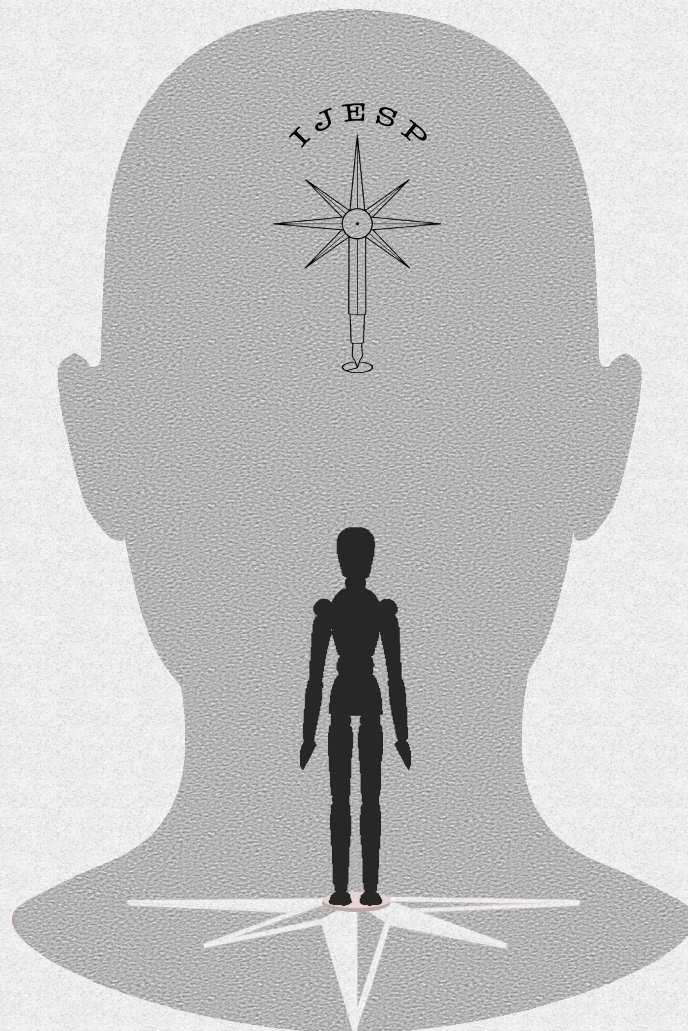


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Analysis of Primary School Teachers' Opinions About The Mobbing Concept

Ümit Gözel¹ Rukiye Gözel²

ABSTRACT

The aim of this research is to examine the dimensions of the mobbing phenomenon in primary schools and to determine what kind of a problem this phenomenon poses for primary school teachers and what solutions are offered. Therefore, phenomenological design, one of the qualitative research designs, was preferred in the study. The research was carried out with 8 primary school teachers working in Aydın in the fall semester of the 2021-2022 academic year. Participants were determined in regard to criterion sampling methods, one of the purposive sampling methods. A semi-structured interview form consisting of 9 open-ended questions were used to gather data. As a result of the interviews with the participants, a total of 57 pages of raw data were gathered and the data were analyzed through content analysis method. Findings were aimed to be explained within the scope of 6 themes that emerged in line with the data gathered. With reference to the results, the participants have been rarely confronted with mobbing throughout their working life, the mobbing behaviours were imposed by the people relatively in line with their position mostly in a top down hierarchical order. Effects of the mobbing phenomenon were negatively reflected not only on the victim side but also on the victim's family, environment, and the institution they worked for. It was determined that the participants mostly preferred to find more individual solutions.

Keywords: Mobbing, primary school teacher, educational institutions, phenomenology.

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Introduction

The phenomenon of mobbing, which has come to the forefront in the rapidly changing and developing business life of the 21st century based on intense competition, has started to be systematically addressed by academic circles. In today's workplace environments, employees can be exposed to physical or emotional mobbing from time to time. When the literature on the phenomenon of mobbing is examined, the phenomenon of mobbing can be used to express situations such as bullying, work or employee harassment, emotional abuse, ill-treatment, mobbing, victimization, verbal abuse, psychological terror, and psychological violence (WHO [World Health Organization], 2003). While Yamada (2004), Eser (2008) and Tutar (2004) use the term "mobbing" to express psychological violence in terms of ethics, law and forensic medicine, in which an employee is chosen for maltreatment, Leyman (1996) uses "*mobbing*" in the context of the business world, it is possible to see that he uses it to express emotional attack and associates it with these concepts.

It is a phenomenon of mobbing that comes from the Latin word "mobile vulgus" meaning "indecisive crowd" (Davenport et al., 2003). Heinz Leymann is the founder of the International Anti-Mobbing movement, which enables the concept of mobbing to be used with its current meaning (Namie & Namie 2003). Leymann (1990) defined mobbing as the systematic, hostile and unethical practices of one or more people against the others.

The mobbing process begins as a result of attacks on people's reputation, self, quality of life, health, social relations and professional status for individual, social and organizational reasons. In environments where mobbing is experienced, intense fear, dull and colorless relationships, stress, gossip, disinformation, undemocratic attitudes (Yaman, 2009) and communication disorders are common.

Self-harming as a result of pecuniary and non-pecuniary attacks, being on the side of the strong, choosing to remain silent, physical and mental disorders (Kirel, 2008), inability to socialize, unemployment, helplessness, feeling of loneliness, physical discomfort and depression, suicide and mental health deterioration can appear. In this process, although only the victim is exposed to mobbing, the victim's family, environment and social life are directly or indirectly affected by this situation (Davenport et al., 2003; Leyman, 1990).

The phenomenon of mobbing can occur in organizations in two ways, vertically and horizontally. Vertical bullying is not only directed from the upper levels to the lower levels, but can also occur from the bottom up. In the vertical mobbing phenomenon, not only the superiors but also the employees can act mobbing against their superiors or supervisors. The phenomenon of horizontal mobbing can occur among those with equal status or among people with functional relationships (Mimaroglu & Özgen, 2008). Individuals can be exposed to vertical or horizontal mobbing, no matter how high the education level of the individuals and the education profile of the community they work in. In schools, which are the heart of the education community, mobbing can sometimes be experienced among teachers and teachers, among teachers and staff working in auxiliary services, among teachers and administrators, or among teachers and parents. In particular, as a result of teachers being exposed to mobbing, the academic productivity of their colleagues and students may decrease, absenteeism may increase as students and teachers and unrest in the teachers' room may increase. In summary, all components in the institution exposed to mobbing can be negatively charged from this situation. Mayhew and McCarthy (2004) state that

14% of those who are bullied in the education sector and who work in the same environment are adversely affected and 20% of those affected generally decide to leave this workplace.

The success of an institution is to expect an education community to achieve success in every sense by establishing a full bond with all the components of that institution, minimizing behaviors that threaten mental and physical health an ethical understanding where managers can take positive initiatives for their employees and where cooperation is experienced instead of a competitive environment. An approach that prioritizes competition rather than cooperation, emphasizes individual success rather than teamwork and tolerates aggressive behaviors which can negatively affect working life and thus employees. Because an institution, workplace or organization is affected by the norms and values of the society in which it is housed, its working culture and the level of development. In other words, the dominant elements of the culture of the institution, organization or workplace can reveal the phenomenon of mobbing, suppress it or accelerate the process of mobbing (Yıldız and Kalkış, 2010)

Because of the competitive environment brought about by globalization, there is a statistical increase in mobbing cases observed in workplaces, as well as the size and severity of mobbing phenomenon expands over time, which emerges as workplace terrorism in terms of workplaces (İlhan, 2010; Tınaz, 2006). Considering the devastating effects of this workplace terrorism in terms of employees; while it causes loss of productive and qualified employees, low performance of the employee, decrease in organizational commitment, low motivation, when considered in terms of workplace; causes pecuniary and non-pecuniary damages (Deniz, 2007; Özkul Use & Çarıkçı, 2010).

Although mobbing is seen in every work environment, it is an important problem that it is also seen in educational institutions. With reference to the ILO (International Labor Organization) report, some occupational groups are much more likely to be exposed to violence. These occupational groups include health workers, social workers, housekeepers, bank workers, taxi drivers and teachers. When the literature is examined, the subject of mobbing (Alpaslan & Tunç, 2009), mobbing in the workplace (Acar & DüNDAR, 2008; Bozbel & Palaz, 2007; Tınaz, 2006), organization, organizational commitment, organizational silence, individual and organization, personal and organizational effects and mobbing related to organizational opposition (Demir & Çavus, 2009; Gül & Ağıröz, 2011; Gül & Özcan, 2011; Karcioğlu & Çelik, 2012; Kayış, 2019; Kirel, 2007; Mimaroglu & Özgen, 2007; Özler et al. , 2008; Tetik, 2010) about occupational health and mobbing that health workers are exposed to (Dere, 2020; Gül, 2009), about the mobbing that academic staff is exposed to (Şenerkal, 2014), educational institutions, school workers and school life quality. (Altunay et al., 2014; Güven, 2019; Yılmaz, 2019), on the subject of bullying that teachers and administrators are exposed to (Bostancı, 2019; Çam, 2013; Deniz, 2020; Durusu, 2019; Ekinci, 2019; Gençer, 2019; Gülenç, 2019; Koç & Bulut, 2009; Şerbetçiğlu, 2019) studies have been carried out. Although there are many studies on mobbing cases related to different concepts in the field of educational sciences in the literature, it is thought that the study will contribute to the literature in terms of the fact that there is no direct or indirect study of the concept of mobbing experienced by primary school teachers, and the current study deals with the concept of mobbing from a multidimensional perspective. As a result, there is not enough research on the mobbing actions experienced by primary school teachers in Turkey. In this context, the findings to be obtained from this research; It is hoped that by determining teachers' mobbing perception levels, awareness and sensitivity on the subject will help to encourage the related authorities to produce solutions with the detection of the mobbing problem, and will also shed light on the researches about the mobbing phenomenon. In this context, the aim of the study is to examine the

dimensions of the mobbing phenomenon in primary schools and to determine what kind of a problem this phenomenon poses for teachers. For this purpose, answers to the following questions were sought:

1. What does mobbing mean?
2. What is a healthy classroom environment like?
3. What is the level of mobbing behaviors, direction and frequency?
4. What are the reasons for being a target of mobbing?
5. What are the effects of mobbing on the institution?
6. What are the methods of coping with mobbing?

Method

Research Model

The phenomenology design was used in this qualitative study, which aims to determine how this phenomenon poses a problem for primary school teachers by examining the dimensions of the mobbing phenomenon in primary schools. This design aims to reveal our experiences in our own world and the meanings we ascribe to these experiences by focusing on the phenomena that we are aware of in daily life but do not have a detailed and in-depth thought and understanding (Yıldırım & Şimşek, 2006). In this study, it is aimed to reveal the experiences of primary school teachers about mobbing and the meanings they attribute to these experiences. As Denscombe (2017) stated, in this study, primary school teachers' experiences within the framework of mobbing and the basic features of the meanings they attribute to these experiences, the essence of the experience and the structure of the experiences were aimed to be revealed.

Study Group

The participants of the research are primary school classroom teachers who work as primary school teachers in Aydın in the fall semester of the 2021-2022 academic year. In order to best reflect the opinions of the potential participants on the subject, criterion sampling, one of the purposeful sampling methods, was used in choosing teachers, since "working as a primary school teachers and being exposed to mobbing" was determined as the basic criterion. In this context, 8 primary school teachers, 4 male and 4 female, participated in the study. Before the interview, all information about the purpose and subject of the research was explained to the participants in detail and the necessary permissions for the audio recording were received from the participants who accepted the interview. In addition, the participants' names were labeled with codes changing from K1 to P8 in order to comply with the principle of confidentiality of the participants' identity information and to protect the participants.

The data regarding the participants are given in Table 1.

Table.1 Data on participants

Participant Code	Age	Gender	Instructed Class
K1	43	M	1
K2	48	M	2
K3	53	F	3
K4	52	F	4
K5	45	M	1
K6	48	F	2
K7	51	F	3
K8	39	M	4

As seen in Table 1, 50% of the participants are female and 50% are male primary school teachers. While two primary school teachers represent each grade level, it is seen that the age range of the participants is generally between 40-50.

Data Collection

The data related to the research were gathered through the semi-structured interview form created by the researchers. In the process of creating the interview form, bullying, social bullying, psychological violence, violence, harassment, inconvenience, pressure, mobbing, bullying, etc. a literature review was made on the subject, theses and articles were examined and in line with 3 subject experts' confirmation (a subject area expert from the department of educational sciences of a social sciences institute of a university in the Aegean region, a subject area expert from the basic education department, a subject area expert from the social sciences and Turkish education department) interview questions were formed. The pilot application of the form was made with 2 primary school teachers working in a different district of Aydın, the interview questions were re-evaluated with the experts in the field in line with the feedback and the semi-structured interview form consisting of 9 open-ended questions to be used in the interview was given its final form.

Due to the Covid-19 Pandemic, the interviews made within the scope of the research were carried out on an online platform at the appropriate time intervals for the participants and social distance and mask rules were pursued in the face-to-face interviews. In the interviews, notes were taken for the interviews as well as the audio recording and no more than one participant was interviewed on the same day, the limit of each interview was determined as a maximum of 2 hours and the interviews lasted for 45 minutes-1 hour on average. The interviews conducted on the online platform were held at the appropriate times of the participants and the face-to-face interviews were held in an available room at the school, at the participant's or researcher's home. At the end of the interviews with the participants, a total of 57 pages of raw data were obtained.

Analysis of Data

Content analysis technique was used to analyze the data gathered in this study. The main purpose of content analysis is to reach a definite idea in the disclosure of the data gathered. Basic method in content analysis is to gather similar information within the framework of a certain idea and subject and to find a way to make it understood by the reader (Yıldırım & Şimsek, 2006). Within the scope of the research, the data obtained from the interview forms about the opinions, knowledge and experiences of the primary school teachers on the concept of mobbing were analyzed by content analysis method. Categories and themes were formed after the coding process within the framework of the data obtained, and the themes were interpreted by summarizing and tabulating. In addition, direct quotations are frequently used in order to directly reflect the views of the participants in the interpretation processes of the themes.

Procedures for Validity and Reliability

In order to ensure the validity of the research, the data were gathered at different times. For the accuracy of the findings, confirmation was received from a total of 3 instructors, respectively from the Social Sciences Institute educational sciences department, basic education department, social sciences and Turkish education department of a university located in the Aegean region. Data were written, described and interpreted objectively. In the context of the reliability of the research, the in-depth interviews were carried on, real data were gathered from the participants and the data were directly presented in the findings. Other than the researchers, two subject area experts were included in the analysis process, and the coding agreement and the inter-coder agreement score were calculated. According to Miles and Huberman (1994), it is stated that the consensus among coders should be at least 80%. In this study, two randomly selected interview forms were coded by researchers and subject matter experts, and the consistency between the analyzes of the coders was checked. When the consistency and agreement (agreement/agreement+disagreement)/100 formula (Miles & Huberman, 1994) between the coders were examined, the agreement coefficient between the coders was calculated as .86. In addition, the reliability was aimed to be increased by labeling participants' names with codes changing from K1 to K8.

Ethics Committee Approval

This research was carried out in accordance with the decision of Aydın Adnan Menderes University Educational Research Ethics Committee dated 06.09.2021 and numbered 2021/20.

Results

In this study considering the views of primary school teachers, the answers were sought for what the phenomenon of mobbing is, what a healthy working environment is and should be, whether they have encountered mobbing in their working life, what kind of bullying they have faced and how they sought a solution, the reasons for being the target of mobbing, which group confronts mobbing the most. And the most common mobbing behaviors were examined, 6 themes and different categories were included in line with the content analysis. It is seen that the themes are gathered under the headings of “The Concept of Mobbing, Healthy Classroom Environment, Mobbing Behaviors, Frequency and Direction, Reasons for Being a Target of Mobbing, Reflections of Mobbing to the Institution and Methods of Coping with Mobbing”.

Theme 1. The Concept of Mobbing

In order to reveal how the concept of mobbing is perceived in the eyes of primary school classroom teachers, the list of categories and codes extracted from the questions asked to the participants is given in Table 2.

Table 2. Theme, category and code list obtained from teachers' opinions on the concept of mobbing

Theme	Category	Code
Mobbing	Psychological	Being under pressure
		Ignore the person
		To be ignored
		Be intimidated
		Limit
		Oppression
		Verbally harassing
		To bother verbally
	Physically	Offend
		Discourage work
		Make uneasy
		Exposure to negative behavior
		To intervene
		Oppression
		Cause physical discomfort

It is seen that the opinions of the participants on mobbing generally focus on two categories. When we look at these categories of mobbing, we can say that there are physical and psychological mobbing. The concept of mobbing; A sample excerpt from the views of teachers who expressed the concepts of "being under pressure, ignoring the person, being ignored, intimidated, limiting, oppressing, verbally and nonverbally disturbing" is as follows:

"... Mobbing is feeling under pressure. To ignore one's self is to offend. To discourage work is to be restless." (K-1)

Participants who explained the concept of mobbing mostly with the concepts of physical mobbing; They expressed it with the concepts of "offending, discouraging work, disturbing, exposure to negative behavior, intervention, pressure and physical discomfort". A sample excerpt from teacher opinions supporting these views is as follows:

"It is the feeling of being constantly pressured by someone. This may be the administrator, parent or teacher. It is all kinds of verbal and physical negative behaviors applied to the other party, consciously or unconsciously." (K-4)

Theme 2. Healthy Classroom Environment

The category and code list formed pursuant to the interviews with the participants in order to reveal what a healthy classroom environment is like and how it should be in the eyes of primary school teachers is given in Table 3.

Table 3. Theme, category and code list obtained from teachers' views on a healthy classroom environment

Theme	Category	Code
Healthy Classroom Environment	Class	Peaceful
		Trustworthy
		Technologically and physically equipped
		Less class size
		Spacious
		Clean
		Designed for children's development
		Sincere
		With rules
		Carefree
	Student	There is positive communication
		Where there is cooperation
	Teacher	The place to be happy when coming to school
		There is positive communication
		No parent involvement
		The teacher is appreciated
		Sincere
		Where there is cooperation
		Where the administrator stands behind the teacher
		Production is encouraged
		Producer appreciated
	Manager	Ignoring the status difference
		People are not despised
		where there is cooperation
		good human relations
		There is positive communication
		Sincere

It is seen that the related answers of teachers who participated in the interview constituted the “healthy classroom environment” theme, the categories of which are “classroom”, “student”, “teacher” and “administrator”. In terms of the classroom “a healthy classroom environment” is explained with the concepts of "peaceful, safe, technologically and physically equipped, with less class size, spacious, clean, designed appropriately for developmental period of children, sincere, with rules and free from anxiety". A healthy classroom environment of teachers in terms of students; It is regarded as "positive communication and cooperation". In teachers’ opinions, a healthy classroom environment is explained with the concepts of "where one will be happy upon coming to school, there is positive communication, parents do not interfere, the teacher is appreciated, sincere, there is cooperation, the administrator stands behind the teacher, the growth is encouraged and the procreator is appreciated". A healthy classroom environment of teachers in terms of administrators; It is seen that they explain it with the expressions of "status difference is ignored, people are not despised, there is cooperation, good human relations, positive communication and sincerity".

Teachers considered a healthy classroom environment as a whole in terms of students, classroom environment, teachers and administrators. Exemplary quotes from teachers' opinions showing that all the components of the school actually have duties and homework in the process of creating a healthy school and classroom environment are as follows:

“I believe that a healthy school environment will be created when the administration and employees can work in cooperation, the administration stands behind the teacher, the administration approaches the staff with tolerance, and an environment of peace and trust is provided. After these conditions are met, it is an anxiety-free environment where there are teachers who have sufficient knowledge in each skill lesson, who are technologically competent, activities that will contribute to the social development of children are organized, and students are happy and peaceful. For me, it is an environment where the number of classes does not exceed 20, where employees are encouraged to produce new ideas and are rewarded.” (K-5)

“It is a clean and spacious environment where good behavior is rewarded, positive communication is ensured, there is minimal human relations especially between the administration and the teacher, the classrooms are adequately equipped, the class size is not large, and there is sufficient physical equipment.” (K-2)

“.....The child should feel safe in the classroom environment. No matter what, parents should be prevented from interfering with students. It should be an environment where teachers are appreciated. Constant criticism discourages the teacher from working. If the good things done are appreciated by the administration, they will be more successful and happier. The teacher should take care of the children, and the administration should deal with the teachers. In sickness etc. must be sought and asked if there is anything to be done. Thus, a friendly atmosphere, trust and peace environment can be provided in the school. Sanctions should be applied to teachers and students who insist on not following the rules. Good behavior should also be rewarded.” (K-3).

Theme 3. Mobbing Behaviors, Frequency and Direction

All of the primary school teachers who participated in the interview were exposed to heavy or mild mobbing behavior. The category and code list of who applies this mobbing behavior and how often is as follows:

Table 4. Theme, category and code list obtained from teachers' views on mobbing behaviors, frequency and direction

Theme	Category	Code
Mobbing Behaviors, Frequency and Direction	Anytime (Administrators)	To shout
		Do not greet
		I don't listen
		Lowering motivation
		Ignore
		Suggest
	Sometime (Administrator & Parent)	Admin pressure
		Insult
		Devalue
		Interfere with the classroom
		Union power
		To intimidate
		To be humiliated
		Scorn
		Exclude
		Call open
		Gossip
		See faulty
	Rarely (Administrator+Parent)	To make fun of
		Talk sarcastically
		Insult
		Offend
		Interfere with the classroom
		Humiliate
		Always open call
		Continuous negative feedback
		Make you feel inadequate
		Disrespect for religious differences

Psychological fray
 Open an investigation
 To accuse
 Unfair sanction
 Being driven
 Give off duty
 Threaten
 Interfere with private space

All of the teachers who participated in the interview stated that they were exposed to mobbing by the school administration, by the administrators and parents, in a certain part of their life, in a particular situation throughout their working life at times or frequently. When we look at the direction of mobbing, it is understood considering the interviews that it is generally one-way, and this direction is from top position to bottom or from outward to inward.

He/she was always bullied; Teachers explaining with the concepts of "don't shout, don't greet, don't listen, decrease motivation, ignore and suggest" state that mobbing is imposed by the principal and assistant principals who use their status misappropriately. An example excerpt from teacher opinions supporting this view is as follows:

"It is mostly applied by the administration. They do it using their position. People who do this are far from the concept of character. Unfortunately, among the teachers, there are people who act unbecoming of the educator and crush their other friend in order to come to the fore. Parents do too. There have been events that I have witnessed in this regard. A parent of my teacher friend was constantly complaining to the principal about the teacher. That parent was officially obsessed with the teacher. When the principal did not stand behind his teacher friend, the friend experienced uneasiness." (K-4)

Sometimes and rarely, he/she was exposed to mobbing; "Administrative pressure, humiliation, devaluation, interference with the class, union power, mobbing, humiliation, contempt, exclusion, flattery, gossiping, blaming, mocking, insulting, offending, class interference. Teachers explaining this with the expressions of "demeaning, humiliating, constantly seeking out, constantly negative feedback, making you feel incompetent, disrespecting dissidence, psychological exhaustion, holding an inquiry, accusing, unfair sanctions, dismissal from work, assigning off-duty, threatening and "interfering with the personal boundary". While explaining the direction of their exposure to mobbing from above (administrator) and from outward (students' parents), they state that they are mostly exposed to mobbing by administrators. A sample excerpt from the views of teachers supporting these views is as follows:

"The most common is that the principal comes and says there is a complaint about you. Parents were always complaining about me. I mean who is complaining about what? There is no answer. There is only one complaint, he says be careful. He was constantly dealing with my parents, as the principal said. Being sarcastic, belittling, acting like I'm incompetent makes you feel under enough pressure. Their insulting speech sounds like a slap to me. The principal's body language was always bad towards me and some of my friends. Turning away when talking to him, being interested in something else or starting to talk to someone else... His ignoring the answer I gave while asking him, and his ignorance of me even though I started the statement as the manager... These both made me

uneasy and tense. Even as I describe it, I feel as if I am reliving what I experienced at that moment. As people who are really engaged in education, what we have been through is very sad. He easily offends students around him. Depreciating and humiliating the parents as well. Therefore, there is no atmosphere of peace and security in the school. Even the kids don't shake the teachers.” (K-1)

Theme 4. Reasons for Mobbing

The category and code list showing the reasons why the classroom teachers who participated in the interview were exposed to mobbing are shown in Table 5.

Table 5. List of themes, categories and codes obtained from teachers' opinions on reasons for being a target of mobbing

Theme	Category	Code
Reasons For Being A Target of Mobbing	Teacher	Calm building
		To be compatible
		Upbringing
		Not to answer
		Be well-intentioned
		Inexperience
		Be silent
		Not knowing your rights
		Union difference
		Gender
		The prints of the power worshipers

Teachers who participated in the interview express mobbing as a policy of mobbing imposed by the administrators to the teacher rather than the teacher to the teacher. The reasons for the mobbing actions imposed by the administrators to the teachers were explained by them with the expressions of "calm temperament, being agreeable, upbringing, being unresponsive, benevolence, inexperience, silence, ignorance of their rights, union differences, gender and pressure from those who “worship power”. An example excerpt from teachers' views on the reasons for being the target of bullying is as follows:

“They use mobbing as a result of the inexperienced and self-aware teachers who the administration can denigrate and who are less senior than themselves, belittle other teachers. If there is a difference of opinion, they apply mobbing more easily. Perhaps the most important reason for this is that the victim is silent and does not know their rights. No matter how eager I was to practice the profession, our union differences caused me to get permission for the activities. I couldn't find my right. I also think that being a woman is effective.” (K-2)

Tema 5. Reflections of Mobbing on the Institution

Considering the analysis of the data obtained from the primary school teachers who participated in the interview, the category and code list showing the reflections of mobbing to the institution is shown in Table 6.

Table 6. List of themes, categories and codes obtained from teachers' opinions on the reflections of mobbing on the institution

Theme	Category	Code
Reflections of Mobbing on the Institution	Environment	Unsafe environment
		Tense atmosphere
		Unhappy environment
		Restless environment
	Worker	Trying not to reveal
		Unhappy staff
		Close oneself to innovation
		End of creativity
		Not feeling belonging
		Inefficiency
		Low motivation
		Constant fatigue
		Psychological depression
		Experiencing groupings
		Feeling of boredom
		Extreme level of anxiety
		Fear of making mistakes
		Feeling of burnout
		Become a robot
		Become desensitized
	Relationships	Distance relationships

As a result of the interviews, it is seen that although being exposed to mobbing negatively affects the school environment, school staff and employee relations, it mostly affects school staff. It is understood that the mobbing practices that the employees are exposed to not only affect the school environment and employee relations, but also family and community relations, causing psychological depression, drug treatment support and further damage. Teachers explain the negative reflections of mobbing on the school environment as "unsafe environment, tense environment, unhappy environment and restless environment". Teachers stated that the negative reflections of mobbing on school staff were as follows: "Trying not to give deficits away, unhappy

staff, being discouraged from innovation, lack of creativity, lack of belonging, inefficiency, low motivation, constant fatigue, psychological depression, grouping, feeling of boredom, excessive anxiety level, fear of making mistakes, burnout. explains this feeling with the expressions of “robotization and depersonalization”. A sample excerpt from the above-mentioned negative reflections of the participants explaining the negative reflections of mobbing on employee relations with "distance relations" is as follows:

“In institutions where there are administrators who practice mobbing, people try not to have deficits. They work, they try to do their job well, but they are not happy. They always feel under pressure. They have no other thought than to do the fixed given. There is discipline for teachers to do their duties. Creativity does not develop at the desired level. Insincere relations with the administration cause distrust. Someone working in an educational institution should come to school in peace and be happy so that the benefit for children is at the highest level. Nervous stress affects all of these negatively. Although I do a job that I love, I am researching another school and its management because of what I went through in this school. I will not look at it being so close to home again when choosing a school. Since I came to this school, I have been making choices in every appointment period. I don't feel like I belong in this school. Either the manager should change or I should go to a trustworthy school and work there. My experiences at school also affected my relationships with my wife and children. I am more impatient with my children at home. I can't be happy. Because when I come home, I think about the next day. I can't even sleep well at night. I'm constantly waking up. In case I fall asleep and hear something from the manager in the morning. I was starting to cry out of nowhere. This situation caused us to have arguments with my wife. These situations affected my psychology a lot.” (K-6)

Tema 6. Methods of Dealing with Mobbing

As a result of the analysis of the data obtained from the classroom teachers who participated in the interview, the list of categories and codes showing the methods of coping with mobbing is shown in Table 7.

Table 7. List of themes, categories and codes obtained from teachers' opinions on coping with mobbing

Theme	Category	Code
Methods of Dealing with Mobbing	Sound	Respond
		Defend yourself
		To explain himself
		Answer
		Learning about personal rights
		Seeking your right by following the sequence
		Make oneself heard
	Silent	Be unresponsive to
		Shut up
		Ignore

The teachers who participated in the interview chose two options for themselves when they were exposed to mobbing. In such a situation, teachers either answered by keeping their voices heard, sought their personal rights, sought their rights by following the line and made their voice heard in some way, learned and defended their rights by explaining themselves and struggled for making their voice heard and responded, or they tried to find another solution by staying silent, not reacting, keeping silent or ignoring them. A sample excerpt from the teacher's opinions, which shows the methods of coping with mobbing, with or without voice, is as follows:

"I was generally unresponsive. I stopped. I tried not to be addressed by shouting. It was even worse if I answered. But when I tried the other person's method and I spoke loudly, I did not meet for a long time. When the problems at school started to affect my family, my husband entered the school principal's office. There were threatening conversations. The manager slammed his hand around in anger after my husband left. The manager reacted silently to me for a few days after my husband came, but then his attitude towards me changed completely. So that's the language he understood." (K-7).

Discussion, Conclusion and Suggestions

In this study, in the eyes of primary school teachers, "what mobbing is, what a healthy working environment is and how it should be, whether they encounter mobbing in their working life, what kind of mobbing they face and how they seek a solution, the reasons for being the target of mobbing, which part of the mobbing is the most common" are handled. In this study, the most common mobbing behaviors of the students were examined. The following results were obtained considering the data gathered under 6 different themes: the concept of mobbing in the eyes of the classroom teachers, their views on a healthy classroom environment, the mobbing behaviors they experience, their frequency and direction, the reasons for being a target of mobbing, the reflections of mobbing on their institutions and ways of coping with mobbing.

Participants' opinions on the concept of mobbing are as follows: "to be under pressure, to ignore the mobber, to be ignored, to intimidate, to restrict, to pressure, to verbally disturb, to offend, to discourage work, to disturb, to be exposed to negative behavior, to interfere, to oppress, to physical discomfort". A review of the literature reveals similar research results. Davenport et al. (2003) and Tutar (2004) as a process consisting of malicious behaviors aiming to exclude a person from the workplace through blockage, mass offensive behaviour or causing distress, humiliation, unfair accusation, emotional torment, general harassment, psycho-terrorism, Andrea Adams expresses it as "constantly finding fault and humiliating individuals" in a TV program (Koç & Bulut, 2009). Gül (2009), on the other hand, mentions that mobbing includes physical violence, discrimination, threat, social isolation and imbalance. Tınaz (2006) explains the concept of mobbing with the expressions of "psychological harassment at work, emotional violence, moral harassment at work, mobbing, bullying at work, psychological attack on mobbing at work". Bozbel and Palaz (2007) similarly express the concept of mobbing with the concepts of "psychological violence, terror and oppression".

Participants discussed a safe and healthy classroom environment in the context of "technological and physical competencies of the classroom, student, teacher and administrator" and explained them with the following expressions. A healthy classroom is defined in this study as "a peaceful, safe, well-equipped, spacious, clean classroom with rules designed in accordance with the developmental period of children, as well as having sincere and positive relations,

improving cooperation, students and teachers' being happy when they come to school, worry-free atmosphere, uncrowded classrooms." It is seen that an environment where the administration does not intervene with the workers arbitrarily, growth is encouraged, the procreator is appreciated, status difference is welcomed, and people are not despised, is expressed as a healthy workplace, a healthy classroom environment. Regarding the class sizes in terms of a healthy classroom environment, Özdayı (2002) mentions the crowded classroom as the third problem of education, and Güçlü (2002) talks about the difficulty of individual teaching in large classes. Yaman (2006) states that classroom teachers' giving verbal feedbacks to their students and behaving in accordance with individual differences not only creates a healthy classroom environment in the classroom, but also reflects positively on the communication among students. For this reason, it can be said that a classroom teacher whose classroom standards are near to the ideal standards affects the class participation, classroom discipline, and respect. Cakmak et al. (2008) reached similar conclusions by emphasizing that the two most important elements of classroom management are students and teachers, and that teachers should enable students to control themselves, use cognitive processes, think independently, and easily share all kinds of work they do with their teachers and fellow students. As a result, a healthy classroom environment can be achieved with a minimum level of physical and technological equipment, together with students and teachers who enter the classroom in a healthy way in every sense.

All of the participants are definitely the target of mobbing in different severity, the direction of the mobbing they experience is generally from top to bottom and from outward to inward; It is inferred that there is no mobbing behavior in the horizontal sense, and that in terms of frequency, the administrators in general, sometimes the administrator or parents, although rarely, the administrator and the parents impose it together. In the research, it was determined that the rate of mobbing imposed by the superiors on the workers of lower positions is higher than colleagues of the same level positions imposed mobbing on each other (Kök, 2006; O'Moore et al., 2003; Einarsen, 1999;), the most common and known type of mobbing is from top to bottom. It is a common fact that those in the lower levels of the organizational hierarchy are more exposed to mobbing and exhibit more silence behavior. According to Fox and Stallworth (2005), the fact that subordinates or subordinates in the organizational hierarchy are more exposed to mobbing and exhibiting silence behavior supports the results of the research. Gökçe (2006) also reached similar results and stated that the act of mobbing in schools is mostly imposed by school administrators.

It is seen that the participants explained the reasons for being exposed to mobbing with concepts such as "calm structure, being agreeable, upbringing, not responding, being well-intentioned, inexperience, being silent, not knowing their rights, union differences, gender and pressure from those who "worship power". Gökçe (2006) explains the main reasons that giving rise mobbing with expressions such as jealousy, different political views, gossip, misuse of power, passion for office, excess personnel. Here, while the participants were evaluated in terms of being mobbing victims, Gökçe (2006) evaluated the mobbing in terms of the malicious people. Altunay et al. (2014), on the other hand, categorizes the reasons why victims are exposed to mobbing related to the victims themselves, the institution, the environment, and the people imposing mobbing. For this reason, it is not fully reasonable to limit mobbing to individuals at work, focusing only on individual problems or individuals at work. Among the factors affecting mobbing are individuals, workplaces and workplace employees, as well as the changes in economy in the 21st century, competition, insecure employment, overwork, and changes in economic and political grounds have led to an increase in mobbing on employees.

Participants expressed the reflections of mobbing on the institution; environment (unhappy, restless, insecure and tense environment), employee (trying not to give deficits away, unhappy staff, being discouraged from innovation, lack of creativity, lack of belonging, inefficiency, low motivation, constant fatigue, psychological depression, groupings, feeling of boredom, excessive anxiety level, fear of making mistakes, feeling of burnout, robotization, depersonalization) and relationship (distance relationship). Leymann, (1996) also mentions the effects and reflections of mobbing on individual, organizational, society, country economy and families. In addition, when mobbing is considered in terms of the individual it can be inferred that the individual's health is deteriorated, he experiences stress, he gets into trouble, he wants to escape from work... and when it is considered in terms of workplaces and the environment certain undesirable situations appear such as increase in the levels of stress, distress and negative influence of the working personnel, absenteeism, unwillingness, low productivity and low performance in working life.

Participants discussed the ways of coping with mobbing completely individually; however, considering that the environment in which individuals and employees are exposed to mobbing is a workplace, environment, or organization, it can be said that the individual cannot efficiently fight mobbing alone. While Göymen (2020) stated that ways of coping with mobbing can be individual, organizational, with the help of the close circle, through legal means of struggle, moral compensation cases, Öztürk et al. (2015) recognize the dealing ways as raising self-confidence and self-esteem, getting over the victim mentality, maintaining maneuver distance, maintaining resilience in the face of physical and psychological stress, perception strategies, getting expert help, social support, and being careful about it, taking legal action and they also mention about the measures that can be taken both institutionally and individually. Altunay, Oral, and Yalçinkaya (2014) define it as individual, legal struggle and awareness raising.

In order to prevent the occurrence of horizontal or vertical, top-down, or bottom-up mobbing with students, teachers, administrators, auxiliary services and parents in educational institutions, and to detect and counteract the existing mobbing action in the educational institution.

- ✓ The administration, teachers, students and parents should be in contact for a healthy and safe school and classroom environment,
- ✓ Considering the direction of mobbing action, it is generally vertical and top-down, and administrators should be given training on the subject,
- ✓ It should be kept in mind that mobbing affects not only the school environment and employees, but also the family members of the employees,
- ✓ Training should be provided on how to find solutions for employees not to be exposed to mobbing or when they are exposed to mobbing,
- ✓ Only primary school teachers as participants were included in the study. Comparative data can be gathered by including primary school administrators, parents, auxiliary services and general administrative services for the further studies.
- ✓ The phenomenon of mobbing has been dealt with unilaterally only from the experiences and perspective of teachers and it has been inferred that mobbing action is generally vertical. For this reason, more data about the parties can be gathered by focusing on school administrators for the further studies.

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The Relationship between The Job Characteristics of the Teaching Profession and School Effectiveness*

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ABSTRACT

When teachers' autonomy, roles and responsibilities, the importance given to the teaching profession, teacher competencies and the feedback provided to the teacher are increased, it will contribute to school effectiveness. However, when one of the job characteristics of the teaching profession is insufficient, it is seen that schools become ineffective. In this context, the purpose of this study is to find out the relationship between the job characteristics of the teaching profession and school effectiveness according to the opinions of teachers working at primary and secondary schools. The participants of the study were 376 teachers and the School Effectiveness Scale and the Teaching Profession Job Characteristics Scale were used. The perceptions of the teachers showed that there is strong relation between the job characteristics of teaching profession and school effectiveness.

Keywords: School effectiveness, job characteristics, teaching autonomy

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Introduction

Education is an essential way to convey to students the knowledge and skills necessary to contribute to the development of a country in every sense (Loyce and Victor, 2017). A school is effective as long as it achieves its goals. The main purpose of any change in educational institutions is receiving a better, more qualified, and more effective education. This inevitably results in the emergence of the concept of an effective school. The origin of effective school research is some schools' being more successful than others (Çakır and Kesme, 2018). The concept of an effective school has become an essential topic in the United States since the "Coleman Report" was published in the mid-1960s (Edmonds 1979). The Coleman report and other research findings are disappointing and mean that no matter what education professionals and education administrators do, they cannot increase school success (Balcı, 2011). According to Macbeath and Mortimore (2001) the concept of school effectiveness emerged due to inequalities in society and education, so a movement entitled education for all began. In order to be recognized as effective, schools need to constantly criticize and review their performance. Schools that are continually improving achieve the trust of the society. Çubukçu and Girmen (2006) pointed out that as a result of the studies carried out to provide better quality education in schools, the concept of effective school has emerged. Actually, some schools are described as successful and some as unsuccessful has actually been a factor in the emergence of the concept of effective school.

Considering the previous studies, the most prominent factor and common idea in determining whether a school is effective and successful is student success. One of the criteria that allows to comment on the success graph of students in Turkey is the evaluations applied at the international level. In terms of the skills required in these evaluation studies, the competencies of students in Turkey are below the average competencies demonstrated by their peers living in OECD countries (EARGED, 2010). In recent years, the schools have been increasingly ineffective in Turkey and cannot achieve their goals. There have been increase in students' failure in national and international large-scale exams and the current education system has been unable to provide students with sufficient competencies, so these have led to the intensification of efforts to restructure the education system (ERG, 2012)

The important finding that emerged in the evaluations is that Turkey has the biggest difference between schools in PISA applications among all countries participating in the 2003 implementation. It has been observed that there are differences in achievement even between the same type of schools in the same region in Turkey (Berberoğlu and Kalender, 2005). When we look at Turkey's success in international exams, it is obvious that schools have not reached to be effective schools. From this point of view, schools try to be more successful both at the international and national level (Uğurlu and Demir, 2016).

The school that can't achieve its goals at the expected level is defective in being effective. It is thought that schools in Turkey are becoming increasingly ineffective and cannot meet the expectations of the society. The mistakes made in the orientation of the students in the primary education process negatively affects the secondary education life. The inadequacies in schools and the fact that families think more about the economic dimension while directing them to professions cause problems (Eskicumalı, 2001).

Zigarelli (1996) expresses the effective school characteristics contributing to student success as the quality of the teacher, the participation and satisfaction of the students in school

activities, the presence of a leader school administrator with positive relationships and communication skills, the strong school culture, and the participation of the family. The aim of an effective school is to achieve success with excellent methods. The excellence of the school can be ensured by a healthy school culture and climate as well as the quality of education and training of the teacher (Balci, 2013). As Balci (1988) stated; each of the effective school these variables cannot create an effective school alone; it shouldn't be forgotten that these variables can only make a difference when they are together.

The quality of public schools in Turkey has been declining and the most frequently mentioned problems are the ineffectiveness of education and training in schools and the distance from meeting the expectations of students, the environment, parents and the business world (Arslan, Kuru and Satici, 2010). The ability of schools to respond to the changing needs of society can only be possible by renewing policies and practices. Since schools are the dynamic stones that keep society alive, schools should be effective, constantly improved and strengthened so that they can continuously fulfill their duties (Cafoglu, 1996). As Polat (2017) stated, there are very few studies on the job characteristics of the teaching profession in Turkey. It is considered that this is due to the fact that the determinant of the framework of education is the state, and what is required for the development of the teaching profession is expected from the state and therefore the need is not felt. Considering the results of the research in general, taking the necessary precautions to prevent the negative effects and determining the antecedent variables was the starting point of this study. In this context, it has been considered important to determine the role of the job characteristics of the teaching profession on school effectiveness, including the importance of teachers' profession, teachers' perceptions of autonomy, their awareness of their roles and responsibilities, receiving appropriate feedback, and their perceptions of their competencies.

Literature Review

Barnard (1968) defines effectiveness as the degree of success of the goals set in cooperation and the work done to achieve these goals.

School Effectiveness

The concept of organizational effectiveness is defined as the ability of an organization to reach inputs, adopt these resources, and eventually reach its goals (Federman, 2006). According to Georgopoulos (1957), the concept of effectiveness in organizations is sometimes defined as success and sometimes as value, and generally focuses on how well an organization does its job and its overall success. As Cameron (1981) pointed out, when conducting research on organizational effectiveness, it should be considered that each effectiveness model is different from each other, one is not superior to the other, and that these models are complementary to each other

The concept of an effective school has become an essential topic in the United States since the "Coleman Report" was published in the mid-1960s (Edmonds 1979). An effective school is a modern and qualified school that adopts the belief that all students can learn and develop (Oral,2005). Mortimore (1993) defined effective school as a school where students developed more than desired from the date they started school, and thus effective schools drew attention with what they brought to students. According to Edmonds (1979), an effective school is a school where every student can learn, attaches importance to equality and quality, offers equal rights to every student, provides a safe working environment for students, and where

students develop continuously. Lezotte (2001) pointed out that the features of effective schools are participation of the family, positive school climate, aiming to provide students with basic skills, prioritizing student development, effective teaching plans and practices.

There are certain characteristics of effective schools in the literature, Şişman (2013) lists these characteristics as follows: school administrator, teacher, student, school program and education-teaching process, school culture and environment, school environment and parents. In an effective school, the headmaster has leadership characteristics and shares the school's goals with teachers, students and parents. At the same time, he understands and emphasizes the qualities of the teaching activity. Obviously, the role of the school principal is very important in terms of school effectiveness (Lezotte, 2001). An effective teacher is a requirement of an effective school. The communication between the teacher and student is always at the heart of education. As long as the quality of the teacher is high, the improvement of the educational effectiveness in the target brings success. It is not possible to plan and create an effective school without an effective teacher (Akan, 2007). The basic principle in effective schools is the belief that every student can learn. In an effective school, the necessary time and support is always provided for each student (Lezotte, 1991). Curriculum in effective schools is prepared in line with the objectives known to the students. Curriculum features of effective schools interact with other features of the system. The teaching practices of schools affect each other and create the states of being effective or ineffective (Brookover, 1982). An effective school interacts with the environment where it receives its input and outputs of school. The effectiveness of a school is related to its harmony with the environment (Yiğit and Bayrakdar, 2006). As Balcı (1988) stated; each of the effective school variables could not create an effective school alone; it shouldn't be forgotten that these variables could only make a difference when they were together.

Job Characteristics of Teaching Profession

Job Characteristics theory was developed by Hackman and Oldham (1974) to explain how much employees were affected by job enrichment and enlargement programs. It is one of the theories that best explains the job characteristics, satisfaction, and motivation of employees (Bilgiç, 2008). If it is necessary to adapt the job characteristics of the teaching profession according to the job characteristics model of Oldham and Hackman, it is possible to list the job characteristics of the teaching profession as follows; Teaching Competencies, Teaching Roles and Responsibilities, The Importance of the Teaching Profession, Teaching Autonomy and Teaching Performance Feedback (Polat, 2017).

The subjects emphasized as teacher competence in the literature are generally the pedagogical abilities of the teachers, such as their relationships with the students, following the student's learning process, communication with parents and the environment, knowledge of the curriculum, working in collaboration with colleagues, and problem-solving skills (Runco, 2003). Teaching competency has a great role in the efficient learning process of students and contributes to their development in learning. At the same time, it shows the level of expertise of teachers in their fields and its effect on their performance (Hakim, 2015).

Teachers have many roles and responsibilities inside and outside of the school. The teacher is the best supporter of the students by allowing them to share and apply their ideas after a lecture in the classroom, observing them and then giving feedback. The teacher facilitates learning, that is, enables students to learn by exploring with the necessary methods, techniques and materials. (Harrison and Killion, 2007). In addition to fulfilling all kinds of responsibilities related to their profession, teachers are expected to make an effort for their own professional

development. Although teaching comes at the beginning of the teacher's duties, the teacher must continue to learn for himself and to adapt to the innovative order (Chaplain, 2008).

Teachers are the most important elements of the structure of an education and have a direct effect on the education system (Adib, 2017). The teacher is at the center of the education system. The greater the importance given to the progress of a society in social, cultural, economic, political and technological fields, the greater the importance that should be given to the teachers who provide them (Day, 2002).

Autonomy is related to how free the employees feel while preparing their work schedule, determining the tools and equipment they will use, deciding on the ways and methods to be followed, and during the working process (Brief and Aldag, 2015). Autonomy, as perceived by teachers, is limited to issues such as the choice of teaching methods and techniques, the selection of resources and materials, in other words, in the classroom, but it is seen as autonomy when teachers are based on collaborative work while making decisions with the school administration on issues such as curriculum and program preparation (Willner, 1990).

Hunter (2006) defined feedback as an employee's being informed clearly and directly about his/her performance. Teachers, like students, need regular, positive, and constructive feedback in order to acquire new positive behaviors. The positive effect of the feedback provided to teachers is seen not only in teacher but also in student achievement. (Scheeler, Ruhl and McAfee, 2004). According to Neary (2000), Teachers are generally aware of the importance of feedback, and they respect constructive criticism, because they feel precious and try to improve their deficiencies.

Purpose and Research Questions

The purpose of this study is to determine the relationships between teachers' perceptions of teaching profession job characteristics and school effectiveness. Within the scope of this purpose, we sought to answer the following research questions:

1. What is the level of the job characteristics of teaching profession and school effectiveness according to teacher perceptions?
2. Is there any significant relation between the job characteristics of the teaching profession and school effectiveness?
3. Do the job characteristics of the teaching profession predict school effectiveness?

Method

Research Model

In this study, the relationship between teachers' job characteristics and school effectiveness leadership was described. This study was designed in the descriptive relational survey design. Within this scope, the data collected from primary and secondary school teachers were analyzed with quantitative techniques.

Study Group

This research was conducted with teachers working in public primary and secondary schools in province of Uşak in Turkey. According to the data taken from the Uşak Provincial Education Directorate, 1962 primary and secondary school teachers are working in 2020-2021 school year. The population of 1962 is represented by 322 teachers with an error rate of 5%

(Krejcie and Morgan, 1970). Participants were determined by convenient sampling method from the city center. After all, we obtained 376 scales from different schools that were completely filled out.

Data Collection Tools

The School Effectiveness Index was used in this research was developed by Hoy (2009) and rearranged by Demirkasimoğlu and Taşkın (2015) for measuring teachers' perceptions of school effectiveness. Teachers' views on the job characteristics of teaching profession was measured by the Job Characteristics of Teaching Profession scale developed by Polat and Özdemir (2018). Psychometric properties of the relevant scales are explained below.

The school effectiveness scale: The teachers' views on school effectiveness were identified by School Effectiveness Index consisting of thirty-two items. developed by Hoy (2009) and adapted by Demirkasimoğlu and Taşkın (2015), was used to determine the teachers' perception of organizational effectiveness.

In the adaptation study, the scale was tested by confirmatory factor analysis (CFA). The goodness of fit index were reported as [$\chi^2 = 44.07$; $df = 20$; $\chi^2/df = 2.20$ 3.82; GFI = .91; AGFI = .85; RMSEA = .10; CFI = .99; NFI = .97]. Reliability studies of the scale showed that the Cronbach Alpha coefficients is.92. As a result of the validity and reliability studies, it was determined that the 32-item and 4-factor scale was a useful tool for Turkish culture (Demirkasimoğlu and Taşkın, 2015). We also tested the validity of the scale with CFA for our sample. The goodness of fit index results were: [$\chi^2 = 61.26$; $df = 16$; $\chi^2/df = 3.82$; GFI = .96; AGFI = .76; RMSEA = .08; CFI = .98; NFI = .98]. For the reliability analysis of the scale, we calculated the Cronbach Alpha coefficients, the result is as follow: .88. As a result, it is concluded that the School Effectiveness Scale is a valid and reliable tool that could be used in this study when compared with the ideal values in the literature (Kline, 2011) and considered all values as a whole.

The job characteristics of teaching profession scale: The Job Characteristics of Teaching Profession perceptions of teachers were determined by The Job Characteristics of Teaching Profession Scale consisting of 35 items and five dimensions (Teaching Competencies, Teaching Roles and Responsibilities, The Importance of the Teaching Profession, Teaching Autonomy, Teaching Performance Feedback) developed by Polat and Özdemir (2018). According to the results of Explanatory Factor Analysis, total variance was found as %53.823. In the adaptation study, the five-factor structure of the scale was tested by confirmatory factor analysis (CFA [$\chi^2 = 44.07$; $df = 20$; $\chi^2/df = 2.20$ 3.82; GFI = .91; AGFI = .71; RMSEA = .073; CFI = .90; NFI = .75].]. Reliability studies of the scale showed that the Cronbach Alpha coefficients are .89 for Teaching Competencies, .88 for Teaching Roles and Responsibilities, .79 for The Importance of the Teaching Profession, .82 for Teaching Autonomy, .71 for Teaching Performance Feedback. As a result of the validity and reliability studies, it was determined that the 35-item and 5-factor scale was a useful tool Polat and Özdemir (2018). We also tested the validity of the scale with CFA for our sample. The goodness of fit index results were reported as: [$\chi^2 = 1369.27$; $df = 515$; $\chi^2/df = 2.66$; GFI = .82; AGFI = .82; RMSEA = .07; CFI = .94; NFI = .91].]. For the reliability analysis of the scale, we calculated the Cronbach Alpha coefficients are: [.87 for Teaching Competencies, .77 for Teaching Roles and Responsibilities, .60 for The Importance of the Teaching Profession, .82 for Teaching Autonomy, .72 for Teaching Performance Feedback]. As a result, it is concluded that the The Job Characteristics of Teaching

Profession Scale is a valid and reliable tool that could be used in this study when compared with the ideal values in the literature (Kline, 2011) and considered all values as a whole.

Analysis of Data

This research was carried out with teachers working in primary and secondary state schools in Uşak. Because primary schools and secondary schools show similar characteristics, the teachers in these schools were determined as the study group, and in this sense, the application of this study in high schools was also mentioned in the suggestions part of this paper. Necessary legal permissions were obtained from the Uşak Provincial Directorate of National Education. The data collection process of the study was carried out with 376 teachers working in primary and secondary state schools in the province in the 2020-2021 academic year. The data collection process of the study was carried out with 376 teachers working in primary and secondary schools. The data collection was gathered online and on a voluntary basis because of Covid-19 pandemic conditions. Filling the scales took about 5-10 minutes.

Before starting to analyse, missing data and extreme value analyses were done. In addition, the normality tests were conducted, and parametric tests were used. We started main analysis after the preliminary analyzes were completed.

In the study, Pearson correlation coefficients were calculated to determine the relationships between variables. While interpreting the correlation coefficients; an absolute value between 0.70-1.00 is high; a correlation between 0.70 and 0.30 was interpreted as a medium level, and between 0.30 and 0.00 as a low-level relationship (Büyüköztürk, 2007). Hierarchical Regression Analysis was used to determine whether job characteristics are predictive of school effectiveness.

Ethics committee approval

This research was carried out in accordance with the decision of Uşak University Educational Research Ethics Committee dated 12.02.2021 and numbered 2021/13.

Results

In line with our purpose, we first identified descriptive statistics for The Job Characteristics of Teaching Profession and School Effectiveness. Primary and Secondary Schools' teachers arithmetic means and standard deviation scores for these two variables.

Table 1. Descriptive statistics of teachers on job characteristics of teaching profession and school effectiveness

	N	\bar{X}	sd
Job Charteristics of Teaching Proffession	376	4,48	,36068
Teaching Competencies	376	4,87	,26016
Teaching Roles and Responsibilities	376	4,41	,62630
The Importance of the Teaching Profession	376	4,74	,41083
Teaching Autonomy	376	3,96	,74060
Teaching Performance Feedback	376	4,46	,54756
School Effectiveness	376	3,77	,75603

In Table 1, the views of primary and secondary school teachers show that the perceptions of teachers from the job characteristics of teaching profession mostly "at a high level" in all five

sub-dimensions. The general mean obtained from the teaching profession job characteristics scale was (\bar{X} :4.48). According to results of the analysis, the mean score for Teaching Competencies is (4,87), for Teaching Roles and Responsibilities is (4,41), for The Importance of the Teaching Profession is (4,74), for Teaching Autonomy is (3,96), for Teaching Performance Feedback is (4,46). It can be said that the general mean and the means of the sub-dimensions obtained from the teaching profession job characteristics scale are generally quite high, except for the teaching autonomy sub-dimension. When the means of the sub-dimensions of job characteristics of the teaching profession are examined, it is seen that the highest mean is in the teaching competencies sub-dimension, while the lowest mean is in the teaching autonomy sub-dimension. The mean obtained from the school effectiveness index according to teacher perceptions was determined as (\bar{X} =3.77). According to the mean score obtained, it can be said that teachers' perceptions of school effectiveness are at a high level.

In the study, multiple correlation analysis was performed to determine the relationship between variables. In this context, the correlation coefficients between these variables are presented in Table 2.

Table 2. The relationship between the job characteristics of the teaching profession and school effectiveness (Pearson Moment Correlation Analysis) (N:376)

	1	2	3	4	5	6	7
Job Characteristics of Teaching Prof. (1)	1	,636**	,723**	,574**	,780**	,682**	,407**
Teaching Competencies (2)		1	,494**	,520**	,193**	,395**	,159**
Teaching Roles and Responsibilities (3)			1	,373**	,283**	,378**	,262**
The Importance of the Teaching Prof. (4)				1	,244**	,388**	,202**
Teaching Autonomy (5)					1	,449**	,364**
Teaching Performance Feedback (6)						1	,356**
School Effectiveness (7)							1

* Correlations are significant at the 0.01 level (2-tailed).

Correlation coefficients between the Job Characteristics of Teaching Profession and School Effectiveness showed that there are positive correlations between these variables. According to this, there is a positive and moderate correlation between the Characteristics of Teaching Profession and School Effectiveness ($r=,407$, $p<.01$). The correlation coefficients between the general scores of the teaching profession job characteristics scale and the perception levels of school effectiveness, from highest to lowest, are teaching autonomy ($r=,364$), teaching profession feedback ($r=,356$), the teaching roles and responsibilities ($r=,262$), the teaching profession importance ($r=,202$) and the teacher competency ($r=,159$). The dimension of job characteristics of the teaching profession, which has the highest correlation coefficient with school effectiveness, is the dimension of teacher autonomy. In accordance with the purpose of the research, hierarchical regression analysis was performed to determine the role of teaching profession job characteristics on school effectiveness and presented in Table 3.

Table 3. The hierarchical regression analysis results regarding the predicting of school effectiveness by job characteristics sub-dimensions of the teaching profession

Predictive variables	School Effectiveness									
	Model 1		Model 2		Model 3		Model 4		Model 5	
	β	t	β	t	β	t	β	t	β	T
Model 1										
Teaching Autonomy	0,364	7,568*	0,256	4,885*	0,240	4,551*	0,239	4,515*	0,236	4,448*
Model 2										
Teaching Performance Feedback			0,240	4,576*	0,204	3,730*	0,197	3,482*	0,205	3,584*
Model 3										
Teaching Roles&Responsibility					0,117	2,294*	0,110	2,083*	0,127	2,265*
Model 4										
Importance of Teaching Proffession							0,027	0,509	0,046	0,808
Model 5										
Teaching Competencies									-0,054	-0,901
R ²	0,133		0,179		0,190		0,191		0,193	
ΔR ²	0,133		0,046		0,011		0,001		0,002	
F	57,272*		40,635*		29,153*		21,886		17,662	
*p<.001										

Table 3 shows hierarchical regression analysis regarding the sub-dimensions of job characteristics of the teaching profession predict school effectiveness. It is seen that the predictive level of the dependent variable of the final structure with 5 models is statistically significant and the independent variables explain 19.3% of the total variance in the dependent variable ($F=17.662$; $p<.001$). When we analyze the models one by one the Teaching Autonomy, Teaching Performance Feedback, Teaching Roles&Responsibility are significant predictors of school effectiveness. In this context, teaching autonomy explains %13,3, Teaching Performance Feedback explains %4,6 and Teaching Roles and Responsibilities explains %1,1. Importance of Teaching Profession and Teaching Competencies are not significant predictors of school effectiveness.

Discussion

In this study, the job characteristics of teaching profession and school effectiveness were described and the relation between them were examined according to the perceptions of teachers. Our findings show that when the mean scores of the job characteristics of the teaching profession are examined, it is seen that the highest mean scores are the teaching competencies and importance of teaching profession sub-dimension, while the lowest mean scores are in the teaching autonomy, teaching performance feedback and teaching roles and responsibilities sub-dimension. Polat (2017) reached the similar results in terms of mean scores of sub-dimensions of job characteristics of teaching profession and stated while the teachers feel themselves competent, they don't feel themselves autonomous.

Considering the results of our research, the sub-dimension with the highest mean of the job characteristics of teaching profession is *teaching competence*. Mc Clelland (1998) stated that competence was the basis of a person's success or failure in business life in a given situation. According to other studies on teaching competency, characteristics such as content knowledge, research skills, curriculum dominance, positive attitude to lifelong learning, social competence, communication skills, empathy ability, and following science and technology are accepted as general teacher competencies (Hannon, 2009). In this context, it can be said that teachers generally have pedagogical content knowledge and the required skills of the teaching profession.

The other sub-dimension with the highest mean score when compared with other sub-dimensions is *the importance of teaching profession*. The status of the teaching profession is a frequently discussed issue all over the world. The generally accepted understanding that determines the status of a profession is income and prestige. When we look at the literature, prestige comes to the fore more and two different perspectives have been identified. The first is the respect shown by the society to the teacher and the other is the perception of the profession of the teachers. Regardless of income, the fact that the principle of dignity attracts more attention in research also reflects the importance of teachers in terms of society (Fwu and Wang, 2002). Thus, teachers think that the status and income of teaching profession are low (Ulutaş,2017). Although the perception of teaching profession is low in Turkey, it is possible to say that the importance that the teachers give their profession is high. The reason of this may be related to the nature of teaching profession that requires emotional labour.

Considering the mean scores in our research the lowest mean scores are in the teaching autonomy, *teaching performance feedback* and teaching roles and responsibilities sub-dimension. In the literature, there are many studies on teaching autonomy in Turkey and abroad. Turkey is one of the countries that provides the least autonomy to schools in terms of curriculum, evaluation of students and use of resources among OECD countries. Schools or teachers in

Turkey were not given rights to speak in the determination of the courses, the creation of the course contents and the selection of the course books. Teachers' autonomy behaviors differ significantly in terms of teaching process autonomy and curriculum autonomy according to the branch variable. It is seen that the teachers want more authority and freedom to adapt their lessons according to students (Garvin, 2007; OECD,2011; Öztürk, 2012; Pearson&Hall, 1993; Strong, 2012). Teachers feel that their limited level of autonomy causes the teaching profession to lose its prestige, and they express their sadness (Özaslan, 2015). One of the conclusions we can reach based on previous research is that the curriculum and course content come first in cases that teachers do not feel autonomous. It is a questionable subject how the teachers not feeling autonomous can contribute to school effectiveness. The second questionable subject is that the teachers are given more responsibilities, they need to have more say in the educational processes and act autonomously.

The other sub-dimension which has a lowest mean is *teaching performance feedback*. According to the national TALIS report, Turkey has a young teacher population. Most of the teachers participating in the study are under the age of forty. Teachers stated that they were generally evaluated by school principals and that as a result of their evaluation, there were no feedbacks such as financial reward, increase in salary or changes that could make the profession more attractive, such as advancement in the profession (TALIS,2010). The feedbacks that teachers receive make them highly motivated, work more willingly and diligently, and make them feel valued, but it is not possible to say that teachers can contribute to the effectiveness of the school if they don't get feedback. The ability of schools to respond to the changing needs of society can only be possible by renewing policies and practices. Since schools are the dynamic stones that keep society alive, schools should be made effective, constantly improved, and strengthened so that they can continuously fulfill their duties (Cafoğlu, 1996). As a result, it can be said that the teaching performance feedback is very important in terms of increasing and supporting the teachers' performances.

The other lowest mean of the job characteristics of teaching profession sub-dimension is *teaching roles and responsibilities*. Similarly, of Meriç and Erdem (2000) found that the level of perception of the teaching role and responsibilities is low compared to the other dimensions. According to Eurydice's report (2008), with the increase in social needs, expectations from schools have also increased, which has led to a significant change in the teaching profession in recent years. Especially in the last two decades, the responsibilities given to teachers have increased. This situation may make the teachers think not to fulfill their roles and responsibilities completely and effectively.

In our research, the correlation coefficients between the general scores of the teaching profession job characteristics scale and the perception levels of school effectiveness, from highest to lowest, are teaching autonomy, teaching performance feedback, the teaching roles and responsibilities, the importance of teaching profession and teacher competency. In addition, when considering the predicting level of school effectiveness of the sub-dimensions of the teaching profession job characteristics from highest to lowest, we found the same results. Meriç and Erdem (2000) found that teaching competencies, teaching autonomy and teacher performance feedback sub-dimensions are significant predictors of self-sacrificing work, while teacher roles and responsibilities and the importance of teaching profession sub-dimensions are not significant predictors of self-sacrificing work. In another study, it was determined that autonomy and feedback sub-dimensions significantly predict teachers' enjoyment of work (Mavi,

2015). For this reason, it can be said that the characteristics of teaching profession play important role on variables about teacher performance.

According to our findings, *teaching autonomy* has the highest relation with school effectiveness. In addition, it is the strongest predictor variable of school effectiveness. Teachers should be given full authority in order to increase the quality of education in terms of the right of teachers to plan their own methods, choose their materials according to the needs and characteristics of their students, and to apply them in the classroom in line with their own decisions (Eurydice 2008). From this point of view, it is possible to say that when the autonomy fields of teachers increase, their performances increase, and they use their own potentials more effectively. Furthermore, with the increase of teaching performance the increase of school effectiveness may be expected. In other words, high school effectiveness may be thought as the natural result of teachers' being autonomous in their profession.

According to our study the second important role on school effectiveness belongs to *the teaching performance feedback*. Daryanto (2014) stated that, as in other professions, the capacity of the teacher should be constantly increased with feedback to suit the most up-to-date conditions and the needs of the stakeholders, thus making them proud as an educator. Furthermore, Can (2006) emphasized that developing the teachers' leadership and giving feedback about their development were among the most important roles of school leader. In such a clear school environment, it is expected that the teachers demonstrate more strategic and goal-oriented behaviours. Thanks to the feedbacks from school principals, it can be said that these behaviours have a great role on increasing the school effectiveness.

We found that the third important sub-dimension on school effectiveness was teaching roles and responsibilities. According to Harrison and Killion (2007), teachers have many roles and responsibilities inside and outside the school. After a lecture in the classroom, the teacher allows students to share and apply their ideas, observe them and then give feedback, the teacher facilitates learning and provides the necessary resources. The teacher is an expert, is aware of the curriculum, is a mentor and the teacher is a student who never gives up on learning and development. In this context Sünbül (1996) stated that an effective teaching process depended on how the teachers fulfilled their roles and responsibilities and how they used their potentials. From this perspective, it can be thought that the fulfilling their roles and responsibilities plays important roles on school effectiveness

According to our findings, the sub-dimensions of *teaching competency and the importance of teaching profession* have the lowest relations with school effectiveness. In addition to this, both of the variables aren't significant predictors of school effectiveness. According to Moghtadaie & Taji (2018) in literature *teaching competency* includes knowledge, skills, and attitudes. Blandford (2003) mentioned that teachers see their schools as a learning center and as a matter of teaching profession the teachers improve and develop the quality of education. As these teaching competencies and the importance of teaching profession are already in the nature of teaching profession, they are not being predictors of school effectiveness can be accepted normally.

Conclusion and Recommendations

In this study, the relationship between the job characteristics of the teaching profession and school effectiveness was discussed. In this context, it was concluded that there was an important and high relationship between the job characteristics of the teaching profession and

school effectiveness. Especially, the sub-dimensions of the teaching autonomy, teaching performance feedback and the roles and responsibilities of teaching play important role on school effectiveness.

It is possible to say that the most important characteristics of the teaching profession are teaching autonomy, teaching performance feedback and the roles and responsibilities of teaching. According to the results of the research, in order to increase the effectiveness of the school, autonomy should be provided especially in cases where teachers do not feel autonomous. In addition, it is necessary to provide the feedback they need so that they can continue their profession more willingly and efficiently. Also, a system can be developed where each teacher can express his/her opinion in situations such as creating curriculum and course content where teachers feel the least autonomous. In order to strengthen the autonomy of teachers, it should be provided to the teachers to take part in the process of political decisions at the school and country level. In addition to this, it is necessary to provide supporting them for their own professional development, as they are expected not to give up learning in order to adapt to the required skills of innovative school life.

This research was carried out in primary and secondary schools. In this context, this study may be conducted with different education levels. On the other hand, based on the results of this research, more detailed studies can be studied on the subjects of teaching autonomy, teaching performance feedback and teaching roles and responsibilities. By taking into consideration the importance of school effectiveness different variables on which develop the school effectiveness may be studied.

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The Relationship between Career Stress and Academic Motivation of Vocational Higher Education Students

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ABSTRACT

University students are exposed to different stressors such as an uncertain future and the difficulties of integrating into the system. The pressure to find a job represents a large part of the career stress of university students. Academic motivation is expressed as students' desire in the academic field and their tendency to take action. After graduation, university students make great efforts to get a job according to their graduation area. A college student worries about landing a job immediately after graduation. This research aims to examine the relationships between career stress and academic motivation based on the views of associate degree students. The data of the research was collected from students in eight vocational schools of a university located in the Central Anatolia region of Turkey in the 2020-2021 academic year. With the analysis of the collected data based on the students' opinions, it was found out that the academic motivation of university students was low, and their intrinsic and external motivations were at an average level. In addition, associate degree students had below-average career stress. The results of multiple regression analysis showed that the sub-dimensions of career stress, such as pressure to find a job, and external conflict dimensions were significant predictors of all three dimensions of academic motivation. Moreover, personal factors and other organizational variables that may have a mediating effect on the relationship between career stress and academic motivation, can be examined more holistically in the future, using more advanced statistics.

Keywords: Career stress, academic motivation, associate degree students

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Introduction

Universities, which are seen as the religion, language, and culture centers of the region where they were founded, have become institutions that train professional staff according to the needs and demands of the society. While raising the human profile related to society needs, it is expected from them to give high quality education to students and to produce qualified graduates who serve societies and their own needs, goals, and expectations. At the same time, if the expectations of the students are met, it is predicted that the level of satisfaction received from the university will increase (Şahin, Zoraloğlu, & Fırat, 2011).

University students have to make conscious decisions about their future to prepare themselves for working life. Universities are places for students to choose a profession and to prepare for a career. The choice of the profession should not be left to chance. Although Turkey has experienced a rapid expansion in higher education, the university entrance examination is still very competitive. For this reason, it can be said that many Turkish students choose a profession and a university not according to their abilities and wishes but according to the scores they have received. As a result of this situation, individuals can work in jobs; they are unsatisfied with, after graduation. In addition, students make great efforts to increase their employability to find a job after graduating from a university. Employment pressure is seen as the college student's first source of pressure (Zhao, Yan, & Xiaoyang, 2018). This affects their motivation levels during their university years and may cause them to be indifferent to the courses given during their university education. Işık (2010) states that the essential career-related problems of university students in Turkey are that they do not feel themselves sufficient in making decisions, are not sufficiently aware of their self-esteem, and have not a good perception of the suitability of the goals they set for themselves. According to Gizir (2005), the situations, which senior university students experience the most anxiety, are determined as not being able to find a job with sufficient financial income, not being able to find an appointment for the profession, lack of formation, not knowing what to do in the first semester after graduation. In this case, it is thought that university students who experience career stress may not have the enthusiasm to be successful academically. Therefore, it is believed that it is crucial to determine the academic motivation of associate degree students who experience career stress.

Theoretical Framework

University students graduate with the professional qualifications they have acquired through their education throughout their university life. After this graduation, they are concerned about whether they will be placed in a job related to their education (Zhao, Yan, & Xiaoyang, 2018). Therefore, both intrinsic and external sources of motivation are essential factors for successful graduation at every stage of students' education (Ng & Ng, 2015). It is thought that a student, who has to cope with career stress, is engaged in academic activities, and his academic motivation level is low. This study tried to identify the influence of career stress on academic motivation.

Academic Motivation

Motivation is a concept related to energy, direction, perseverance, and co-finality in all aspects of action and purpose. Academic motivation is defined as students' willingness to participate in the educational field and their tendency to take action (Direktör & Nuri, 2017), and students' willingness to achieve specific academic goals (Wilkesmann, Fischer, & Virgilito, 2012). It has been determined that students with high academic motivation have more positive

attitudes towards school and lower anxiety levels (Ratelle, Guay, Vallerand, Larose & Senécal, 2007).

The concept of motivation has been examined in three dimensions; intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation is handled as individuals' natural satisfaction from their actions rather than external impulses, pressures, and rewards. It has been observed that individuals with intrinsic motivation have more permanent learning and higher creative characteristics than individuals with extrinsic motivation (White, 1959). Lack of motivation results from not valuing an activity, not feeling enough to do it, or not believing it will produce the desired result. In other words, it can be explained as the low intention to act (Ryan & Deci, 2000). Extrinsic motivation is related to factors external to the individual. It is possible to say that students are extrinsically motivated when they are motivated by external support such as rewards and praises rather than the intrinsic satisfaction of learning (Ng & Ng, 2015). While the intrinsically motivated individual does a job for his natural bounties, the extrinsically motivated individual is willing to stay in a job because he or she seeks approval from authority figures. According to Demirci, Engin, Bakay, & Yakut (2013), the factors that cause stress in students affect the learning success of students negatively. This may be due to the lower university entrance scores of the associate degree students. Students who enter university with low scores may have more difficulties in lectures (Batıgün & Kayış, 2014).

Career Stress

One of the critical aims of universities is to train the qualified human resources needed by the society (Demircioğlu, 2007; Güçlü & Karadağ, 2011), so organizations need to be recruited with sufficient training, knowledge, skills, and equipment for organizational affairs (Özdemir, 2014). However, students have some concerns about their future and career after graduating with specific competencies. A university student worries about landing a job immediately after graduation (Zhao, Yan, & Xiaoyang, 2018). Having a job does not entirely remove students' future anxieties or career stress. Factors such as individuals' post-graduation job opportunities, socio-economic development opportunities, career advancement, and family expectations create career stress on students (Üzüm, Uçkun, & Uçkun, 2018).

The accumulation of feelings and thoughts obtained by the individual can vary according to his family's socio-economic characteristics and abilities. According to these variations, career expectations of them may also change (Tunç & Uygur, 2001). Looking at the steps in career processes, one of the critical stressful periods is the years covering university education periods (Özden & Berk, 2017). Students are exposed to different stressors such as an uncertain future and the difficulties of integration into the system (Redhwan, Sami, Karim, Chan, & Zaleha, 2009). Stress is undoubtedly a part of students' lives and can affect coping with college life demands. Their daily responsibilities involve numerous challenges that cause stress. In career management, individuals, who cannot make their plans for the future carefully and who do not reach their expectations, are likely to feel intensely hopeless and live with stress (Turpcu & Akyurt, 2018). Especially post-university life planning, which is the last period of planning and implementation, can create stress in determining the careers of individuals. At the end of school life, students' starting work or unemployment, career choice, social expectations, fear of having inadequate living standards can cause stress on university students (Cakmak & Hevedanlı, 2005). In addition to that, in the study conducted by Üzüm, Uçkun, and Uçkun (2018), it is seen that there is a relationship between gender and career stress. The study shows that women perceived uncertainty in their careers at a higher level than men. Furthermore, there are many factors

related to career stress and career stress may affect other situations in the individual's life. It is thought that academic motivation and academic success are among the factors that can be affected by it.

Lin and Huang (2014) focused on university students' stress in their studies. Employment stress, one of the dimensions of this study, represents a large part of the career stress of university students. Therefore, career stress as a factor affecting academic motivation increases the importance of the current study. In this context, the aim of the study is to examine the relationship between career stress and the academic motivation of university students. As a result of a study conducted by Durna (2006), a significant difference was determined in stress levels between undergraduate students and associate degree students in vocational high schools. Students studying in a four-year faculty are exposed to the lower stress rate than two year vocational school students. Having less education can cause them to experience career stress. From this point of view, this study focused on the relationship between career stress and academic motivation of associate degree students.

This research aims to examine the relationships between career stress and academic motivation based on the views of vocational higher education students (ISCED5). In this direction, answers to the following questions were sought in the study.

1. What is the career stress of vocational higher education students?
2. What is the academic motivation of vocational higher education students?
3. Is there a relationship between career stress and academic motivation of vocational higher education students?
4. To what extent do vocational higher education students' career stresses and academic motivations explain the variability?

Method

This research, which focuses on the relationship between career stress and academic motivation of vocational higher education students, was designed in the relational model. The data collected in the research were analyzed and interpreted with quantitative techniques.

Population and Sample

The research population consists of 3508 vocational higher education students in eight vocational schools of a university located in the Central Anatolia region in the spring term of the 2020-2021 academic year. Five hundred ninety-eight vocational higher education students (ISCED5) from eight vocational schools of this university participated in the research in spring semester of the 2020-2021 academic year. Of the participants, 486 (81.3%) were female, and 112 (19.7%) were male. Furthermore, 393 (65.7%) of the participants are in their first year, and 205 (34.3%) are in their second year.

Data Collection Tool

Career Stress Inventory and Academic Motivation Scale (CSIAMS) were used to collect data in this study. Career Stress Inventory: The Career Stress Inventory scale adapted to Turkish by Özden and Sertel-Berk (2017) was used to determine the career stress levels of university students. The scale has a 3-factored structure called "Career Ambiguity and Lack of Information," "External Conflict," and "Job Pressure". Also, the researchers tested the reliability and the validity of the scale. Cronbach alpha coefficient for internal consistency was .94 with

item-total correlations ranging between .44 - .80 whereas the test-retest reliability coefficient was .81 for the Turkish version of the CSIAMS. Factor analyses showed that the items of the CSIAMS loaded on three factors called "Career Ambiguity and Lack of Information," "External Conflict," and "Job Pressure," which explained 64.7% of the total variance.

Academic Motivation Scale: The Academic Motivation Scale (AMS) adapted into Turkish by Karagüven-Ünal (2012) was used to determine the academic motivation levels of university students. The scale was used in the study with three factors, Intrinsic Motivation, Extrinsic Motivation, and Amotivation. According to goodness of fit values obtained as a result of CFA [$\chi^2 = 1017.74$; $\chi^2 / Sd = 3.094$; NFI=.091; CFI=0.94; AGFI=.081; RMSEA= 0.73] and .87 Cronbach's alpha coefficient, the scale used in the study was accepted as a valid and reliable tool. (Kline, 2005). The reliability and the validity of the scale were tested by the researcher.

Procedure

In the research, the scales were sent online to the students of eight vocational high schools of a university in the Central Anatolia region in the spring term of the 2020-2021 academic year. Due to the distance education process, it was required to collect the data online. Vocational higher education students participated in the research voluntarily. Completion of the scales took approximately 10 minutes for each participant on average. In this context, the scales were sent to the student e-mail addresses of 3508 vocational higher education students. 598 of them returned and were used by the data analysis. The analysis was carried out with statistical analysis programs. Before the analysis, it was evaluated whether there were extreme values and missing data in the data set. As a result of the examinations, it was seen that there were no extreme or missing data.

Data Analyses

This research was conducted with associate degree students at Yozgat Bozok University in the 2020-2021 academic year. Personal information forms, AMS and CSIAMS, were used within the scope of the research. Demographic information is included in the personal information form. Before the analysis phase, missing data was checked, and extreme values were determined. Mahalanobis distances were calculated and compared with the critical chi-square value. A value of $p < .001$ was taken as the outlier acceptance criterion. Analyses were carried out on 598 scales determined to be suitable for analysis. It was observed that the kurtosis coefficient values of the dimensions of both scales were between -0.14 and 0.41 and the skewness coefficient values were between -0.21 and 1.10. The kurtosis and skewness coefficient values are between plus/minus 1.5 and are interpreted as a normal distribution of the data set (Tabachnick & Fidell, 2015). According to these results, it is assumed that the data set has a normal distribution. The difference in variances between the groups was examined with the Levene test, and it was found that the variances were homogeneous ($p > .05$). Therefore, it has been examined whether there is a multi-connection problem. This study determined that the career stresses and academic motivation VIF value and tolerance values were in the acceptance range, and the correlation coefficients between the variables were below .80 and did not show a multicollinearity problem.

In the analysis phase, the data were analyzed using descriptive statistics. Mean, and standard deviation scores were used to determine associate degree students' career stress and academic motivation levels. The relationship between the dependent and independent variables of the study was tested with Pearson correlation, and the effect was tested with regression

analysis. Pearson correlation analysis to determine the relationship between career stress and academic motivation of associate degree students; Multiple regression analysis was used to determine the predictor status of career stress on academic motivation. LISREL and SPSS programs were used in the analysis of the data. The findings were evaluated at the 95% confidence interval at the 5% significance level.

Results

This study focuses on the relationship between career stress and academic motivation, how the participant views the two variables, and whether there is a statistically significant relationship between career stress and academic motivation sub-dimensions was analyzed based on descriptive statistics. The results are in Table 1.

Table 1. Descriptive statistics on the sub-dimensions of career stress and academic motivation scales

Variables	Mean	Sd.	1	2	3	4	5	6
1. Intrinsic motivation	3.40	.72	1					
2. Extrinsic motivation	3.64	.63	.69*	1				
3. Lack of motivation	1.90	.95	-.40*	-.43*	1			
4. Job Pressure	2.30	.76	-.43*	-.41*	.46*	1		
5. External Conflict	2.61	.81	-.46*	-.44*	.48*	.70*	1	
6. Career Uncertainty and Lack of Knowledge	2.59	.72	-.41*	-.39*	.51*	.73*	.76*	1

* $p < .01$

As can be seen from Table 1, the academic motivation scale averages of vocational higher education students are 1.90 in lack of motivation, 3.40 in intrinsic motivation, and 3.64 in extrinsic motivation. Therefore, according to these results, it can be said that their amotivation is low, and their intrinsic and extrinsic motivations are at an average level.

Again, as shown in Table 1, career stress mean scores of vocational higher education students range between 2.30 and 2.61. According to these results, vocational higher education students have career stress below the average.

According to the results, the participants of job pressure ($r = -.43$; $p < .01$); external conflict ($r = -.46$; $p < .01$); and career uncertainty ($r = -.41$; $p < .01$); There is a moderate, significant and negative relationship between their opinions about their intrinsic motivation. However, there is the moderate, significant and negative relationship among pressure of the participants to find a job ($r = -.41$; $p < .01$); external conflict ($r = -.44$; $p < .01$); and the career uncertainty ($r = -.39$; $p < .01$). In addition, there is a moderate, significant and positive relationship among the pressure of the participants to find a job ($r = .46$; $p < .01$); external conflict ($r = .48$; $p < .01$); and career uncertainty ($r = .51$; $p < .01$).

Multiple regression analysis was performed to determine how much of the variability in the three sub-dimensions of AMO was explained in each sub-dimension of the SSS. The results are in Table 2.

Table 2. Results of multiple regression analysis for research variables

Independent variable (Career Stress)	Dependent variable (Academic Motivation)	R	R ²	F	p	β	T	p
Job Pressure	Intrinsic motivation	.49	.24	67.9	.000*	-.33	-3.13	.002*
External Conflict						-.80	-5.15	.000*
Career Uncertainty and Lack of Knowledge						-.07	-.99	.319
Job Pressure	Extrinsic motivation	.46	.21	54.8	.000*	-.29	-3.08	.002*
External Conflict						-.64	-4.66	.000*
Career Uncertainty and Lack of Knowledge						-.06	-0.93	.351
Job Pressure	Lack of motivation	.54	.29	82.5	.000*	.10	2.37	.018*
External Conflict						.20	3.14	.002*
Career Uncertainty and Lack of Knowledge						.15	4.88	.000*

* $p < .05$

As can be seen from Table 2, the pressure to find a job and external conflict dimensions of the Career Stress Scale are significant predictors of the "intrinsic motivation" sub-dimension of the Academic Motivation Scale and explain 24% of the variability in the "intrinsic motivation" ($F=67.9$; $p<.01$). However, career uncertainty and lack of knowledge are not significant predictors of intrinsic motivation. Job pressure and external conflict dimensions of the Career Stress Scale were significant predictors of the "extrinsic motivation" sub-dimension of the Academic Motivation Scale PMS, explaining 21% of the variability in "extrinsic motivation" ($F=54.8$; $p<.01$). However, career uncertainty and lack of knowledge are not significant predictors of intrinsic motivation. Job pressure, external conflict and career uncertainty, and lack of knowledge dimensions of the Career Stress Scale are significant predictors of the "lack of motivation" sub-dimension of the Academic Motivation Scale, explaining 29% of the variability in lack of motivation. ($F=82.5$; $p<.01$).

Discussion, Conclusion, and Suggestions

In this study, the relationship between career stresses and academic motivation was examined based on the opinions of 598 vocational higher education students. In the research, an answer was sought as to how the career stress of vocational higher education students was. As a result of the analysis, it was observed that the average score of career stress of vocational higher education students was at a moderate level. This finding is consistent with similar studies. For example, in the study of Bozdam and Taşkın (2011), in which the professional anxiety levels of teacher candidates were examined, it was found that the professional anxiety was at a moderate level. In the studies conducted by Yasar and Turgut (2020) and Yemenici, Bozkurt, and Özkara (2020) on university students, the researchers found out that the career stress of the students was not high. In the study of Gümrükçü, Bilgici, and Deniz (2016) on teacher candidates, it was determined that professional anxiety was at a moderate level.

The research also sought an answer to how the academic motivation of vocational higher education students was. As a result of the analysis, it was observed that the average score of the academic motivation of the vocational higher education students was at a moderate level. On the other hand, in the studies by Eryılmaz (2010), Gömleksiz, and Serhatlıoğlu (2014), the academic motivation levels of teacher candidates are high. The medium level of academic motivation of vocational higher education students may be caused of having anxiety about finding a job after graduation. The opportunity of career centers established at universities for students and their referral to professional organizations may enable students to experience less career stress. In universities, it can be arranged to create the content of an elective course called "career planning" in the curricula, and the university students who want to get help with their career development can choose this course and get professional help in their career planning processes.

The study also questioned whether there was a relationship between career stress and academic motivation. Pearson correlation coefficient were analyzed within the scope of sub-dimensions of two variables. It was determined that the pressure to find a job, external conflict and career uncertainty, and lack of knowledge in the career stress scale were negatively, moderately, and significantly related to the academic motivation scale's intrinsic and extrinsic motivation dimensions. It has been determined that the student's intrinsic motivation is low when they have a conflict between the family's wishes and their wishes due to external conflict. This shows that students, who experience high external conflict, may be less willing to engage in an activity for the pleasure they experience in new learning. Moreover, this finding suggests that students with low intrinsic motivation have low levels of inner strength required to successfully cope with individual and environmental difficulties encountered in their future decisions. It can be said that students with a high level of external conflict also have high motivation levels. It is possible to say that students, who have conflicts between their family's wishes and their wishes, experience an uncertainty about university education and have confusion about why they come to the university. Intrinsic motivation levels and external conflict levels of students, with high career uncertainty and lack of knowledge, were determined as low. It was determined that when career uncertainty and lack of knowledge are high, the level of amotivation of students also increases. By establishing cooperation with career centers, directing students to professional organizations may enable them to experience less career stress and thus they reach motivation levels that will enable them to be academically successful.

Finally, it was also questioned whether the sub-dimensions of career stress affect the academic motivation. The results of multiple regression analysis showed that the sub-dimensions of career stress, pressure to find a job, and external conflict dimensions were significant predictors of all three dimensions of academic motivation. However, the career uncertainty dimension was determined as a significant predictor of amotivation dimension only. Findings show that job pressure and external conflict dimensions influence the intrinsic and extrinsic motivation. In other words, pressure to find a job and external conflict can be interpreted as a variable that plays a role in vocational higher education students' intrinsic and external motivations. Many reasons, such as the inadequacy of the quality and quantity of the instructors of Vocational Schools, the inadequacy of the number of laboratories and workshops to be held and the lack of equipment, the lack of employment opportunities after graduation, can cause students to experience career stress and decrease their academic motivation. Further research is needed to be done on each of these causes, which have the potential to create stress for students. Researchers can suggest that the application-oriented research should be carried out to raise the

academic profile of vocational school students and to graduate more qualified personnel to the job market.

In this study, the relationship between career stress and academic motivation was examined based on the views of vocational higher students. The findings reveal that the participants' career stress and academic motivation are moderate.

This research was conducted on a relatively small study group. Therefore, this research can be repeated on larger samples in the future. In addition to that, personal factors and other organizational variables that may have a mediating effect on the relationship between career stress and academic motivation can be examined more holistically using more advanced statistics. Also, qualitative studies can deepen the information about the relationship patterns between research variables. In this context, focus group studies can be carried out with vocational higher education students.

Based on the results of this research, practical suggestions can be made. Several practical trainings can be given for individuals to deal with the stress. Psychological counseling should also be included in the health services offered by universities for students. Thus, students become conscious of the sources of their stress. Lastly, the academic advisors of vocational higher education students can develop the students' professional competencies with the knowledge and the experience during their education at the university.

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A Phenomenological Study of Teachers' Adaptation Process to Distance Education in the COVID-19 Period

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ABSTRACT

Distance education has emerged as an alternative way to meet basic education needs during the Covid-19 process. This study, aimed to study the experiences of teachers in the process of adaptation to distance education during the COVID-19 process. In this direction, phenomenology design, one of the qualitative research methods was used in the research. The participants of the study were selected as ten secondary school teachers in Türkiye who conducted distance education courses during the COVID-19 pandemic. The data of the study were obtained as a result of in-depth interviews through the semi-structured interview form developed by the researcher. In the study using inductive content analysis, the themes explaining teachers' experiences in the process of adaptation to distance education; technical challenges, difficulty in motivation, education everywhere, technology integration, social deficiencies, learning losses, addiction to technology, use of digital material and communicative difficulty were determined. The study findings were discussed in line with the literature and suggestions were developed.

Keywords: Distance education, covid-19, adaptation, phenomenology.

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Introduction

The whole world is trying to adapt to the new order emerged due to Covid-19 which has social, cultural, economic, and educational effects. In this process, it was clear that it was a necessity, not a need, that the education should continue even remotely, and in this direction, most of the education programs were decided to continue through distance education in the period 2019-2020, either synchronously or asynchronously. Indeed, the majority mentioned here corresponds to 91% of the world's student population (UNESCO, 2020).

Distance education is defined as a way of education in which students and stakeholders are separated by a certain distance (Perraton, 2020). In other words, distance education is a teaching-learning approach that has been subjected to instructional design to serve an effective teaching purpose (Sewart et al., 2020). These understanding and practices include multi-faceted and technological dimensions such as the planning of education, the methods used, teacher and student roles, feedback system, and evaluation. For this reason, it is critical for education systems to make plans in the context of distance education needs for each dimension (Evans and Nation, 2020).

The integration of technology into teaching is widely researched and supported worldwide. The development of information communication technologies and the use of this development in learning-teaching processes make learning more flexible and sustainable (Anderson and Rivera Vargas, 2020; Bertiz and Karoglu, 2020; Johnston, 2020). Sub-dimensions such as student characteristics, current conditions, content to be offered to students, teaching method to be used in the presentation of content, feedback and evaluation mechanisms for experiences should also be taken into consideration when these applications are employed although technology applications used in this direction are one of the cornerstones of distance education (Koszalka and Ganesan, 2004; Shearer et al., 2020).

Distance education practices mainly include the development of distance education programs, evaluation, and redevelopment of existing ones (Anderson, 2001). However, current distance education practices are tried to be carried out with activities carried out in the context of the direct application of digital technologies, not in the context of instructional planning or program development (Balaman and Hanbay Tiryaki, 2021; Demir and Özdaş, 2020; Sari and Nayır, 2020). For this reason, it is possible to say that the distance education practices carried out are rapid distance education activities that do not go through the program development process based on the sudden emergence of education and the need to continue it (Bervell and Umar, 2020; Hodges et al., 2020).

The rapid digital transformation of the education process required teachers to adapt to this process at the same speed. Teachers were expected to quickly acquire/update knowledge and skills related to distance education and to carry out qualified teaching practices in virtual classrooms with this change (Bervell and Umar, 2020; Koszalka and Ganesan, 2004; Liu et al., 2020; Öztürk, 2020). On the one hand, teachers must cope with the negative effects of the pandemic process, on the other hand, they carry out distance education practices (Koçoğlu and Tekdal, 2020; Zhou et al., 2020). For this reason, it is thought that the experiences obtained during the Covid-19 process will shed light on the planning of future, ongoing distance education practices and during the Covid-19 process

will shed light on future plans, ongoing distance education practices and the literature. In this line, the study aims to examine the experiences of teachers who are one of the main characters of the education process in the adaptation process to distance education during the COVID-19 process.

Method

Research Model

The qualitative research method was used in this study. Creswell (2007) defines qualitative research as the process of making sense of social life and human problems by questioning them with unique methods. In this study, phenomenology design was used to examine the experiences of teachers during the adaptation process to distance education during the COVID-19 process. Phenomenological research explains the meanings that people attribute to their experiences by aiming to gain insight into them (Plano Clark, 2011). Yıldırım and Şimşek (2013) define the phenomenology pattern as a subset of the qualitative research paradigm while Vagle (2014) defines the phenomenology pattern as a reflective and inductive methodology. In this direction, the main research question of the research is "What are the experiences of teachers regarding distance education adaptation processes during the Covid-19 period?" it is structured within the framework of. In addition, the phenomenon of this research is teacher's distance education adaptation processes during the Covid-19 period.

Study Group

Creswell (2007) suggests a study that includes “long interviews of up to ten people” for phenomenological research. This number can follow changes according to the state of obtaining data satisfaction in the process. In this direction, convenience sampling method, which is one of the purposeful sampling methods, was used in the research. Accordingly, the study group of the research was selected as ten secondary school teachers working in Izmir, Turkey. It was taken into consideration to select participants with different branches, experiences, ages, and gender characteristics to provide maximum diversity in the study. Personal information about the participants is given in Table 1.

Table 1. Information on participants

Code	Gender	Age	Field of Study	Seniority
P1	Female	32	Turkish Language Teacher	6
P2	Female	40	Turkish Language Teacher	14
P3	Male	53	Mathematics Teacher	32
P4	Female	25	Mathematics Teacher	3
P5	Female	41	Science Teacher	19
P6	Female	26	Science Teacher	4
P7	Male	42	Social Sciences Teacher	19
P8	Female	25	Social Sciences Teacher	2
P9	Male	47	English Language Teacher	26
P10	Female	27	English Language Teacher	5

Data Collection Tool

A semi-structured interview form was developed to collect the data of the research. In this form, nine open-ended questions were asked about the characteristics and situations that support and limit the adaptation of secondary school teachers to the distance education process, how teachers define distance education, and how they operate in the distance education process. The interview which was created in its first form sent to three experts working in the field of education and two experts responded in line with the literature review. Pilot interviews were held with two teachers who were not in the participant group with the interview form organized in line with the expert opinions. The final interview form was prepared for the original interviews after the pilot interview and expert opinions.

Data Collection and Analyses

The data of the study were collected by conducting semi-structured in-depth interviews. These interviews were conducted by holding online meetings with the consent and approval of the participants. The interviews lasted between 25 and 45 minutes and were recorded with the consent of the participants. The data analysis steps suggested by Colaizzi (1978) in phenomenology research were used in the inductive content analysis of the data of the study. In these steps:

1. Interviews transcribed from beginning to end were reread to get an idea of everyone's past and experiences to make sense of the data.
2. Important statements directly related to the proposed phenomenon were noted in the transcripts.
3. The interpretive meanings of each of the important expressions were sought.
4. The research protocols were reread to ensure that the original description was clear in interpretive meanings.
5. Categories that allow the emergence of themes are organized in interpretative meanings. At this point, verification was sought, recurring themes were avoided, and any inconsistencies in this process were noted.
6. The themes were then explained comprehensively.
7. A brief statement of the comprehensive definition was produced by the researcher and a basic identification expression was produced.
8. A brief statement of the comprehensive description was presented to the participants of the study to confirm the results and development. The inconsistencies were noted, and the researcher returned to the participants through important statements, interpretive meanings, and themes to address their concerns (pp. 48-71).

Validity and Reliability

Validity and reliability are mandatory elements for qualitative research because they ensure that participant representation is accurately identified and depicted (Creswell, 2007). In this sense, it is suggested that many ways for researchers seeking parallel approaches can lead to effective validation. In the interview technique, Merriam (2009) states that it is a limitation that both the participant and the researcher are subject to

prejudices. In this sense, prejudices, predispositions, and attitudes can affect the validity of the data. For this reason, expert opinion was taken simultaneously during the research process to help the correct interpretation of the data. Feedback from the evaluations was noted. Participant confirmation was made to allow participants to check for discrepancies in their opinions and to explain more. This process helps researchers “control their subjectivity and ensure the reliability of their findings” (Jones, 2002). Finally, the statements of the participants were directly transferred and reported without any changes.

Results

In this study, which aims to examine teachers' experiences of adaptation to distance education during the Covid-19 period, the themes that explain the adaptation process to distance education were determined as technical challenges, difficulty in motivation, education everywhere, technology integration, social deficiencies, learning losses, addiction to technology, use of digital material and communicative difficulty. These themes were visualized as in Figure 1 and participant statements related to each theme were presented under headings.

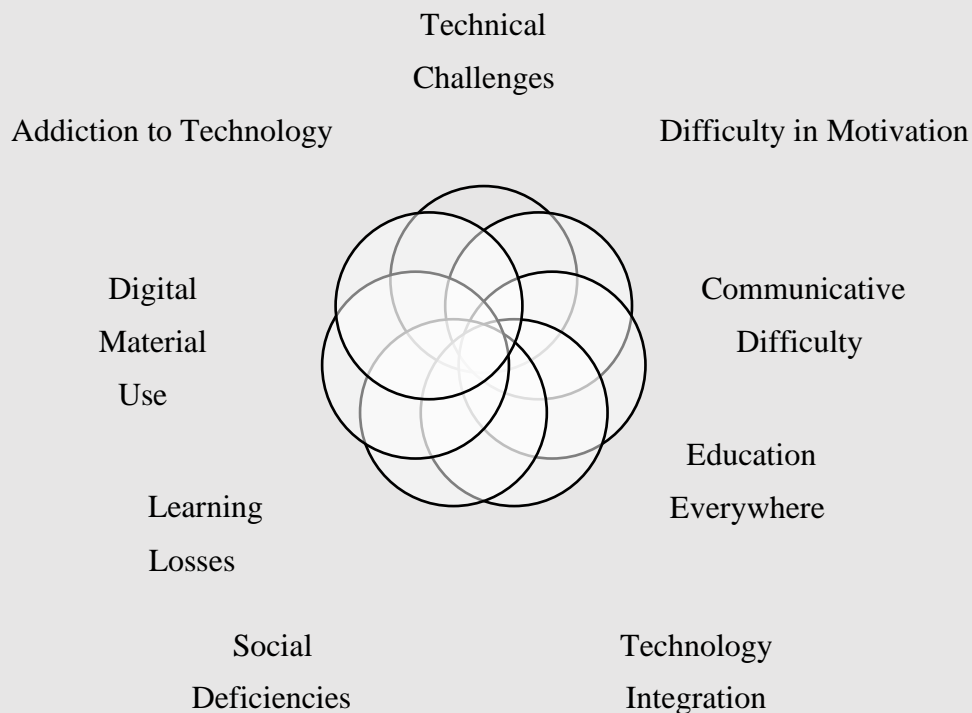


Figure 1. Themes explaining teachers' adaptation process to distance education

Findings Related to the Theme “Technical Challenges”

Changing world conditions have brought about innovations in the field of education and training as in many other fields. In the face of the digital transformation experienced during the pandemic process, teachers stated that they experienced some technical difficulties while managing the process. Participant statements on this theme are as follows:

P1-We are experiencing internet disconnection. The kids are exhausted, and bored, and we are trying to figure something out. It is especially difficult to write on the screen and to point out, that I do not feel like I can write at any time. There is always an uneasiness when you're going to write.

P6-There is continuous network disconnection or voice commutes. I cannot be sure if the voice is gone or if what I'm saying is understood. The app is logging in me or the students become logged out. Half of the lesson is -wasted when you try to reconnect, etc.

P10-The negativities were quite high when the process started. Like audio-camera problems, lack of material. The process of getting used to the programs we use in distance education took 1-2 months. Then we got a little more used to it.

Teachers stated that education practices are not efficient due to technical problems in the distance education process as it is seen in the direct quotations.

Findings Related to the Theme “Difficulty in Motivation”

As it is known, one of the most basic elements that determine the quality of the education process is the appeal to the effective field. In the distance education process, the effective deficiency of both students and teachers is a basic problem that makes it difficult for them to adapt to the process. The statements related to this theme are presented below.

P1- Students think that they are now moving away from education. It is very difficult to motivate them in this process. There is a problem with focusing and it is not very efficient. The kids are into other stuff on the computer. The lack of a controlling mechanism worsens the very process. They do not want to turn on the camera. This is an unsolvable problem.

P4- In online education, I cannot get much satisfaction in teaching; I cannot sense the feeling of "I taught this to you". It is usually in the form of lecture and pass, lecture, and pass. I observe that a stagnating education process is being conducted. I am not enjoying it, and I hope we can get back to our classes as soon as possible.

P7-The biggest difficulty I have is that the students are reluctant because it is difficult to constantly try to channel them to the lesson and keep their interest alive. It is a very challenging process to try to raise this interest in each course and get used to adapting them to the course. I try to motivate them in every class every week. Which, frankly, is more mentally exhausting than lecturing.

P9- They do not think that they are educated because they participate in the lesson through a digital device in their homes since the concepts of school, course, and classroom are included in different schemas in their minds. I also have to conduct the lesson uniformly and unfortunately with continuous verbal warnings. I cannot apply an activity other than a few posters, visuals, and videos that I have reflected on the screen related to the subject that I have put into practice to draw their attention to myself and the subject. I cannot apply an activity that they can participate in the class and enjoy.

As seen in the statements of the participants, the teachers stated that they had difficulty motivating and motivating during the COVID-19 process, and therefore they carried out a more stable education process compared to face-to-face education practices.

Findings Related to the Theme “Education Everywhere”

In a rapidly changing world, learning environments have also entered a rapid transformation process. In this process, all stakeholders of education have the opportunity to continue education at any time and from anywhere. The opinions of the participants regarding the theme stated in this direction are as follows:

P2- Students would have stayed away from us at home if online education weren't available. Therefore, it is a good thing we're just a phone call away. I think it is an advantage to be able to reach them somehow.

P4 - I feel comfortable. I can feel dominant in the process as long as I handle the technological possibilities. In addition, being at home feels safe in this process.

P10-Students and we can attend lessons from various places such as from our hometowns. There has been a substantial change. We had things we could not imagine until a year or two ago.

Teachers emphasized that the freedom to teach from unusual places positively affects the process of adaptation to distance education as is seen in the direct quotations.

Findings Related to the Theme “Technology Integration”

The technology that guides today is considered to be one of the biggest variables affecting the quality and efficiency of education. In this process, it is known that teachers who cannot be integrated into technology have difficulties in the process of adaptation to distance education. The statements of the participants regarding the specified theme are given below.

P1- I conduct research for the use of technology that will improve myself about the process and I try to make positive contributions to the process since this process is prolonged. I still feel inadequate towards my students despite all this. They write on the screen, they change their names, and they put things on the screenshots that will not happen. Every day has different matters. Theirs cannot compete with my tech speed.

P5- Situations such as not undergoing a serious education process related to education and that most teachers do not have any experience with distance education before are among the situations that limit the adaptation process the most. However, I think that teachers who are good with technology manage the process better.

P9-There are a few techniques we apply in line with our in-service training and research. These are just a few suggestions about digital classroom management. Our time at home has expanded and we are researching to be more ready for the lesson. However, it is very difficult to put into practice.

The teachers stated that the integration into technology guides the adaptation processes to distance education as seen in the direct statements of the participants.

Findings Related to the Theme “Social Deficiencies”

The participants stated that their students and themselves remained socially weak in the distance education process, and this process was a challenging factor in their adaptation to distance education based on the principle of the integrity of the development. Participant statements on this theme are as follows:

P4- We could do many cooperative activities and discussions when there was a face-to-face classroom environment. Students could learn a lot from each other. They could have fun together. It connects us to the screen which is a very weak system in social terms. We are doing everything we can.

P5- I believe that teaching will now become a more active, more interested, and time-consuming process. Teaching is not showmanship or babysitting. The students would learn from each other in the classroom even if the lesson was not taught before. Now it does not exist either. They can't socialize; they have a phone and a tablet.

As seen in the statements of the participants, it was emphasized that teachers and students had social deficiencies in the distance education process.

Findings Related to the Theme “Learning Losses”

The lack of achieving education goals is frequently expressed in the whole distance education process. The lack of the evaluation dimension of the system for a long time, the low motivation of the incoming student, and the fact that they do not attend the lesson cause students to experience learning losses in the process. Participant statements on this theme are as follows:

P3- Children are attempted to be provide with a lot of information in a brief time without digesting it. There is only academic knowledge and an exam-oriented structure. These children cannot play games, they cannot see their friends, therefore, how, and what success we can talk about.

P8- What students learn is seriously ignored. Students who never attended the class started to join as soon as it was announced that the exams would be held online. Some students graduated without knowing the name of the course.

P10-The effectiveness of the lessons is discussed. I do not think that students can learn the subjects that they benefit from this process. Students who do not have access to tablets, phones, and the internet make me think. Participation in classes of 30-40 students is conducted with 12-13 students. We are having a class without learning anything.

As stated in the statements of the teachers, there were learning losses during the COVID-19 process, and there were difficulties in achieving the goals. In this process, the failure to successfully achieve the teaching objectives appears to be an element that makes it difficult for teachers to adapt to distance education.

Findings Related to the Theme “Addiction to Technology”

Many disadvantages force individuals physically and mentally in addition to the numerous advantages of technology. At this point, teachers stated that this compulsory state in the use of technology is a factor that challenges the adaptation process to distance education. Participant statements related to this theme are presented below.

P2- Distance education is approached with lots of prejudice both by parents and teachers. If we are to evaluate it for today's Turkey, it is a tool that saves the day, however, if we

need to make a global comment, it is now an impossible teaching path for teachers to leave their lives.

P4- In other words, the internet and application problems and the inability to enter the application bind our hands. We also realized how important technology is in this process. Our students who cannot receive education and attend classes are completely absent from the process.

P10- There is a system that connects us to the screen. In this process, my dependence on the screen naturally increased. My eyes are watering. I get headaches all the time.

In the statements of the participants, there are opinions that it is physically and mentally challenging besides the positive aspects of technology. Some participants stated that the use of technology is at the level of addiction, has physiological effects, and that this is a factor that challenges their adaptation to distance education.

Findings Related to the Theme “Use of Digital Material”

The use of digital materials has become widespread to enrich teaching in the distance education process. At this point, the fact that teachers can benefit more from digital facilities is an element that facilitates their adaptation to distance education. The statements of the participants regarding the specified theme are given below.

P1- Distance education taught us this by forcing us while we were not aware of digital materials before. Everyone has shared an intensive amount of information and we have entered a digital transformation process.

P8- I obtained a lot of colorful and quite remarkable content since I was interested before. We can attract the attention of students with these and different games. I especially benefit from online games.

P10- I think that distance education has advantages because we have the chance to offer students continuous audiovisual alternatives. We used these materials less in normal face-to-face classes. The more we share files with students, the more productive they are. It has brought us awareness in terms of material diversity.

As seen in the excerpts, teachers stated that the distance education process provides them with richness and awareness in terms of providing digital materials. In addition, they emphasized that they had the opportunity to benefit more from technology in the planning of teaching, teaching-learning process, and evaluation stages.

Findings Related to the Theme “Communicative Difficulty”

Digital environments created with distance education have brought along many experiences that the stakeholders of the process are not used to. At this point, communication difficulties arising from technology, facilities, and individual elements emerge as an element that complicates teachers' adaptation processes to distance education. Participant statements regarding this theme are given below.

P1- First of all, education is to learn by experiencing, talking, breathing the same air, and sometimes experimenting together, however, distance education is officially a field of unmanned learning.

P4-I cannot understand where the children are and what I do not understand because the children turn off their microphones or images, they do not want to open them; we cannot

look them in the eyes, I honestly cannot understand whether the issues are understood or not. I can tell you that we have suffered great losses in communication.

P7- I think the most critical issue in education is to ensure that the student is active in the lesson. This is not possible in a crowded online meeting. I try to talk to everyone one by one, talk about the assignments I give, and touch on the points that are not understood when the lesson starts. However, there are very few students in the class.

P9-Distance education is a situation with more than one subject as in face-to-face education. In this respect, it is very difficult to get efficiency when student interest and parent relationship are not observed. Education remains as sentences suspended in the air when he/she speaks at the computer and closes the screen if the teacher-parent-student relationship is not conducted healthily.

As stated in the participant statements above, it was emphasized that there was a communication difficulty between the parties in the distance education process, and, therefore, digital applications were tried to be used to solve these problems.

Discussion, Conclusion and Suggestions

In this study, which aims to examine teachers' experiences of adaptation to distance education during the Covid-19 period, the themes that explain the adaptation process to distance education were determined as technical challenges, difficulty in motivation, education everywhere, technology integration, social deficiencies, learning losses, addiction to technology, use of digital material and communicative difficulty.

The quality and hardware knowledge of the technical elements that enable the interaction between the stakeholders of the education system determines the quality of education. In the findings of the research, it was seen that teachers who were caught unprepared for the technological transformation experienced during the pandemic process experienced some technical difficulties while managing the process. In addition, the fact that teachers have difficulty of motivation in the distance education process is stated as a basic problem that makes it difficult for them to adapt to the process. Similar findings were reached by Kavuk and Demirtaş (2021), Liu et al., (2020), and Zhou et al., (2020).

It is a known fact that the use of technology restructures the education processes. In the study, teachers emphasized that having the opportunity to continue education at any time and from anywhere is a positive aspect of the distance education process. On the other hand, it has been reported that integration into technology in the process determines the adaptation processes to distance education. Technology which is one of the most effective innovations of today has affected the working performance of all sectors. Similar findings were reported by Bervell & Umar (2020), Demir and Özdaş (2020) and Öztürk (2020).

In the study, the participants stated that they and their students experienced social deficiencies in the distance education process which made it difficult for them to adapt to distance education. Once more, achieving the teaching goals is another point that is frequently mentioned in the research. The lack of compulsory participation in the course and the lack of the evaluation dimension are among the reasons for learning losses. The fact that teachers cannot successfully continue their teaching task in this process is expressed as an element that makes their adaptation to distance education difficult. Similar findings have been reported by Balaman and Hanbay Tiryaki, (2021), Kavuk and Demirtaş, (2021), Sari and Nayır (2020) and Zhou et al., (2020).

Communication which is one of the basic dimensions of education has been maintained mostly through technology during the pandemic process. New and digital environments created through these channels have caused some disruptions in the communication process. At this point, communication difficulties arising from technology, facilities, and individual elements emerge as an element that complicates teachers' adaptation processes to distance education. On the other hand, many disadvantages force individuals cognitively, affectively, and locally besides the many advantages of technology. At this point, the participants stated that their technology addiction increased, and this addiction made their adaptation to distance education difficult. Similar findings are also seen in the literature (Bervelland Umar, 2020; Öztürk, 2020; Koçoğlu and Tekdal (2020); Liu et al., 2020; Zhou et al., 2020). In line with the findings of the research, the suggestions developed to facilitate the adaptation process of teachers to distance education are given below.

- In the research, findings were found that the infrastructure that will enable teachers to integrate into technology should be provided quickly. At this point, it may be suggested to take measures to provide technological infrastructure to effectively structure the distance education process.
- Curriculum development and adaptation studies can be carried out by considering the benefits of distance education although education practices continue face-to-face. A hybrid training model can be used in theoretical courses.
- Enriching the ways to ensure effective communication between the parties both in terms of variety and content throughout the distance education process can facilitate the adaptation processes of teachers to distance education. For this reason, in-service training can be given to teachers to manage processes such as program development, material development (design of virtual and digital materials), planning of teaching and learning processes, program development, and evaluation in distance education.
- It may be suggested to give elective courses and seminars on course designs in distance education to prepare future teachers for digital transformation in learning environments.

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The Effect of Peritextual Reading on Primary School Students' Reading Comprehension Skills

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ABSTRACT

The main purpose of this study is to examine the effect of peritextual reading on primary school students' reading comprehension skills. The quantitative research method was used in the study. The research design was designed as a quasi-experimental study. Research data were obtained by the random sampling method. The study group of the research consists of 102 fourth-grade students studying in 2 different state schools in Turkey. The data obtained from the research were analyzed using the SPSS 22 program. Before starting the analysis of the data, normality tests were performed. Man-Whitney U Test and Independent Sample t-Test were used in the analysis of the data. As a result of the analyses, the posttest mean scores of the experimental group students were higher than the posttest mean scores of the control group students. As a result, peritextual reading proves to be effective in improving students' reading comprehension skills.

Keywords: Peritext, peritextual reading, reading comprehension.

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Introduction

Some children's first experience with reading occurs before they start school when caregivers around them read to them (Sparks, Patton and Murdoch, 2014). In this way, children who have an effective early reading experience gain a rich vocabulary, effective verbal communication skills, and eventually many cognitive skills necessary for independent reading (Cunningham and Zibulsky, 2011). Thus, the reader's knowledge of lexical meaning and vocabulary usage contributes to the ability of generating a meaning (Akyol, 2013). In primary school, reading skill turns into the ability to reveal meaning by converting visual codes into pronunciations and corresponding pronunciations to known words (Price and Mechelli, 2005).

Reading is a very complex, dynamic, and versatile process (Grabe, 2009; Jiang, 2017; Koda, 2005; Nassaji, 2003; Plaut, 2005; Urquhart and Weir, 2013). Reading is an intricate skill that emerges from the combination of attention, memory, perceptual processes, and comprehension processes (Kern, 1989). Because of these characteristic features, it is very difficult to define reading (Akyol, 2005). The act of reading as an intellectual activity is the task of understanding the code of a written text or the codes of a graphically expressed work (Akbayır, 2003). Reading is the process of constructing, interpreting, and thinking about the literary language in a way that creates meaning (Anderson, Hibert, Scot and Wilkinson, 1985; Harris and Sipay, 1990; Perfetti, 1986). Reading is the ability of the reader to make sense of the human mind by communicating with the author and other environmental factors (Yılar, 2015).

Today, reading skill has an important function in developing some mental abilities (thinking, understanding, sequencing, relating, classification, analysis, synthesis, evaluation, etc.) (MEB, 2018). The child's interest in literacy activities is an important factor contributing to their language and early literacy development (Roberts, Jurgens and Burchinal, 2005). However, in the 21st century, the field of reading skills has changed and expanded, especially depending on technological changes and developments. Now, people should develop an objective and critical perspective on events and phenomena, together with their reading skills, and offer solutions to both personal and social problems. One of the most effective ways to gain an objective and critical perspective is through reading (Tanju, 2010).

There are a lot of resources available for reading. These include books, magazines, audio-visual texts, digital publications, etc. When all these sources are examined, it is understood that the only element of reading is not written texts, and many elements are included in the sources apart from the text. Elements such as front and back covers, preface, contents, author information, pictures, title, and the publisher may be ranked among these elements. The common feature of all these elements is that they are found around the text and are related to the text. In general terms, written text is referred as 'the body' of a book. However, some elements are outside of this body and take place before the text, after the text or in the margins of the text (Higonnet, 1990). All these elements in a book other than the printed text are called peritexts (the elements surrounding the text) of that text (Genette, 1997; Sipe, 1998).

In our world, the understanding of education aims not to transfer the knowledge by the educator, but to reach it by the learner (Akkoyunlu, 2002). While it contains important information that will help readers to guess about the peritextual features, text type, character, and frame of the books (Martinez, Stier and Falcon, 2016), it also contributes to the reader's access to the details and depths of the information. Thus, the reader goes to the background of the text, and makes a creative and critical reading by looking at the text both from inside and outside.

In children's picture books, there is a close relationship between text and pictures. The picture elements in the books interact with the text to create an artistic whole (Lambert, 2010). Pictures are not only the elements that complete the text, but also the elements that support the reader's pre-reading. The reader guesses the events' characters, place, time, and fiction through the pictures. Thus, the reader establishes a link between the picture and the text. If this connection is established at a meaningful and interrelated level, it can positively affect the reader's sense of enjoying the text and whether to continue reading the book. In other words, the pictures associated with the texts contribute to the reader's ability to generate ideas and make comments about the book. A good book that will help the individual read, comment on the book, and create meaning is possible with the author, illustrator, and designer (Ateş, 2013). Such collaborative work is seen in the peritextual factors of the book (Genette, 1997; Higonnet, 1990; Wolfenbarger and Sipe, 2017).

Now, the texts that students encounter in or out of school are presented in a structure that is quite complex and includes many elements outside the text. The task of teachers is to develop strategies that will encourage students to harmonize with the nature of this complex structure surrounding the text (Youngs and Serafini, 2011). One of these strategies that teachers can develop is 'peritextual reading'. Peritextual reading is the reading of the elements surrounding the text, which are physically in the same environment as the book, before the text.

Although peritextual reading is a widely used concept in international literature, there is no equivalent term used in Turkish yet (Ateş, 2013). However, there are many studies on visual reading, which is a part of peritextual reading, in the national literature (Baş and Kardaş, 2014; Göçer and Tabak, 2012; Sarıkaya, 2017; Tüzel, 2010). Peritextual reading is accessing and evaluating the content of the text and thus understanding the text by using the elements surrounding the body of work and mediating the content of the work for the reader (Gross and Latham, 2017). Martinez, Stier, and Falcon (2016) recommended that teachers first carefully examine the peritextual features of storybooks and read them aloud so that students can create meaning and catch clues about the story.

It has also been revealed by many studies that peritextual reading is for students; It helps them to read and make sense between texts, to think critically, to make connections between the outside world and the story, to decide whether to read the story or not, to gain a rich and satisfying reading experience, to read interactively with the text, and to create an interface between the text and the reader (Ateş, 2013; Coifman, 2013; Genette, 1997; Gros and Latham, 2017; Rockenberger, 2014). For this reason, students' acquisition of peritextual reading skills can improve their reading comprehension skills by supporting both intertextual reading and critical reading skills. Therefore, the main purpose of the study is to examine the effect of peritextual reading on primary school students' reading comprehension skills. For this purpose, the answer to the following question will be sought.

'Does peritextual reading have a significant effect on students' reading comprehension skills?'

Method

Research Model

A quantitative research method was used in this study in which the effect of peritextual reading on reading comprehension skills of primary school students was examined. The research design was structured as quasi-experimental research to reveal the cause-effect relationship. Quantitative research is the numerical expression of observations and manipulation of variables to explain the phenomenon that occurs depending on the observations and to make calculations. (Sukamolson, 2007). For this reason, data are expressed statistically with numbers and analyzes are made on numbers. Quantitative research should be accurate, valid, and unbiased (Zyphur and Pierides, 2017).

In the study, the subjects were chosen from the available groups, while the experimental and control groups were determined randomly. For this reason, the research design was designed as a quasi-experimental study. Quasi-experimental study is a research method that includes pretest, intervention, and posttest (Costantini et al., 2017).

Study Group

One of the first decisions to be made for the study group in research is to decide whether to reach the entire universe or be a part of it (Cohen et al. 2021). In this study, in which the effect of peritextual reading will be examined, it is thought that it is not possible to reach the entire universe and perform the study in terms of cost, time and accessibility. Thus, it was decided to research with smaller study groups, which were educated in the city center of Tokat and determined using the sampling method. The most important rule in determining the study group in a study is randomness (Karasar, 2014). An impartial sampling process is also essential (Squartini, Mastrandrea and Garlaschelli, 2015). However, in quasi-experimental studies, study groups can be determined by matching according to their specific characteristics, rather than randomly assigned (Büyüköztürk et al. 2014). The study group of this research, which was designed as a quasi-experimental study, was formed from available groups randomly assigned to the experimental and control groups.

The study group of the research consisted of 6 different classrooms and a total of 120 students studying in two primary schools in Tokat, Türkiye in the 2020-2021 academic year. However, 4 of these students were not included in the study because they were inclusion students and 14 of them did not participate in the collection of pre-test data. Thus, the study group consisted of 102 students in total. The experimental and control groups were randomly assigned. Table 1 shows the number of the students in groups in the schools that forms the study group of the research.

Table 1. Number of students in the study

Working group	Female		Male		Total	
	N	%	N	%	N	%
Control G.	16	15.7	34	33.3	50	49.0
Experimental G.	27	26.5	25	24.5	52	51.0
Total	43	42.2	59	57.8	102	100

Data Collection Tool

Research has been defined as a systematic study (Burns, 1997) or investigation in which data is collected, analyzed, and interpreted to understand, describe, predict, control, or strengthen educational or psychological phenomena (Mertens, 2005). In quantitative research, experiments, tests, and scales are generally used as data collection techniques (Mackenzie and Knipe, 2006). In this study, the tests prepared by the researcher were used with a quantitative research method. While collecting the pre-test data of the research, schools adopted distance education and teacher had to teach online because of the Covid-19 pandemic. Therefore, the pre-test data of the study were obtained through remote connection with students - online course participation. For this, the tests were transferred to the electronic environment via Google Forms and the students were asked to answer them by sharing them in their online lessons.

One of the important indicators of reading skill is 'reading comprehension. There are several approaches regarding the determination of reading comprehension level (Yıldız, 2010). In this study, which will examine the effect of peritextual reading on reading comprehension, the text-based test method was preferred. In the text-based test method, two different text types, informative and narrative, are used (Güneş, 2009). In this study, it was decided to use 'TUBITAK Popular Science Books', which contain both text types, in line with the opinions of the researcher and two experts, using the text conformity form below. In addition, in line with the common opinions of researchers and experts and terms of validity and reliability, it was decided to apply different texts and reading comprehension tests to the students in the pre-test and post-test.

For the texts to be used to determine the reading comprehension levels of the students who will participate in the study, the researcher made a literature review and determined 10 texts. These texts were examined by the researcher and 2 experts in the field, and evaluations were made with the text conformity form. As a result of the evaluations, the texts to be used in determining the reading comprehension levels of the students are presented in Table 2.

Table 2. Texts used for the reading comprehension test

Test	Text Name	Author	Illustrated by	Translator
Pretest	Ali's Square Foot *	Nat Gabriel	Ron Fritz	Tuba Rabia Öngün
Final test	Slow Kaan **	Lucille Penner	Recht Gioia Fiammenghi	Tuba Rabia Öngün

*Gabriel, 2018, **Penner, 2017

Data Collection Tool

Regarding the reading comprehension tests developed by the researcher, two experts in the field were evaluated and their opinions were taken to ensure content validity. In line with the opinions received, it was decided to use different reading texts and achievement tests in the pre-test and post-test. For each reading comprehension test, 30 questions were created, a consensus was reached to reduce it to 25 questions in line with expert opinions, and the content validity index was calculated as 1. The correct answers given by the students in the tests were evaluated as 1 (one) point, and the wrong answers as 0 (zero) points. While the highest score that can be obtained from the tests is 25, the lowest score is 0 (zero).

KR-20 reliability analyzes were conducted for the reliability of Reading Comprehension Test 1. The KR-20 coefficient was found to be .80 for the Reading Comprehension Test-1 and .82 for the Reading Comprehension Test-2. With this result, it can be said that the reliability of the tests is quite high. In addition, discrimination indexes were also examined to prove the reliability of the tests. When the literature is evaluated based on the item discrimination index, if the discrimination score is 0.19 or less, 'the question is too weak and should be removed from the test', if it is between 0.20-0.29, 'it needs to be corrected and developed', 0.30-0.38 It is stated that between 0,39 means 'quite good but still can be improved', and 0,40 and above means 'very good substance' (Hasançebi, Terzi and Küçük, 2020).

The discrimination index of 23 questions for test 1 is over .40, and the discrimination index of 2 questions is between .30-.39. For test 2, the discrimination index of 3 items is between .30-.39, and the discrimination index of 22 items is over .40. With this result, it can be said that the test items are highly distinctive, and their reliability is high.

Data Collection

Necessary legal permissions were obtained for the research before the implementations and the implementation phase of the experimental study initiated. In the research process, first of all, the 'Reading Comprehension Test-1' pre-test implementations were applied to the experimental and control groups. After the pre-tests were applied, the students in the control group routinely continued their reading activities in the education process without any manipulation. The peritextual reading practice was carried out to the experimental group of students for four weeks (2 days a week, 8 days in total) and sixteen lesson hours.

In the 1st, 2nd, 3th and 4th weeks of the peritextual reading practice by the researcher, the experimental group students were given a theoretical explanation of the peritextual elements and then practices on how the elements could be read in the books. In the first and sixth weeks, pre-test and post-test data were collected. The post-test data were collected after peritextual reading of the text named Yavaş Kaan for the experimental group. For the control group, the post-test data were collected after reading the text named Yavaş Kaan with the traditional silent reading method. The stages of peritextual reading performed with the experimental group students are shown in Figure 1.

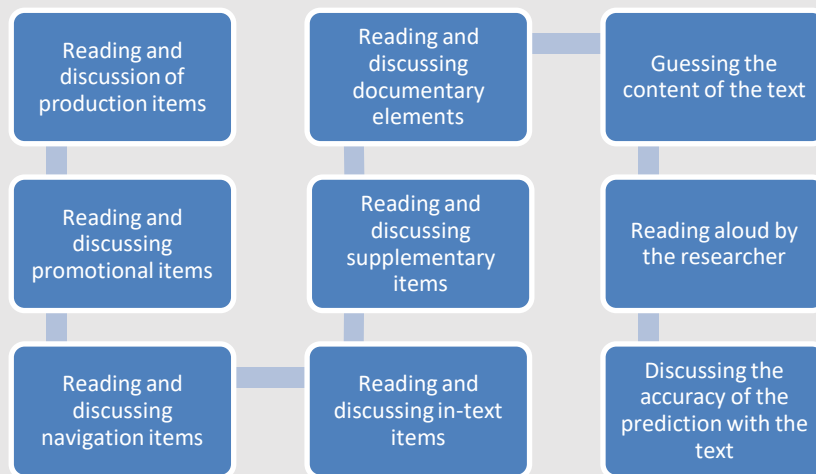


Figure 1. Peritextual Reading Stages

When Figure 1 is examined, it is seen that peritextual reading was done with the students before the Reading Comprehension Test-2 data were collected, and the peritextual elements were examined and discussed with the students while reading. Finally, the text was read aloud by the researcher and the relationship between the students' predictions about the text based on the peritextual elements and the text was checked.

Data Analyses

Quantitative research encompasses a set of methods involved in the systematic investigation of social phenomena using statistical or numerical data. Therefore, quantitative research involves measurement and assumes that the phenomenon under study can be measured. Quantitative research aims to collect data using measurement, analyze these data for trends and relationships, and validate the measurements (Watson, 2015). In this study, in which the effect of peritextual reading on reading comprehension skills of primary school students was examined, the data were analyzed and evaluated by the quantitative research methodology. SPSS 22.0 program was used for the analysis of the data in the research and the effects of the independent variable on the dependent variable were analyzed in terms of cause-effect relationships. The results of the analysis are included in the findings section of the research.

Most statistics assume the existence of a normal distribution curve and test whether the data fit the normal distribution to determine the statistical choice (Cohen et al. 2021). In this study, before the analysis, it was checked whether the data showed a normal distribution. Regarding normality, the data were analyzed with skewness, kurtosis values, mode, median, Box Plot, Q-Q Plot and histogram plots. In the analyses, normal distribution tests were performed and analyzed with the data collected from experimental and control groups. After the distribution tests, the homogeneity of the variances was tested, and decisions were made regarding the tests to be applied.

It is seen that two different data analysis tests were used in the study. These are the Dependent Sample t-Test for normally distributed data and the Man Whitney U test for non-normally distributed data. Effect size is given more importance than statistical significance in the international literature (Cohen et al., 2021). Therefore, the effect sizes of significant relationships were also examined in the analyses. The widely used calculation method developed by Cohen was used to calculate the effect size. If Cohen's d value is less than 0.2, it can be expressed as a 'weak' effect, 0.5 as a 'moderate' effect, and a greater than 0.8 as a 'strong' effect (Kilic, 2014).

Validity and Reliability

It is stated in studies that threats to validity and reliability cannot be eliminated, but can be mitigated (Cohen et al., 2021). In this study, studies that can minimize the threatening factors for validity and reliability are included in line with the quantitative research method.

Validity refers to the correct measurement of what is intended to be measured in the research (Moskal & Leydenes, 2000). To ensure the validity of the research, the appropriate work schedule was determined, the most appropriate research method was preferred, the valid tools were used to collect the data required for the research, similar environments and standards were determined for both the experimental and control groups during data collection, the most appropriate research method was used to represent the universe and the most suitable for the research. The right study group was determined, the objectives of the measurement tools, their usage areas and the explanations of the scales were explained in detail to increase the motivation

of the study group during data collection, the researcher accepted all kinds of results that may arise during the study process and showed an attitude away from prejudices.

Reliability is about the measurement tool's consistently giving accurate results (Cafiero et al. 2014). Concepts expressing reliability are 'sensitivity' and 'determination' (Büyüköztürk et al. 2014). Reliability can be achieved by eliminating the errors that may occur by chance in the measurement results (Turgut, 1990). Reliability, which is related to the degree of precision and accuracy of measurement tools, has three types: stability, equivalence, and internal consistency (Cohen et al. 2021). To ensure reliability and stability, a suitable period was determined between the pre-test and post-test together with the expert opinions.

Reliability as equivalence is related to the equivalent of a data collection tool or the same tool giving similar results in different applications (Cohen et al. 2021). In this study, no statistically significant difference was found between the pre-test and post-test data results applied for the non-manipulated control group. In this respect, it can be stated that the measurement tools give similar results and ensure their reliability. In addition, there was no statistically significant difference in the pre-test results of the experimental and control group students. This was a sign that both student levels were close to each other and that the scale gave consistent results without being manipulated.

The third type of reliability determined in quantitative research is the internal consistency coefficient. The most commonly used internal consistency index is the Kuder-Richardson 20 formula (KR-20) and the alpha coefficient (Andrich, 1982) for items scored in pairs. When calculating the internal consistency coefficient, if the test is used and the data set is scored as '0-1', the KR-20 coefficient is used, and the Cronbach Alpha coefficient is used in the data sets obtained by the grading method. In this study, the reliability of the tests was calculated with the KR-20.

It is seen that the KR-20 coefficient for the Reading Comprehension Test-1 is .80, and the KR-20 reliability coefficient value for the Reading Comprehension Test 2 is .82. According to these results, it can be said that the internal consistency coefficients of the tests used in this study, in which the effect of peritextual reading on reading comprehension skills of primary school students, were investigated, had high reliability.

Ethics committee approval process

The research was carried out with the approval of Ataturk University Ethics Commission dated 21/08/2020 and numbered 11.

Results

In this section, findings on the effect of peritextual reading on primary school students' reading comprehension skills are included. While examining the findings, the pre-test and post-test data were explained separately. In the first stage, descriptive results of the data obtained from the pre-test and post-test were given. In the second stage, skewness - kurtosis values, mode, median, Box Plot, Q-Q Plot and histogram graphs were examined to see if the data showed a normal distribution. In the third stage, whether the pretest and posttest scores make a significant difference between the experimental and control groups and the differences between the pretest and posttest scores of the experimental group students were examined. The effect sizes were also examined in the results that differed significantly.

Findings Obtained from Pre-Tests

In the study, the reading comprehension achievements of the experimental and control groups were measured and analyzed. Assumptions were checked regarding which test would be used to examine the statistical relationship between the groups. The Kolmogorov-Smirnov test, skewness, kurtosis, mode, and median values for the reading comprehension test are presented in Table 3.

Table 3. Normality values of pre-test data

Group	N	\bar{X}	Kolmogorov-Smirnov	Skewness	Kurtosis	Mod	Median
Experimental	52	18,6	.008	-.573	-.017	19	19
Control	50	17,9	.000	-.630	-1,079		

When Table 3 is examined, it is seen that the Kolmogorov-Smirnov test results are statistically significant, and the data are not normally distributed. In addition, it was determined that the kurtosis coefficients were not between +1 and -1 for the control group. However, the mode and median values were equal. The distribution status of the pre-test data was also examined with Q-Q Plot, Box Plot and Histogram graphics.

When normality tests are examined, it can be stated that the scores obtained from the pre-test data show a normal distribution for the experimental group, but not for the control group. When the data on normality is examined as a whole, it can be interpreted that the pre-test data do not show a normal distribution. Therefore, the relationship between the pre-test results of students' reading comprehension skills was analyzed with the Many Whitney U Test.

To determine whether there is a statistical difference between the pre-test scores of the students in the experimental and control groups, the Many Whitney U Test was applied, and the test results are shown in Table 4.

Table 4. Difference between pre-test mean scores of the groups

Variable	Group	N	Rank Average	Rank Sum	U	Z	p
Pretest score	Experiment G.	52	49,37	2567,00	1189,0	-.745	.456
	Control G.	50	53,72	2686,00			

When Table 4 is examined, there is no statistically significant difference between the mean rank of the pre-test scores of the experimental group students' reading comprehension skills (49.37) and the mean rank of the pre-test scores of the reading comprehension skills of the control group students (53.72) according to the Man Whitney U Test [$U = 1189$, $p > .05$].

Findings from Post-Tests

In the study, the achievements of the experimental and control groups in the posttests were measured and analyzed. Assumptions were checked as to which test would be used to compare the group scores statistically. The Kolmogorov-Smirnov test, which is the normal distribution test for

the reading comprehension test, skewness and kurtosis values, mode, and median values are presented in Table 5.

Table 5. Normality values of post-test data

Group	N	\bar{X}	Kolmogorov-Smirnov	Skewness	Kurtosis	ss	Mod	Median
Experiment	52	22,15	.014	-.471	-.052	1.84	21	21
Control	50	17,68	.001	-.363	-1,257	5,38		

When Table 5 is examined, the post-test data of the experimental and control group students do not show a normal distribution according to the Kolmogorov-Smirnov test ($p < .05$). While it was observed that the skewness and kurtosis coefficients of the data were between +1 and -1 for the experimental group, it was determined that they were between +1 and -1 for the control group students. The mode and median values of the total score averages were equal. The distribution of the posttest data was also examined with Q-Q Plot, Box Plot, and histogram graphs.

When the analyzes on normality are evaluated holistically, it can be said that the reading comprehension skills post-test data show a normal distribution for the experimental group, but not for the control group. Therefore, it was decided to apply the Man Whitney U Test in the analysis of the relationship between the groups in the post-test data, and the Dependent Sample t-Test in the analysis of the relationship between the in-group pre-test and post-test scores of the experimental group students.

To determine whether there is a statistical difference between the post-test scores of the students in the experimental and control groups, the Man Whitney U Test was applied, and the test results are shown in Table 6.

Table 6. Man-Whitney u test results for comparing the post-test scores of experimental group students and control group students

Variable	Group	N	Rank Average	Rank Sum	U	Z	p	Cohen (d)
Final Score	Test Experiment G.	52	63,30	3291,50	686,5	-4,133	.000	1,11
	Control G.	50	39,23	1961,50				

When Table 6 is examined, a statistically significant difference was found between the mean rank of the post-test scores of the experimental group students (63.30) and the mean rank (39.23) of the control group students' post-test scores according to the Man Whitney U Test results [$U=686.5$, $p < .05$]. It is seen that this difference is in favor of the experimental group of students. The effect size of the post-test results of the experimental and control groups was calculated as $d=1.11$. With this result, it was determined that the effect size on reading comprehension skills was quite high between the experimental and control groups ($d > .08$).

In the study, dependent sample t-test analysis was performed to determine whether there was a difference between the pre-test and post-test mean scores of the experimental group. The data obtained as a result of the analysis are presented in Table 7.

Table 7. Difference between pre-test and post-test mean scores of experimental group students

Group	Variable	N	\bar{X}	ss	t	sd	p	Cohen (d)
Experiment Grubu	Pretest	52	18,63	2,96	-7,344	51	.000	1,018
	Final Test	52	22,15	1,84				

When Table 7 is examined, a statistically significant difference was found between the pre-test mean score (\bar{X} =18.63) and the post-test mean score (\bar{X} =22.15) according to the dependent sample t-test results of the experimental group students [$t_{(51)} = -7.344$, $p < .05$]. It was seen that this difference was in favor of the post-test mean scores of the experimental group students. The effect size of the pre-test and post-test scores of the experimental group students was found to be $d=1.018$. With this result, it was determined that the effect size between the pretest and posttest average scores of the experimental group students was quite high ($d > 0.8$).

Discussion, Conclusion and Suggestions

In this part of the study, which examines the effect of peritextual reading on reading comprehension skills of primary school students, the results of the research are included. In addition, the research findings were associated with the existing literature and a comprehensive discussion was revealed.

As a result of the research, it was determined that peritextual reading significantly improved the reading comprehension skills of the students. As a result of the analysis, the scores of the students in the experimental group who were given peritextual reading were found to be statistically significantly higher than the scores of the students in the control group, in which the current reading activities were performed. Thus, it has been determined that the reading comprehension skills of the students who practice the peritextual reading before reading the textual content of a book are at a higher level than the students who read the text directly without doing the peritextual reading.

Reviewing the literature, it can be stated that peritextual reading is a part of a relatively new field of study. Therefore, when the literature was reviewed, no study could be found on the effect of peritextual reading on students' reading comprehension achievement. With peritextual reading, the reader learns how to evaluate information and resources (Witte et al., 2019), improves basic reading skills (Thomas et al., 2007), and increases their book reading experience (Serafini, 2012). In addition, peritextual reading enables readers to read and make meaning between texts, to think critically, to make connections between the outside world and the story, to make students decide whether to read the story or not, to gain a rich and satisfying reading experience, to read interactively with the text, and to interact between the text and the reader. It helps children to create an interface and to be interested in the book by separating them from the written text of the book (Ateş, 2013; Coifman, 2013; Genette, 1997; Gök et al., 2021; Gros and Latham, 2017; Rockenberger, 2014).

When children do not pay attention to the peritextual elements while reading, a disconnection occurs between the meaning of the contextual text and the subject (Bair, 2019). Peritextual features, which establish a relationship between the text and the subject and offer ideas about the content such as solving puzzles, help the reader to create in-depth meanings. It also stimulates the reader's sense of curiosity. By making peritextual reading, readers who relate and

interpret the peritext elements and the text have a powerful and intense reading experience (Sipe and Brightman, 2005). Peritextual reading, which helps to establish a strong interaction between the text and the reader and helps the reader to guess the content of the text, helps the reader to better understand the text and make sense of it. Thus, peritextual reading also improves the reader's reading comprehension skills.

There are many studies in the literature on improving students' reading comprehension skills. In his study, Sallabas (2008) found the relationship between reading attitude and reading comprehension skill to be below, while the relationship between academic achievement and reading success was moderate. Çelenk (2003) found that the school-family cooperation and the reading comprehension success of the students who received educational support from their parents were higher. With cooperative learning, even if students will just hear some basic concepts related to the text, they will attribute some meanings to the concepts and establish relationships between concepts with basic skills such as reasoning, brainstorming, and thinking aloud. Peritextual reading provides the opportunity to interact between teacher-student, student-student, to ensure that the subject is understandable and to create mutual reading support. In this case, a collaborative reading activity emerges. In addition, students who demonstrate high-level thinking skills by establishing intertextual relationships for the connection and connection between peritextual elements will also guess the content of the text. Thus, students will increase their reading comprehension success by getting support from the thinking styles of both the teacher and other students.

Erden and Çelik (2019) found that there is a significant relationship between reading comprehension skills and visual perception and vocabulary. The relationship between reading comprehension and vocabulary is quite strong and completely clear (Baumann and Kameenui, 1991; Paul & O'Rourke, 1988; Stanovich, 1986). The exact reasons for the relationship seem largely mutual, although not fully understood (Gersten et al., 2001). In other words, vocabulary contributes to reading comprehension (Stanovich, 1986) and develops through reading experiences (Cunningham & Stanovich, 1998). This relationship applies to readers of all levels. The vocabulary of poor readers is strongly related to the amount of reading they do (Cunningham and Stanovich, 1998). Peritextual reading will improve students' vocabulary by presenting a different reading strategy, helping the reader to guess the content by discussing the text, providing creative and critical thinking skills, adding comments/discussions for different words by the teacher and other students. Thus, the reading comprehension success/skill of the students who develop the vocabulary of the text or establish the relationships between the words will also improve.

Interpreting and discussing pictures, drawings and photographs associated with texts are important parts of peritextual reading. From this aspect, visual reading is the sub-dimension of peritextual reading. There are many studies in the literature examining the relationship between visual reading and reading comprehension success. Baş and Kardaş (2014) found a positive and significant relationship between students' visual reading skills and their reading comprehension skills. In this study, one of the reasons why peritextual reading improves students' reading comprehension success may be visual reading, which is an element of peritextual reading, and interpretation of textual visuals.

Yılmaz (2008) states that students attending primary school in Turkey have poor reading comprehension success and that teachers should develop strategies that will increase students' reading experience. One of these strategies was demonstrated by this study (peritextual reading). By performing peritextual reading in their classrooms, teachers will apply a functional reading

strategy and increase students' reading comprehension success. Moreover, Ateş et al. (2020) found that teachers did not reach the desired level in visual reading and their visual reading proficiency was low. As a result of acquiring the habit of peritextual reading, teachers will both eliminate the deficiencies in this field and develop visual reading activities as usual. Thus, students will establish a link between the visual and the text and will activate their creative and critical thinking skills.

This study, which examines the effect of peritextual reading on primary school students' reading comprehension skills; The method used in the research was limited to the study group and the tests used in data collection. Therefore, some suggestions have been developed for future research. These:

1. A similar study can be done for students and/or adults in the older age group,
2. The research can be done with students from different socio-cultural backgrounds and the results can be compared with the results of this study.
3. Peritextual reading level determination scale can be developed and its relationship with different variables can be examined.
4. With this research, it is evident that peritextual reading improves reading comprehension skills. Therefore, in order to improve students' reading comprehension skills, 'peritextual reading' activities for students should be carried out by preschool and classroom teachers.

Write the contribution of each author and conflict statement

The authors contributed equally to this study. In addition, this research received grant support from Atatürk University Scientific Research Projects Coordination Unit.

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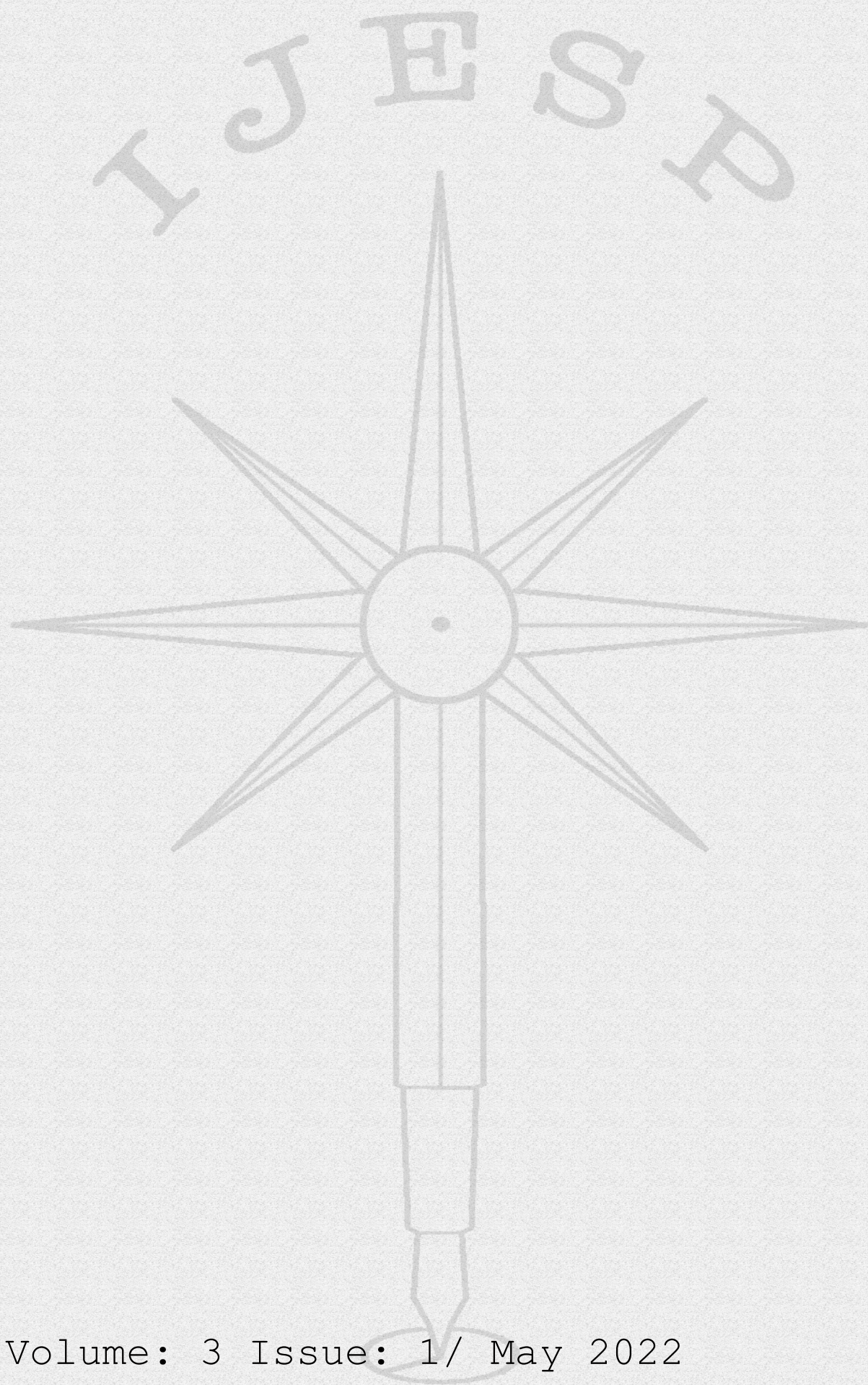
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