test of humanity.” (<https://tr.sputniknews.com/rusya/202004301041944251-putin-koivd-19la-mucadele-insanlik-sinavi-oldu/>). It has been seen that similar definitions have been made regarding COVID-19.

Suggestions

1. This study is limited to education faculty students. Studies can be conducted in Turkey with students who are studying in different faculties of universities in different regions. Thus, a comparative evaluation study can be carried out as well.
2. Research can also be conducted with students at different education levels.
3. The study can be carried out in different regions, with different professions, and with different groups of people.

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Comparison of the Predictive Level of Transformational, Transactional and Laissez-Faire Leadership Styles on School Happiness*

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ABSTRACT

The aim of this study is to investigate the comparison of the predictive value of school administrators' leadership styles on school happiness. In this context, the relational survey method is used in the research. The population of the research consists of teachers working in public and private schools in Çekmeköy and Üsküdar districts of Istanbul. The sample of the study consisted of 576 teachers. "School Principals Leadership Styles" and "School Happiness Scale" are used to collect data. Normality and reliability values are calculated before proceeding to analyze the data. Correlation and regression analyze are performed in the study. According to the findings, teachers' perceptions of school happiness are at the "high" level, while their transformational leadership style perceptions are also at the "high" level and their laissez-faire leadership style perceptions are at the "low" level and the transactional leadership style perceptions are at the "middle" level. A high level of positive correlation was found between school principals' transformational leadership style and school happiness. However, there is a medium level of a negative relationship between laissez-faire leadership style and transactional leadership style and school happiness. In the research, it is concluded that the transformational, transactional, and laissez-faire leadership styles significantly predict school happiness.

Keywords: Leadership, leadership styles, organizational happiness, school happiness

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Introduction

Since the beginning of history, people have always aimed to reach happiness individually or as a society. Therefore, the genuine meaning of happiness and how to achieve it is considered as an issue (Acaboğa, 2007). The concept of happiness in the Turkish language is defined as “Honor situation, happiness, honesty, kut, happiness, well-being, feelings of happiness, heard from reaching all the aspirations completely and continuously” (Turkish Language Association [TDK], 2019). The concept of happiness is suggested that the individual will be happy as a result of an effort for a virtuous life philosophically (Bulut, 2015). However, happiness is used as the main theme of positive psychology (Diener 1984) and is often used instead of subjective well-being (Eryılmaz and Ercan, 2011; Uusitalo-Malmivaara, 2012). In other words, happiness is a state of well-being. It is the degree to which an individual evaluates the overall quality of their own life as a whole positively (Buragohain and Mukut Hazarika, 2015).

Happiness is associated with living conditions (Chen, 2012). For this reason, Veenhoven (1984) defined happiness as a positive or the degree of enjoyment of life. This definition of the author points out that it is a broader concept than the concept of life satisfaction. Because it is an emotional and cognitive component structure that includes happiness, pleasure (hedonic levels), and satisfaction, it is the degree of the positive judgment of the individual's overall quality of life as a whole or the level of how well he loves life. Happiness is a cognitive structure that the individual brings together from various experiences. 'Happiness' refers to the individual's own life as a whole. Thus, it includes the expected experiences of the past, present, and future. The term of happiness emerges as an attitude towards one's own life in relation to the evaluation of one's own life. People value happiness as an integral part of life such as health, friends, and family (Chorro, Fernández, and Corbi, 2017). Therefore, it can be characterized by positive emotional states such as happiness, optimism, positive thinking, and personal well-being perception (Talebzadeh and Samkan, 2011). In this context, happiness that starts in the inner world of the person can affect the environment to which the person is connected and its dialogue with the environment. Along with these, the pleasure and satisfaction of the person from the dialogues in the social organization to which he is affiliated can be another expression of the concept of happiness (Cenkseven and Akbaş, 2007). Considering happiness at the organizational level, the concept of organizational happiness has emerged.

Organizational happiness, in other words, happiness in the workplace refers to the happiness of the organization rather than expressing the individual happiness of the individual. This happiness is an important variable that affects the total happiness of the members of the organization. Because organizational happiness increases productivity, financial performance, creativity, cognitive flexibility, collaboration, income, and organizational performance in organizations and reduces employee absenteeism (Arslan and Polat, 2017). Another research showed that teachers' happiness and subjective well-being levels, job performance (Jalali and Heidari, 2016), and university students' happiness levels are the strongest predictors of their academic performance (Langevin, 2013). School happiness is a broader concept of well-being and expresses more than just loving school (Uusitalo-Malmivaara, 2012). In other words, although school happiness is expressed as happiness or job satisfaction in school, it is actually more than these (Fisher, 2010). For example, school happiness is expressed as emotional prosperity/well-being, which is the result of the harmony between school expectations and the personal needs of students, teachers, school administrators, and other employees, depending on certain environmental factors (Engels, Alterman, Petegem, and Schepens, 2004).

According to Döş (2013), a happy school is a situation that occurs when the teacher and the administrator take care of the student closely, provide guidance, and that the students comply with the rules of the school. In a happy school, the student follows the rules of the school, studies his lessons, does his homework, knows what is expected from him, his responsibilities, and acts accordingly. In a happy school, the teacher treats the students close and warm, listens to their problems, and helps to solve their problems. In a happy school, the lessons are taught with pleasure, students' attention is attracted by different methods and techniques, and students participate in the lessons. In addition, a school that has a relationship between school happiness and subjective happiness, having a good time in school, given motivating tasks, and having enough friends, contributes to the general (global) happiness of students (Uusitalo-Malmivaara, 2012). According to the study conducted by Buragohain and Hazarika (2015), a happy teacher has high job satisfaction and a teacher with high job satisfaction would be happier in a school climate. In this context, it can be said that it is very crucial to reveal the potential of all employees in the school and to realize a quality learning-teaching activity (Talebzadeh and Samkan, 2011). Because, according to Bullough and Pinnegar (2009), when teachers are encouraged to develop and realize themselves in schools and feel happy as a result of supporting, they will increase the quality of education, student learning and the effectiveness of the school. Also, high job satisfaction of teachers affects their performance positively and high performing teachers contribute positively to the effectiveness of their schools (Özgenel and Mert, 2019).

The purpose of the existence of schools is students. All investments and activities in the field of education are made in order to make them individuals that are beneficial to society and self-sufficient. Achieving these goals can be attained more comfortably and easily through happy schools (Döş, 2013). Therefore, factors that affect school happiness must be determined in order to create a happy school. Many internal and external factors can be mentioned that affect school happiness. However, one of these factors, perhaps the most vital one, is the school principal. Because school principals are the administrators who are accepted as the natural and legal leaders of the school and who are responsible for all the administrative processes of my school. The task of the school principal is to sustain the school according to its goals by using all the human and non-human resources of the school in the most successful way (Taymaz, 1995). A school principal is the person who communicates with his employees in his school organization, motivates them, and tries to bring the school organization to a quality and successful point (Başar, 1995). In other words, school principals are leaders who are expected to bring schools to their main goals.

Glasser (1999) emphasized that leaders have a moderate, systematic, and workable approach in order to provide quality education at school and that leaders are very important for the school. In this sense, leadership can be defined as the relationship between a group that wants to achieve a certain goal and people who will achieve this goal (Kouzes and Posner, 2010). Although human beings do not always actively engage in leadership, they passively maintain their leadership feature until they are passively inherent, responding to their interlocutor according to the situation, or reacting as leaders. In the process of explaining the concept of leadership, various approaches were observed (Aydın, 2007). These approaches are features theory, behavioral theory, and contingency theory. The theory of features assumes that people are leaders because of inherent abilities and qualities. While behavioral theory suggests that people are leaders thanks to their choices and movements based on them, recently developed contingency theories state that the conditions are the most important factors that bring a leader as a leader (Güney, 1992). Researchers, who think that they are incomplete in explaining the concept of leadership, have

suggested new leadership approaches and models (Yukl, 2018). In this study, transactional, transformational, and laissez-faire leadership styles are discussed.

Transformational leaders help to reorganize their organization's values and norms and adapt and encourage both internal and external change as needed, making dramatic organizational changes, including the development and implementation of a vision (Avolio, Waldman, and Yammarino, 1991). Transformational leaders raise the motivation and morality of their followers, increase follower awareness, inspire, intellectually encourage and respect them individually (Antonakis, Avolio, and Sivasubramaniam, 2003; Avolio and Bass, 2002; Bass, 1999). Besides, they expect to get more than what they should be (Yusof, 1998). Transformational leadership has four sub-dimensions: (i) Idealized influence (including the idealized attribution and idealized behavior): leaders are admired, respected, and trusted. (ii) Inspirational motivation: leaders motivate their employees by providing meanings and challenges at work. (iii) Intellectual stimulation: leaders encourage their employees to turn to innovation by solving traditional problems in new ways. (iv) Individualized consideration: reflects leaders who act as coaches or mentors to increase the level of success and personal development of employees (Avolio, Waldman, and Yammarino, 1991).

The transactional leaders turn to daily activities, determine the goals for their employees, and follow up on the negativities encountered while reaching these goals through their audit mechanism. Business is central to these leaders. They protect their positions with strategies, procedures, and personal dialogues (Tomey, 2008). Transactional leadership adopts a management approach that preserves its old-style traditional structure, unlike transformative leadership's ability to adapt to innovations. In this leadership style, an agreement appears between the audience and the leader. The leader promises a reward or punishment/bargain as a result of their success, achievement, or enhancement of their performance. Makes a performance evaluation by observing the leader employees. However, at the same time, it gets the chance to correct the problems by immediately intervening with its employees who fall below a certain level. The progress of the works as intended is important for the sustainer leader (Bass, Avolio, Jung, and Berson, 2003). While the transactional leader motivates its viewers to behave as they should, the transformational leader often encourages and inspires his viewers to do more than the beginning (Hartog, Muijen, and Koopman, 1997).

In a laissez-faire leadership style, leaders leave a wide range of activities to their audience. It disrupts or does not care about their duties in controlling and managing. In groups with these leaders, decisions, and practices are in the hands of leaders, but everyone is free to do whatever they want (Türkmen, 1996). In a laissez-faire leadership style, the leader prefers to impose responsibility on those who watch rather than take responsibility and delay their decisions. He remains indifferent to his needs and wishes (Hoy and Miskel, 2010). The weakest aspect of laissez-faire leadership is that the leader plays a full liberating role. Giving full freedom, the leader prepares the ground for the turmoil that may occur among subordinates. In such an environment, the leader cannot show himself/herself, his/her movements remain limited and he loses his authority (Tengilimoğlu, 2005a).

When the literature is examined, leadership styles emerge as a factor affecting the performance of teams and individuals, and organizational processes and outcomes. For instance, leadership styles were investigated by different researchers as a factor affecting such topics: Transformational, transactional and laissez-faire leadership styles affects narcissism (Onay, 2018), organizational cynicism (Özgenel and Hıdıroğlu, 2019), teamwork (Özgenel and Karsantik, 2020),

conflict management strategies (Maral, 2016; Yaylalı, 2017), school culture (Dalgıç, 2015), employees' organizational commitment (Beşiroğlu, 2013; Zeren, 2007), job satisfaction (Tura, 2012), self-efficacy (Riggs, 2017), employee engagement (Abbott, 2017), academic performance (Tekbulut, 2017) and motivation (Eboka, 2016). At the same time, human resources leadership, political, symbolic and structural leadership orientations learning organization (Bilir, 2014); authentic leadership style school climate (Garza, 2018); democratic leadership style work efficiency (Shamaki, 2015); paternalist leadership style, bureaucratic culture (Özgenel and Dursun, 2020), teacher performance (Mert and Özgenel, 2020) and organizational happiness (Özgenel and Canuyulası, 2020); ethical leadership style, school climate, commitment to school (Özgenel and Yayık, 2019), organizational health (Özgenel and Aksu, 2020) and organizational dissent (Özgenel, Baydar, and Baydar, 2019); technological leadership style learning school (Özgenel and Demirci, 2019); spiritual (Özgenel and Ankaralıoğlu, 2020) and charismatic leadership styles, cultures of success, mission and support (Özgenel, 2020a); task and staff oriented leadership behaviors reflect the learning culture at school (Özgenel, 2020b); collaborative and democratic leadership styles teacher performance (Özgenel and Aktaş, 2020); instructional leadership style, motivation of teachers (Özgenel and Dil, 2020); destructive leadership style, organizational stress (Özgenel and Canuyulası, 2020), leadership qualities affect teacher performance (Özgenel, Mert, and Parlar, 2020) positively / negatively at different levels. When all these studies are evaluated together, it can be said that school principals affect almost all variables at school level.

Researches on the concept of happiness are mostly focused on the factors affecting the psychological state of happiness of individuals (Aypay and Eryılmaz, 2011; Demiriz and Ulutaş, 2016; Özdemir and Korkulu, 2011; Özgenel and Bozkurt, 2019; Özgenel and Çetiner, 2019; Telef, 2014; Uusitalo-Malmivaara and Lehto, 2013; Ünüvar, Çalışandemir, Tagay and Amini, 2015). In addition, teachers stated that effective schools have effective leaders (Helvacı and Aydoğan, 2011) and that school administration is the most important factor affecting organizational happiness (Bulut, 2015). In other words, school principals can have a huge impact on creating a happy school (Döş, 2013). In this sense, it is wondered whether the leadership styles exhibited by school principals affect school happiness. Because happy people are more effective, productive, and solution-oriented in their work. When the teachers feel happy and comfortable enough with the physical conditions of the school, the school management, and the school administrator's leadership style then they can affect school outcomes positively and develop their students' abilities better (Buragohain and Hazarika, 2015). From this point of view, it can be said that determining the effect of leadership styles on school happiness is important in terms of improving the effectiveness and efficiency of schools and teachers, comparing how teachers are affected by the leadership styles displayed by school principals and how they are reflected in school happiness. Therefore, comparing the effects of school principals' leadership styles perceived by teachers on school happiness will contribute to practitioners and researchers in the field of school education administration. Because one of the problems in education systems is the existence of happy schools. Although this is a really old problem, it has not been seriously studied so far (Talebzahed and Samkan, 2011).

According to the literature review, it is seen that many studies have been done to determine the relationships between leadership styles and different variables. However, it has been observed that there are a limited number of studies dealing with the two between leadership styles and school happiness, and in this study, it was aimed to compare the effect of school principals' leadership styles according to teachers' perceptions of school happiness. For this purpose, answers were sought for the following sub-goals. According to the perceptions of teachers;

- What are the levels of leadership styles and school happiness of school principals?
- Is there a significant relationship between school principals' leadership styles and school happiness?
- Do the principals' leadership styles affect/predict school happiness?

Method

Research Model

The aim of this research is to investigate the comparison of the predictive value of school administrators' leadership styles on school happiness according to their perceptions of teachers. A relational survey model was used in the study. The relational survey method provides a better understanding of current situations by examining the relationship between two or more variables (Büyüköztürk, Akgün, Demirel, Karadeniz, and Çakmak, 2015; Creswell, 2017).

Population and Sample

The population of the study consists of teachers working in public and private schools in Üsküdar and Çekmeköy districts of Istanbul in the 2019-2020 academic year. In Üsküdar and Çekmeköy Districts, research is carried out at two schools of each school type selected by the stratified sampling method. The stratified sampling method can be identified as the sampling method that aims to show the values of the groups studied in the universe size in proportion to the size of each layer in order to reveal the subpopulation that the universe has (Büyüköztürk, Akgün, Demirel, Karadeniz, and Çakmak, 2015).

In order to reach the teachers working in different types of public and private schools (primary school, secondary school and high school) determined for the sample of the study, the necessary permissions are obtained from the Istanbul Provincial Directorate of National Education. A total of 700 scales are distributed, 684 scales back, empty, faulty, or missing 108 scales are eliminated, and the remaining 576 scales are evaluated and formed the sample.

57.5% (331) of the 576 teachers participating in the research are female and 42.5% (245) are male teachers. 26% (150) of teachers less than 5 years, 26% (150) 6-10 years, 19.4% (112) 11-15 years, 13.7% (79) 16-20 year and 14.8% (85) have been working for more than 21 years. 51.4% (296) of the teachers participating in the research work in private schools and 48.6% (280) work in public schools. 51.4% (296) of the teachers participating in the research work in private schools and 48.6% (280) work in public schools. It is determined that of the teachers participating in the research working in 25.9% (149) Primary School, 27.8% (160) Secondary School, 21.5% (124) Vocational and Technical Anatolian High School, 14.6% (84), and 10.2% (59) of the Imam Hatip High School.

Data Collection Tool

The data were collected with the permission of the Istanbul Provincial Directorate of National Education and the Istanbul Governorship (No. 59090411 / 10-01-E.13334749 and dated 11/07/2019).

In the collection of research data, a scale consisting of three parts, namely the Personal Information Form, School Happiness Scale, and School Principals Leadership Styles Scale is used. The permissions of the scales were taken in advance. While applying the scales, it was stated that

the data would be kept confidential and help was obtained from selected teachers on a voluntary basis.

Personal Information Form: In the personal information form, the teachers participating in the research are asked about their gender, professional seniority, school types, and the levels of the school they served.

School Happiness Scale: The “School Happiness Scale” used in the research was developed by Sezer and Can (2019), and validity and reliability studies were applied by the researchers. The School Happiness Scale, which has 26 items, has 5 sub-factors. These sub-dimensions are stated in the order below; "Physical Equipment (1-2-3-4)", "Learning Environment (5-6-7-8-9-10-11-)", "Cooperation (12-13-14-15-16-17 -18-19)", “Activities (20-21-22)”. And “School Management (23-24-25-26)”. The scale has a five-point Likert type and the scoring type is determined as "Never (1), Rarely (2), Sometimes (3), Mostly (4), Always (5)".

The School Principals Leadership Styles Scale, which was developed by Akan, Yıldırım, and Yalçın (2014) and has thirty-five (35) items, has three sub-dimensions. The sub-dimension items of Transformational leadership, which are considered as the first dimension, are as follows; 1, 4, 6, 8, 10, 11, 14, 15, 16, 19, 20, 22, 23, 24, 25, 27, 30, 32, 34, and 35. Sub-items of laissez-faire leadership, considered as the second dimension, are 2, 9, 12, 13, 17, 26, 31, and 33. Sub-items belonging to the transactional leadership, which are considered as the third sub-dimension, are 3, 5, 7, 18, 21, 28, and 29. Each dimension of the scale with a 5-point Likert type is calculated separately.

Data Analyses

The data collected within the scope of the study are converted into Excel spreadsheets in the computer environment and analyzed using SPSS 22.0 package program. With the help of the SPSS 22.0 package program, firstly, skewness, kurtosis, and reliability tests are carried out to check the normal distribution of the data. The results are given in Table 1.

Table 1: Skewness, kurtosis, and reliability values of the scales

	N	Skewness	Kurtosis	Cronbach α
School Happiness	575	-.339	0.35	.936
Transformational Leadership Style	575	-.584	.344	.954
Laissez-faire Leadership Style	575	.397	-.140	.861
Transactional Leadership Style	575	-.034	.002	.641

Obtained from the scales used in the study, the flatness and skewness coefficients of whether the data are normally distributed are examined, and it is decided that the data showed a normal distribution because of the kurtosis and skewness coefficients are between +1 and -1. Parametric tests are performed on the normal distribution of the data. In this context, arithmetic mean and standard deviation values are calculated to determine the leadership styles and school happiness levels perceived by teachers. "Pearson Correlation" analyses are conducted to determine the relationship between school principals' leadership styles and school happiness, and finally "Simple Regression" analyzes are conducted to determine whether school principals' leadership styles predict school happiness.

Results

The leadership styles perceived by teachers and the average and standard deviation values of school happiness are given in Table 2.

Table 2: Leadership styles and school happiness average and standard deviation values

Variables	N	Mean	SD	Evaluation
School Happiness	576	3.95	.55	High
Transformational Leadership Style	576	3.71	.71	High
Laissez-faire Leadership Style	576	2.32	.80	Low
Transactional Leadership Style	576	2.86	.62	Medium

As can be seen in Table 2, teachers' perceptions of school happiness are at “high” level (M=3.95; SD=.55), transformational leadership style perceptions are at “high” level (M=3.71; SD=.71), laissez-faire leadership style perceptions are at “low” level (M=2.32; SD=.80), and transactional leadership style perceptions are at the "medium" level (M=2.86; SD=.62).

The results of the Pearson Correlation analysis applied to reveal the relationship between school principals' perceived leadership styles and school happiness levels are shown in Table 3.

Table 3: Correlation analysis results between school leaders' perceptions and school happiness perceived

Variables	School Happiness
Transformational Leadership Style	.601**
Laissez-faire Leadership Style	-.387**
Transactional Leadership Style	-.332**

* $p < .05$; ** $p < .01$; $N = 576$

According to the findings in Table 3, a significant relationship is discovered among the school happiness perceived by teachers and the transformational leadership of school principals ($r = .601$; $p < .05$), laissez-faire leadership ($r = -.387$; $p < .05$), and transactional leadership ($r = -.332$; $p < .05$) styles (Büyüköztürk, 2012; Ural and Kılıç, 2013). While there is a positive and high-level significant relationship between transformational leadership style and school happiness, which is one of the leadership styles of school principals, there is a negative and medium level significant relationship between laissez-faire and transactional leadership styles and school happiness.

The results regarding the predicting level of the transformational leadership style of school principals on school happiness are shown in Table 4.

Table 4: Simple regression analysis results regarding school principals' transformative leadership style's predicting school happiness

Independent Variable	Dependent Variable	B	Std. Error	(β)	t	p
Constant		.222	.098		22,618	.000
Transformational Leadership Style	School Happiness	.467	.026	.601	17,991	.000

$R = .601$; $R^2 = .361$; $F = 323.692$; $p < .000$

When the findings given in Table 4 are analyzed, it is seen that the transformational leadership style significantly predicts school happiness ($\beta = .601$; $r^2 = .36$; $p < .05$). Accordingly, the transformational leadership style of school principals explains 36% of the total variance in school happiness. In other words, the transformational leadership style positively and significantly affects school happiness.

The results regarding the predicting level of the laissez-faire leadership style of school principals on school happiness are shown in Table 5.

Table 5: Simple regression analysis results of school principals' laissez-faire leadership prediction of school happiness

Independent Variable	Dependent Variable	B	Std. Error	(β)	t	p
Constant		4,578	,065		70,102	,000
Laissez-Faire Leadership Style	School Happiness	-,266	,027	-,387	-10,048	,000

R=.387; R²=.150; F=100.963; p<.000

When the findings given in Table 5 are examined, it is seen that the school principals' laissez-faire leadership style significantly predicts school happiness (β = -.387; r^2 = .15; p < .05). Accordingly, the laissez-faire leadership style of school principals explains 15% of the total variance in school happiness. In other words, the laissez-faire leadership style negatively affects school happiness.

The results regarding the predicting level of the transactional leadership style of school principals on school happiness are shown in Table 6.

Table 6: Simple regression analysis results of school principals' transactional leadership prediction of school happiness

Independent Variable	Dependent Variable	B	Std. Error	(β)	t	p
Constant		4,794	,101		47,271	,000
Transactional Leadership Style	School Happiness	-,292	,035	-,332	-8,445	,000

R=.332; R²=.109; F=71.316; p<.000

When the findings given in Table 6 are analyzed, it is seen that the transactional leadership style significantly predicts school happiness (β = -.332; r^2 = .109; p < .05). The transactional leadership of school principals predicts 10% of school happiness. In other words, the transactional leadership of school principals' is explained by 10% of the total variance in the school happiness. The transactional leadership style negatively affects school happiness.

Discussion, Conclusion and Suggestions

In this study, it was aimed to investigate the relationship between school principals' leadership styles and teachers' perceived school happiness level. According to the findings of the research, it can be stated that teachers' perceptions of school happiness and transformational leadership style are at a "high" level, their laissez-faire leadership style perceptions are at "low" level, and their transactional leadership style perceptions are at "medium" level. Similar to the outcomes of this research, Özgenel and Bozkurt (2019) and Tosten, Avcı, and Şahin (2017) stated that teachers' perceptions of school happiness are at "high" level. Concordantly, Özgenel and Hıdıroğlu (2019) and Özgenel and Nair (2020) determined the transformational leadership style at "high" level, the laissez-faire leadership style at "low" level, and the transactional leadership style at "medium" level. In the study conducted by Beşiroğlu (2013), the determination of the transformational leadership style at the "high" level and the transactional leadership style at the "medium" level supports the findings of this research. In general, teachers perceive school happiness at a high level and teachers overwhelmingly state that they prefer school principals with

the transformational leadership style. Findings of the study are actually valuable and promising in terms of the effectiveness of the school and the achievements of the students. Because the transformational leadership style and high level of school happiness in schools can give a clue that the effectiveness of the school and the students are successful and positive results by supporting them.

A significant relationship was found among school principals' transformational leadership, laissez-faire leadership, and transactional leadership styles and school happiness. The transformational leadership style of school principals is high level and positive in terms of school happiness, a medium level and negative correlation was found between laissez-faire and transactional leadership styles and school happiness. In addition, it is concluded that the transformational, transactional, and laissez-faire leadership styles significantly predict school happiness. According to the findings, while school principals' transformational leadership style predicted the level of school happiness positively, on the other hand, laissez-faire and transactional leadership styles predicted the level of school happiness negatively. In other words, the more school principals demonstrate the transformational leadership style, the higher the level of school happiness is evenly increasing. However, when school administrators prefer transactional and laissez-faire leadership styles, the level of school happiness is affected negatively, and the level of the school happiness decrease. When the literature review is examined, it is reported that transformational leadership has a direct effect on workplace happiness and emotional commitment in research conducted by Abdullah, Ling, and Ping (2017). Besides, while happiness in the workplace is a factor that directly affects emotional commitment; It has proven that happiness in the workplace can act as a meaningful mediator between transformational leadership and emotional commitment. In the research conducted by Tsai, Chen, and Cheng (2009), transformational leadership has shown that both directly affect the performance of the employees, helps the behavior of their colleagues, and have an indirect effect through the positive moods of the employees. The study by McColl-Kennedy and Anderson (2002) shows that transformational leadership has a significant and direct effect on frustration and optimism, and the negative impact of frustration has a stronger effect on performance than the positive effect of optimism. Frustration and optimism have a direct impact on performance. Feeling disappointed and optimistic fully mediated the relationship between transformational leadership and performance. Finally, in the research conducted by Renehan (2007) on primary school principals, transformational leaders stated that they were generally happier. The main reason that the transformational leadership style affects school happiness positively and significantly may be the transformational leadership practices of school principals. For example, as a transformational leader, school principals may have made practices such as including teachers in decision-making, monitoring teachers' performance, appreciating their achievements, increasing motivations, inspiring, guiding their personal development, innovating and supporting their professional development. Thus, teachers are aware that they live in an emotionally and cognitively happy school environment as their expectations and needs are met by the principals.

In the research, it was found that the transactional and laissez-faire leadership styles exhibited by school principals negatively affect school happiness. In the same vein, Renehan (2007) demonstrated that school principals using a transactional leadership style are not happy in the school environment. According to the teachers, they may have thought that school principals, as the transactional leader, have an administration approach that preserves their old-style traditional structure and that they adversely affect school happiness because of their success, achievement, or performance enhancement. When the findings are evaluated together, school

principals may have negatively predicted school happiness, as they exhibited releasing leadership practices that avoided taking responsibility and delayed decision-making and remained indifferent to teachers' needs and wishes. The findings from this study clarified the predictive value of transformational, laissez-faire, transactional leadership styles, and the relationship between teachers' perceptions of school happiness. In particular, the transformational leadership style can be a sign for school administrators who want to positively increase school happiness.

According to the literature review, it has been reported that teachers who perceive school principals as transformational leaders had high levels of life satisfaction (Şahin and Sarıdemir, 2017), and the transactional leadership style directly affects well-being (Sudha, Shahnawaz, and Farhat, 2016). Moreover, it is found that different leadership styles affect employees' job satisfaction (Aydın, Sarier, and Uysal, 2013; Tengilimoğlu, 2005b; Yang, 2014), happiness (Tanwar and Priyanka, 2018), motivations (Tiryaki, 2008), emotional commitment (Abdullah, Ling, and Ping, 2017), mobbing levels (Cemaloğlu and Daşcı, 2015), subjective well-being (Sudha, Shahnawaz, and Farhat, 2016), psychological well-being (Fidan and Koç, 2020), and their performances (Akçakoca and Bilgin, 2016). In addition, different leadership styles at an organizational level is a factor that affects school climate (Gültekin, 2012), school culture (Özgenel, 2020), professional learning (Işık and Çetin, 2020), school outcomes (Sarier, 2013), organizational justice (Arslantaş and Pekdemir, 2007), organizational commitment (Zeren, 2007), psychological empowerment (Arslantaş and Dursun, 2008), organizational citizenship behaviors (Arslantaş and Pekdemir, 2007; Oğuz, 2011), and organizational health (Korkmaz, 2007). In these researches, it is also observed that leadership styles affect many factors in the organizational and individual sense as additional evidence that school happiness affects them. With these results, it can be concluded that leaders are very effective and vital to schools and employees in a special sense of organization in general.

When the findings obtained from this research and other research findings are evaluated together, it can be concluded that the leadership styles preferred by school principals and applied in school management processes are an important factor in determining school happiness. It can be stated that the transformational, transactional, and laissez-faire leadership styles significantly predict school happiness, and that leadership styles are an important variable in influencing school happiness. In other words, it can be interpreted that the leadership styles adopted by school principals affect their happiness levels in their schools to a greater extent. In addition to increasing school happiness, school principals with a transformational leadership style can also enhance their sense of trust, organizational commitment, organizational health, job and life satisfaction and organizational commitment. School happiness means the happiness of every individual in school. Therefore, school principals with a transformational leadership style can fulfill their expected roles in improving the quality of education by enriching school happiness. In other words, it can be said that school principals should apply the transformational leadership style in the entire administration process in order to improve school happiness positively. School principals' transformational leadership style affects school happiness both positively and highly than the transactional and laissez-faire leadership styles. For this reason, principals should take into account and adopt the transformational leadership style characteristics especially in terms of school happiness.

Harmony, peace, and happiness in an organization can affect all members of the organization. Hence, the leadership styles that school principals prefer and implement in their schools can increase school happiness by influencing all employees in their schools and creating a positive climate. As teacher happiness increases with increasing school happiness, this emotional

and cognitive positive emotion will indirectly affect students' learning and school effectiveness. School happiness does not only affect the teacher. It also affects school principals. For example, it has been determined that there is a high and positive relationship between the happiness of school principals and effective teaching management and effective management components (Mehdinezhad, 2011). Therefore, the impact of school principals on school happiness can be investigated by the self-evaluation of leadership styles.

The study focused on the effects of school principals' leadership styles perceived by teachers on school happiness. However, no opinions were expressed about how school principals will especially develop transformational leadership styles and how to correct their negative perceptions. Future studies may address what needs to be done to develop transformational leadership styles of school principals.

This research is limited to the responses given by the teachers to the scales, as it was conducted with the quantitative research method. If the qualitative research method is preferred with semi-structured data tools in the next studies, a more comprehensive result can be revealed. It can also be done on whether different leadership styles such as charismatic, democratic, and paternalistic leadership styles affect school happiness. The transformational leadership style of school principals positively and significantly affects school happiness. In this sense, school principals should acquire transformational leadership behaviors and skills and reflect this potential to school management processes and the school community.

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An Investigation on the Strategies of Teachers to Manage Undesired Behaviors in the Classroom*

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ABSTRACT

The purpose of this study is to define undesirable student behaviors based on the opinions of preschool and classroom teachers and examine teachers' strategies to manage these behaviors. The population of the research consists of classroom teachers and preschool teachers working in Yozgat city center in 2017-2018 academic year. This study is a mixed research in survey model. Qualitative method was conducted via interviews with 11 teachers. Sample of the quantitative method consisted of 227 teachers and data were collected through *inventory of strategies for managing undesired behaviors*. For the analysis of the data content analysis and descriptive analysis were used. As a result of this research, undesirable behaviors were listed under the themes of aggression, non-compliance, interpersonal conflict and irresponsibility. It was observed that students' physical and verbal violence, disturbing each other and damaging the belongings were the most frequent undesirable behaviors in classrooms while the least one was students' irresponsibility for the course such as not doing their homework or not bringing course materials. It was determined that to control the undesired behaviors in classrooms, teachers mostly applied thinking-based strategies, then emotion-based strategies and behavior-based strategies, respectively. Gender was found to be a significant variable in teachers' strategies for managing undesired behavior. In thinking-based strategies, then emotion-based strategies and behavior-based strategies, significant difference was observed in favor of female teachers. However, it was determined that age and years of experience variables did not make a significant difference.

Keywords: Classroom management, undesired behavior, teacher

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Introduction

Education is a wide and long-term process that includes teaching. In this process, in addition to obtaining information in different fields, students acquire life skills such as healthy communication, problem solving, taking rules into account, self-regulation, fulfillment of responsibilities, environmental sensitivity. Classes are the places where students spend most of their time outside their homes. Therefore, the classroom climate and the learning environment are important for achieving the educational objectives. A healthy disciplinary climate is needed to support learning in the classroom, reinforce desired behaviors, minimize undesired behaviors with appropriate strategies and turn them into positive behaviors. Consequently, attention should be paid to undesired student behavior which is one of the factors that can negatively affect the learning process (Yuksel and Ergun, 2005).

Creating desired behaviors and regulating undesirable behaviors of students are important behavioral management issue within the framework of classroom management. First of all, the behaviors of the students in the classroom should be observed carefully and the undesired behaviors should be managed with appropriate strategies. At this point, teachers have a great responsibility because the teacher, beyond being an instructor, is organizer, manager, guide, observer and evaluator (Calik, 2015). Teachers require strategies that can prevent the emergence of undesired student behaviors and can eliminate these behaviors to ensure a disciplined classroom and effective learning environment. Teachers should be able to plan their teaching activities and necessary times carefully, manage unwanted behavior and motivate students (Kucukahmet, 2015; Sarpkaya, 2015). Especially in the first years of education, the determination of undesired behaviors is of great importance in the prevention of negative behaviors that may occur later. Therefore, pre-school and primary school teachers have great responsibility.

Undesired behavior is defined as behaviors that interfere with the teaching process of the teacher, disturb the learning environment directly or indirectly, and create confusion (Burden, 1995). The social environment of a student, the lack of equal learning opportunities, academic failure, unhealthy classroom climate, the social and academic experience of the teacher, and many other factors, which can be classified as in-class and out-of-class factors, can cause undesired behaviors in the classroom (Korkmaz, Korkmaz and Ozkaya, 2009; Yigit, 2004).

Undesired behaviors include all behaviors that lead to a reduction in the effectiveness of learning-teaching activities. Although there are different opinions about what the criteria are in determining these behaviors, there are common points agreed upon. Behaviors that disrupt the course flow, interrupt the activities, prevent the learning of both the student acting the undesired behavior and others, endanger the security and physically harm others are listed as undesirable behaviors encountered in school (Burden, 1995; Korkmaz, 2005; Unal, 2012).

Undesired student behaviors were grouped differently in the literature (Cetin, 2013; Gunduz and Konuk, 2016; Ozturk, 2003; Sadik, 2008). Ozturk (2003) categorizes undesirable behaviors in three categories as academic, social and physical harm. According to Gunduz and Konuk (2016), being disinterested to the lesson, dealing with the distractors in the environment, not doing homework are academically; harming teachers and friends to ensure his/her authority in the classroom, non-compliance with classroom rules are socially; deliberately damaging instructional materials, stealing school materials are physically harmful undesired behaviors. Another classification of undesired student behaviors consists aggressive behaviors that may be verbal and physical, unethical behaviors such as lying, theft, behaviors against authority such as

defiance of authority, interrupting the course with speaking or walking and irresponsible behaviors such as not doing homework (Cetin, 2013; Sadik, 2008).

Undesired behaviors disrupt the learning environment and affect the learning process negatively (Cetin, 2013). The teacher's interest in these behaviors prevents the duration of the lesson to be devoted to learning and causes inefficient use of time (Basar, 2004; Tanhan and Senturk, 2016). Undesired behaviors affect the students' learning process negatively as well as teacher's way of instruction and motivation. It was reported that teachers are more nervous when class discipline cannot be achieved (Basar, 2004; Saritas, 2000). Consequently, these behaviors prevent the creation of a positive class climate. There are different behavior management strategies used by teachers in dealing with undesired behaviors in classroom environment. Some of those are eye contact, warning, showing the right behavior, ignoring, physical intervention, giving responsibility, meeting with school management and family, making changes in the method of teaching, punishing (Korkmaz, 2005; Neyisci-Karakas, 2005). Bentham (2006) explained these strategies by associating them with possible causes. In other words, the possible response to a behavior is given by focusing on the factors that make up it. Based on this assumption, a behavior is shaped according to the results of an individual's past behaviors and emotional and intellectual process. Therefore, strategies that can be used to manage undesired behaviors are explained under three headings; behavior-based, emotion-based, thought-based strategies.

Related studies are considered, there are studies on the undesired student behaviors faced by classroom teachers in primary schools, teachers' methods of coping with these behaviors (Gunduz and Konuk, 2016; Kayıkçı, 2013; Keles, 2010; Keyik, 2014), the effect of the demographic characteristics of students on undesired behaviors (Algozzine, Christian, Marr, McClanahan and White, 2008) and possible solutions (Teyfur, 2015). Gokduman (2007) examined the undesired behaviors of primary school students in public and private primary schools and found that there is no significant difference. Similarly, Armagan, (2010), examined the classroom teachers' ability to cope with undesired behaviors of students in a classroom in a private elementary school. Studies on undesired behaviors have been addressed at the level of students in pre-primary schools (Cosan, 2017) and at secondary level (Bayar and Kerns, 2015). Cothran, Pamela, Kulinna and Garrahy (2009) evaluated the causes and consequences of undesired student behaviors from the perspective of students and teachers. The existence of studies related to undesired behaviors in the literature increases in parallel with the importance attributed to class undesired behaviors.

Nowadays, it is observed that the undesired student behaviors faced by the teachers in the classroom has also diversified in the context of changing circumstances. Especially, in the period of preschool and primary school which are the beginning years of the education, undesired behaviors of children should be defined. There would be better solutions if the problems are defined clearly. Therefore, defining what are the undesired behaviors encountered in classrooms according to teachers' opinions and determining what strategies are used to regulate these behaviors are thought to be necessary and essential for the literature. Therefore, in this study, it is aimed to determine the opinions of classroom teachers and preschool teachers working in Yozgat city center on undesirable student behavior and their strategies to manage these behaviors. In this context, answers to the following questions are sought;

1. What are the undesired behaviors in the classroom according to teachers' opinions?
2. What are teachers' strategies to manage undesired behaviors?

Method

In this part, research design of the study was explained. The population and sample of the quantitative method and study group of the qualitative method were presented. Details of data collection tools and analysis were also presented.

Research Design

The study is a mixed research in the survey model. Survey research aims to describe the characteristics of individuals, groups or organizations of interest in their current situation (Berends, 2006; Karasar, 2005). Mixed research is a research approach asserting that qualitative and quantitative methods or paradigms can be used together in a single study (Balci, 2017). In the study, "convergent parallel design" was used in mixed method research. Data are collected simultaneously in the convergent parallel design. During the analysis phase of this pattern, the qualitative and quantitative data of the research are analyzed separately and the results are interpreted by combining the results (Creswell and PlanoClark, 2014). In the study the explanation of undesired behaviors were collected and analyzed with qualitative method while teachers' strategies for managing undesired behaviors were analyzed through quantitative method.

Study Group, Population and Sample

The population of the research consists of 341 preschool and classroom teachers working in Yozgat city center in 2017-2018. Before data collection, legal permission of Yozgat Provincial Directorate of National Education and ethical approval of Yozgat Bozok University were obtained. In the qualitative part of the study, criterion sampling was used and data were collected from a study group consisting of 11 class and preschool teachers. The study group constituted teachers having at least five years of experience and who had been working in the same school for at least three years. For quantitative analysis, the theoretical sample size chart was used to determine the sample size (Balci, 2017). Considering the size of the population consisting of 341 teachers, sample size representing the population at a confidence level of 95% was found as 172 teachers. In this study, the sample selection from the population was made according to the random sampling method. Demographic data of the participants are given in Table 1.

Table 1. Data of the participants

Variables		N	%
Gender	Female	121	53.30
	Male	106	46.70
Age	20-30	21	9.25
	31-40	107	47.14
	41-50	56	24.67
	51-60	26	11.45
	Over 61	17	7.49
Seniority	1-5	17	7.49
	6-10	61	26.87
	11-15	46	20.26
	16-20	39	17.18
	21+	64	28.19
Classroom level	Preschool	57	25.11
	1 st Class	40	17.62
	2 nd Class	47	20.70
	3 rd Class	40	17.62
	4 th Class	43	18.94
Branch	Classroom teacher	169	74.45
	Preschool teacher	57	25.55
Total		227	100

As can be seen in Table 1, 53.30% of the participants were women and 46.70% were men. 169 of them were classroom teachers while 57 of them were preschool teachers. According to their age, 9.25% of the participants were between the ages of 20-30, 47.14% of them were between 31-40; 24.67% of them were between 41-50; 11.45% of them were between 51-60, and 7.49% of them were 61 and older. It was seen that 57 of the participant teachers work in preschools, while 40 of them were in the first class, 47 of them were in the second class, 40 of them were in the third year and 43 of them were in the fourth class.

Data Collection Tools

Teacher Interview Form for Determining Undesired Behavior in the Classroom: The form developed by the researcher aims to determine teachers' opinions on what undesired behaviors in the classroom are, which is the primary purpose of the research. The teacher interview form for determining undesired behaviors in the classroom was formed with a semi-structured interview approach. During the interview's teachers were asked to define the undesired behaviors they meet in their classes. It included the questions "what are the behaviors that you define as undesired?", "what are the most undesired behaviors that you meet in your classes?" and "what are your evaluation towards undesired behaviors?". For the demographic data, teachers' gender, age, level of education and their years of experience were asked.

Inventory of Strategies for Managing Undesired Behaviors (ISMUB): The inventory developed by the researcher to determine teachers' strategies for managing undesired behaviors consists of three sub-scales: *behavior-based strategies scale*, *emotion-based strategies scale* and *thinking-based strategies scale*. In the development of the scales, KMO and Barlett values were checked and found appropriate for exploratory factor analysis (EFA). The results of EFA revealed single factor structure for each scale. The scales are the 5-point Likert in which each item is scored

from “always (5)” to “never (1)”. The *behavior-based strategies scale* consists of 19 items, *emotion-based strategies scale* consists of 15 items and *thinking-based strategies scale* consists of 9 items. Within the scope of the study, structural validity and reliability analyses of the scales were carried out and Cronbach alpha coefficients of scales were determined as .81; .85 and .83, respectively.

Data Analysis

In this study, 11 teachers (3 preschool teacher and 8 classroom teacher) were interviewed to determine what the undesired student behaviors they experienced in their courses. The data were analyzed by content analysis. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data (Yildirim and Simsek, 2013). For the quantitative part of the study, data collection tool was distributed to 250 teachers. 23 of the inventories were excluded as they had missing data and 227 of the responses were found to be suitable for analysis. Before the analysis, normality of the data was checked. The skewness coefficients of the *behavior-based strategies scale*, *emotion-based strategies scale* and *thinking-based strategies scale* was between -.407 - -.930; -.747 - -1.133; -1.124 - -1.456, respectively. Kurtosis coefficients of the scales were .318 – 1.48; .111 - .494; .416 – 1.543, respectively. The coefficients were within the acceptance range for normality (Tabachnick and Fidell, 2013). Based on the results, parametric analysis was conducted. For the analysis of the data SPSS was used. Arithmetic mean (\bar{X}) and standard deviation (Sd) values were found in order to determine teachers' views on behavior-based strategies, emotion-based strategies and thinking-based strategies in order to determine strategies for managing undesired behaviors.

Findings

In this section, according to teacher opinions, undesirable behaviors in the classroom and the strategies of managing the undesired behavior used by teachers in the classroom are presented.

Regarding the Critical Thinking Tendency

Identification of undesired behaviors in classroom

In the qualitative part of the research, the data obtained at the end of the semi-structured interview were examined by content analysis. As a result of the analysis, undesirable behaviors were collected under four themes called aggression, incompatibility with rules, interpersonal conflict and irresponsibility. Teachers' views and themes for defining undesirable behavior are presented in Table 2.

Table 2. Themes of undesirable behaviors in classroom

Themes	Codes	f
Aggression	Physical and verbal violence	8
	Harassing friends (Bad words, disrespect, etc.)	7
	Damaging other's property	4
	Total	19
Non-Compliance Rules	with Non-compliance with class rules	7
	Moving without permission (walking in class, etc.)	3
	Total	10
Interpersonal Conflict	Complaining about friends	3
	Feelings such as jealousy, non-sharing	2
	Disturbing behavior during class	2
	Total	7
Irresponsibility	Unprepared for class	1
	Lack of material	1
	Total	2
Total		38

As can be seen in Table 2, according to the teachers' opinions, undesirable behaviors in the classroom were grouped under the themes of aggression (f = 19), non-compliance with rules (f = 10), interpersonal conflict (f = 7) and irresponsibility (f = 2). The most frequently expressed undesired behaviors of students are under the theme of aggression. Irresponsibility was determined as the lowest frequency theme.

When Table 2 is examined, within the scope of aggression theme, 8 of the teacher's opinions on undesired behavior in the classroom were collected under the code of "physical and verbal violence". 7 of the teacher's opinions were coded for "harassing friends" and 4 were codes "damaging other's property". Accordingly, behaviors resulting from aggression are the most frequent undesired behaviors of students in the classroom. The participants stated their views as:

"Physical violence is the most important undesired behavior to me. As teachers, we can control students in class, but it is more difficult to control them from harming each other during breaks. I can say that we hear complaints like "he hit me, pushed me, dropped me" nearly at the beginning of every lesson".

“One of the common problems we encounter among students in younger age groups is that they physically hurt each other. They could push or kick each other for very simple reasons, like he/she sat on my desk, he/she did not give me a place to walk”.

Students can disturb each other not only physically but also verbally in the classroom. In this regard, the participants stated the following:

“Students’ pushing each other and saying bad words are the most common undesirable behaviors in the classes. Sometimes they call each other with negative nicknames and make fun of each other. This situation is really annoying for the student who is being mocked, and it discourages him/her”.

“In this period, children perceive slang as a nice quality. They can say the words they learned from the street to their friends. They can also disturb each other by talking negatively about of his friend”.

Undesired behavior in the classroom both disrupts the lesson and negatively affects the classroom climate. As stated by the teachers above, students' physical harm to each other and using negative slang words are among the factors that disrupt the classroom climate.

With globalization, the world is getting smaller and with the spread of communication tools, different cultures are getting closer to each other more than ever before. One of the values that students should gain in such a period is to respect differences and to have good communication skills. Students who can express themselves well and listen patiently can solve their problems without physical or verbal violence. Therefore, it is very important to prevent physical and verbal violence in the classroom and school, and to provide students having good communication skills.

Also, when this situation cannot be controlled, it can lead bullying that can have many negative consequences. Another teacher stated this as:

“Students, starting from preschool education, should learn not to harm their environment, especially state property. However, we see that students are careless about the use of desks and the use of toilets. I even saw a student trying to scratch off the paint on the wall”.

“In fact, when a negative behavior is displayed, its consequences are generally negative. For example, when one takes his friend's belongings without permission and harms them, the child gets angry and tries to hit him/her or damage his /her properties”.

Education is the process of creating a desired behavior change. This ‘desired’ change involves sense of responsibility towards the society. For this reason, students should learn to protect their belongings and not to harm their environment even if they do not belong to them. This sensitivity should be gained primarily in the family and then in the first period of education. However, if this sensitivity is not gained sufficiently, students may harm their environment.

Secondly undesired behaviors that are most frequently experienced by teachers are grouped under the theme of Non-Compliance with rules. These undesired behaviors are "non-compliance with class rules" (f=7) and " moving without permission "(f=3). Participants stated that followings for this theme

“As you know every teacher has his/her own rules in a class. I always want students to ask my permission. However, sometimes some students can stroll around the classroom. For example, they go to the toilet without permission. Of course they will go when they need, but I prefer them to ask my permission first. Otherwise it an undesired behavior for me”.

“We set the rules at the beginning of the semester in order to keep the course in order. These are basic arrangements, such as asking permission to speak, being ready and sitting

on their desk after the ring for the lesson. However, sometimes there may be problems in implementing. When I enter the classroom, some students are still running around and this delays me starting the class”

“I want the student to have full attention for a proper and effective lesson. To achieve this, we create a certain order in the classroom. The game must be played during the game time, the activity must be held during the activity time. When the students do not obey these rules, there occurs confusion and the activity does not achieve its purpose. Therefore, it bothers me when the students do not obey the classroom rules”.

The aim of the teaching is to gain students the targeted behaviors and to realize their learning at the highest level. This is only possible in a disciplined learning environment. For this reason, all teachers expect students to follow the lesson in a regular manner. When students act without permission and do not obey the determined class rules, it negatively affects the effectiveness of the learning environment. Also, it sets a negative example for other students.

Under the theme of interpersonal conflict, codes such as "complaining about friends", "feelings such as jealousy, not sharing" and "disturbing behavior during class" were included. The explanation of the participants for the complaining code as follows:

“One of undesired behaviors is students’ complaining about each other. Of course, important situations need to be told the teacher. However, they tell me all issues as complaints which they normally need to deal with among themselves like "teacher he/she does not get up from my desk, does not give me room to sharpen my pencil, scribbles on the blackboard, touches my hair”.

“Sometimes a student really complains a situation that really bothers him/her, but mostly it is about things that are not serious and they can handle among themselves. They constantly observe each other's negative behavior and complain in the slightest situation”.

One of the most important features that education systems aim to gain students within the 21st century is problem solving. It is aimed to raise individuals who can adapt to constantly changing conditions, take responsibility for their own learning, solve the problems they encounter and produce different solutions. In this case, it is expected that students will be able to establish a healthy communication and solve problems not by complaining but by seeking different solutions from the very beginning periods of their education.

Another code of this theme was feelings such as jealousy, non-sharing. Participants stated the followings for these codes as follows:

“Students can get jealous of each other. They may even be jealous of your interest, as teachers, in other students . Actually, we pay attention to this issue, but still, students perceive the events differently”.

Another undesired behavior observed among students is interpersonal conflict. Students disturbing each other during the lesson distract them from learning. This also prevents the course from being progressed effectively. Moreover, not sharing can turn into conflict among the students, which may cause them to complain to each other constantly. These are classified among undesired behavior by teachers. Two of the teachers explained it as follows:

“Students can disturb each other during the lesson. In the break times, problems such as toy fights or not sharing materials are common”.

“Sometimes students continue to communicate with each other during the lesson. I mean by communication, they draw pictures or try to send notes to each other. In this case, she/he focuses entirely on that note and her/his friend. This means that the course cannot be learned for both students. It is difficult when the students are not mentally ready even though they are physically in the class”.

The least mentioned theme is irresponsibility which comprises the codes “unprepared for class” and “lack of material”. Two teachers explained it as:

“Forgetting the course materials and coming to class without doing homework negatively affect the course flow”

“Especially in this age group, the lesson should be concretized. For example, we use number beads, abacus at the beginning of math class. I want every student to bring these to class. When the student does not bring it that day, it becomes difficult for him to understand the lesson and it also negatively affects his desk mate as he/she uses his/her desk mate’s material. It is same when a student does not bring his book on a story reading day”.

For the effectiveness of the lesson, it is very important that the students are prepared and ready for the class. This preparation includes both the mental readiness and the preliminary preparations, such as doing the homework related to the lesson and bringing the necessary materials. When students do not make the preparations, their level of preparedness is low. In this case, some course time need to be devoted to the preparation phase. The time allocated for actual teaching becomes limited. Irresponsibility of students is an important obstacle in a learning environment where the time is limited. In this direction, it is of great importance that students gain a sense of responsibility. In today’s education system, where learning to learn is the motto, students are expected not only to learn their current lessons but also to be ready for new learning situations they will encounter, and to be aware of their learning skills and responsibilities at this point.

Teachers' strategies to manage undesired behaviors

Table 3 represents the strategies of teachers to manage undesired behaviors in the classroom.

Table 3. Arithmetic mean and standard deviation values of teachers’ strategies for managing undesired behaviors

Scales	\bar{X}	Sd.
Behavior-Based Strategies	3.47	6.71
Emotion-Based Strategies	4.67	4.58
Thinking-Based Strategies	4.71	2.65

As seen from Table 3, it is observed that teachers mostly apply thinking-based strategies ($\bar{X} = 4.71$). The next preferences of the teachers were emotion-based strategies ($\bar{X} = 4.67$) and the least adopted strategies were behavior-based strategies ($\bar{X} = 3.47$). Table 4 presents the difference test for teachers’ management of undesired behaviors according to gender variable.

Table 4. Results of t-test for comparison of teachers' management of undesired behaviors by gender

Scales	Gender	\bar{X}	Sd	df	t	p
Behavior-Based Strategies	Female	67.16	6.34	208	2.517	0.013*
	Male	64.86	6.91			
Emotion-Based Strategies	Female	70.75	4.32	199.25	3.917	0.000*
	Male	68.16	5.46			
Thinking-Based Strategies	Female	33.25	2.35	201.952	2.675	0.007*
	Male	32.30	2.90			

*p<.05

As seen in Table 4, the mean scores of female teachers' strategies for managing in-class misbehavior in "Behavior-Based Strategies", "Emotion-Based Strategies" and "Thinking-Based Strategies" are higher than the mean scores of male teachers. There are significant differences between the averages by gender [t (208)= 2.517, p< .05; t (195.25)= 3.917; p< .05; t (201.952)= 2.675, p< .05]. Table 5 presents the difference test for teachers' management of undesired behaviors according to age variable.

Table 5. Results of ANOVA for comparison of teachers' management of undesired behaviors by age

Scales	Age	N	\bar{X}	Sd	F	p
Behavior-Based Strategies	20-30	20	67.45	4.75	0.998	0.410
	31-40	104	66.51	6.70		
	41-50	47	65.36	7.43		
	51-60	24	64.08	7.38		
	61 +	15	66.53	5.20		
Emotion-Based Strategies	20-30	21	70.71	4.08	0.462	0.764
	31-40	108	69.38	4.72		
	41-50	54	69.44	5.59		
	51-60	26	68.96	5.75		
	61 +	17	70.17	5.41		
Thinking-Based Strategies	20-30	21	32.71	2.66	0.624	0.646
	31-40	107	32.84	2.63		
	41-50	56	32.57	2.88		
	51-60	26	32.65	2.75		
	61 +	17	33.70	1.79		

*p<.05

As seen in Table 5, age variable is not a significant variable for teachers' strategies for managing undesired behaviors in Behavior-Based Strategies, Emotion-Based Strategies, Thinking-Based Strategies [(F=0.998; p>.05; F= 0.462, p> .05; F= 0.624, p> .05), respectively]. Table 6 presents the difference test for teachers' management of undesired behaviors according to years of experience variable.

Table 6. Results of ANOVA for comparison of teachers' management of undesired behaviors by years of experience

Scales	Years of experience	N	\bar{X}	Sd	F	p
Behavior-Based Strategies	1-5	16	65.06	6.24	1.000	0,409
	6-10	57	67.29	5.99		
	11-15	46	66.08	7.27		
	16-20	32	66.40	6.12		
	21+	59	64.94	7.28		
Emotion-Based Strategies	1-5	17	70.23	4.33	0.466	0.761
	6-10	60	70.06	4.52		
	11-15	48	68.87	5.16		
	16-20	37	69.48	5.48		
	21+	64	69.37	5.40		
Thinking-Based Strategies	1-5	17	33.00	2.59	0,647	0,958
	6-10	61	32.47	3.12		
	11-15	46	33.28	1.91		
	16-20	39	32.33	3.27		
	21+	64	33.01	2.18		

*p<.05

As seen in Table 6, years of experience is not a significant variable for teachers' strategies for managing undesired behaviors in Behavior-Based Strategies, Emotion-Based Strategies, Thinking-Based Strategies [(F= 1.000, p> .05; F= 0.466, p> .05; F= 0.647, p> .05), respectively]. Interpretation of all results were given in the discussion and conclusion part of the study.

Discussion and Conclusion

This research aims to identify the undesired behaviors in the classroom according to the teachers' opinions and to describe which strategy teachers prefer in the face of undesired behaviors. In the qualitative part of the study, undesirable behaviors were grouped under four themes called aggression, non-compliance with rules, interpersonal conflict and irresponsibility. The most frequently encountered undesired behavior of the teachers in the classroom was found to be behaviors in the theme of aggression. Physical and verbal violence of students towards each other is the most common behavior that teachers encounter in classrooms. This finding is consistent with Dada and Okunade (2014), who stated that bullying, noise, abuse of words, fighting and violent actions were the most common undesired behaviors in the classroom. Similarly, Sakallioğlu (2014) reported aggressive attitude towards school and teachers and physical harm to friends among the most common undesired behaviors. The students' non-compliance with the classroom rules and their unauthorized behaviors were noted under the theme of non-compliance with the rules. When studies conducted in the literature are reviewed, these results show parallelism. Dal (2016) found that the most undesirable behaviors stated by teachers as not obeying the classroom rules and complaining about their friends. Similarly, Danaoğlu (2009) stated that students' talking with each other in the lesson without taking right to speak, and their intentional disruption of the course flow were among the most undesired behaviors that classroom teachers encounter most. Each of the preschool and primary school students comes from different families and different socio-cultural contexts. It can be stated that the education process that started primarily in families is carried out in schools in a planned and desired manner. Social rules and class norms are not fully adopted by students at the beginning of the education process. Therefore, the physical and verbal violence

practices of the students within the study and their behaviors of not recognizing the rules can be explained in this context.

In this study, the theme of interpersonal conflict took place in the third rank of undesirable behaviors defined by teachers. This finding is consistent with the studies suggesting that disagreements between students and complaining about each other are common behaviors in preschool (Cengin-Unuvar, 2014; Neyisci-Karakas, 2005; Ozer, Bozkurt and Tuncay, 2014). The last theme, irresponsibility included the least expressed undesired behaviors such as coming to the lesson unprepared, not bringing the material, and not doing homework. In this study, the low frequency of irresponsibility contact may be because of the problems related to classroom order in the first period of education. In the initial phase of the education process, teachers primarily focus on unwanted physical behaviors to create a suitable learning environment. Teachers can primarily aim to create a regular learning environment in the classroom and to establish healthy relationships among students. Therefore, expected behaviors of students regarding school and academic learning may fall behind. This situation may explain that the last stated undesired behavior was the irresponsible behaviors of the students regarding the lesson. However, this result contradicts with the findings of Danaoglu (2009). Danaoglu (2009) reported not doing homework, not performing the tasks given as the most undesirable behavior of classroom teachers.

The second study question examined what strategies teachers use to manage undesired behavior. As a result of the research, it was determined that teachers applied the most thinking-based strategies, then emotion-based strategies and Behavior-Based Strategies, respectively. When the items included in the scales were examined, it was found out that the items "I talk to the student about his behavior", "I ask the student why s/he misbehaves", "I remind the rules of our class" and "I talk to the student after class" had higher scores, while items "I threaten the student", "I send the student out of the class", "I send the student to the principal" and "I physically interfere with the student" had the lowest average score.

The results of the study show that teachers primarily try to raise awareness about what is undesired behavior in students and start a process for correcting those behaviors. Teachers emphasize on making students feel worthy and motivating them to act positively. Teachers' last preferred strategy is punishing the student for undesired behavior. These findings are in line with Neyisci-Karakas's (2005) research. Similarly, Sakallioğlu (2014) stated that teachers' most common strategies against undesired behaviors were providing a clear understanding of the rules that define what is expected, establishing a warm and respectful relationship between the student and the teacher, and using positive reinforcement to maintain good behavior and turn bad behavior into positive. He stated that the least resorted strategy for teachers was rebuke. Today, within the framework of the constructivist approach, students are required to take part in the teaching processes and to be in the process from determining the rules to the evaluation. In this direction, it is understandable that teachers took part in the study preferred thinking-based strategies and encouraged students to think about the undesirable behaviors they exhibit.

This study aims to identify undesired behaviors in the classroom and to determine undesired behavior management strategies relying on the opinions of preschool and elementary school teachers. The most frequently observed undesirable behavior by teachers in their classrooms was the physical and verbal violence of the students, students' disturbing each other and damaging the belongings. The least undesired behavior was students' not taking responsibility for the course, such as not doing their homework or bringing course materials. As a result of the research, it was determined that the teachers mostly applied thinking-based strategies, followed by emotion-based strategies and behavior-based strategies, respectively.

Based on the findings of this research, it was found that the undesirable behaviors encountered in the classroom were mostly related to the order of the class. According to this result, it can be said that teachers spend more time to ensure the order in the classroom. To reach the desired level, the time allocated to instruction should be increased both quantitatively and qualitatively. It is important to minimize undesired behaviors in the classroom with appropriate strategies. In this context, it would be useful for prospective teachers to take applied class management courses more effectively during their training programs. Professional development activities related to undesirable behavior management would be helpful both for novice and veteran teachers. School principals are recommended to organize activities collaborating with parents and sportive and social activities which help students spend their energy and increase their loyalty to the school. These activities can minimize undesirable behaviors of students. This study is limited to preschool and primary school teachers working in Yozgat center. Repeating the research in different regions and at different levels may provide a broader information on undesirable behaviors.

Students' undesired behaviors and teachers' management strategies for these behaviors can be in relation with various variables such as school principal, school environment and students. Researchers are advised to examine all these relationships. Teachers' strategies of managing undesired behaviors could affect students' school engagement, motivation, attitudes and behaviors. Students' demographic variables such as their socio-cultural and socio-economic background may affect the way students behave in classes. So future studies on these variables would be beneficial. Undesirable behavior can have a mediating effect on these variables. Therefore, the mediating role of undesired behaviors on school attitudes can be examined. Principals are primarily responsible for school administration. Their leadership styles influence a school's climate, culture, academic vision, teachers' organizational behaviors. Therefore, researchers can be advised to examine the relationships between teachers' strategies and variables related to principals and school. It is essential to remember that the goal of education is to prevent undesired behaviors before they occur. Therefore, it would be useful to conduct qualitative studies with students for a detail examination of the reasons of their undesirable behaviors. Furthermore, conducting qualitative studies on teachers' coping strategies for misbehavior will be useful to find out which strategy they use for various situations and to determine successful strategies.

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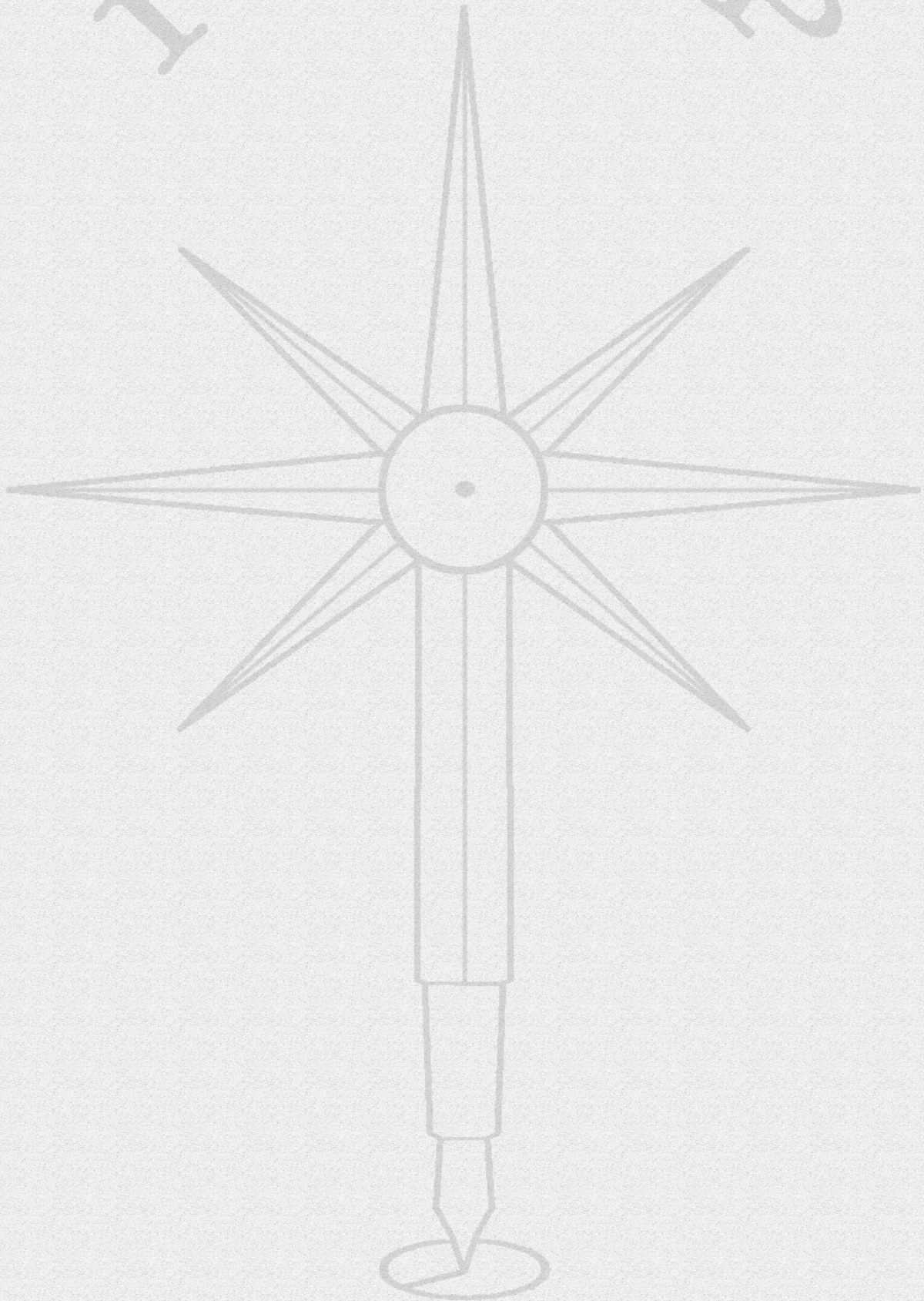
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